

LEVEL OF COMPLIANCE WITH THE PRINCIPLES OF ORGANIZATIONAL JUSTICE BASIS FOR IN-SERVICE TRAINING PROGRAM PROPOSAL

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ABSTRACT

Fairness in the workplace can improve job satisfaction, commitment and work ethics as assessed by the principal-respondent and 42 teacher-respondents on the level of compliance with principles of organizational justice at Bayorbor National High School, Mataas na Kahoy, Batangas. Through a survey questionnaire and data analysis using frequency, percentage, mean, weighted arithmetic mean, and coefficient of variation, and research studies, it was revealed that a well-experienced male principal was able to deliver better performance as perceived by experienced teachers following organizational justice. The principal-respondent and teacher-respondents always complied with the principles of organizational justice thus maintaining a harmonious relationship in their school. Moreover, there is no significant difference in how the principal and teacher-respondents perceived the practice of organizational justice in their school thereby developing a culture of excellence and fairness. The in-service training program proposal will be beneficial in strengthening the practice of organizational justice in their school.

Keywords: Action research, Organizational Justice, Level of Compliance, Descriptive Method

INTRODUCTION

The success of every organization lies in the effective and efficient management towards the employees. In education, fairness and justice must be considered for the employees to be satisfied for them to enjoy and become productive in doing their job. Moreover, justice in the workplace means better performance, commitment and job satisfaction towards their work. Justice is one of the most important issues in organizational life as well as in social life. As a fundamental requirement for employees' personal satisfaction and effective organizational functions, the importance of justice is recognized by social scientists as long-lasting. Organizational justice is related to the degree at which individuals are satisfied with the treatment

applied to them in the organizational setting (Köybaşı, Uğurlu & Öncel, 2017). In schools, human involvement emerges as a much more important factor than other organizations. Schools, like other organizations, are influenced by many organizational variables. One of these is the perception of organizational justice on teachers (Kasapoğlu, 2015). In studies on justice, it is understood that this concept has had a meaningful effect on the relations between teachers (Köybaşı et al., 2017). The fact that teachers have a positive perception on organizational justice can be expected to affect the function of educational institutions positively. It is possible that the teachers who believe that the environment is fair can interact positively with their environment and therefore with their students. Based from the foregoing revelations in

order to solve issues about organizational justice, the Department of Education (DepEd), Region IV-A CALABARZON issued R.M. No. 6327, s. 2015 entitled TEA governance of SCOUTERS ROCK which entails the technical, ethical and accountability of every member of the organization. Moreover, this memorandum also helped developed fairness in terms of proper procedures in ranking and hiring teachers, open channels of communications and upholding norms of conduct to public servants. This study took a look at the ten principles of organizational justice and how these are practiced in the respondent's school. The study also assessed the level of compliance of the principal and teacher respondents with the ten principles of organizational justice in Bayorbor National High School.

OBJECTIVES OF THE STUDY

The study was undertaken to 1) determine how the principal-respondent and teacher-respondents perceive the practice of the ten principles of organizational justice in their school based on the equity principle, the perception principle, the voice principle, the consistency principle, the interpersonal justice principle, the egalitarian principle, the representative principle, and the ethical principle; 2) test the difference on how the principal-respondent and the teacher-respondents perceive the practice of the principles of organizational justice; 3) propose in-service training program development to strengthen the practice of organizational justice in the workplace.

METHODOLOGY

This study aimed to find out the level of compliance with the principles of organizational justice in Bayorbor National High School, Mataas na Kahoy, Batangas. To attain this purpose, the researcher utilized the descriptive method of research since it is the most appropriate in determining current status and situations related to the variables of the study being conducted.

The participants of the study were composed of one school head and 42 public secondary school teachers of Bayorbor National High School, Mataas na Kahoy, Batangas. Purposive sampling was used since the researcher used all of the respondents in the school. The researcher prepared the survey questionnaire and letter to the principal and teachers who were chosen as respondents of the study. Sources of issues and concerns regarding the level of compliance with the ten principles of organizational justice were determined to form a good background of the study. Various studies and researches were utilized as well as other references that have a great semblance of the study. The reviewed works of literature confirmed the observation and inferences derived from them by the researchers. The questionnaire used was adopted by the researcher from Dr. Rosalie A. Corpus, Professor, College of Education, Polytechnic University of the Philippines, Sta. Mesa, Manila. The researcher administered the questionnaires to the respondents. The data collected were subjected to analysis and interpretation using different statistical tools.

