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Ethical Leadership and Organizational Justice among the Local Colleges in Misamis Oriental: It's Influence to Employees' Satisfaction and Performance

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Abstract: *This study examined employees' satisfaction and performance influenced by ethical leadership and organizational justice among local colleges in Misamis Oriental. Focusing on ethical leadership in terms of accountability, trust, and transparency. School leaders with profound ethical leadership will boast and enhance employees' satisfaction in terms of intrinsic motivation like work itself, belongingness, and self- actualization as well as extrinsic motivation in terms of salary, promotion, and recognition. Employees' performance depends largely on how satisfied they are with the organizational justice practices in the organization in terms of distributive, procedural, and interactional justice, these will encourage employees to participate in the organization and engagement among employees resulting in a higher level of performance among them. Employees' performance can be measured through the quality of work, efficiency, and timeliness of output. The research explores essential features of school administrators among local colleges in Misamis Oriental assessed and evaluated by the faculty and staff in their respective schools and colleges. The paramount objective of the study is to assess administrators' ethical leadership and organizational justice and its influence on employees' satisfaction and performance. This study helps the administrator to know and assess the level of ethical leadership that will influence satisfaction and performance, this study will also measure the extent of school leaders portray their organizational commitment impacting satisfaction and performance.*

Keywords: *Ethical Leadership, Accountability, Trust, Transparency, Organizational Commitment, Procedural, Distributive, Interactional, employee satisfaction, Intrinsic Satisfaction, Extrinsic Satisfaction, Productivity, Quality, Efficiency, Timeliness, Educational Leadership*

I.　Introduction

The efficacy and vitality of local colleges are significantly intertwined with the well-being and productivity of their employees. This necessitates a critical examination of the organizational factors that shape the employee experience. Among these, ethical leadership and organizational justice emerge as paramount influences, demonstrably impacting both employee satisfaction and overall performance within these academic institutions. Ethical leaders cultivate an environment conducive to employee flourishing by inspiring growth, fostering development, and establishing a culture deeply rooted in trust and mutual respect. This leadership approach yields tangible benefits, including reduced employee turnover, heightened productivity levels, and enhanced organizational loyalty. By prioritizing trustworthiness, accountability, and transparency, ethical leaders contribute to a positive workplace where employees feel genuinely valued and respected (Edward Godbless, 2021), consequently boosting job satisfaction and engagement.

Furthermore, ethical leadership extends its positive influence through the promotion of organizational transparency. Research has consistently shown that providing employees with access to truthful and relevant information significantly enhances their satisfaction by mitigating confusion and alleviating stress (Frontiers). The overarching impact of ethical leadership on employee morale and performance underscores its pivotal role within the specific academic context of local colleges, establishing a clear link between moral leadership and crucial outcomes such as job performance and employee engagement (Edward Godbless, 2021).

Complementing the role of ethical leadership, organizational justice exerts a substantial impact on employee satisfaction and performance within local colleges. Empirical evidence suggests that employees who perceive fairness in organizational practices, encompassing areas such as performance evaluations and resource allocation, exhibit increased job satisfaction and organizational commitment. This heightened commitment, in turn, translates into improved performance and a reduced propensity to leave the institution. The perception of organizational justice is multifaceted, comprising three key dimensions: distributive justice, which concerns the fairness of outcomes; procedural justice, which

focuses on the fairness of the processes used to reach decisions; and interactional justice, which pertains to the fairness of interpersonal treatment. Each of these dimensions uniquely contributes to the creation of a supportive work environment that fosters both individual and collective success. Moreover, organizational justice encourages employees to engage in organizational citizenship behaviors, discretionary actions that go beyond formal job requirements and are vital for enhancing the overall effectiveness of educational institutions and their operational environment (Riego de Dios, 2020).

The positive influence of organizational justice extends to promoting proactive employee engagement in organizational citizenship behaviors, which are instrumental in bolstering the overall performance of educational institutions. For instance, a study by Red and Teng-Calleja (2021) revealed that employees' positive perceptions of justice within their schools significantly increased their willingness to contribute beyond their defined roles, thereby enhancing organizational effectiveness. This research further highlights the strong interrelation between elements of satisfaction and all facets of organizational justice, establishing a clear connection between various sources of satisfaction and different dimensions of fairness (Red, & Teng-Calleja, 2021).

Despite the well-documented significance of both ethical leadership and organizational justice in fostering positive employee outcomes within local colleges, several critical gaps and unresolved issues persist in our understanding of their nuanced implications within these specific settings. Firstly, there is a notable lack of in-depth exploration regarding how the unique cultural and contextual characteristics of local colleges influence the effectiveness of ethical leadership and organizational justice practices. Existing research often overlooks the distinct challenges and operational dynamics inherent in local colleges compared to larger, more generalized educational institutions (She et al., 2023). Secondly, there is a pressing need for longitudinal studies to elucidate the long-term effects of these leadership and justice practices on employee outcomes, as the current body of research predominantly focuses on short-term impacts. Furthermore, the intricate interplay between the different dimensions of organizational justice — distributive, procedural, and interactional—and their combined effect on employee satisfaction and performance remains underexplored. Additionally, the specific mechanisms through which ethical leadership translates into perceived organizational justice and subsequently influences employee satisfaction and performance require further clarification. Finally, the prevalent reliance on self-reported data introduces the potential for bias, underscoring the necessity for more objective measurement tools and diverse methodological approaches (She et al., 2023). Addressing these identified gaps is crucial for the development of tailored and effective strategies aimed at promoting ethical leadership and organizational justice within local colleges, ultimately leading to enhanced employee outcomes and organizational effectiveness.

Acknowledging these existing research limitations, a similar study outlined the following core objectives: first, to comprehensively understand the influence of ethical leadership and organizational justice in cultivating a positive work environment, recognizing its direct link to heightened employee satisfaction and performance within the unique context of local colleges. These institutions, often operating under distinct constraints and cultural dynamics compared to larger universities, necessitate tailored strategies to optimize their organizational practices. Second, there is an urgent need to investigate how ethical leadership can foster strong perceptions of fairness among employees, thereby mitigating negative workplace behaviors such as deviance and turnover intentions, while simultaneously boosting overall morale and productivity. The identified research gaps, including the scarcity of longitudinal studies and the need for more robust methodological approaches, underscore the critical importance of this line of inquiry. By addressing these gaps, the study aims to provide actionable insights and practical strategies that local colleges can effectively implement to improve employee outcomes and enhance overall organizational effectiveness. Moreover, considering the pivotal role of educational institutions in broader societal development, enhancing their internal operational practices can yield significant positive implications for community welfare and the overall standards of education.

In response to these identified needs, this study has been designed with the following specific objectives: First, it seeks to rigorously investigate the relationship between ethical leadership practices and employees' perceptions of organizational justice within the specific context of local colleges. Second, the study aims to comprehensively examine how these perceptions of organizational justice subsequently influence employee satisfaction and performance, with a focus on identifying the specific factors that mediate these outcomes. Third, it endeavors to thoroughly explore the contextual and cultural factors that are unique to local colleges and that may significantly affect the implementation and overall effectiveness of both ethical leadership and organizational justice practices. Fourth, the study intends to develop and propose a set of actionable strategies and best practices specifically tailored for local colleges to enhance ethical leadership and organizational justice, ultimately leading to significant improvements in overall employee satisfaction and performance. Through the pursuit of these objectives, this study aims to provide comprehensive insights and practical recommendations for fostering a more positive, fair, and ultimately more effective working environment within local educational institutions.

