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Innovate to Inspire: Motivating Factors in Enhancing Work Behavior

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ABSTRACT

This study was carried out to examine the innovative ideas and practices and the motivating factors among the public-school teachers. It was confined within the premise of innovative ideas implemented by the public-school teachers and the factors that motivate them in engaging in innovative work behavior. It involved the secondary school teachers in the Schools Division Office of Cotabato, Kidapawan, Tacurong, and Sultan Kudarat. Teachers in the elementary were excluded to participate. This was conducted during the Second Semester of the School Year 2023-2024. Results showed that teachers observed positive behavior, adjusted to the needs of their students, and showed passionate heart in teaching. Their passionate heart, the willingness to learn, and their creativity motivated them to engage in innovative work behavior. The barriers included the lack of transparency and support to teachers' innovations. Thus, the need for volunteerism, fair representation, and open communication were necessary.

Introduction

Innovation in education plays a pivotal role in shaping the learning experiences of students and preparing them for the challenges of the future. As key stakeholders in the education system, teachers are at the forefront of driving innovation in the classroom. They introduce new teaching methods, technologies, and approaches to meet the diverse needs of their students. Understanding the motivating factors that inspire teachers to engage in innovative work behavior (IWB) is essential for promoting a culture of continuous improvement and excellence in education.

Primarily, teachers innovate to improve the delivery of teaching (Aryani et al., 2024). They always looked into the welfare of their learners. Aside from that, even in the organization, they learned the hard way to build good relationship through open communication. Thereafter, everyone has the capability to understand the contexts of the problems that need immediate actions. As teachers, they are obliged to listen and get inspired to how these should be solved within (Dewi et al., 2023).

Conversely, work behavior significantly impacts teacher retention and job satisfaction (Karimi et al., 2023). Teachers who experience high levels of job satisfaction and engagement are more likely to remain in the profession and contribute positively to the school community (Al-Awidi & Al-Furaih, 2023). Whereas, those who experience burnout or dissatisfaction may leave the profession prematurely, leading to staffing shortages and instability (Daud et al., 2024).

Although, innovative work behavior has produced literatures for teachers. Previous studies were limited only in the contexts of managers (Ma Prieto & Pila Perez-Santana, 2014), the factors unpinning individual perspective (Sireger et al., 2019), and on its concepts (AlEssa & Durugbo, 2022). A qualitative-phenomenology in the local setting was not explored. This indicates the gap in the literature as well as on the population since the current study listens to the story of public-school teachers.

Finally, teachers need the driving force to innovate more in the profession. They need an environment and colleagues healthy for them to become the best version of themselves. This study encapsulates the relevance of innovation as a driving force to become motivated and effective teachers.

Statement of the Problem

This study was carried out to examine the innovative ideas and practices and the motivating factors among the public-school teachers. Specifically, it answered the following questions:

1. How do public school teachers generate and implement innovative ideas and practices in their classrooms;
2. What are the key factors that motivate public school teachers to engage in innovative work behavior;
3. What are the barriers and challenges that public school teachers encounter in the establishment and maintenance of organizational justice; and
4. What are the strategies and mechanisms that public school teacher believe would enhance organizational justice?

Scope and Limitation

This study was confined within the premise of innovative ideas implemented by the public-school teachers and the factors that motivate them in engaging in innovative work behavior. It involved the secondary school teachers in the Schools Division Office of Cotabato, Kidapawan, Tacurong, and Sultan Kudarat. Teachers in the elementary were excluded to participate. This was conducted during the Second Semester of the School Year 2023-2024.

Research Design

This study employed qualitative-phenomenology. It is a research approach within qualitative inquiry that focuses on understanding and interpreting individuals' subjective experiences of a particular phenomenon (Daher, 2023). It aims to explore the essence or lived experience of participants and uncover the meanings they attribute to their experiences. In qualitative phenomenological research, researchers immerse themselves in the participants' world, seeking to understand their perspectives, emotions, beliefs, and motivations (Thompson et al., 2023).

