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The Mediating Effect of Emotional Intelligence on the Relationship between Organizational Justice and Misbehavior among Deped Teacher

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ABSTRACT

The purpose of this study was to establish the mediating effect of emotional intelligence on the relationship between organizational justice and misbehavior among DepEd teachers. Utilizing quantitative, non-experimental design via descriptive - correlational technique, data were obtained from 300 respondents of the study who are teachers among public elementary schools in Caraga North district, Davao Oriental. The researcher utilized quota sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that DepEd teachers perceive a very high level of organizational justice across all four dimensions, which are distributive justice, procedural justice, interpersonal justice, and informational justice. Moreover, there is a very high level of emotional intelligence. Also, results revealed that emotional intelligence does no mediation on the relationship between organizational justice and misbehavior practices. Further, the positive effect of organizational justice on reducing misbehavior practices is not significantly carried through emotional intelligence.

Keywords: *emotional intelligence, organizational justice, misbehavior, distributive justice, procedural justice, interpersonal justice, Philippines SDG Indicator: # 4 (Quality Education), SDG 8 (Decent Work and Economic Growth)*

INTRODUCTION

Misbehavior among public school teachers has become a pressing concern, with various forms of misconduct reported in recent years. Notably, approximately 10% of students experience educator sexual misconduct by the time they graduate high school (Shakeshaft, 2019). In New York City alone, over 100 educators were accused of inappropriate relationships or communications with students between 2018 and 2024 (Campanile & Edelman, 2025). In the Philippines, cases of professional misconduct by teachers, such as inappropriate behavior toward students or violations of ethical standards, continue to be significant issues (Respicio, 2024). For instance, in Davao City, a teacher faced charges for allegedly molesting students, leading to potential sanctions from the Professional Regulation

Commission (PRC) (SunStar Davao, 2020; PRC Regional Office XI, 2020). These alarming statistics underscore the urgent need to address teacher misconduct to ensure a safe and conducive learning environment.

The behavior of teachers is pivotal in shaping the educational experience and overall development of students. Educators serve as role models, and their conduct directly influences students' academic performance, social skills, and moral development. Positive teacher behavior fosters a supportive and motivating classroom atmosphere, essential for effective learning. Conversely, teacher misconduct can lead to a breakdown of trust, increased student absenteeism, and a decline in academic achievement. Ensuring exemplary behavior among teachers is, therefore, fundamental to maintaining the integrity and efficacy of educational institutions (Akdemir, 2020).

Organizational justice, defined as the perceived fairness within an institution, significantly impacts teacher behavior and attitudes. Studies have demonstrated that when teachers perceive a high degree of organizational justice, they exhibit increased job satisfaction and are less likely to engage in deviant behaviors (Akdemir, 2020). Conversely, perceptions of injustice can lead to stress, decreased motivation, and a higher propensity for misconduct (Bhandesa & Wibawa, 2022). Therefore, fostering a fair and transparent organizational culture is crucial in mitigating misbehavior among teachers and promoting a positive educational environment.

Moreover, Social Exchange Theory (SET) by Blau (1964) suggests that when employees received encouragement that is worth to their skills, knowledge and abilities, they will come to think that the outcomes such as benefits, pay, and terms of work are just and fair. In addition, employees are also expecting fair and consistent decision making by the organization. For example, the employees are treated the same regardless of what uniform they are wearing and their employment status. This eventually makes the employees perceive justice towards their organization (Leventhal, 1980). Plus,

Adams (1965) has explained about the perception of justice in his Equity Theory, in which, employees will perceive inequity if their given inputs are greater than the outputs. For example, if they show hard work and enthusiasm (input) towards the organization, they may expect for recognition, praises, better salary and rewards (output) at the accomplishment of their work. This may in turn increase their performance in the organization. Contrary, the employees may feel demotivated if their hard work has been under-graded and compensated thus making them to reduce their effort as well performance.

Meanwhile, the mediating effect of emotional intelligence is evident in the following propositions of several proponents. When employees fail to control their emotions, they fail in social interactions (Lopes et al., 2005). This frustrating experience may cause negative emotions may result in counterproductive work behavior (Anderson et al., 1995; Fox et al., 2001). It is not hard to figure out that a positive emotion is source of good behavior and prevention of negative behavior (Martin et al. 1998). Spector and Fox (2002) in their research also gave support to this conclusion. They suggested that counterproductive behavior resulted from an emotional response and aims either to attack the cause of the situation or to passively cope with the emotion. Negative emotions are related to counterproductive behavior, employees with negative emotions will create problem in others' work rather than helping (Khan, Afzal & Zia, 2010).

