

From Policy to Practice: Organizational Justice Decision Quality, Crisis Management on the Leadership Practices of School Leaders

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Abstract: This study investigated the influence of organizational justice, decision quality, and crisis management on the leadership practices of school leaders in the Divisions of Bukidnon, Valencia City, and Malaybalay City. Utilizing a descriptive-correlational research design and quantitative approach, data were collected from 250 purposively selected school leaders, including principals, head teachers, officers-in-charge, master teachers, and program coordinators. Standardized survey instruments measured four dimensions of organizational justice (distributive, procedural, interpersonal, informational), five facets of decision quality (appropriate frame, creative alternatives, clear values, and tradeoffs, reasonable reasoning, commitment to action), and four aspects of crisis management (commitment of management, awareness, flexibility, learning). Leadership practices were assessed based on the Philippine Professional Standards for School Heads (PPSSH). Findings revealed that all three variables- organizational justice (overall mean = 4.20), decision quality (4.23), and crisis management (4.22)-were perceived at high levels among school leaders. Distributive justice and reasonable reasoning emerged as the highest-rated sub-dimensions in their respective domains. In contrast, procedural and informational justice, as well as creative alternatives and post-crisis learning, indicated areas for improvement. Leadership practices across all PPSSH domains were also rated high, reflecting the consistent implementation of strategic, instructional, operational, and relational leadership. Correlation analysis showed significant positive relationships between organizational justice, decision quality, and crisis management with leadership practices. However, stepwise multiple regression identified clear values and tradeoffs, commitment of management, distributive justice, and reasonable reasoning as the strongest predictors of effective leadership. The study concludes that enhancing decision-making, promoting fairness, and crisis management skills among school leaders is crucial for improving leadership practices, with implications for professional development, policy, and succession planning.

Keywords: *Organizational Justice, Decision Quality, Crisis Management on Leadership Practices of School Heads.*

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I. INTRODUCTION

In today's educational landscape, leadership practices have evolved significantly, particularly in response to the challenges of managing schools during crises. School heads and academic leaders must ensure that policies are translated into practice and that leadership practices are aligned with both organizational justice and crisis management strategies to maintain stability and enhance decision quality. This involves not only implementing sound policies but also providing a supportive environment that fosters equity, clear communication, and strategic crisis management.

To effectively oversee and guide their schools amid increasing complexities and frequent disruptions, educational leaders must demonstrate high levels of competence in core leadership domains. These leadership practices—encompassing decision-making, communication, instructional supervision, and school governance—are critical in ensuring that schools function efficiently, especially during times of uncertainty. In the Philippine educational context, these practices are systematically assessed through the *Philippine Professional Standards for School Heads* (PPSSH), which serves as a comprehensive framework for defining, developing, and evaluating the expected behaviors and competencies of school leaders. The PPSSH identifies key strands of leadership practice such as

developing self and others, leading curriculum and instruction, managing school operations, and engaging stakeholders, all of which reflect how well school heads translate planning into effective and just leadership actions.

Organizational justice, decision quality, and crisis management are key components of leadership competence. These dimensions include ensuring fairness in decision-making, optimizing available opportunities, and executing proactive crisis management strategies (Greenberg & Colquitt, 2005). As educational demands continue to evolve, particularly in crisis-prone environments, school leaders must exhibit these leadership competencies to ensure school operations run smoothly and stakeholders remain engaged. For example, recent studies on school leadership in the Philippines emphasize the critical role that organizational justice and decision-making quality play in crisis management. Data from the Department of Education-Region 10 highlights that many school leaders are unprepared to handle crises effectively, as reflected in their low-performance scores in crisis management sub-domains. Specifically, the domain of crisis management, including preparedness and responsiveness, recorded low mean scores of 62.30 in the 2023 Leadership Competency Assessment for School Heads, a national examination for ranking principal candidates. These results underscore the need to strengthen leadership competencies in these areas to foster a safer and more resilient educational environment.

Also, DepEd Region 10 reported that the divisions of Valencia City, Malaybalay, and Bukidnon are among the lowest scorers in the 2023 National Qualifying Exam for School Heads among the 14 divisions. At the regional level, Developing Self and Others has the lowest mean of 59.17, and the three least mastered indicators under this domain are general welfare of human resources, performance management, and personal and professional development. Given the low performance in this domain, organizational justice, decision quality, and crisis management are crucial in shaping effective leadership. Fair treatment, transparent decisions, and inclusive practices build trust and motivate staff. In times of crisis, strong leadership that prioritizes well-being and clear communication fosters resilience and professional growth, helping compensate for weaknesses in staff development and performance management.