II.   Method

This part presents the research design, sources of data, instrumentation and data collection, and tools for data analysis in answer to the different sub-problems raised in the study.

III.   Research Design

This research utilized the descriptive-correlational method to find out the relationship between the ethical leadership of the school administrators and organizational justice practices, as well as describe the extent of employees' satisfaction and performance. It describes the extent how which ethical leaders' and organizational justice impact employees' satisfaction and performance.

Sigh (2023) defined descriptive research as a methodological approach that seeks to depict the characteristics of a phenomenon or subject under investigation. In scientific inquiry, it serves as a foundational tool for researchers aiming to observe, record, and analyze the intricate details of a particular topic. This method provides a rich and detailed account that aids in understanding, categorizing, and interpreting the subject matter. Similarly, according to Best and Khan (1999), the descriptive method of the study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, evident effects, or trends that are developing, it is primarily concerned with the present, although it often considers past events that influenced as they relate to current conditions.

Sources of Data

This study was conducted in the seven local colleges in the Province of Misamis two of which are city colleges in Misamis Oriental namely: Opol Community College (OCC), Initiao College, City College of El Salvador, Tagoloan Community College (TCC) Salay Community College (SaCC), Magsaysay Community College (MCC), Community College of Gingoog (CCGC) All administrative officers of the five local community colleges and two city colleges in Misamis Oriental will be the subject of the study.

The respondents will be the corresponding faculty and staff of the above-mentioned local and city colleges. The researcher used the Raosoft Calculator to calculate the number of respondents for each corresponding college:

Name of College	Number of Respondents Staff		Faculty Total
Initao College	**15**	**87**	**102**
El Salvador City College	45	112	157
Opol Community College	21	70	91
Tagoloan Community College	33	99	110
Salay Community College	25	51	76
Gingoog City College	30	75	105
Magsaysay	20	30	50
Total	189	524	691

Raosoft Calculator

Margin of Error	Confidence Level	Total Population	Sample Size
5%	95%	691	248

The margin of error is 5%, the confidence level is 95% with a total population of 691 the sample size is 248

Instrumentation and Data Collection

Research questionnaires were administered to the faculty and staff of the different local and city colleges in the Province of Misamis Oriental. This research instrument consisted of 5 indicators for each ethical leadership variable in terms of trustworthiness, transparency, and accountability of the different school administrators, 5 indicators the organizational justice in terms of distributive, procedural, and interactional variables, and 5 indicators

as well for each employees satisfaction on the intrinsic motivation like work environment, belongingness and self-actualization similarly 5 indicators for he each variables for the extrinsic variables; in terms of salary increase and bonuses, promotional and recognition and rewards and 5 indicators for employees performance in terms of quality, quantity and timeliness.

No profiling was made hence it is not significant to the study. The survey involved Ethical Leadership and Organizational Justice in the areas of trustworthiness, transparency, and accountability, Organizational Justice in terms of distributive, procedural, and interactional employee satisfaction on the intrinsic and extrinsic variables and employee performance in terms of quality, quantity, and timeliness.

Cronbach alpha analysis of 0.05 level of significance was used to test the reliability of the instrument this was tested on 30 respondents from each local and city college that was not part of the study. An average rating of 0.89 was generated using Cronbach Alpha for all the items. Before the instrument was tested using Cronbach Alpha, the researcher consulted professors who were research experts to check on the grammar and content of the questionnaires. The purpose of the try-out was to determine whether the instrument could be easily understood by the respondents.

The researcher then sought permission from the College President to allow the researcher to conduct research in their respective school. The researcher personally administered and distributed the questionnaire, after the respondent was done answering the questions, immediately collected and sealed to avoid biases and uphold the confidentiality of the result of the survey.

Tools for Data Analysis

This focused on seven objectives: the first objective of the study was to evaluate the extent of Ethical Leadership in terms of transparency, trustworthiness, and transparency, using average weighted mean. Second, the researcher wanted to know the level of organizational justice in terms of distributive justice, procedural, and interactional using the average weighted mean. In the same manner, the fourth objective was to determine the level of employees' satisfaction both intrinsic and extrinsic motivation through the use of the average weighted mean. The fifth objective was to know the extent of employees' productivity in terms of quantity, quality, and timeliness using the average weighted mean.

The sixth objective was to determine the significant correlation between the extent of Ethical Leadership and the level of employee satisfaction and the extent of employees' productivity using Pearson R Correlation Moment. Lastly, the seventh objective was to know the significant correlation between Organizational Justice and Employee Satisfaction and Performance using the Pearson R Correlation Moment.

Scoring Procedure

This study used the Four Point Likert Scale scoring procedure to describe the data of the study.

Point	Scale	Adjectival Description	Qualitative Interpretation
4	3.26 – 4.00	Strongly Agree	Always Practiced
3	2.51 - 3.25	Agree	Often Practiced
2	1.76 – 2.50	Disagree	Sometimes Practiced
1	1.00 – 0.75	Strongly Disagree	Never Practiced

Results and Discussion

Problem 1 What is the extent of the Ethical Leadership Among the Local Colleges in

Misam

is Oriental?

Table 1. The extent of Ethical Leadership in terms of Trustworthiness

Table 1 depicts that Leaders in the Local Colleges in Misamis Oriental always practiced ethical leadership as perceived by the faculty and staff of their respective colleges, shown in the table above, item number 3 states that "my

administrator communicates important information relating to financial status with a weighted mean of 3.45 construed as "always practiced", which means that the leaders in the local colleges in Misamis Oriental are transparent and open to the necessary information to all members of the organization regarding school status and willing to answer queries when necessary, this was supported in the study of Alina Pippidi (2023), accordingly the most common legal instrument of government transparency is "freedom of information" which acknowledges the right of citizens to request information, and the obligation of governments to either provide that information or explain why they will not (Roberts, 2008).

Castillo & Gabriel 2020, added that Transparency is opening up government and governance to public scrutiny and encouraging greater participation of citizens. For its part, the Department of Education promotes transparency and accountability in school governance. Schools are mandated to put up a Transparency Board, displaying the liquidation report of the school. However, item number 2 got the lowest weighted mean of 3.20 interpreted as "often practiced" where leaders oftentimes cannot keep promises. Making promises to employees is very critical and crucial. Trust is important for a cordial relationship between leaders and followers (Griffith and Johnson, 2019). Recent studies suggested that trustworthy managers positively influence employee attitudes, behavior, workplace engagement, and work outcomes. It will create job satisfaction.

It can be deduced that administrators, and office heads in the local colleges of Misamis Oriental always practiced ethical leadership with an average weighted mean of 3.32 interpreted as always practiced. The collective research across different cultures shows that ethical leadership can be an effective motivation to employees, and is positively linked with favorable employees' funds posted in conspicuous places within the school premises. The report should be clear, easy to read, accessible, and up-to-date.