Petrides, Frederickson and Furnham (2004) proposed that people with high levels of EI engage less deviant behaviors than those with low EI. Similarly, Eisenberg (2000) stated that low trait of EI may be a main reason for deviant behavior. Emotional intelligence may improve the quality of people relations at work such as communicative and social functions, help conveying information about thoughts and intentions and helping to coordinate social encounters (Keltner and Haidt, 2001).

Harvey and Dasborough (2006) also provided support for this rationale as they stated that emotionally intelligent employees are better able to control negative emotion "to ensure that it does not negatively impact work performance". When employee emotional intelligence is improved, deviant behavior related to organizational tasks would reduce accordingly (Mayer et al., 2000).

There are several theorists that authors propose that EI involves the abilities of perceive, appraise, and express emotion, moreover, individual with high EI can be more sensitive to perceive the emotions effect on the experience at workplace (Day and Carroll, 2004; Mayer and Salovey, 1997). So it means the employees who are emotional intelligent are easier to perceived and act with justice than those who are less emotional intelligent (Dwayne Devonish and Dion Greenidge，2010).

This idea rationale sounds similar with several previous theorists and authors mentioned before. EI consists of several components (one is selfcontrol) that would influence the way of an individual interprets and reacts to injustice at work (Fox et al., 2001; Skarlicki and Folger, 1997). When the scholars Mayer and Salovey (1997) explored individual factor that influence justice, they found besides personality, self-esteem, and trait anger, there is another one should not be ignored which is EI.

Finally, based on the power/dependence theory, recent work suggests that people with greater power are more likely to act in ways that are consistent with desired end states compared to those who have less power (Galinsky, Gruenfeld, & Magee, 2003). Therefore, when people in power like the boss positively treat their subordinates, they in turn reciprocate with positive behavior. However, when the boss abuses such power (e.g. harsh criticisms that hold a person up to ridicule), the tendency of the subordinates is to behave negatively as a form of retaliation in order to get organizational justice and prevent the occurrence such mistreatment in the future. Abusive supervision according to Mitchell and Ambrose (2007) is the subordinates' perception of the extent to which their supervisors engage in the sustained display of hostile verbal and non-verbal behaviors that may lead to retaliation.

The model presented in Figure 1 shows the presumed relationships of the independent variable organizational justice on the dependent variable misbehaviour practices. It also shows the mediating effect of emotional intelligence on these variables. The dependent variable misbehavior practices will be measured in terms of the following five (5) indicators: sabotage, withdrawal, production deviance, theft, and abuse. *Sabotage* refers to purposely damage a piece of equipment in the property; *Withdrawal* refers to behaviors such as coming to work late without permission; *Production Deviance* refers to purposely doing work incorrectly; *Theft* refers to behaviors such as stealing something belonging to one's employer; and *Abuse* refers to the behaviors such as telling people outside the job what a lousy place one works for.