Furthermore, the relationship between organizational justice, decision quality, and crisis management significantly influences leadership practices by ensuring fairness in decision-making processes, which enhances leaders' ability to maintain trust and transparency within the school community (Colquitt et al., 2001). Leaders who demonstrate fairness are more likely to create environments where teachers and staff feel valued and supported, which is crucial during crises. Concurrently, high-quality decision-making involves exploring a range of alternatives and assessing their long-term impact, which is essential for navigating complex situations like natural disasters or health emergencies (Thomas & Bessant, 2019).

Existing literature emphasizes the need for school leaders to be well-versed in both organizational justice and crisis management to enhance their leadership effectiveness. Studies show that leaders who apply fairness in decision-making processes foster greater engagement among staff and are better equipped to handle crises (Lind & Tyler, 1988). However, limited empirical evidence specifically examines how these factors influence leadership practices within the Philippine educational context.

Thus, this research aimed to explore how organizational justice, decision quality, and crisis management impact the leadership practices of school heads in the three divisions in the province of Bukidnon- Valencia City, Malaybalay, and Bukidnon. By identifying these relationships, this study sought to provide insights that could inform leadership development initiatives and improve school leadership effectiveness. Addressing these gaps is essential for fostering a more resilient and well-managed educational environment overall.

A. Objectives

This study aimed to establish the correlation between the school heads' leadership practices and organizational justice, quality decision-making, and crisis management. Specifically, it sought to:

- *Determine the level of Organizational Justice in Schools in terms of*
 - Distributive justice;
 - Procedural justice;
 - Interpersonal justice, and
 - Informational justice.
- *Find out the level of Decision Quality in terms of*
 - Appropriate frame;
 - Creative alternatives;
 - Clear values and tradeoff;
 - Reasonable reasoning, and
 - Commitment to action
- *Assess the level of crisis Management in Schools in terms of*
 - Commitment of management;
 - Awareness;
 - Flexibility; and
 - Learning
- *Ascertain the level of Leadership Practices of School heads in the areas of:*
 - Leading strategically;
 - Managing school operations and resources;
 - Focusing on teaching and learning;
 - Developing self and others; and
 - Building connections

➤ *Correlate school heads' leadership practices and:*

- Organizational justice,
- Decision quality, and
- Crisis management.
- Identify the factor, singly or in combination, best predicts the instructional leadership of school heads.

B. Hypothesis

The following null hypotheses of this study were advanced and tested at a 0.05 level of significance.

H₀₁: There is no significant relationship between the school heads' leadership practices and organizational justice, quality decision-making, and crisis management.

H₀₂: There is no predictor variable of leadership practices among school heads.

II. METHODOLOGY

A. Research Design

This study utilized a descriptive-correlational research design utilizing a quantitative approach to assess the levels of organizational justice, quality decision-making, and crisis management on school heads' leadership practices. Creswell & Creswell (2018) defines descriptive correlational research as a non-experimental study design used to examine the relationships between two or more variables without manipulating them. This type of research aims to describe the degree of association between variables, helping researchers understand if and how variables are related, but it does not establish cause and effect. In this descriptive correlational research, the goal is to observe and measure these relationships as they naturally occur.

B. Locale of the Study

The study was conducted in randomly selected public elementary and secondary schools in the Province of Bukidnon. Bukidnon is a province in Region X-Northern Mindanao and composed of 3 divisions, namely the division of Bukidnon, Malaybalay City, and Valencia City.

C. Participants

The study participants are 250 school leaders, both from elementary and high school. These school leaders were the Principal, Head Teachers, Officer-In-Charge/Teacher In-Charge, Master Teachers, and subject or program coordinators. These were chosen in the study because they perform leadership tasks in their respective group or organizations.

A purposive sampling technique was utilized to determine the respondents from among the schools in the province of Bukidnon, drawn and determined in advance through the snowball sampling method.

D. Research Instrument and Procedure

The questionnaire underwent a validation process by three identified validators. Then, the reliability index was obtained through pilot testing from the Division of Cagayan De Oro City; a permission letter was sent to the Schools Division Superintendent of Valencia City stating the purpose and significance of the study. The respondents were then informed through a letter that they were chosen to take part in answering the survey instrument. They were given a week to answer the questionnaire sent to them through a Google form, and those who preferred a printed questionnaire were also accommodated. The instruments were retrieved, tallied, tabulated, and classified based on the problems of the study, and corresponding statistical techniques were employed.