RESULTS AND DISCUSSION

This part presents and analyzes the results of the study in response to all specific questions stated in research questions and supported herein by statistical tables and corresponding interpretation, implications and theoretical bases.

1. Perception of Respondents on the Level of Compliance with the Ten Principles of Organizational Justice

2.1 The equity principle. Table 1 reflects the perception of the two groups of respondents on the level of compliance with the principle of organizational justice in terms of equity principle. It was revealed that the principal respondent perceived the practice of equity principle with weighted mean of 4.00 and a verbal interpretation of Always Complied With.



Table 1
The Equity Principle

The Equity Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Equity requires an unbiased fairness that balances equity and equality	4.00	ACW	4.00	ACW
Teachers expect that compensation, recognition and the trappings of status will be distributed commensurate with their work, skills and responsibility	4.00	ACW	3.98	ACW
Principal should take care that there is no case of too much emphasis on a few individual successes since these can breed jealousy and comparisons	4.00	ACW	3.95	ACW
The rewards that teachers get from their contributions to the school should reflect balance	4.00	ACW	3.93	ACW
Teachers should not feel that their contributions are undervalued or unrewarded	4.00	ACW	3.90	ACW
Weighted Mean	4.00	ACW	3.95	ACW

Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. Rank 1 showed that "equity requires even-handed fairness that balances equity and equality" with a mean score of 4.00. This was immediately followed by that of "teachers expect that compensation, recognition and the trappings of status will be distributed commensurate with their work, skills and responsibility" with mean score of 3.98, "principal should take care that there is no case of too much emphasis on a few individual successes since these can breed jealousy and comparisons" with mean score of 3.95, "the rewards that teachers get from their contributions to the school should reflect balance" got a mean score of 3.93, and "teachers should not feel that their contributions are undervalued or unrewarded" with mean score of 3.90. As a

whole, the equity principle got weighted mean score of 3.95 and a verbal interpretation of "Always Complied With". This means that the equity principle was always practiced by the principal-respondent as perceived by the teacher-respondents in the school. The study conducted by Terzi, et al. (2017) cited that organizational justice is a predictor of organizational identification attitude, which is in agreement with the studies in the related literature. It has also been shown that the higher the perception of justice is, the higher the identification level. A major finding of the study is that all sub-dimensions of organizational justice predict the organizational identification behavior, procedural justice being the strongest predictor.

2.2 The perception principle. Table 2 presents the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of the organizational justice in terms of perception principle.

Table 2
The Perception Principle

The Perception Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
The principal must let everyone know by word and deed that fair procedures were followed	4.00	ACW	4.00	ACW
Teacher perception of fairness is a key to satisfaction	4.00	ACW	3.98	ACW
It is critical that teachers perceive that their principal is "following the rules" fairly, i.e., following the procedures that everyone has accepted	4.00	ACW	3.98	ACW
Justice can be both a public event and an individual judgement	4.00	ACW	3.95	ACW
In the final analysis, public perception of justice becomes justice, i.e., "justice is in the eye of the beholder"	4.00	ACW	3.88	ACW
WAM	4.00	ACW	3.95	ACW



It was revealed that the principal-respondent perceived the practice of perception principle with weighted arithmetic mean of 4.00 and a verbal interpretation of Always Complied With. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. As shown in the table, the indicator "the principal must let everyone know by word and deed that fair procedures were followed" with a mean score of 4.00, ranked 1. This was followed by indicator "teacher perception of fairness is a key to satisfaction" and "teachers must perceive that their principal is following the rules fairly, i.e., following the procedures that everyone has accepted," both with mean score of 3.98 in rank 2.5, In rank 4, indicator "justice is both a public event and an individual judgment" with mean score of 3.95, and in rank 5, while indicator "in the final analysis, public perception of justice becomes justice, i.e., " justice is in the eye of the beholder" with mean score of 3.88. As a whole, the perception principle got weighted mean score of 3.95 and a verbal interpretation of "Always Complied With". This means that perception principle was always practiced by the principal-respondent as perceived by the teacher-respondents in the school. According to Erdogdu (2018) that organizational justice includes perceived justice about all of the social and economic mutual exchanges and relationships of the individuals with their superiors, colleagues and the organization as a social system.