Organizational fairness, as the independent variable, will be assessed through Distributive Justice (fairness of outcomes based on input comparison), Procedural Justice (fairness of processes leading to outcomes), Interpersonal provision of clear, timely, and honest explanations).
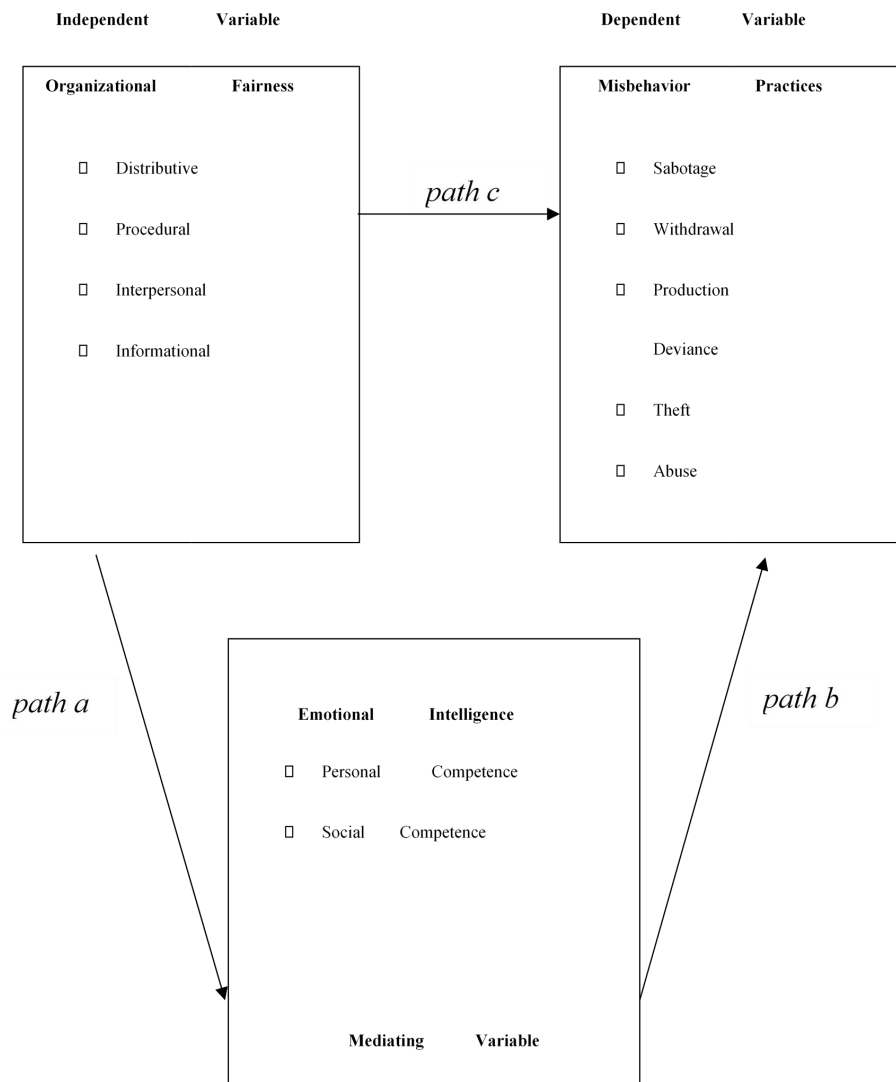
Independent   Variable   Dependent   Variable

Organizational Fairness	Misbehavior Practices
☐ Distributive	☐ Sabotage
☐ Procedural	☐ Withdrawal
☐ Interpersonal	☐ Production
☐ Informational	Deviance
	☐ Theft
	☐ Abuse

path c

path a

path b

Emotional   Intelligence

☐   Personal   Competence

☐   Social   Competence

Mediating   Variable

Figure 1. Conceptual Paradigm of the Study Justice (fairness in treatment by authority figures), and Informational Justice (fairness in the provision of clear, timely, and honest explanations).

Emotional intelligence, as a mediating variable, will be measured in terms of Personal Competence and Social Competence, each comprising three dimensions referred to as SSEs. Personal competence includes Selfawareness (recognizing one's emotions), Self-motivation (maintaining drive despite challenges), and Emotion regulation (managing emotional responses). Social competence consists of Social awareness (understanding others' emotions), Social skills (building positive relationships), and Emotional receptivity (being open to others' emotions and viewpoints).

METHOD

This section presents the respondents of the study, the materials and instruments used, and all pertinent details with regards to the data gathering procedures.

Research Respondents

In this study, all 300 teachers from the Caraga North District were included as respondents through universal sampling. Universal sampling, also known as census sampling, involves examining every member of a defined population, ensuring comprehensive representation and minimizing selection bias. This approach is particularly advantageous when dealing with a manageable population size, as it provides a complete dataset reflective of the entire group. However, it requires substantial resources and meticulous planning to engage all participants effectively. While universal sampling enhances data accuracy, it is essential to balance the benefits of comprehensive data collection with the logistical demands it entails (Ramoso, & Ortega-Dela Cruz,2019).