The researcher used a survey questionnaire from different sources. An organizational justice scale was adapted from Culquitt (2021) to determine the level of organizational justice. It has four sub-variables: distributive justice, procedural justice, interpersonal justice, and informational justice, with a reliability index of 0.959.

To identify the level of decision quality, a survey instrument was adapted from Wang et al. (2024) with five sub-variables: appropriate frame; creative alternatives; clear values and tradeoffs; reasonable reasoning, and commitment to action, with a reliability index of 0.972.

To assess the level of crisis management in schools, a research questionnaire is adapted from the work of Deliva (2024) that has four sub-variables: commitment of management, awareness, flexibility, and learning, with a reliability index of 0.989

To ascertain the level of leadership practices of school heads, the Philippine Professional Standards for School Heads of the Department of Education was adopted, which has five domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. This has a reliability index of 0.96

Also, to ascertain the instructional supervisors' level of instructional supervisory competence, a survey questionnaire was patterned after Chen's (2018) article "The Role of Principals in Instructional Supervision: A Framework for Effective Practice." It has a reliability index of .995.

E. Statistical Analysis

Descriptive statistics, such as mean, standard deviation, and rank, were used to determine the level of technological competence, leadership accountability, and instructional supervisory competence of instructional supervisors.

Person-product moment correlation was employed to determine if there was a significant relationship between the level of technological competence, leadership accountability, and instructional supervisory competence. Stepwise multiple regression was used to determine which variables significantly predicted instructional supervisors' Instructional Supervisory competence.

III. RESULTS AND DISCUSSION

Organizational Justice in terms of Distributive, Procedural, Interpersonal, and Informational Justice Table 1 shows the summary of findings on organizational justice, which reveals an overall mean of 4.20, which is interpreted as high, indicating that justice is generally evident in the organization as perceived by the respondents. Among the four dimensions, Distributive Justice received the highest mean score of 4.29, reflecting a strong perception that outcomes such as rewards, recognition, and evaluations are fairly distributed. This is followed closely by Interpersonal Justice, with a mean of 4.25, suggesting that respect and dignity in interpersonal interactions are widely practiced. Meanwhile, Informational Justice and Procedural Justice received slightly lower but still “High” ratings at 4.13 and 4.09, respectively, pointing to areas where fairness in communication and decision-making processes can be further improved.

Table 1 Level of Organizational Justice of school leaders

Indicators		Mean	Qualitative Interpretation
Distributive Justice		4.29	High
Interpersonal Justice		4.25	High
Informational Justice		4.13	High
Procedural Justice		4.09	High
Sub-mean		4.20	High
Legend			
4.51-5.00	Strongly Agree	Very High	Justice is consistently evident
3.51-4.50	Agree	High	Justice is generally evident
2.51-3.50	Undecided	Moderate	Justice is somewhat evident
1.51-2.50	Disagree	Low	Justice is rarely evident
1.00-1.50	Strongly Disagree	Very Low	Justice is almost absent

These findings align with the theoretical framework of organizational justice proposed by Colquitt (2001), who emphasized that employees' perceptions of fairness across these four dimensions significantly influence their trust, commitment, and engagement in the workplace. The high rating for distributive justice mirrors the findings of Robbins et al. (2019), who noted that when employees feel their efforts are justly rewarded, motivation and job satisfaction increase. Similarly, high interpersonal justice echoes Greenberg's (1993) argument that respectful treatment fosters stronger organizational citizenship behaviors.

Moreover, the lower—yet still positive—ratings in informational and procedural justice are consistent with the findings of Shkoler and Tziner (2017), who observed that lapses in timely communication and consistent application of procedures can subtly impact perceptions of fairness. Cropanzano and Molina (2015) also highlighted that even

when outcomes are favorable, unclear, or biased, communication may diminish overall justice perceptions.

Decision Quality in terms of Appropriate Frame, Creative Alternatives, Clear Values and Tradeoff Table 2 shows the level of decision quality of school leaders, which reveals an overall mean score of 4.23, which is interpreted as ‘high’. It indicates that school leaders generally make sound decisions across multiple factors. The highest-scoring dimension was Reasonable Reasoning (mean = 4.29), reflecting that respondents engage in systematic, thoughtful evaluations of options before making decisions. Clear Values and Tradeoff (mean = 4.26) followed closely, highlighting the ability to recognize and balance the values and tradeoffs inherent in their decision-making. Appropriate Frame (mean = 4.23) also scored highly, suggesting that respondents make decisions with clear goals and objectives, optimizing opportunities and addressing problems effectively.