Table 1. The extent of Ethical Leadership in terms of Trustworthiness

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. Most of the time my administrator demonstrates consistent honesty.	3.40	Strongly Agree	Always Practiced
2. My superior keeps his/her promises and commitments.	3.20	Agree	Often Practiced
3. My administrator communicates important information relating to the financial status of the school.	3.45	Strongly Agree	Always Practiced
4. I feel comfortable confiding in my direct supervisor about work-related concerns.	3.30	Strongly Agree	Always Practiced
5. My direct superior actions, are consistently aligned with his/her words.	3.23	Agree	Often Practiced
Average Weighted Mean	3.32	Strongly Agree	Always Practiced

Table 2 Extent of Ethical Leadership in terms of Accountability

Table 2 exemplifies the accountability of school leaders towards the school, faculty, and staff, where leaders of the local colleges demonstrate a kind of leadership that aligns roles with goals transcended to employees to understand the connectivity between responsibilities and desired goals as shown in item number 4 with the highest weighted mean of 3.46 interpreted as always practice. The literature supports that accountability is necessary for the effective functioning of organizations (Hall et al., 2017). Accountability is not independent of the person occupying a position of responsibility. In general, accountability requires someone to be answerable to someone else for the carrying out of specified tasks with commensurate authority and resources (Wallis & Gregory, 2009). Thereby, school leaders have a great role in achieving the goals of the organization through its ethical leadership of accountability. On the other hand, item number 3 got the lowest weighted mean among the attributing factors of accountability, however, this does not mean not transcending vital information to employees, there is information

that needs to be gauged and in abeyance to safeguard the integrity of the institution. Zoe Jiang (2019) said open communication and transparency are perhaps the two most valuable characteristics of a successful work environment. According to a recent report, firms with a high-trust environment, where employees can collaboratively and transparently share knowledge. Table posits a positive ethical leadership as reflected in its overall weighted mean of 3.32 which means always practice accountability.

Table 2 **Extent of Ethical Leadership in terms of Accountability**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1.My administrator takes responsibility for his or her actions and does not pass the buck.	3.40	Strongly Agree	Always Practiced
2.When mistakes were made appropriate steps were taken to address them and to prevent recurrence.	3.30	Strongly Agree	Always Practiced
3.My administrator communicates important information relating to the financial status of the school.	3.19	Agree	Often Practiced
4.My supervisor aligns roles with goals where employees are made to understand the connection between responsibilities and desired goals.	3.46	Strongly Agree	Always Practiced
5.My administrator makes employees feel supported both by their leader-ship and colleagues while working together to achieve goals.	3.23	Agree	Often Practiced
Average Weighted Mean	3.32	Strongly Agree	Always Practiced

Table 3 **Extent of Ethical Leadership in terms of Transparency**

Table 3 demonstrates the ethical leadership of administrators of the local colleges in Misamis Oriental including open communication with all employees and sharing of information that resulted in a stronger team as reflected in item number 4 with the highest weighted mean of 3.45 this was supported in the study of Hall et al, 2017, said that transparency is a pivotal skill in the workplace because it lays the foundation for trust and integrity among team members. When employees and managers are transparent about their actions, decisions, and communication, it builds a culture of honesty and reliability. This trust is crucial for fostering a positive work environment where everyone feels valued and respected. Item number 1 got the lowest weighted mean in Table 3 depicts that not all decision-making by the administration is communicated to employees there some decision-making that is only for the consumption of the higher ranks that need not be divulged to the organization immediately so as not to spoil important information that might cause tension to the organization, (Slepean, et al, 2023).

As a whole table 3 reflects an average weighted mean of 3.40 interpreted as always practiced, that the administrators of local colleges in Misamis oriental were transparent in dealing with their subordinates and colleagues and even in their decision making.

Table 3 **Extent of Ethical Leadership in terms of Transparency**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. Organizational decisions are communicated clearly to employees.	3.41	Strongly Agree	Always Practiced
2. My administrator regularly reports the financial status of the school.	3.46	Strongly Agree	Always Practiced

3. My supervisor is reluctant and ready to answer queries on school matters.	3.40	Strongly Agree	Always Practiced
4. The administration openly shares information, and resources and is open for feedback.	3.30	Strongly Agree Always Practiced	
5. My administrator encourages open communication that builds stronger teams.	3.45	Strongly Agree	Always Practiced
Average Weighted Mean	3.40	Strongly Agree	Always Practiced

Problem 2 What is the Level of Organizational Justice Among the Local Colleges in Misamis Oriental?

Table 4 represents a very strong foundation of organizational justice, most of the respondents strongly agreed that their respective administrator always practiced distributive justice as shown in the table above all the items were answered strongly agreed, according to the study of Usmani et al, (2020) when the employees have sense equality and feel rewarded fairly for their genuine contributions to the organization are satisfied employees. The reward may include multiple benefits and perks other than financial gains. Employees with high job satisfaction tend to exert higher levels of performance, productivity, commitment, and retention rates. Item number 5 got the lowest amongst the items with 3.40 still strongly agreeing however some of the respondents felt that not all in the organization can access the same resources and opportunities as others. This is supported by the study (Halbelslemen, 2014), that access to resources is foundational to achieving diversity, equity, and inclusion goals. It ensures that everyone, irrespective of their background, has equal opportunities to succeed. By addressing disparities in access, organizations can create an environment where all individuals can contribute meaningfully, fostering innovation, productivity, and overall well-being.

Table 4 Level of Organizational Justice in terms of Distributive Justice

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. I am fairly compensated for the work I do.	3.45	Strongly Agree	Always Practiced
2. Opportunities for promotion are awarded based on a merit system.	3.44	Strongly Agree	Always Practiced
3. Workloads are assigned fairly based on individual skills and expertise.	3.42	Strongly Agree	Always Practiced
4. Giving of incentives is based on evaluation and performance of employees.	3.47	Strongly Agree	Always Practiced
5. I have access to the same resources and opportunities as others.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3.44	Strongly Agree	Always Practiced

Table 5 **Level of Organizational Justice in terms of Procedural Justice**

Table 5 reveals that the administrators of the local colleges of Misamis Oriental as shown in the table above depict that item number 4 got the highest weighted mean, described as always practiced; where employees felt that they were given the chance to be heard; research conducted by (Madan et al, 2021), said that the opportunity to express ideas relating to their respective jobs and assignments increases self-confidence and enhance job performance.
Item number 5 got the lowest mean where faculty and staff perceived that the administration is having favoritism with some of the employees, in terms of privileges and opportunities.