Moreover, the inclusion criteria for this study require that respondents be (1) actively employed by the Department of Education in this district; (2) Teachers must have a minimum of one year of teaching experience to ensure they are familiar with their school's organizational environment and

practices. Additionally, (3) only full-time teaching staff will be included; part-time or administrative staff will be excluded unless their primary duties involve classroom teaching. (4) Respondents must also be willing to provide informed consent, indicating their understanding and voluntary participation in the study. Lastly, (5) teachers need access to necessary communication tools, such as devices or platforms for completing surveys, if the study employs online data collection.

Materials/ Instruments

To measure the three constructs of the study, three instruments were adopted which are the following: Organizational Justice Scale by Colquitt (2001), Organizational Misbehavior Questionnaire by Spector et al. (2006), and Emotional Intelligence Scale by Goleman (1995, 1998).

Contextualization was carried out to make the instruments more applicable to current, local educational setting. To make the instrument more contemporary, the research instrument also underwent validation by expert validators. After validation, pilot testing was conducted. Cronbach alpha was checked to ensure the validity of the questionnaire. The *Organizational Misbehavior Scale* is a measure developed by Spector et al. (2006) consisting of 33 items with the following dimensions: oorganizational misbehaviour, sabotaging, withdrawal, production deviance theft, and abuse. Meanwhile, the *Emotional Intelligence Scale* or EI (PcSc) scale is a self-report questionnaire developed by Goleman (1995, 1998) comprising two parts: personal competence and social competence that measures six facets of emotional intelligence in the workplace.

Design and Procedure

This study employed quantitative non-experimental method of research using the descriptive-correlational design. Furthermore, quantitative research is regarded as a deductive approach towards research (Rovai et al., 2014). Specifically, a descriptive design was undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. It is conducted in order to understand and learn about the current conditions, situations, practices and phenomena that exist in the organization or system. Correlation research, on the other hand, involves the collection of data in order to determine whether the degree of relationship exit between two or more quantifiable variables (Creswell, 2013).

Furthermore, in this study, the approach also examined whether emotional intelligence (EI) functions as a mediating variable between organizational justice and misbehavior among teachers. Hence, mediation analysis was also employed to determine if EI explains part of the relationship between perceived fairness (organizational justice) and the likelihood of misbehavior. In this context, organizational justice is posited to impact EI, which in turn might influence teachers' propensity to engage in misbehavior.

This is the appropriate research design to be used since it aimed to arrive to a better knowledge of potential associations between two variables and identify the mediating effect of another variable on the relationship between these variables. Particularly, this study ascertained and described the current state of organizational fairness that the DepEd teachers feel and the level of misbehavior that manifests among the respondents, and determine whether there exists a degree of relationship between the two. It will also identify the mediating effect of emotional intelligence on the relationship of organizational fairness and misbehavior.

The study uses mediation analysis to investigate emotional intelligence as an intermediary between organizational justice and misbehavior among teachers. To conduct this analysis, the study utilized several statistical tools to analyze data and interpret relationships among variables. The mean was applied to describe each variable in terms of its average score, providing a general overview of the respondents' responses to the study variables. The Pearson (r) correlation coefficient was employed to assess the strength and significance of relationships between the variables, revealing whether any statistically significant associations exist among emotional intelligence, organizational fairness, and misbehavior. Additionally, regression analysis was used to evaluate the influence of emotional intelligence on organizational fairness and misbehavior, testing whether emotional intelligence significantly impacts these factors. Together, these statistical tools facilitated a comprehensive analysis of the study's data, helping to identify both general trends and specific effects within the sample.

Finally, the study underwent a rigorous ethical review process by the University of Ethics Review Committee, ensuring that it adhered to the highest standards of ethical conduct. This included reviewing the study's design, participant consent procedures, data collection methods, and confidentiality measures. The committee ensured that all ethical guidelines concerning participant rights and welfare were thoroughly followed, particularly in terms of voluntary participation, informed consent, and the protection of sensitive information. After careful evaluation, the research earned certification, confirming that it meets the ethical standards required for conducting studies involving human participants. This certification guarantees that the study prioritizes the dignity, rights, and well-being of all participants throughout the research process.

RESULTS AND DISCUSSION

This section presents detailed outcomes of the statistical analysis done to the data, highlighting significant paths and the overall impact of organizational justice on misbehavior practices. The discussion interprets these findings, providing a comprehensive analysis of the direct and indirect effects observed in the study.