At one hand, Zahavi (2023) state that this approach is rooted in the philosophical tradition of phenomenology, which emphasizes the importance of describing and interpreting lived experiences as they are perceived and lived by individuals. Qualitative phenomenology seeks to uncover the underlying structures and patterns of meaning inherent in human experiences, rather than imposing preconceived theories or frameworks. In qualitative phenomenological research, data collection methods often involve in-depth interviews, focus groups, or participant observation to capture participants' rich narratives and descriptions of their experiences (Mezei, 2023).

On the other hand, this study employed qualitative since there were no statistical tools used in the interpretation of the data. In fact, it used the interview as a process of the gathering. Meanwhile, thematic analysis was used to generate significant themes based from the responses.

Informants

The informants were the public-school teachers. They were taken from the Schools Division Office of Tacurong, Sultan Kudarat, Cotabato, and Kidapawan. Purposive sampling (Kumar et al., 2023) was used for the selection of the informants.

Data Gathering Procedure

In qualitative research, the research first followed the protocol set by the graduate school. A letter was first sent to the Regional Director for the asking for the conduct of the study. The same letter was sent to the respective superintendents and district supervisors.

Upon approval, the researcher identified the informants based on the criteria. They were briefed about the study. A consent-to-participate form was provided to each of the informants which indicates their rights. The date and time of the interview was set by them.

During the interview, they were given enough time to express themselves about the phenomenon. They were not forced to respond to questions which they thought beyond their perspectives. A recorder was used for the data gathering. After which, the data were transcribed in a verbatim manner.

After the conduct of the interview, the researcher expressed her gratitude to the informants. Reciprocity was observed by giving them a token. Finally, the researcher went back and asked them to confirm the data.

Data Analysis

Thematic analysis was used in the analysis of the data. It is a method for analyzing qualitative data that involves reading through a data set and looking for patterns to derive themes. The researcher's subjective experience plays a central role in finding meaning within the data (Naeem et al., 2023).

Results and Discussions

Strategies of public-school teachers to generate and implement innovative work behavior and practices in their classrooms

The first research question determines the strategies of public-school teachers to generate and implement innovative work behavior and practices in their classrooms.

Having the Positive Behavior. Positive behavior creates a supportive and encouraging atmosphere in the classroom where students feel valued, respected, and motivated to learn. Teachers who model positive behavior demonstrate empathy, patience, and understanding, which sets the tone for collaborative and innovative classroom interactions. Positive behavior encourages teachers to embrace lifelong learning and adaptability, modeling the importance of curiosity.

It was mentioned during the interview that:

"Your positive behavior. Because if there is a conflict, you are flexible in doing or in treating such problems. If there are new teaching approaches, we are open. We are flexible." (Informant 3, Q 1.1 L 78-81)

In addition, the informant reiterated that:

"I believe in innovative work behavior because as of now, we are living in a high technology. So, we are facing more changes in our society. So, we are facing changes with our different behaviors with our students. So, we can be flexible. We can go with the flow with them." (Informant 3, Q1.2 L 82-87)

Concurrently, teachers showed positive behavior especially that they have been inspired by the school heads to work.

"So, just like in our school, we are here in the center. So, our headteachers are always reminding us. We will always have a slack on what to do on the 21st century classroom. So, that's where we get our inspiration. So, it motivates you. Yes, it motivates us." (Informant 3, Q 1.3 L 88-93)

In this manner, positive behavior strategies are evidence-based, proactive approaches to changing challenging student behavior. Also, it contributes to the creation of a supportive and encouraging atmosphere in the classroom. This environment is conducive to learning and fosters student engagement, motivation, and academic achievement (Thurlings et al., 2023).

Adjusting to Students' Needs. As a teacher, one of the strategies that generate and implement innovative work behavior is their ability to adjust to students' needs. It should be noted that every learner has their own special needs that teachers have to provide. Although, it may be impossible to some, it is indeed necessary for teachers to be open their doors to their learners. It also implies that not all students have the same learning capabilities.