Favoritism clearly defined by (Tursi, 2023) said that when company leaders show preferential treatment to specific individuals, it doesn't just affect those in the limelight. Based on experience and observation, it can create a ripple effect that can disrupt team harmony, lower morale, and decrease overall productivity. This ripple touches every corner of the organization, from the quiet desks of the hard-working but overlooked employees to the energetic group's enthusiasm for collaborative projects. Leaders who allow favoritism to dictate decisions instead of merit and performance may unintentionally seed an organizational culture of division and skepticism. Over time, such a culture not only pushes talent away but also erodes the foundational values and vision that an organization stands for. The highest mean is 3.47, item number 4 where respondents strongly agreed that employees are entitled to fair treatment and the right to be heard, this is supported under the Philippine constitution where employees are protected under various labor laws that aim to ensure fair treatment, adequate working conditions, and reasonable working hours. When employers fail to comply with these regulations, employees have several avenues to challenge these unfair labor practices. Republic Act 7277. This implies that school administrators follow procedures in dealing with the day-to-day operation of the school.

Table 5 **Level of Organizational Justice in terms of Procedural Justice**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1.I felt that we were given attention by listening to our opinions and conversing with kindness.	3.42	Strongly Agree	Always Practiced
2. I am allowed to express my opinions and ideas regarding what I think best for my job.	3.44	Strongly Agree	Always Practiced
3.When conflict arises among anybody in the school, a grievance committee will settle administration stay neutral	3.43	Strongly Agree	Always Practiced.
4. Employees are entitled to fair treatment and the right to be heard.	3.47	Strongly Agree	Always Practiced
5. Ensures decisions are made without bias or favoritism	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .43	Strongly Agree	Always Practiced.

When employees in government agencies perceive that their work outcomes, and administrative policies and procedures, are fair they are likely to become more involved in their work and continue working in that agency; fairness is expected to enhance employees' job involvement and lower turnover intention through increasing organizational identification, Olkonnen and Lipponen (2016). The study proposes that employee communication and engagement potentially impact organizational performance. Despite increasing research showing they are connected, limited empirical studies investigate their relationships as interdependent constructs.

Item number 5 got the lowest weighted mean always practiced, The administration of local colleges in Misamis Oriental does not practice biases towards employees, especially in decision-making relative to employees' working conditions. An organization is a place where an employee wants to work if it provides equality to employees in the form of decision, procedure interaction, and information. Employees are more concerned about their rights in the form of good treatment, fair remuneration, and fair policy for workers' equal chances of career progress.

The overall weighted mean of 3.43 reveals that school leaders allow employees to interact in the operation

and listen to suggestions and ideas of the employees.
Employees are free to express their ideas and can express their ideas during meetings and even during casual conversations with the heads and administration.

Problem 3 What is the extent of employees' satisfaction among the local colleges in Misamis Oriental?

Table 6 **Extent of Employees Satisfaction in terms of Intrinsic Motivation (Work Environment)**

The study was made to understand the impact of the working environment, the result reveals that employees from both of the organizations agreed on the positive impact of the working environment on job satisfaction. (Hasan et al, 2020). The table above reveals that the work environment influences employees' satisfaction. Job satisfaction depends on the working environment; by providing the most facilities in the working environment it is possible to make the goal of an organization accomplished. Item number 1 posits a good working environment strongly agreed by the respondents with a weighted mean of 3.46 interpreted as always practiced. Another factor that impacted job satisfaction is item number 4 with a lowest weighted mean of 3.32 where employees felt wanted and valued. However, job dissatisfaction arises when employees' expectations remain unmet, resulting in negative perceptions and discontent.

While it is common for individuals to experience dissatisfaction at some point, the decision to explore better opportunities or endure an unsatisfactory role varies from person to person (Jaradat, 2020). Dykstra (2020) succinctly describes job dissatisfaction as occurring "when an employee feels bad about their job. Furthermore, it has been observed that job satisfaction depends upon the working environment (Taheri, et al, 2020) in various fields, for instance- nursing (Kretzschmer, 2017), teaching (Toropova, et al, 2021), tourism (Díaz-Carrión 2020), etc. A favorable work environment is positively correlated with job satisfaction (Albasharyeh et. al, 2019) along with other factors such as leadership style and organizational culture (Prawiro Sumarto et. al, 2017). However, other factors such as workload may not be very significant in predicting job satisfaction (Anasi, 2020).

The result reveals that the employees both faculty and staff were both satisfied and contented with the working environment of their respective school with average weighted mean of 3.43 that school as always provides a working environment conducive to the education.

Table 6 **Extent of Employees Satisfaction in terms of Intrinsic Motivation (Work Environment)**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. I experienced a safe and comfortable workplace in our school	3.46	Strongly Agree	Always Practiced
2. I am inspired by the support system my colleagues and supervisor gave me.	3.42	Strongly Agree	Always Practiced
3. My School gave me a satisfactory work Life balance.	3.39	Strongly Agree	Always Practiced.
4. I'm happy with my job because I felt and wanted.	3.32	Strongly Agree	Always Practiced valued
5. Everybody in the school treats each other as family members.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .43	Strongly Agree	Always Practiced.

Table 7 **Extent of Employees Satisfaction in terms of Intrinsic Motivation (Belongingness)**

Table 7 reveals the satisfaction of the employees in the local colleges in Misamis Oriental in terms of

belongingness. The respondents strongly agree that they belong to their respective colleges in terms of a safe and comfortable environment with the necessary facilities and equipment that will make work easier and lighter with a 3.47 weighted mean interpreted as strongly agree. Physical factors could directly influence the work environment and employee performance, like; comfort, concentration, safety, satisfaction, morale, health, and emotions (BUSHIRI C. P., 2017). Building age, design, layout, ventilation, space, noise, air quality, lightning, and radiation also influences employees (Nur Shifaa Athirah Saidi, 2019). The work environment setup is essential to be considered since most of the activities and operations are done under this work setup which could directly affect the performance and productivity of any employee (N. Kamarulzaman, 2011).

Respondents also strongly agreed that support systems exist in their respective schools with a 3.42 weighted mean interpreted as strongly agree.
Beer et al. (2016) suggest that improving the quality of the exchange of relations between superiors and employees is considered to increase work engagement and ultimately increase satisfaction, which can contribute positively to both employees and the organization. The overall weighted mean of 3.40 strongly reveals that employees are satisfied when their support from the administration. Pan (2015) found that job satisfaction is subjective and specific to each individual, therefore the satisfaction felt by one employee may not meet the needs of other employees. Research suggests that when faculty perceives higher fairness from the top management, then they have high belongingness in the workplace. Likewise, they maintain fair interaction and distribution of tasks with senior members to get more attachment that would lead to enhancing the level of belongingness in the workplace (Raza, Wisetsri, Chansongpol, Somtawinpongsai, & Ramírez-Asís, 2020). Based on the study findings Job crafting has a significant and positive effect on faculty belongingness at the workplace in a school setting.

Table 7 **Extent of Employees Satisfaction in terms of Intrinsic Motivation (Belongingness)**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. I experienced a safe and comfortable With my colleagues around.	3.43	Strongly Agree	Always Practiced
2. I am inspired by the support system my colleagues and supervisor gave me.	3.42	Strongly Agree	Always Practiced
3. My School gave me a satisfactory work -life environment.	3.37	Strongly Agree	Always Practiced.
4. I'm happy with my job because I am Appreciated and recognized.	3.38	Strongly Agree	Always Practiced
5. Everybody in the school treats each other As family.	3.42	Strongly Agree	Always Practiced
Average Weighted Mean	3 .40	Strongly Agree	Always Practiced.