Level of Organizational Justice among DepEdTeachers

Table 1 shows the level of organizational justice among DepEd teachers. The overall mean score of 4.42 reflects a very high level of perceived organizational justice among DepEd teachers. This suggests that, on average, DepEd teachers perceive their organization as being fair and just in its policies, decision-making processes, and treatment of employees. A very high level of organizational justice implies that teachers likely experience fairness in the distribution of resources (distributive justice), fair and transparent procedures in decision-making (procedural justice), and respectful and dignified interpersonal treatment by their superiors (interactional justice). The overall standard deviation of 0.39, the lowest among the four indicators, suggests a strong consensus on the general fairness within the organization. It indicates that DepEd teachers perceive a very high level of organizational justice across all four dimensions, which are distributive justice, procedural justice, interpersonal justice, and informational justice.

Table 1

Level of Organizational Justice among DepEd Teachers

Indicators	SD	Mean	Descriptive Level
Distributive Justice	0.40	4.50	Very High
Procedural Justice	0.41	4.49	Very High
Interpersonal Justice	0.51	4.36	Very High
Informational Justice	0.50	4.32	Very High
Overall	**0.39**	**4.42**	**Very High**

Specifically, Distributive justice, which refers to the perceived fairness of outcomes or distribution of resources, obtained a mean score of 4.50. This indicates that teachers perceive the distribution of resources, rewards, and workload as very fair. The relatively low standard deviation (0.40) suggests a consistent agreement among teachers regarding this aspect of justice. Meanwhile, Procedural Justice, which pertains to the fairness of processes and procedures used to determine outcomes, obtained a mean score of 4.49, which shows that teachers feel the decision-making processes are very fair. The standard deviation of 0.41, similar to that of Distributive Justice, indicates that teachers' perceptions are fairly uniform.

In addition, Interpersonal Justice, which deals with the fairness of interpersonal treatment, including respect and propriety,obtained a mean score of 4.36, which signifies a very high perception of fairness in interpersonal interactions. The higher standard deviation (0.51) compared to Distributive and Procedural Justice suggests more variability in teachers' experiences and perceptions in this area.

Finally, Informational Justice, which involves the fairness of communications, including truthfulness and adequacy of explanations, obtained a mean score of 4.32, which indicates that teachers perceive the information provided by the organization as very fair. .

The findings highlight a strong perception of fairness across all dimensions of organizational justice among DepEd teachers. High levels of perceived organizational justice are critical as they can enhance job satisfaction, organizational commitment, and performance while reducing turnover intentions (Dean & Hoff, 2021). The low variability in perceptions, indicated by the standard deviations, suggests that these positive perceptions are widely shared among teachers.

The very high ratings across all dimensions suggest that DepEd has effectively implemented policies and practices that promote fairness. This is crucial for maintaining a motivated and engaged workforce, which can ultimately lead to improved educational outcomes for students. This positive mental state is essential for teachers to perform effectively and foster a supportive learning atmosphere for students (Avanzi et al., 2022).According to studies, when teachers perceive high levels of organizational justice, their desire to remain in their current roles increases, thereby reducing turnover rates. This stability is crucial for maintaining continuity and quality in educational institutions (Zhou & Ma, 2022).

Level of Misbehavior Practices among DepEd Teachers

Table 2 shows the level of Misbehavior Practices among DepEd Teachers, examining various forms of misbehavior including sabotage, withdrawal, production deviance, theft, and abuse. Each indicator is assessed with mean scores and standard deviations, with an overall summary provided.

The data presented in Table 2 suggest that misbehavior practices among

DepEd teachers are virtually non-existent. Each specific type of misbehavior *Sabotage* or actions intended to damage or disrupt the organization's operations; *Withdrawal* or behaviors such as absenteeism or arriving late to work; *Production Deviance* or deliberate reduction of work effort or quality; *Theft* or stealing organizational resources or property; and *Abuse* or harmful actions towards others, including bullying or harassment - has a mean score indicating very low incidence.