2.3 The voice principle. Table 3 depicts the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of voice principle. It was revealed that the principal-respondent perceived the practice of voice principle with a weighted mean of 4.00 and a verbal interpretation of Always Complied With. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. In rank 1, the item "principals should involve teachers in decision-making when they have a personal stake in the

outcome and when they have the expertise to contribute to the decision" got a mean score of 4.00, followed by "principals need to cultivate both formal and informal mechanisms to elicit teacher's voice" which got mean score of 3.98 and "participation is especially important when teachers have a personal stake in the outcome because such decisions affect them" with mean score of 3.95 in rank 3. As a whole, the voice principle got weighted mean score of 3.96 and a verbal interpretation of "Always Complied With". This means that voice principle was always practiced by the principal-respondent as perceived by the teacher-respondents in the school.

Table 3
The Voice Principle

The Voice Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Teachers should be involved in decision making by the principals when they have a personal stake in the outcome and when they have the expertise to contribute to the decision.	4.00	ACW	4.00	ACW
Principals need to cultivate both formal and informal mechanisms to elicit teacher's voice	4.00	ACW	3.98	ACW
Teachers' participation is especially important when they have personal stake in the outcome because such decisions affect them	4.00	ACW	3.95	ACW
WAM	4.00	ACW	3.96	ACW

2.4 The interpersonal justice principle. Table 4 presents the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of the interpersonal justice principle. It was revealed that the principal-respondent perceived the practice of the interpersonal justice principle with



weighted mean of 4.00 and a verbal interpretation of Always Complied With. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents.

Table 4
The Interpersonal Justice Principle

The Interpersonal Justice Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Protecting teachers from embarrassment and treating them as professionals with respect and dignity are very important roles of principals	4.00	ACW	4.00	ACW
Timing, background, and delivery of negative information are crucial; principals must strive to be open, sensitive and authentic in their treatment of teachers	4.00	ACW	3.98	ACW
Especially when communicating bad news, these should be given respectful and with sufficient information, thereby conveying a sense of fair treatment	4.00	ACW	3.95	ACW
Principals should create sound interpersonal skills and collegial interactions by teachers	4.00	ACW	3.93	ACW
WAM	4.00	ACW	3.96	ACW

In rank 1, indicator "protecting teachers from embarrassment and treating them as professionals with respect and dignity are very important roles of principals" got a mean score of 4.00 followed by that of "timing, background, and delivery of negative information are crucial; principals must strive to be open, sensitive and

authentic in their treatment of teachers" got a mean score of 3.98 and ranked 2nd. Meanwhile, indicator "especially when communicating bad news, these should be given respectfully and with sufficient information, thereby conveying a sense of fair treatment" got a mean score of 3.95 and ranked 3rd, and "sound interpersonal skills and collegial interactions are likely to create a sense of trust in the principal by teachers" with mean score 3.93 in ranked 4th. As a whole, the interpersonal justice principle got weighted mean score of 3.96 and a verbal interpretation of "Always Complied With." This means that the interpersonal justice principle was always practiced by the principal-respondent as perceived by the teacher-respondents in the school. Çelik and Saritürk (2012) concluded that there are many factors that increase the motivation of the employees in organizations. The wishes and expectations of the employees from the organization being met are just two of these factors. The basic expectation of the workers from the organization that they belong to is the equal distribution of the deserved earnings or income-generating resources between all employees and the fair (objective) functioning of the decision-making processes concerning how this distribution is to be made. In other words, it is the expectation of justice in the organization.

2.5 The consistency principle. Table 5 shows the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of the consistency principle. It was revealed that the principal-respondent perceived the practice of consistency principle with weighted mean of 4.00 and a verbal interpretation of Always Complied With. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. Ranked 1 the item "principal's application of rules, regulations, and policies must be fair, visible and consistent, yet flexible enough to take into account individual needs and extraordinary circumstances" got a mean score of 4.00 followed by "teachers should have a good idea of how the principal will react



in a variety of situations and believe that his or her judgments and behavior will be both predictable and just" with mean score of 3.98 and ranked 2nd and "effective leadership is matching appropriate leader behavior with the characteristics of the situation" got a mean score of 3.95 in ranked 3rd.