Table 8 Extent of Employees Satisfaction in terms of Intrinsic Motivation (Self-Actualization)

Table 8 posits that self-actualization influenced employees' satisfaction it reveals an average weighted mean of 3.43 which means strongly and always practiced by the administration in the local colleges of Misamis Oriental. In the study of Gopinath, (2020), the findings of the study support the hypothetical relationship and reveal that self-actualization was found to be a strong predictor of job satisfaction as construed in the table above where most of the respondents strongly agreed that self-actualization boosts work performance. The research conducted by Rifiani (2006) entitled The Influence of Employee Performance Staged

Career Development (Case Study at PT. Telkom Malang), concluded that employee career development is shown by

good career planning and career management which will spur employee performance. This was supported in the study conducted by Ni Made Chandra (2014), entitled The Effect of Career Development on Employee Performance at PT. Pos Indonesia (Persero), has research results that show that educational background, training, and work experience affect the performance of employees. Educational background is one of the requirements to sit in a position.

Accordingly, employee empowerment and skills enhancement through training, promotion, and career advancements are pertinent contributors to job satisfaction and potentially deepen retention as well as forestalling turnover. Relatedly, Landa (2018) demonstrated a positive correlation between training and employee performance, observing that the more employees get training the higher their level of performance gets; with confirmation by Arulsamy et al. (2023) assertion that employees with necessary skills and abilities experience high-level job satisfaction, which confers high engagement, efficiency and tendency to stay longer in the organization.

Thereby, it can be concluded that developing the careers of its employees so that they become more qualified and ready to compete with other competitors. Suggestions for companies are that they can behave fairly or equally to all employees so that there is no social jealousy that occurs between fellow employees. Somtawinpongsai, & Ramírez-Asís, 2020). Based on the study findings Job crafting has a significant and positive effect on faculty belongingness at the workplace in a school setting.

Table 8 **Extent of Employee Satisfaction in Terms of Intrinsic Motivation (Self-Actualization)**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. I am given the opportunities for my career advancement.	3.47	Strongly Agree	Always Practiced
2. I am given the chance to decide on my own and take ownership of my work.	3.44	Strongly Agree	Always Practiced
3. My career goals were aligned with the school goal	3.43	Strongly Agree	Always Practiced.
4. I was given the chance to reach my full potential in my role.	3.42	Strongly Agree	Always Practiced
5. I am given the opportunity to Utilized my skills and abilities.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .43	Strongly Agree	Always Practiced.

Table 9 Extent **of Employees Satisfaction in terms of Extrinsic Motivation (Salaries and Bonuses)**

Table 9 shows the extent of extrinsic motivation like salaries and bonuses influenced job performance, with an overall result of 3.43 as strongly agreed by the respondents interpreted as always practiced. Extrinsic rewards, particularly in the form of salary increases, have long been a cornerstone of employee motivation strategies. Financial incentives are believed to directly influence an employee's performance by providing a tangible reward for achieving

certain benchmarks or exceeding expectations in their role. This approach is grounded in traditional economic and psychological theories that suggest human behavior can be shaped by external stimuli. However, the relationship between extrinsic rewards and employee performance is multifaceted and can vary significantly across different industries, roles, and individual preferences, Arulsamy et al, (2023) Employees often use their salary as a benchmark for their value within an organization.

It is clear that compensation is a major policy lever that organizations use to motivate employee attraction, performance, and retention (e.g., Lawler, 1971, 1981) and that private sector organizations in competitive markets routinely use pay for performance (PFP), with individual performance typically playing a key role, especially as one moves to higher job levels (Gerhart & Fang, 2014; Gerhart, Rynes, & Fulmer, 2009; Shaw, 2014). The table above expresses how employees of the local colleges in Misamis Oriental performed in terms of quality. The overall weighted mean of 3.40 as perceived by the faculty and staff strongly agree and believe that their respective school administrators have given them the chance to be recognized and to perform their job well. It can be deduced that employees are satisfied with the leadership of their administrators.

Employees should also be allowed to perform work that requires thought and independent judgment. Employees will regard their work as meaningful when a degree of independence and freedom of choice is allowed in the performance of their tasks. Participation in decision-making will enhance the employees' feeling of membership and contribute to the meaningfulness component of a sense of coherence. Moreover, the employee should have the freedom to disagree with his/her supervisor, to be able to discuss what to do with his/her supervisor, and to act autonomously. (Ogohi, 2019)

Item number five garnered the highest weighted mean of 3.43 as strongly agreed by the respondents where administrators provided the necessary tools and equipment to be able to deliver quality service. Selecting the right tools for the job is crucial for increased productivity. You can work more efficiently and effectively with tools designed to perform certain tasks. These tools are often optimized to streamline processes, minimize effort, and reduce the time required to complete a task. With the right tools, you can eliminate unnecessary steps, automate processes, and leverage their features to maximize output. This enhanced productivity allows you to accomplish more within the same timeframe, meet deadlines, and even take on additional tasks. Choosing the right tools ultimately allows you to optimize your workflow and achieve higher productivity levels. (Uzman, 2023).

Table 9 Extent **of Employees Satisfaction in terms of Extrinsic Motivation (Salaries and Bonuses)**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. My salary is competitive enough based on CSC salary grade.	3.42	Strongly Agree	Always Practiced
2.I am happy with the frequency and amount Of salary increases offered by the school.	3.44	Strongly Agree	Always Practiced
3.My school provides us with other bonuses and incentives aside from the mandatory bonuses and incentives.	3.47	Strongly Agree	Always Practiced.
4. I feel challenged to reach my full The potential of my role.	3.40	Strongly Agree	Always Practiced
5. I am given the opportunity to Utilized my skills and abilities.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .43	Strongly Agree	Always Practiced

Getting promoted is important for employees because it helps build trust and acknowledgment of their talents and capabilities, which enables them to hold onto top positions. Razak, et al. (2018) propose that both work performance and seniority are essential factors in deciding whether an employee deserves a promotion. This method helps counteract deficiencies in promotion that are solely based on experience or skills.

Table 10 **Extent of Employees Satisfaction in terms of Extrinsic Motivation (Promotions and Opportunities)**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. My administration makes public, all vacant positions.	3.37	Strongly Agree	Always Practiced
2. The criteria for promotion are clear and fair as to CSC quality standards.	3.39	Strongly Agree	Always Practiced
3. Everybody is given the chance to apply if qualified without bias.	3.42	Strongly Agree	Always Practiced
4. My school provides adequate training And career advancement to qualify for a promotion.	3.40	Strongly Agree	Always Practiced
5. I am motivated by the potential Promotion in my organization.	3.35	Strongly Agree	Always Practiced
Average Weighted Mean	3 .40	Strongly Agree	Always Practiced.

Table 11 Extent of Employees Satisfaction in terms of Extrinsic Motivation (Recognition and Rewards)

Table 11 shows the extent of employees' satisfaction in terms of recognition and rewards towards employees' performance the total average weighted mean of 3.38 which means felt that their value and effort were being recognized and awarded in public which will boost the morale of the employees resulting in higher productivity. Employee performance as proposed by scholars, is based on the type of reward system in place within organizations (Bari, Arif & Shoaib, 2013). A study by Anitha (2013) supported that employee performance is an indicator of financial or other outcomes of the employee that has a direct connection with the performance of the organization as well as its achievement.