Table 2

Level of Misbehavior Practices among DepEd Teachers

Indicators	SD	Mean	Descriptive Level
Sabotage	0.03	1.00	Very Low

Withdrawal	0.03	1.00	Very Low
Production Deviance	0.03	1.00	Very Low
Theft	0.03	1.00	Very Low
Abuse	0.06	1.02	Very Low
Overall	**0.02**	**1.01**	**Very Low**

As shown in the table, the overall standard deviation of 0.02, suggests an extremely low variability in teachers' responses. This indicates that most respondents provided similar answers, showing a strong consensus of the result. As reflected in the results, all misbehavior indicators (sabotage, withdrawal, production deviance, theft, and abuse) have mean scores of approximately 1.00, indicating very low levels of these behaviors among teachers.

The very low levels of misbehavior suggest a strong positive organizational culture within DepEd, which is consistent with what Quines and Arendain (2023) contended that this can contribute to higher job satisfaction and better overall performance among teachers. The results also imply that existing management practices and policies effectively deter misbehavior. Ensuring ongoing support and reinforcement of these policies will be crucial to maintaining this standard. Continuous professional development and training programs can help sustain low levels of misbehavior by reinforcing ethical behavior and professional standards (Smith, 2020).

However, this contradicts to the research conducted by Vance & Kuhle (2021) who found that even in schools with structured policies, some teachers reported engaging in workplace deviance behaviors such as sabotage and theft, albeit at moderate levels. These findings contradict the present study's results, where teachers reported almost no such behaviors. Additionally, it also negates what the study of Mendoza & Tan (2021) revealed that some DepEd teachers, particularly in rural areas, reported instances of unethical behavior like favoritism and abuse of authority, especially in relation to classroom management and student evaluation.

These findings suggest that while the overall perception might be positive, significant pockets of misbehavior remain, particularly when teachers feel unsupported or undervalued by the administration. Hence, these studies suggest that the findings in the present study may not be universally applicable across all regions or subgroups within the DepEd system. Variations in teacher experiences and organizational culture may contribute to differing levels of misbehavior, challenging the conclusion that DepEd teachers, as a whole, exhibit very low levels of misconduct.

Level of Emotional Intelligence among DepEd Teachers

Table 3 shows the level of Emotional Intelligence among DepEd Teachers, focusing on various indicators such as self-awareness, emotion regulation, self-motivation, social awareness, and social skills. Each indicator is assessed with mean scores and standard deviations, with an overall summary provided.

Table 3

Level of Emotional Intelligence among DepEd Teachers

Indicators	**SD**	**Mean**	**Descriptive Level**
Self-awareness	0.33	4.35	Very High
Emotion Regulation	0.35	4.41	Very High
Self-motivation	0.36	4.25	Very High
Social Awareness	0.39	4.31	Very High
Social Skills	0.36	4.43	Very High
Overall	**0.31**	**4.35**	**Very High**

The highest mean score of 4.43 indicates that DepEd teachers excel in social skills, suggesting they are highly proficient in managing relationships, communicating effectively, and fostering positive interactions. The standard deviation of 0.36 shows a moderate level of agreement among teachers,

indicating consistent perceptions regarding their social skills.

The lowest mean score of 4.25, while still very high, suggests that selfmotivation is perceived slightly less positively compared to other aspects of emotional intelligence. The standard deviation of 0.36 indicates moderate variability in responses, suggesting that while self-motivation is generally strong, there is some room for enhancement in maintaining internal drive and persistence among teachers.

The data in Table 3 suggests that DepEd teachers demonstrate very high levels of emotional intelligence across all assessed indicators. Emotional intelligence, encompassing the ability to recognize, understand, and regulate both personal and others' emotions, is essential for effective teaching and leadership (Buza & Gerlach, 2020). This is consistent with previous studies that emphasize the role of emotional intelligence in fostering positive

classroom dynamics and enhancing teacher-student relationships (SáezMartín, Fernández-Navarro, & García-Martínez, 2021). Specifically, the highest score for social skills aligns with the findings of Sáez-Martín et al. (2021), who argue that effective interpersonal skills are fundamental for creating a collaborative and supportive learning environment.

Significance on the Relationship between Organizational Justice and Misbehavior Practices among DepEd Teachers

The findings in Table 4, which reveal a negative but weak correlation (r

= -0.149, p = 0.010) between Organizational Justice and Misbehavior Practices among DepEd teachers, indicate that as perceptions of organizational justice increase, misbehavior practices tend to decrease slightly. Although the relationship is statistically significant, the strength of the association is weak, suggesting that while fairness within the organization plays a role in reducing misbehavior, it is not the dominant factor. This implies that other variables, such as workload, stress, administrative demands, or personal issues, may have a more substantial influence on teachers' likelihood of engaging in misbehavior.