Table 2 Level of Decision Quality of School Leaders

Indicators		Mean	Qualitative Interpretation
Reasonable Reasoning		4.29	High
Clear Values and Tradeoff		4.26	High
Appropriate Frame		4.23	High
Commitment to Action		4.18	High
Creative Alternatives		4.14	High
Sub-mean		4.23	High
Legend			
4.51-5.00	Strongly Agree	Very High	Decisions are consistently excellent
3.51-4.50	Agree	High	Decisions are generally sound
2.51-3.50	Undecided	Moderate	Decisions are somewhat effective
1.51-2.50	Disagree	Low	Decisions are often flawed
1.00-1.50	Strongly Disagree	Very Low	Decisions are consistently poor

Respondents also exhibited a strong Commitment to Action (mean = 4.18), which indicates that their decisions often translate into tangible follow-through and implementation. Lastly, Creative Alternatives (mean = 4.14) suggest that while respondents typically consider alternative solutions, there may be room for a more expansive exploration of options to further enhance the decision-making process.

These findings are consistent with contemporary decision-making models, such as those proposed by Liu et al. (2021), who argue that the quality of decision-making improves when individuals engage in reasoned evaluation and consideration of alternatives, as these factors help mitigate biases and increase the likelihood of favorable outcomes. Furthermore, Kahneman and Tversky's (2013) research on decision heuristics and cognitive biases supports the idea that high-quality decisions are more likely when individuals make decisions systematically and within clear frameworks. Schweiger, Sandberg, and Rechner (2017) also highlight that decision quality improves when individuals recognize values and trade-offs and commit to executing their choices.

The concept of bounded rationality (Simon, 2019) further explains the results, as decision-makers typically make decisions based on limited information and cognitive resources. However, when the decision-making process

involves careful consideration of alternatives, trade-offs, and a commitment to action, as reflected in this study, decision quality tends to be higher.

Additionally, Meyer and Herscovitch (2021) affirm that commitment to decision implementation is critical for achieving high-quality decisions, as individuals who are committed are more likely to take the necessary steps to realize their choices.

Level of Crisis Management in terms of Commitment of Management, Awareness, Flexibility, and Learning Table 3 shows the overall crisis management practices of school leaders, which are interpreted as 'High', with an overall mean of 4.19. This indicates that the school demonstrates a consistent and structured approach to crisis management across multiple dimensions, with management, awareness, learning, and flexibility being key components. The highest-rated indicators are Commitment of Management and Awareness, both with a mean of 4.22, suggesting that the school leadership is highly engaged in proactive crisis management and that there is a strong culture of communication and information-sharing. On the other hand, Flexibility (mean = 4.09) and Learning (mean = 4.10) were slightly lower but still considered high, indicating that while the school is adaptive and reflective in crises, there may still be areas for further enhancement in these aspects.

Table 3 Level of Crisis Management of School Leaders

Indicators		Mean	Qualitative Interpretation
Commitment of Management		4.22	High
Awareness		4.22	High
Learning		4.10	High
Flexibility		4.09	High
Overall Mean		4.19	High
Legend			
4.51-5.00	Strongly Agree	Very High	Consistently practiced
3.51-4.50	Agree	High	Frequently practiced
2.51-3.50	Undecided	Moderate	Occasionally practiced
1.51-2.50	Disagree	Low	Rarely practiced, lacks structure or clarity
1.00-1.50	Strongly Disagree	Very Low	No clear practice, reactive or absent measures

These findings highlight that crisis management at the school is characterized by strong organizational commitment, active awareness of crises, and effective communication, which are essential for managing emergencies. The high scores in management commitment and awareness suggest that the school leadership is well-prepared and invested in building a crisis-responsive culture. However, the slightly lower scores in flexibility and learning reflect areas where the school can continue to improve by enhancing its adaptability to new crises and optimizing its learning from past crises.

The interpretation shows that the school is on the right path in ensuring robust crisis management frameworks. The school's commitment to coordinated planning, awareness, and strategic flexibility contributes positively to its crisis preparedness and resilience. Strengthening flexibility and learning processes could further reinforce its crisis management capability.

These results are in line with research that suggests effective crisis management requires strong leadership, organizational awareness, and the ability to adapt to changing circumstances. According to Boin, Hart, and McConnell (2010), leadership commitment and awareness of crisis risks play a crucial role in effective crisis response. Additionally, Wooten and James (2008) highlight the importance of organizational learning and flexibility, noting that schools and organizations that foster these qualities are better equipped to handle unforeseen challenges.