Employees whose accomplishment is recognized and awarded will motivate them to work more and improve their performance. Rewards and Recognition are major factors to motivate employees to strive for higher levels of productivity. When the interests of the employees and the business organization meet concerning rewards, employees are likely to engage in behavior that goes above and beyond the call of duty and this contributes to organizational effectiveness. This improves both quality of work life and employee productivity. As such instead of designing a reward system that suits every employee, employers can think of designing a reward and recognition program based on individual employee's contributions and efforts. This would motivate the employees to work more and in a better way leading to improved employee productivity. Ultimately improved employee productivity would contribute to improved organizational productivity, (Pail, et al 2019).

Table 11 Extent of Employee Satisfaction in Terms of Extrinsic Motivation (Recognition and Rewards)

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. My administrator appreciates and values my contributions to my school.	3.39	Strongly Agree	Always Practiced
2. My school follows the merit system for			

Indicator	Mean	Adj. Description	Qualitative Interpretation
recognition and awards.	3.38	Strongly Agree	Always Practiced
3. My direct superior recognizes my Contribution to the school.	3.36	Strongly Agree	Always Practiced
4. Every accomplishment is recognized and awarded during flag raising ceremony.	3.41	Strongly Agree	Always Practiced
5. The administration gives recognition To employees who bring honor To the school.	3.36	Strongly Agree	Always Practiced
Average Weighted Mean	3 .38	Strongly Agree	Always Practiced.

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Problem 4 What is the extent of employees' performance among the local colleges in Misamis Oriental?

Table 12 Extent of Employees Performance in terms of Quality

The table above expresses how employees of the local colleges in Misamis Oriental performed in terms of quality. The overall weighted mean of 3.40 as perceived by the faculty and staff strongly agree and believe that their respective school administrators have given them the chance to be recognized and to perform their job well. It can be deduced that employees are satisfied with the leadership of their administrators.

Employees should also be allowed to perform work that requires thought and independent judgment. Employees will regard their work as meaningful when a degree of independence and freedom of choice is allowed in the performance of their tasks. Participation in decision-making will enhance the employees' feeling of membership and contribute to the meaningfulness component of a sense of coherence. Moreover, the employee should have the freedom to disagree with his/her supervisor, to be able to discuss what to do with his/her supervisor, and to act autonomously. (Ogohi, 2019)

Item number five garnered the highest weighted mean of 3.43 as strongly agreed by the respondents where administrators provided the necessary tools and equipment to be able to deliver quality service. Selecting the right tools for the job is crucial for increased productivity. You can work more efficiently and effectively with tools designed to perform certain tasks. These tools are often optimized to streamline processes, minimize effort, and reduce the time required to complete a task. With the right tools, you can eliminate unnecessary steps, automate processes, and leverage their features to maximize output. This enhanced productivity allows you to accomplish more within the same timeframe, meet deadlines, and even take on additional tasks. Choosing the right tools ultimately allows you to optimize your workflow and achieve higher productivity levels. (Uzman, 2023).

Table 12 Extent of Employees Performance in terms of Quality

Indicator	Mean	Adj. Description	Qualitative Interpretation
1. My administrator is typical on the neatness And cleanliness of my job.	3.40	Strongly Agree	Always Practiced
2. I perform my job in conformance to the Requirement of my task.	3.39	Strongly Agree	Always Practiced
3. My direct superior expects my performance to exceed clients' expectations.	3.41	Strongly Agree	Always Practiced
4.I have the opportunity to perform my promised service dependably and accurately.	3.41	Strongly Agree	Always Practiced

5.The administration provides us The necessary equipment and tools to able to deliver

A quality service.	3.43	Strongly Agree	Always Practiced
Average Weighted Mean	3 .41	Strongly Agree	Always Practiced

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Table 13 **Extent of Employees Performance in terms of Efficiency**

Table 13 illustrates the performance of employees in terms of efficiency, respondents strongly agreed they can perform their respective work if given the right tools, equipment, and system to support their work and make it efficient as reflected in item number 5 with the average weighted mean of 3.40, together with item number 3 with the same mean, thereby according to the result with the support of the administration like policies, system, tools, and equipment can enhance production and performance, especially on the delivery of service. This is supported by Tran, (2022) accordingly if the administration can provide its employees with good tools and equipment and set them up so that they can work in a comfortable environment; employees' energy will be harnessed thus increasing their focus and achieving the performance set by the management.

I imply that employees are efficient in the work with the resources provided by the administration that expedite the process and improve productivity.

Table 13 Extent of Employees Performance in terms of Efficiency

Indicator	Mean	Adj. Description	Qualitative Interpretation
1.My administration introduces and Implement a new system that will get work done efficiently.	3.38	Strongly Agree	Always Practiced
2. I can perform my job ahead of the deadline.	3.36	Strongly Agree	Always Practiced
3. My direct superior expects my Performance to exceed clients' expectations.	3.40	Strongly Agree	Always Practiced
4. I have the opportunity to perform my service on time.	3.34	Strongly Agree	Always Practiced
5. The administration provides us with the necessary tools for us to deliver the service as promised.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .38	Strongly Agree	Always Practiced.

Table 14 **Extent of Employees Performance in terms of Timeliness**

The table reflects the timeliness of the employees and the administration's strict monitoring in the submission of accomplishment reports and other required documents. As shown in the table above with the average weighted mean of 3.43 respondents strongly agreed to construed as always practiced. As suggested time management is similar to bringing effective productivity among employees in the workplace. Three independent variables during this study are important for human resource managers to think about well if effective productivity is to be increased from workers. In addition, this study has shown that time management effectiveness is one among theperform the potent contributors to job performance. Human resource managers are held accountable for adopting a good time management strategy. This may facilitate their subordinates and workers to be a lot more productive at work. Additionally, the management of the organization should create a condition whereby workers benefit from their time management. It implies that faculty and staff perform their respective tasks on time as expected by the school heads.

Table 14 **Extent of Employees Performance in terms of Timeliness**

Indicator	Mean	Adj. Description	Qualitative Interpretation
1.My administration strictly monitors Deadlines for submission of documents and DTRs and Accomplishment reports.	3.45	Strongly Agree	Always Practiced
2.I make sure that I can Submit requirements on time.	3.39	Strongly Agree	Always Practiced
3. The administration adheres to Time schedules and do not compromise	3.42	Strongly Agree	Always Practiced
4. I have the opportunity to perform my service efficiently.	3.38	Strongly Agree	Always Practiced
5.The administration provides us The necessary equipment and System to able to deliver a timely delivery of service.	3.40	Strongly Agree	Always Practiced
Average Weighted Mean	3 .43	Strongly Agree	Always Practiced.

Problem 5. Is there a significant correlation between the extent of ethical leadership and the levels of employee satisfaction?