Table 4

Significance on the Relationship between Organizational Justice and Misbehavior Practices among DepEd Teachers

Organizational Justice	Misbehavior Practices					
	Sabotage	Withdrawal	Production Deviance	Theft	Abuse	**Overall**
Distributive Justice	.063 .277	-.054 .350	-.104 .071	.077 .185	-.043 .454	**-.074 .199**
Procedural Justice	.103 .076	-.037 .528	-.049 .398	.096 .096	-.065 .263	**-.056 .332**
Interpersonal Justice	.103 .076	-.037 .528	-.049 .398	.096 .096	-.065 .263	**-.056 .332**
Informational Justice	-.183** .001	.031 .595	-.250** .000	.209** .000	.154** .007	**-.280** .000**
Overall	**-.001 .980**	**-.012 .836**	**-.143* .013**	**-.136* .019**	**-.108 .061**	**-.149** .010**

When examined in the context of recent literature, these results align with the broader consensus that organizational justice is a critical element in fostering positive employee behavior and reducing deviant practices. For instance, a study by Pasion (2023) in the Philippines found that public secondary school teachers who perceived a high degree of organizational justice demonstrated positive organizational behavior, supporting the notion that fairness fosters desirable actions. Similarly, Migullas (2024) highlighted that organizational justice positively influenced both intrinsic and extrinsic motivation among teachers, which could theoretically reduce the likelihood of misconduct. These studies reinforce the present finding that promoting fairness in the workplace can contribute to minimizing misbehavior.

Particularly, the table presents correlation coefficients (r) of each indicator and their corresponding p-values (p), indicating the strength and significance of these relationships. Informational Justice shows significant negative correlations with multiple forms of misbehavior practices including sabotage, production deviance, theft, and abuse. The negative correlation coefficients suggest that higher levels of perceived informational justice are associated with lower levels of these misbehaviors. The p-values indicate that these relationships are statistically significant. This implies that when teachers perceive that information is communicated fairly, thoroughly, and transparently, they are less likely to engage in counterproductive behaviors (Mukherjee, Malhotra, & Budhwar, 2020).

Regression analysis showing the influence of organizational justice on misbehavior practices as mediated by emotional intelligence

The regression analysis in Table 5 shows the influence of organizational justice on misbehavior practices, with emotional intelligence as a mediator. The table outlines four steps in the mediation analysis, indicating the relationships between these variables. As shown, Path c, which reflects the direct effect of organizational justice on misbehavior practices (B = -0.008, S.E. = 0.003, β = -0.149*), indicates a significant negative direct effect of organizational justice on misbehavior practices. The negative β value suggests that higher organizational justice is associated with lower levels of misbehavior practices. The significance level (p < 0.05) supports the

robustness of this finding.

Table 5

Regression analysis showing the influence of organizational justice on misbehavior practices as mediated by emotional intelligence

Step	Path	B	S.E.	β
1	c	-.008	.003	-.149*
2	a	.611	.029	.770***
3	b	.005	.006	.080[NS]
4	c'	-.011	.005	-.211*

* *p*<0.05

Meanwhile, Path a, which shows the effect of organizational justice on emotional intelligence (B = 0.611, S.E. = 0.029, β = 0.770*), shows a highly significant positive effect of organizational justice on emotional intelligence. The strong β value indicates that as organizational justice increases, emotional intelligence also increases considerably. The p-value (p < 0.001) reinforces the significance of this relationship. Path b, which shows the effect of emotional intelligence on misbehavior practices (B = 0.005, S.E. = 0.006, β = 0.080[NS]) suggests that the effect of emotional intelligence on misbehavior practices is positive but not statistically significant. The non-significance (NS) implies that emotional intelligence does not have a strong or reliable influence on misbehavior practices in this model.

Finally, Path c', which shows the indirect effect of organizational justice on misbehavior practices via emotional intelligence (B = -0.011, S.E. = 0.005, β = -0.211*), indicates a significant indirect effect of organizational justice on misbehavior practices through emotional intelligence. The negative β value suggests that even when considering emotional intelligence, organizational justice continues to reduce misbehavior practices. The significance level (p < 0.05) indicates this indirect effect is meaningful.