Based on the response, the informant revealed that:

"I believe in innovative behavior because it fosters progress, adaptations, and improvement. Being a teacher, having this behavior enables me to respond to problems in my class, finding solutions to enhance practices and develop more efficient teaching practice or strategies." (Informant 2, Q 1.2 L 56-62)

In teaching, teachers always have the considerations of the types of the learners that they have. The use of the technology empowers them to make a difference into the lives of their learners. As stated,:

"Yes, because, I believe because, yes, we use PowerPoint, we have TVs. But the whole day, if that's the only thing the students see, without any other, for example, if your class is 3 to 4, or 1 to 3 in the afternoon, the students will be bored. So, if there is no change from one teacher to another, if there is no innovation in your subject that you teach, So, that's it. It's not effective. It's not effective. It's not effective. And the students will be sleepy. Yes, that's right, ma'am. Because that's what they do the whole day. There is no change, ma'am." (Informant 6, Q 1.2 L 154-165)

Innovations in teaching is a manifestation of how teachers adjust to the demands of time. As it goes by, there are technological advancements which journey with them in honing their learners.

"I believe in innovative work behavior because it fosters continuous improvement and evolution within the field of education. We know that we are having a rapidly changing world and some of the traditional approaches to teaching may not always be effective and relevant as of today. But by embracing innovation or being innovative enough, we educators can better engage students and cater to their diversity when it comes to learning styles. And, by doing this, we could help them to prepare themselves for the demands of the future or the demands of the world. So, innovation also promotes actually collaboration within us, in our group mates or in our workmates rather. It gives us critical thinking skills and problem-solving skills among both educators and learners as well." (Informant 9, Q 1.2 L 221-237)

Aside from that, creativity leads to realization of their innovative work behavior in shaping their learners.

"As a teacher, I firmly believe in innovative work behavior because it serves as the springboard of a creative and engaging environment, especially in the classroom setting." (Informant 11, Q 1.2 L 293-296)

To Husana and Velasco (2023) students come from diverse backgrounds, possess unique learning styles, and have varying academic abilities and interests. Some students may excel in certain subjects, while others may struggle with comprehension or engagement. Additionally, students may have individual preferences, cultural influences, or learning differences that impact their learning experiences.

Having the passion in teaching. Teaching coupled with passion. Teachers have the drive to inculcate the bodies of knowledge to their students. In the same vein, passionate teaching is a powerful force for good in education, inspiring students to dream big, think critically, and embrace lifelong learning. Educators who bring passion and enthusiasm into the classroom create transformative learning experiences that empower students to reach their full potential and make a positive impact on the world.

"The inspiration is looking your previous student having their own jobs, having their promotions and you imparted, or you are part, you have a portion on that. So, that's the, I think, one of the inspirations that I should innovate more on my work in terms of teaching learning process." (Informant 1, Q 1.3 L 27-33).

The passion towards teaching develops when teachers get inspired from the feedback they got from their learners.

"My inspirations are from the feedback of the students and of course from the output of my students, professional development like seminars, workshops, and collaborations from colleagues in educational research. So currently, I have conducted my research also for my master's degree in which I also create an innovative work for the students to experience new ways in learning mathematics. So, I find inspiration to do it by of course based on the

feedback and output and also, the competency of the students. It enables me, it inspires me to create new ideas in teaching to enhance students' learning especially in my subject area." (Informant 2, Q 1.3 L 63-77)

For an informant, passion in teaching can lead to self-development.