Table 15 presents the correlation analysis between ethical leadership and employees' intrinsic satisfaction across various aspects such as work environment, belongingness, and self-actualization. The findings indicate that none of the ethical leadership factors—trustworthiness, accountability, and transparency—show significant correlations with intrinsic satisfaction. All Pearson correlation values were above the significance threshold (p > 0.05), leading to the acceptance of the null hypothesis (Ho), suggesting that ethical leadership does not significantly influence employees' intrinsic satisfaction in the studied institutions.

The lack of a significant correlation between ethical leadership and employees' intrinsic satisfaction may stem from several underlying factors. One possible reason could be that intrinsic satisfaction is more influenced by personal factors, such as individual motivations or job roles, rather than the ethical stance of leadership. Additionally, the workplace environment or organizational culture might not have fully aligned with ethical leadership behaviors, which could have prevented any potential influence on employees' satisfaction. When these elements do not coincide, the expected positive relationship between ethical leadership and intrinsic satisfaction does not materialize. This result implies that ethical leadership, while important, may not be the primary driver of employee satisfaction in these settings. Instead, other factors such as job design, team dynamics, and work-life balance could play a more prominent role in shaping how satisfied employees feel within their roles.

Correlation		Employees' Intrinsic Satisfaction			Over-all	Decision	Interpretation
		Work Environment	Belongingness	Self -Actualization			
Ethical Leadership							
Trustworthiness	**Pearson r**	.103	.051	.013	0.056	Accept H0	Not Significant
	p-value	.855	.951	.534	0.780		
Accountability	**Pearson r**	.-214	-.159	.020	0.004	Accept H0	Not Significant
	p-value	.932	.974	.757	0.888		
Transparency	**Pearson r**	-.023	-.008	-.002	-0.011	Accept H0	Not Significant
	p-value	.722	.898	.976	0.865		

Legend: Relationship Strength Scale:

1 (Perfect)
±0.80 to ±0.99 (Very Strong)
±0.61 to ±0.79 (Strong)
±0.41 to ±0.60 (Moderate)
±.21 to ±.40 (Weak
±.01 to ±.20 (Very Weak)

$p < 0.05$ (significant)

$p > 0.05$ (not significant)

Table 16. Correlations Analysis between the Extent of Ethical Leadership across Employee Extrinsic Satisfaction?

Table 16 presents the correlation analysis between the extent of ethical leadership and employee extrinsic satisfaction, focusing on salary increases, bonuses, promotion opportunities, and recognition/rewards. The results show no significant correlations between ethical leadership factors— trustworthiness, accountability, and transparency—and extrinsic satisfaction. All Pearson correlation values were below the significance threshold ($p > 0.05$), leading to the acceptance of the null hypothesis (Ho). Therefore, the findings suggest that ethical leadership does not significantly impact the extrinsic satisfaction of faculty and staff in local and city colleges. The reason behind the lack of a significant correlation between ethical leadership and employee satisfaction could be that extrinsic rewards, such as salary increases and bonuses, are influenced by factors beyond leadership style. For instance, institutional budget constraints, external market conditions, and policy decisions play a more direct role in determining these rewards than the perceived ethics of leadership. When these external factors hold greater weight, the actions of leaders, even when ethical, may not have the expected effect on employees' satisfaction with their extrinsic rewards. As a result, faculty and staff may not feel a noticeable difference in their satisfaction levels based on leadership alone. This finding suggests that focusing solely on ethical leadership may not be sufficient for improving employee satisfaction with extrinsic factors in the workplace. Hence, other systemic changes might be necessary to effectively enhance satisfaction in this area.

Problem 6. Is there a significant correlation between determinants of organizational justice factors and employee satisfaction?

Table 17. Correlations Analysis between the Extent of Organizational Justice across Employee Intrinsic Satisfaction?

Table 17 presents the correlation analysis between organizational justice and employees' intrinsic satisfaction among faculty and staff of local and city colleges. The results show no significant correlations between the factors of organizational justice (distributive, procedural, and interactional) and intrinsic satisfaction in work environment, belongingness, and self-actualization. All Pearson correlation values were below the significance threshold ($p > 0.05$), leading to the acceptance of the null hypothesis (Ho).
One reason for the lack of significant correlation could be that organizational justice, while important, may not

directly influence the emotional or psychological satisfaction of employees in these areas. When employees perceive fairness in distribution, procedures, and interactions, they might not necessarily translate these perceptions into deeper satisfaction with their work environment or sense of belonging. The complex nature of intrinsic satisfaction could mean that it depends on various factors beyond organizational justice, such as personal values, professional development opportunities, or external social support. When these additional factors are more influential than the perceived justice in the organization, the relationship between organizational justice and intrinsic satisfaction weakens. Therefore, this finding suggests that focusing solely on improving organizational justice may not be sufficient to boost intrinsic satisfaction among faculty and staff. Understanding the broader set of influences on employee satisfaction can help in developing more effective strategies to improve well-being at work.

Table 17. Correlations Analysis between the Extent of Organizational Justice across Employee Intrinsic Satisfaction?

Correlation		Employees' Intrinsic Satisfaction			Over-all	Decision	Interpretation
Organizational Justice		Work Environment	Belongingness	Self - Actualization			
Distributive	**Pearson r**	0.012	0.004	0.040	0.018	Accept H0	Not Significant
	p-value	0.855	0.951	0.534	0.780		
Procedural	**Pearson r**	-0.005	-0.002	0.020	0.004	Accept H0	Not Significant
	p-value	0.932	0.974	0.757	0.888		
Interactional	**Pearson r**	-0.023	-0.008	-0.002	-0.011	Accept H0	Not Significant
	p-value	0.722	0.898	0.976	0.865		

Legend: Relationship Strength Scale:
1(Perfect)
±0.80 to ±0.99 (Very Strong)
±0.61 to ±0.79 (Strong)
±0.41 to ±0.60 (Moderate)
±.21 to ±.40 (Weak
±.01 to ±.20 (Very Weak)

$p < 0.05$ (significant)
$p > 0.05$ (not significant)

Table 18. Correlations Analysis between the Extent of Organizational Justice across Employee Extrinsic Satisfaction?

Table 18 presents the correlation analysis between organizational justice and employee extrinsic satisfaction among faculty and staff of local and city colleges. The results show no significant correlations between the factors of organizational justice (distributive, procedural, and interactional) and employee satisfaction in salary increases, promotions, or recognition. All Pearson correlation values were below the significance threshold ($p > 0.05$), leading to the acceptance of the null hypothesis (Ho), indicating that organizational justice does not significantly impact employee extrinsic satisfaction in this context.

The lack of a significant correlation could be due to several factors, such as the perception that organizational justice alone does not directly influence employee satisfaction with extrinsic rewards. When employees feel that their efforts are not adequately rewarded through salary increases, promotions, or recognition, they may not attribute their dissatisfaction to organizational justice, but rather to other factors like resource limitations or ineffective management practices. When organizational justice is perceived as neutral or insufficiently linked to tangible benefits, employees may remain indifferent to it, resulting in no substantial change in their satisfaction levels. This suggests that while fairness and justice are important for a healthy work environment, they might not be enough on their own to influence employee satisfaction regarding extrinsic rewards. Understanding this relationship can guide institutions in identifying other key factors that contribute to improving employee

satisfaction beyond just organizational justice.