Table 5
The Consistency Principle

The Consistency Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Principal's application of rules, regulations and policies must be fair, visible and consistent, yet flexible enough to take into account individual needs and extraordinary circumstances	4.00	ACW	4.00	ACW
Teachers should have a good idea of how the principal will react in a variety of situations and believe that his or her judgements and behavior will be both predictable and just	4.00	ACW	3.98	ACW
Effective leadership is matching appropriate leader behavior with the characteristics of the situation	4.00	ACW	3.95	ACW
WAM	4.00	ACW	3.97	ACW

As a whole, the consistency principle got weighted mean score of 3.97 and a verbal interpretation of "Always Complied With." This means that the consistency principle was also always practiced by the principal-respondent as perceived by the teacher-respondents in the school.

2.6 The egalitarian principle. Table 6 reflects the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of the egalitarian principle. It was revealed that the principal-respondent perceived the practice of egalitarian principle as shown by the weighted mean of 4.00 and a verbal interpretation of Always Complied With.

Table 6
The Egalitarian Principle

The Egalitarian Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Principal must remind us that self-interest and internal politics are corrosive elements that erode egalitarianism	4.00	ACW	4.00	ACW
Principals must provide teachers with balanced treatment, dependent on needs, which is the hallmark of egalitarian decision making	4.00	ACW	3.98	ACW
Leaders make sure that no one's interests should take precedence over the needs of the collective	4.00	ACW	3.95	ACW
Principals must explain that mission of the organization takes precedence over individual benefits, which are thought to flow out of the general success of the organization	4.00	ACW	3.93	ACW
WAM	4.00	ACW	3.96	ACW

Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher respondents. To note, ranked 1st was on indicator "principal must remind us that self-interest and internal politics are corrosive elements that erode egalitarianism" got a mean score of 4.00. This was followed by "principals provide teachers with balanced treatment, dependent on needs, which is the hallmark of egalitarian decision making," with mean score of 3.98 and ranked 2nd. Meanwhile, indicator "leaders make sure that no one's interests should take precedence over the needs of the collective" got a mean score of 3.95 and ranked 3rd and "principals explains that mission of the organization takes precedence over individual benefits, which are thought to flow out of the general success of the organization" got a mean score of 3.93 and ranked 4th. As a whole, the egalitarian principle got weighted mean score of 3.96 and a verbal interpretation of "Always



Complied With". This means that the egalitarian principle was always practiced by the principal-respondent as perceived by the teacher-respondents in the school.

2.7 The representative principle. Table 7 displays the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of the representative principle.

Table 7
The Representative Principle

The Representative Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Principal views that organizational decisions affect many. Decision-making that requests for the opinions of those affected fulfils the representative principle	4.00	ACW	4.00	ACW
Representative advocates fairness in the same way that correction ensures that the organization can respond justly in the light of new information	4.00	ACW	3.98	ACW
Principal should maintain a diary that insures the representative of performance	4.00	ACW	3.95	ACW
Principal always believes that representative is tied to justice	4.00	ACW	3.90	ACW
WAM	4.00	ACW	3.96	ACW

It was revealed that the principal-respondent perceived the practice of a representative principle with weighted mean of 4.00 and a verbal interpretation of Always Complied With. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. In rank 1, that of "principal believes that organizational decisions affect many. Decision-making that

requests for the opinions of those affected fulfils the representative principle," got a mean score of 4.00. This was followed by indicator "representative promotes fairness in the same way that correction ensures that the organization can respond justly in the light of new information" with mean score of 3.98 and ranked 2nd. On the other hand, "principal maintains a diary that insures the representative of performance" with mean score of 3.95 ranked 3rd, and "principal believes that representative is tied to justice" got a mean score of 3.90 and ranked 4th. As a whole, the representative principle got weighted mean score of 3.96 and a verbal interpretation of "Always Complied With." This means that the representative principle is always complied with by the principal-respondent as perceived by the teacher-respondents in the school.