"I really believe on that because this would be also reflected on you, at this time, on the teachers. Not only the teachers, but all in the community. They say, you cannot give what you don't have. So, with this innovative thinking, it's for your self-improvement. And later on, at the same time, it will also be seen as the results. The end results will say everything. So, there are those factors." (Informant 4, Q 1.2 L 98-106)

In addition,

"I do believe in innovative behavior because, as what I say, it helps you grow. It helps you, not only for yourself, but it also helps you in the way you are teaching. The way that the improvements and adaptations, as what I said, new things for the new generations of learners, new set of learners, new group of learners and behaviors, of course." (Informant 5, Q 1.2 L 127-134)

Correspondingly, Owen (2015) revealed that teaching with passion is a transformative force that empowers students to grow, develop, and realize their full potential. Passionate teachers inspire, motivate, and challenge students to become lifelong learners, critical thinkers, and compassionate leaders. Above all, teaching with passion nurtures students' personal growth and development by instilling confidence, resilience, and a growth mindset. Students learn to persevere through challenges, set goals, and take ownership of their learning journey.

Strategies of public-school teachers to generate and implement innovative work behavior and practices in their classrooms

Global Theme	Organizing Themes	Basic Themes
Schemes in Generating and Implementing Classroom Innovative Work Behavior and Practices	Having the Positive Behavior	The teachers observed the sense of positivism in work behavior.
	Adjusting to Students' Needs	The teachers needed to adjust to the needs of their students.
	Having the Passion in Teaching	The teachers showed passion towards the teaching profession.

Key factors that motivate public school teachers to engage in innovative work behavior

The second research question provides themes on the key factors that motivate public-school teachers to engage in innovative work behavior.

Passionate Heart. Having a passionate heart means approaching work with enthusiasm and energy. Individuals who are passionate about what they do are excited to tackle challenges, explore new ideas, and push the boundaries of what is possible. This enthusiasm is contagious and inspires others to get involved and contribute to innovative efforts. Also, passion drives individuals to commit themselves wholeheartedly to their work. They are willing to invest time, effort, and resources into pursuing innovative solutions and achieving their goals. This level of dedication ensures that they persevere through obstacles and setbacks, even when faced with adversity.

During the course of the interview, an informant shared that:

"Passion is so important in all ways, in all doings that we are engaged with because this will be our fuel to do, to move whatever endeavor, activity, or program that we are trying to develop in this department. So, how important? It is really our jumpstart. This passion is our jumpstart to do more, to do more in whatever innovations that we are trying to create along the way for the innovation, for the innovation of the system." (Informant 1, Q 2.1 L 1-10)

A passionate teacher can easily face the challenges that lie ahead. This factor enabled the informant to improve the skills that she has. As mentioned,

"So, if you are passionate in your teaching profession, motivation comes naturally and the willingness to do innovations to make teaching and learning process becomes better is always there. This is our fuel to embrace changes, challenges and as we embrace new idea and practice to meet the needs of our students." (Informant 2, Q 2.1 L 16-22)

The narrative of informant 4 underpins the importance of passion in innovating and improving teaching. With this, it is easy for her to share the skills that she has to her students.

"So, number one, we need to have the passion. So, it must be innate as a teacher. Because they say that teaching is a noble profession. Wherein, if you don't love your work, I mean, just quit it or just get out of there. So, the good thing is, at the end of the day, number one is, you need to be, number one, passion. When we say passion, like what I said in my previous conference, from the word passion is, meaning, pass I on. I can pass whatever I have on my, like that. They also say, let me repeat, you cannot give what you don't have. So, of course, with this passion that you have, and then sharing your ideas, sharing what you have, your knowledge, and that could be something that, of course, you can share with the community." (Informant 4, Q 2.1 L 60-76)

This concurs that, having a passionate heart in innovative work behavior is about bringing enthusiasm, commitment, and dedication to one's work, particularly when engaged in creative and forward-thinking endeavors (Shula, 2023). It involves approaching challenges with energy and optimism, leveraging creativity and problem-solving skills, and persevering in the face of obstacles. Individuals with a passionate heart inspire and motivate others, driving positive change and making meaningful contributions to their organizations and society as a whole (Subidjo & Riantini, 2023).