Problem 7. Do the determinants of ethical leadership and organizational justice influence employee performance?

Table 19. Regression Coefficient Between Ethical Leadership Influence Employee Performance

Table 19 presents the regression coefficients between ethical leadership and employee performance, assessing the impact of trustworthiness, accountability, and transparency on different performance dimensions: quality, efficiency, and time. The overall model shows that the predictors explain a small proportion of the variance in employee performance, with R^2 values of 0.020 for quality, 0.079 for efficiency, and 0.073 for time.

For quality, none of the individual predictors were significant ($p > 0.05$), with the null hypothesis retained for trustworthiness, accountability, and transparency. One possible reason for this lack of significance could be that the quality of employee performance may be influenced by factors other than ethical leadership, such as skill level, motivation, or external work conditions. When ethical leadership qualities like trustworthiness, accountability, and transparency are present, they may not necessarily lead to significant improvements in quality. This suggests that while these qualities are essential in the workplace, they might not be the sole drivers of performance in this dimension, pointing to the need for broader strategies in fostering quality output.

In contrast, for efficiency, trustworthiness significantly influenced performance ($B = -0.527$, $p < 0.001$), while the other variables were not significant ($p > 0.05$), leading to the rejection of the null hypothesis for trustworthiness. This indicates that when employees perceive their leaders as trustworthy, they may feel more motivated to perform efficiently. The negative regression coefficient suggests that trustworthiness might reduce the time or resources needed to complete tasks, reflecting a more streamlined and effective approach to work. Therefore, fostering a culture of trust can enhance operational efficiency, signaling that trust in leadership plays a crucial role in improving how effectively employees carry out their tasks.

Table 19. Regression Coefficient Between Ethical Leadership Influence Employee Performance

Table 20. Regression Coefficient Between Organizational Justice Influence Employee Performance

Model	Coefficient (*B*)	Std. Error	t	p-value	Decision	Interpretation
(Constant)	4.520	0.610	7.411	<0.001	Rejected	Significant
Trustworthiness	-0.202	0.119	-1.695	0.091	Accepted	Not Significant
Accountability	-0.156	0.127	-1.223	0.223	Accepted	Not Significant
Transparency	0.007	0.086	0.076	0.940	Accepted	Not Significant
*R²: 0.020: F: 1.633: p-value: 0.182; Dependent Variable: **Quality***						
(Constant)	5.310	0.721	7.370	<0.001	Rejected	Significant
Trustworthiness	-0.527	0.141	-3.734	<0.001	**Rejected**	**Significant**
Accountability	-0.160	0.150	-1.064	0.288	Accepted	Not Significant
Transparency	0.092	0.102	0.897	0.371	Accepted	Not Significant
*R²: 0.079; F: 6.959; p-value: <0.001; Dependent Variable: **Efficiency***						
(Constant)	4.946	0.641	7.719	<0.001	Rejected	Significant
Trustworthiness	-0.469	0.125	-3.736	<0.001	**Rejected**	**Significant**
Accountability	-0.153	0.134	-1.141	0.255	Accepted	Not Significant
Transparency	0.048	0.091	0.524	0.601	Accepted	Not Significant
*R²: 0.073; F: 6.393; p-value: <0.001; Dependent Variable: **Time***						

SUMMARY

This part presents the summary of findings, conclusion, and recommendations of the findings related to ethical leadership and organizational justice and its influence on the employees' satisfaction and performance of the school administrators in the local colleges in Misamis Oriental.

Based on the result of the study the faculty and staff of the local colleges in Misamis Oriental believed that administrators always practiced ethical leadership like trustworthiness, accountability, and transparency as reflected in the perceptions of the faculty and regarding the ethical leadership of their respective administrators that they experienced in their respective colleges. It was also found out that the school administrators always practiced organizational justice; distributive, procedural, and interactional justice, and satisfied both intrinsic needs in terms of belongingness and extrinsic needs of the employees that influence the performance of the employees. However, the extent of ethical leadership variables has a very weak correlation with the levels of employees' intrinsic needs. The correlation analysis result shows that accountability has a weak correlation with work environment and belongingness similar to transparency the result also shows a weak correlation with self-actualization, while trustworthiness is not correlated to any of the intrinsic variables. The correlation between ethical leadership and extrinsic employees' satisfaction on the other hand both trustworthiness and transparency are moderately correlated with salary and promotion, only accountability does not correlate with the extrinsic variables. On the other hand, organizational justice correlation analysis showed no correlation to any of the employees' extrinsic satisfaction in other words organizational justice does not influence employees' extrinsic satisfaction at all. On determining whether ethical leadership and organizational justice influence employees' performance the regression analysis disclosed that employees' performance: efficiency and timeliness can be influenced by ethical leadership in terms of trustworthiness and transparency, the variable accountability in ethical leadership does not at all influence the performance of the faculty because the regression fit model showed no correlation. The illustration above shows that the quality of performance cannot be influenced by either ethical leadership or organizational justice.

IV.   CONCLUSIONS

Given the findings, the researcher concluded that ethical leadership and organizational justice were always practiced among the local colleges in Misamis Oriental as perceived by the faculty and staff among the local colleges in Misamis Oriental. This demonstrates that school administrators stived a high level of ethical leadership and organizational justice to their faculty and staff to maintain a good relationship and satisfied employees thus resulting in high performance among the employees.

Based on the regression analysis it was found that only efficiency and timeliness were influenced by the factors of ethical leadership and organizational justice, that quality of performance depends on the willingness of the faculty and staff to perform better and not on the type of ethical leadership that the school administrators possess and the kind of organizational justice that the school operates.

Recommendation

Based on the findings and conclusions several recommendations can be proposed. The researcher suggests the following actions:

1. Faculty and Staff Fellowship and Counseling Meeting -Launch a monthly fellowship and counseling meeting at least once a month. Instead of the traditional regular meeting of the Faculty and Staff.
2. Fellowship Tour - Administrators should include in their budget A Fellowship Tour at least once every semester not only limited to the faculty but everybody in the school including staff and the maintenance group for them to appreciate inclusivity.
3. Reward Mechanism - A semestral conduct of assessment and evaluation not only to the academic performance of the faculty but also to the accomplishments of the staff and the maintenance. Formulate and implement a "Reward Mechanism" like monetary recognition for the following exemplary accomplishments:
A. 90 days without absences or late and pass slips during the first 90 days of the semester.
B. Exemplary Award for those who will excel in the evaluation: supervisory and peer group and student evaluation.
4. Enhance Faculty and Staff Development Plan – a development plan that will not will allow the also the staff and the maintenance for career development and to take advantage of the privileges enjoyed only by the faculty; like subsidies and allowances for the respective programs they enrolled in.
5. Regularization of faculty and staff with Job Oder or Contract of Service status for those who have served the school for 5 years continued service with exemplary performance and with educational qualification parallel to the Civil Service Commission.
6. Develop a Program (System Evaluator) that will systematically identify the qualiculty and staff for their exemplary

contribution to the school, this will motivate the faculty, staff, and maintenance because the result is system generated and no incorporation of biases.

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