2.8 The ethical principle

Table 8
The Ethical Principle

The Ethical Principle	Principal-Respondent		Teacher-Respondents	
	Mean	VI	Mean	VI
Honesty, integrity, authenticity, sincerity, equality, impartiality, trustworthiness and honor are contemporary ethical and moral standards which guides behavior in decision-making in schools	4.00	ACW	4.00	ACW
Principals must have the courage to adhere to ethical standards in creating a just school climate	4.00	ACW	3.98	ACW
Principal must be committed to the other principles of organizational justice, as a commitment to an ethical principle of fairness	4.00	ACW	3.95	ACW
WAM	4.00	ACW	3.96	ACW

Table 8 illustrates the perception of the principal-respondent and teacher-respondents on the level of compliance with the principle of organizational justice in terms of ethical



principles. It was revealed that the principal-respondent perceived the practice of ethical principle with weighted arithmetic mean of 4.00 was always complied with. Moreover, all of the items were given a verbal interpretation of Always Complied With by the teacher-respondents. As can be seen item on "honesty, integrity, authenticity, sincerity, equality, impartiality, trustworthiness and honor are contemporary ethical and moral standards that should guide behavior in decision-making in schools" ranked 1 and got a mean score of 4.00. This was followed by that "in creating a just school climate, principals must have the courage to adhere to ethical standards" with mean score of 3.98 and ranked 2nd and "principal must be committed to the other principles of organizational justice, as a commitment to an ethical principle of fairness" got mean score of 3.95 in ranked 3rd. Ethics is a scientific discipline that tries to create ideals and norms by questioning the moral behaviors and aims to help individuals, institutions, and experts make decisions by enabling them to distinguish right from wrong (Akcemete & Yildirim, 2017). As a whole, the ethical principle got weighted mean score of 3.96 and a verbal interpretation of "Always Complied With". This means that an ethical principle was always complied with by the principal-respondent as perceived by the teacher-respondents in the school.

2. Difference on how Principal-respondent and Teacher-respondents perceived the Practice of the Principles of Organizational Justice.

Table 9 depicts the computed mean, SD and coefficient of variation on the significant difference between the perception of the principal and teacher - respondents on the practice of organizational justice in their school. It was revealed that the means were 4.00 and 3.96 for principal and teacher - respondents while the SD was 0.03 and the CV is 0.22 which was less than the tab V of 2.58, the p-value of 0.005 df of 42 and a verbal interpretation of not significant.

Table 9
Computed Mean, SD and Coefficient of Variation on the Significant Difference between the Perception of Principal and Teacher - Respondents on the Practice of Organizational Justice

Group	Mean	SD	CV	tab V	P-value	df	VI
Principal Respondent	4.00	1.00					
Teacher Respondents	3.958	1.02	0.22	2.58	0.005	42	Not Significant

This means that both the principal and teacher respondents always complied with the principle of organizational justice in their workplace thus maintaining and ensuring fairness and justice in the school for a better school atmosphere.

3. Proposed In-service Training Program Development to strengthen Organizational Justice in the Workplace.

In-Service Training Proposal on the Practice of the Level of Compliance with the Principles of Organizational Justice

Justice refers to fairness and ethical behavior within an organization. One of the most important needs of employees is to build trust between them and their supervisors. Justice is the loveliest, holiest and most perfect word in the vocabulary of human civilization that observation is considered the most essential affairs in terms of every human perspective. Fairness and justice would mean job satisfaction, commitment and better performance of employees towards their work.

This in-service training will be focused on the following objectives: (1) to strengthen the good relationship between school head, teachers and other school personnel; (2) To develop a strong foundation among school heads and teachers for the benefits of their clientele and stakeholders.

CONCLUSION

From the foregoing findings, the following conclusions were drawn:

1. A well-experienced male principal was able to deliver better performance as perceived by experienced teachers following organizational justice.
2. The principal-respondent and teacher-respondents always complied with the ten principles of organizational justice thus maintaining a harmonious relationship in their school.
3. There is no significant difference in how the principal and teacher - respondents perceived the practice of organizational justice in their school thereby developing a culture of excellence and fairness.
4. The in-service training program proposal will be beneficial in strengthening the practice of organizational justice in their school.

RECOMMENDATION

From the foregoing conclusions, the following recommendations are hereby proposed:

1. Principal and teachers may improve themselves to learn more about organizational justice.
2. The principal may always practice the ten principles of organizational justice to strengthen fairness and justice in the school.
3. Further study regarding the level of compliance of the ten principles of organizational justice should be done particularly in the statistical data to verify the validity of the research conducted.
4. The in-service training program proposal may be implemented to strengthen the practice of organizational justice.

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