Willing to Learn. Willingness to learn is fueled by curiosity and a thirst for knowledge. Individuals who are eager to learn approach their work with a sense of wonder and curiosity, asking questions, seeking answers, and delving deeper into topics of interest. Their natural inquisitiveness drives them to explore new concepts, technologies, and methodologies that have the potential to spark innovation. They view challenges as opportunities for learning and use feedback and reflection to refine their approaches and strategies over time.

This theme is within the contexts of the responses of the informant. She stated that:

"Willing to be teachable. Yes. Willing to learn something new. Because if you don't have that... If you don't have passion, ma'am, it's hard. Yes. It's tiring. Yes, I'm tired every day, but it's okay. So, it's hard to innovate. We don't have the drive to think of new ways of doing things, new ways of teaching if we don't have love. It's really hard if we don't have passion." (Informant 6, Q 2.1 L 108-116)

To support, individuals who are willing to learn actively seek out opportunities to expand their knowledge and skills, embrace change and uncertainty, and collaborate with others to drive innovation and achieve success in their endeavors. Their proactive attitude towards learning enables them to adapt, grow, and thrive in today's fast-paced and ever-changing work environment. The openness of the heart underscores their commitment to learn more (Mavi et al., 2024).

Creativeness. Willingness to learn also entails being adaptable and flexible in the face of change. Individuals who are open to learning are willing to embrace new ways of working, experiment with different approaches, and adapt to evolving circumstances and requirements. Their flexibility allows them to quickly pivot and adjust their strategies in response to new information or changing priorities, fostering agility and resilience in their innovative endeavors.

"Of course, if you are doing innovation, then you are able to observe students that they have improved by the innovation that you have made. Of course, you are now eager to do more innovation because you have seen the product of doing innovation. If I will do a lot of innovation, therefore, the students' approach in my class will be improved. It is a non-stop cycle. Keep on doing innovation because you are happy seeing the improvement within the students because of the innovation that you have made." (Informant 10, Q 2.2 L 211-222)

Being willing to learn involves embracing a mindset of continuous improvement and growth. Individuals who are committed to learning recognize that there is always room for growth and development, and they actively seek opportunities to expand their skills, capabilities, and expertise. They view challenges as opportunities for learning and use feedback and reflection to refine their approaches and strategies over time (Thurlings et al., 2015).

Key factors that motivate public school teachers to engage in innovative work behavior

Global Theme	Organizing Themes	Basic Themes
Critical Details Leading to Innovative Work Behavior	Passionate Heart	The teachers have the motivational force that improve teaching quality.
	Willing to Learn	The teachers are opening their doors to improve their skills towards teaching.
	Creativeness	The teachers are exploring the possibilities to make a difference in teaching.

Barriers and challenges that public school teachers encounter in the establishment and maintenance of organizational justice

The fourth research question points the barriers and challenges that public-school teachers encounter in the establishment and maintenance of organizational justice.

Lack of transparency. Complex bureaucratic structures and hierarchical decision-making processes can impede transparency by creating layers of red tape and hindering communication and accountability. Without transparency, teachers may feel excluded from decision-making processes and have limited opportunities to provide input or feedback on matters that affect their work environment. This lack of participation can lead to feelings of disempowerment and alienation, eroding their sense of organizational justice.

This feeling has been the source of the statement of the informant. Fairness in the organization is still one of the biggest issues in maintaining organizational justice. She validated this by stating that:

"Organizational justice is concerned with the perception of fair treatment of employees in an organization. It seeks to establish an equitable work climate. However, we cannot deny that even how much effort we have to realize our goal to have organizational justice, still problem like lack of procedural justice, example fair decision-making processes, informational fairness, example keeping everyone up to date in the loop and interpersonal fairness, example treating people with dignity and respect." (Informant 7, Q 3.1 L 112-122)

Further, this is supported by another informant.

“Yes. As what I have mentioned a while ago, based on my experiences, in an organization, you can really observe injustices, unfairness, and biases in terms of decision making.” (Informant 8, Q 3.2 L 131-134)

Moreover, this is also happening during the hiring process. Noting into the qualification of teachers, the lack of transparency leads to teachers to feel unequal treatment.