The significant negative direct effect of organizational justice on misbehavior practices implies that improving fairness and equity within an organization directly reduces misbehavior. This aligns with existing literature suggesting that employees who perceive fairness are less likely to engage in counterproductive behaviors.

Results of Statistical Analysis on Presence (or Absence) of Mediating Effect

As shown in Table 6, the Sobel test was utilized to determine whether a mediating effect exists between an independent variable (organizational justice) and a dependent variable (misbehavior practices) through a mediator (emotional intelligence). The results from this statistical analysis provide insights into the presence or absence of mediation in the model.

Table 6

Results of statistical analysis on presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
organizational justice emotional intelligence misbehavior practices	.892864	>0.05	No mediation

* *p*<0.05

The Sobel z-value is a test statistic that evaluates the significance of the mediation effect. A higher absolute value of the Sobel z indicates a stronger potential mediation effect. In this case, the z-value is 0.892864, which is relatively low. The p-value associated with the Sobel test indicates the probability that the observed mediation effect is due to chance. In this analysis, the p-value is greater than 0.05, which means the mediation effect is not statistically significant at the conventional alpha level of 0.05. Based on the p-value being greater than 0.05, the results indicate that there is no significant mediation effect of emotional intelligence on the relationship between organizational justice and misbehavior practices.

Previous analysis showed a significant direct effect (β = -0.149, p < 0.05), indicating that higher organizational justice leads to lower misbehavior practices directly. On the other hand, there was a significant positive effect (β = 0.770, p < 0.001), suggesting that higher organizational justice increases emotional intelligence. This effect was not significant (β = 0.080, NS), indicating that emotional intelligence does not significantly influence misbehavior practices in this model. The Sobel test results indicate that emotional intelligence does not mediate the relationship between organizational justice and misbehavior practices (Sobel z = 0.892864, p > 0.05). Therefore, the positive effect of organizational justice on reducing misbehavior practices is not significantly carried through emotional intelligence.

CONCLUSION AND RECOMMENDATIONS

This section synthesizes the key findings from the analysis of the relationships between organizational justice, emotional intelligence, and misbehavior practices.

Based on the findings of the study, it can be inferred that DepEd teachers perceive a very high level of organizational justice across all four dimensions (distributive, procedural, interpersonal, and informational). This indicates a strong consensus among teachers regarding the fairness within the organization. Distributive justice received is prominent, suggesting that teachers find the distribution of resources and rewards to be very fair. Procedural justice also scored very high, indicating fair decision-making processes. Interpersonal justice and informational justice showed slightly higher variability in perceptions, reflecting some differences in teachers' experiences regarding interpersonal treatment and information dissemination.

Meanwhile, a non-significant impact of emotional intelligence on misbehavior exists between these measures. In other words, emotional intelligence did not significantly influence misbehavior practices. The Sobel test indicated no significant mediation effect of emotional intelligence on the relationship between organizational justice and misbehavior practices.

Based on the findings and conclusions of the study, the following recommendations are most appropriate:

To the Department of Education (DepEd), it is recommended for them to maintain and enhance policies ensuring fair distribution of resources and transparent decision-making processes. They may regularly evaluate and update policies to address any emerging issues related to organizational justice. It is also highly encouraged to provide ongoing professional development opportunities focusing on emotional intelligence, particularly in self-motivation and social skills. Another thing is to implement mentoring programs to support teachers in developing their emotional intelligence and professional skills.

To the School Administrators, it is highly recommended for them to ensure that all communication is clear, transparent, and timely to maintain high levels of informational justice. Create channels for feedback and open communication between teachers and administrators. Promote a Positive Work Environment that foster a respectful and supportive environment by modeling effective and respectful communication. They may also recognize and reward professional and ethical behavior among staff.

To the future researchers, the researcher recommended for them to investigate other potential factors that might influence misbehavior practices in educational settings. Study the long-term effects of emotional intelligence training on organizational justice and overall teacher performance. They may also carry out longitudinal studies to understand the impact of sustained organizational justice and emotional intelligence on misbehavior practices over time. Finally, it is suggested to expand the research to include diverse educational settings and contexts to validate and generalize findings.

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