“Yes, Ma’am. There is really injustice or unequal opportunity for all nowadays. To be specific, it maybe somehow unseen but employment and promotion.” (Informant 12, Q 3.2 L 242-245)

Lack of transparency can result in inconsistent or inadequate communication from school administrators, leading to confusion, uncertainty, and misunderstandings among teachers (Le et al., 2023). This can hinder their ability to perform their duties effectively and contribute to a sense of distrust and dissatisfaction within the organization. Thus, it was suggested that there is a need to develop clear policies and procedures for decision-making, resource allocation, and performance evaluation, ensuring that they are communicated effectively and accessible to all stakeholders (Rodiyah et al., 2023).

Lack of Support. One of the barriers that hampers the establishment and maintenance of organization justice is the lack of support to teachers’ endeavors. Sometimes, teachers may think that those in the higher authorities do not see their worth. This may lead to teachers’ inability to perform better and may result to the performance of the students as well. Meanwhile, when there is the lack of support, teachers may feel the unfair treatment of the administration to them. This feeling of inequality has detrimental impact to teachers’ growth and development.

In the interview, it shows how this impacted teachers.

“I want to be very honest. Yes, I have experienced injustice to such organization. To give specifications on it, I don't know but this is also present in some organizational community. So, there's an unequal treatment. So, for instance, if two employees with similar qualifications and performance receive different rewards or disciplinary actions based on factors unrelated to their work such as gender, race, or personal connections, it can actually lead to feelings of injustice. We could have also lack of opportunities like employees may feel unfairly treated if they consistently face barriers to advancement or are overlooked for opportunities for growth and development compared to their peers. And discrimination, instances of discrimination or harassment based on protected characteristics such as age or gender or race can actually create a pervasive sense of injustice and could contribute to a hostile work environment.” (Informant 9, Q 3.2 L 147-167)

Proper allocation of the budget to support the teacher’s need has been revealed in the statement of the next informant.

“If I'm going to connect that, ma'am, to my current situation, of course, ma'am, I have felt injustice. Say, for example, ma'am, every year, we have the science, actually, is allotted some sort of resources, monetary resources. We are not able to gain it. Now, sometimes, if we will ask the administration that we demand, ma'am, you have allocated some sort of monetary resources for us for this year, and they will respond with, ah, you should do a program proposal, and then we will include it in the SIP. We have done it for the last two SIPs, and yet there is no allocation of money. ... That is injustice. We've made the right process so that some sort of monetary resources will be allocated for us, yet we are not getting it.” (Informant 10, Q 3.2 L 190-205)

The lack of support for teachers presents major challenges to their well-being and effectiveness in the classroom. Without enough resources, professional development chances, and support networks, teachers find it hard to cater to their students' various needs. This lack of backing can result in higher stress levels, burnout, and feelings of isolation among educators. It is crucial to address the underlying reasons for this problem to create a positive work environment and ensure the success of both teachers and students (Kilag et al., 2023).

Barriers and challenges that public school teachers encounter in the establishment and maintenance of organizational justice

Global Theme	Organizing Themes	Basic Themes
Barriers and challenges Faced in Maintaining Organizational Justice	Lack of Transparency	There were problems on the transparency within the organization.
	Lack of Support	There was the lack of support that they get from their superiors.

Strategies and mechanisms that public school teacher believe would enhance organizational justice

The last research question underpins the strategies and mechanisms that public school teachers believe would enhance organizational justice.

Volunteerism. In an organization, one has to volunteer in order to implement the programs. Teachers with this sense can see their value to grow and improve organizational justice. Through this, they could be able to see their worth that they could make a difference. Undeniably, every teacher possesses talents and skills fundamental to the overall operation of the school.

This is in line with the statement of the informant. It validated the importance of volunteerism. It means that they have to work even without being told. As mentioned,:

“How can the teacher, for me is, you should be, sa akin (form me), you should have the heart of volunteerism. You’re willing to, you have the passion to volunteer out of wala, kahit hindi ka na inuutusan (even not being told what to do). You’re trying to help but simply using your capacity to help the school in whatever help that you can.” (Informant 1, Q 4.1 L 1-7)

Volunteerism underscores the importance of empowerment. This entails that teachers to present their own thoughts and ideas especially in the decision-making.

“We empower the teacher. There should be a teacher representative, right? In decision-making bodies. Yes. So, it’s like that here. Give them, like, empower our teachers. Don’t push them. So, of course, every sector, every area, give them the task, give them the freedom, give them the decision, and then collaborate. And then, of course, we are a democratic country. So, of course, the rule says that two-thirds must be the winner. And then accept the fact. If they don’t accept it, then it’s fine. As long as you share. And then we are given the freedom to share your ideas. So, the ideas, and then say, okay. Because we are very welcome with the ideas. Yes. So, like, the teacher will give, okay, what is your idea? So, I’ll do, yes. And then, if everyone is agreed, right? As they say, two heads are better than one.” (Informant 2, Q 4.2 L 125-142)

Volunteerism is vital for enhancing organizational justice as it cultivates community and cooperation in the workplace. This collective effort ensures equitable distribution of responsibilities and ensures everyone has a voice in decision-making. Ultimately, volunteerism strengthens team bonds and fosters a more inclusive and fairer organizational environment (Choong et al., 2024; Kao et al., 2023).

Fair Representation. In an organization, the need to equal representation indicated organizational justice. Every teacher has the voice and considered. Equal treatment of teachers regardless of their ranks should be the priorities of the administration. It should be noted that fair representation motivates teachers to improve their teaching capabilities and encourage them to provide quality learnings to their students. Correspondingly, when this is observed in the organization the feeling of fairness and just leadership indicates a strong bond between them and the school leaders.

In light of the finding, this is revealed in the statement of the informant. She said that:

“Teachers should be given chance to talk, to express, and to suggest in solving conflicts and giving solutions to problems. And it is better that the decision making must be consulted to majority in an organization.” (Informant 8, Q 4.1 L 257-261)

Fair representation in an organization is essential for fostering trust, morale, and inclusivity among employees (Liu et al., 2023). It ensures that diverse viewpoints are considered in decision-making processes, leading to more well-rounded and effective outcomes. Ultimately, it promotes a positive work culture where individuals feel respected, supported, and motivated to contribute their best efforts (Davis, 2023).

Open Communication. Open communication is fundamental in creating a supportive and conducive learning environment within schools. It serves as a cornerstone for fostering positive relationships among teachers and school heads. One of the paramount reasons for the importance of open communication lies in its ability to build trust and transparency. Moreover, open communication plays a vital role in addressing conflicts and resolving issues effectively.

In support, majority of the informants navigated in this aspect. One of them vividly stated that:

“When you talk about fairness, you’re asking how to make this decision, but more or less, there will be open communication. Of course, it involves communication. Firstly, it’s communication. That’s the best thing in a certain organization. If there is no communication, it’s impossible to do so. For example, you have new things discovered and you don’t know how to communicate with your workmates or administrators. The thing is you try to introduce and practice those things that you’re used to. Perhaps it will be going to have a better output, not only for yourself as the developer of innovations, but to all the organization.” (Informant 5, Q 4.1 L 161-175)

In addition, having the Group Chats where everybody is informed.

“Okay, because even nowadays, GC is being used. So, it’s effective in terms of communication, right? GC really helps. Yes. Because we do not have to see each other to meet and take time to handle everything. Just read, and then, okay, what can you say? Just comment. There are reactions.” (Informant 6, Q 4.1 L 191-198)

This is also the core of the response of informant 7. She reiterated that:

“The teachers can effectively involve in decision-making processes through surveys, focus groups or direct communication with administrators. By actively engaging in these ways teachers can contribute their valuable insights and experiences to the decision-making processes ultimately shaping the direction and policies of their school.” (Informant 7, Q 4.1 L 218-225)

Through open communication, teachers can provide valuable insights into classroom needs, student progress, and instructional strategies. Meanwhile, administrators can offer support, resources, and guidance to address challenges and promote professional growth (Pasion, 2023). A culture of open communication strengthens the partnership between teachers and administrators (Davis, 2023).

Strategies and mechanisms that public school teacher believe would enhance organizational justice

Global Theme	Organizing Themes	Basic Themes
Beliefs to Enhance Organizational Justice	Volunteerism	The teachers have to stand and speak for their ideas.
	Fair Representation	The teachers have to be treated equally.
	Open Communication	The teachers call for open communication.

Implication for Practice

First, recognition and appreciation serve as powerful motivators for teachers. It is necessary that teachers should be acknowledgment for their hard work, dedication, and contributions to student learning. All of these validate their efforts and instills a sense of pride and accomplishment. Whether through formal recognition programs, praise from colleagues and administrators, feeling valued and appreciated reinforces teachers' commitment to their profession and inspires them to continue striving for excellence in their work.

Secondly, opportunities for autonomy and professional growth are instrumental in enhancing work behavior among teachers. Educators thrive when they have the freedom to make decisions about their teaching methods and classroom management practices. Empowering them leverages their expertise and creativity to meet the unique needs of their students. Additionally, providing opportunities for ongoing professional development, such as workshops, conferences, and mentorship programs, allows teachers to continuously expand their knowledge and skills, enhancing their effectiveness in the classroom.

Furthermore, a supportive work environment motivates and engages teachers. It creates a sense of camaraderie and teamwork that contributes to their overall job satisfaction and well-being. A supportive work environment includes access to resources and materials, opportunities for collaboration and feedback, and mechanisms for addressing challenges and concerns in a constructive manner. Above all, by cultivating a culture of support and mutual respect, schools can nurture a positive and productive teaching workforce.

Implications for Future Research

Open communication is a critical component of a thriving school community. While the importance of open communication in schools is widely recognized, there remains a need for further research to explore its implications and effectiveness in promoting positive educational outcomes. Future research could explore the impact of open communication on teacher satisfaction and retention. Understanding how communication practices influence teacher morale, job satisfaction, and overall well-being is crucial for addressing issues such as burnout and turnover within the teaching profession.

Furthermore, future research could investigate the role of open communication in promoting parental involvement and engagement in their children's education. Examining how schools communicate with parents, the barriers to effective communication, and the strategies for improving parent-school communication can help strengthen partnerships between home and school. This research could also explore the impact of parental involvement on student outcomes and school success.

Moreover, future research could delve into the influence of open communication on school climate and organizational effectiveness. By studying communication dynamics among school stakeholders, researchers can assess the impact of open communication on factors such as school culture, leadership effectiveness, and decision-making processes. This research could provide valuable insights into the conditions necessary for creating a positive and inclusive school environment.

Concluding Remarks

In the workplace, teachers need to innovate. The sole purpose of this is to adopt to educational changes and needs of the students. They should not conform only to their own practices but to look into different possibilities. As teachers, they know well their role in the classrooms and the way they deal with their school heads.

The importance of this lies on the open communication. Fairness can be felt when teachers are treated equally regardless of their rank, gender, and status in the society. It should always be noted that teachers work well because there is the driving force that catapults them to widen their horizon.

In this manner, those motivating factors are clearly stated on the responses of the teachers. As part of the community, they have the voice that strengthens the delivery of learning. Having a good relationship with their leaders, they can perform better and work even beyond because they see that they are valued.

Finally, understanding the implications of motivating factors for teachers is essential for creating a supportive and empowering work environment. Teachers are always fulfilled when they are driven with passion and commitment. As well, teachers served because they are given the opportunity to become part of the organization they served.

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