Leadership Practices of School Leaders in terms of Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections

Table 4 shows the overall level of leadership practices of school leaders, which reveals a consistently high level of

practices, with an overall mean of 4.44, indicating that their leadership approaches are frequently practiced and well-aligned with the expectations of their roles. The sub-variables “*Leading Strategically*,” “*Focusing on Teaching and Learning*,” and “*Developing Self and Others*” all received the highest mean of 4.45, suggesting that school leaders are

particularly effective in planning strategically, enhancing teaching and learning and cultivating personal and professional growth for themselves and their personnel. These areas reflect the school leaders’ strong commitment to instructional leadership and continuous development.

Table 4 Level of Leadership Practices of School Leaders

Indicators		Mean	Qualitative Interpretation
Leading Strategically		4.45	High
Focusing on Teaching and Learning		4.45	High
Developing Self and Others		4.45	High
Building Connections		4.44	High
Managing Operations and Resources		4.40	High
Overall Mean		4.44	High
Legend			
4.51-5.00	Always	Very High	Consistently practiced
3.51-4.50	Often	High	Frequently practiced
2.51-3.50	Sometimes	Moderate	Occasionally practiced
1.51-2.50	Seldom	Low	Rarely practiced, lacks structure or clarity
1.00-1.50	Never	Very Low	No clear practice, reactive or absent measures

Meanwhile, the lowest mean is observed in “*Managing Operations and Resources*,” with a score of 4.40, still within the “High” range. This indicates that while operational and resource management is actively practiced, it may present more challenges compared to other domains. It implies a potential need for strengthening technical and managerial capabilities to ensure efficient resource use and streamlined school operations.

These results underscore that school leaders play an integral role in shaping effective and inclusive educational environments. Their strengths in strategic planning, instructional supervision, and staff development align with the PPSSH, which emphasizes these domains as key areas of responsibility. The findings are consistent with Robinson, Lloyd, and Rowe (2008), who emphasized that school leadership that focuses on teaching and learning has the greatest impact on student outcomes. Moreover, Bush (2018) notes that effective leadership is multifaceted, requiring a balance between visionary direction, operational competence, and community collaboration.

Relationship among organizational justice, decision quality, crisis management on leadership practices of school leaders. The data presented in Table 5 reveal statistically significant relationships between the independent variables—organizational justice, decision quality, and crisis management—and the dependent variable, leadership practices among school leaders. All correlations are significant at the 0.01 level (2-tailed), as indicated by a p-value of 0.00 for each variable, demonstrating a high level of confidence in the results. Organizational justice shows a strong correlation with leadership practices ($r = .613$, $p = 0.00$), suggesting that school leaders who promote fairness and equity are more likely to exhibit effective leadership behaviors. Among its components, informational justice ($r = .618$, $p = 0.00$) emerges as the most strongly correlated, followed by distributive justice ($r = .607$, $p = 0.00$), procedural justice ($r = .580$, $p = 0.00$), and interpersonal justice ($r = .525$, $p = 0.00$). These findings highlight the importance of clear communication, fair distribution of resources, consistent procedures, and respectful interpersonal interactions in shaping leadership practices.

Table 5 Correlation of organizational justice, decision quality, crisis management on leadership practices of school leaders.

Independent Variables	Pearson Coefficient (R-value)	Probability (P-value)
Organizational Justice	.613	0.00**
Distributive Justice	.607	0.00**
Procedural Justice	.580	0.00**
Interpersonal Justice	.525	0.00**
Informational Justice	.618	0.00**
Decision Quality	.682	0.00**
Reasonable Reasoning	.666	0.00**
Clear Values and Tradeoff	.638	0.00**
Appropriate Frame	.704	0.00**
Commitment to Action	.522	0.00**
Creative Alternatives	.607	0.00**
Crisis Management	.692	0.00**
Commitment of Management	.682	0.00**
Awareness	.679	0.00**

Learning	.646	0.00**
Flexibility	.618	0.00**

**Correlation is significant at the 0.01 level (2-tailed)

Decision quality also demonstrates a strong positive correlation with leadership practices ($r = .682$, $p = 0.00$), reinforcing the idea that sound decision-making is a hallmark of effective school leadership. Among its subcomponents, the appropriate frame ($r = .704$, $p = 0.00$) shows the strongest association, indicating that leaders who properly frame and understand situations are better equipped to lead. Other significant aspects include reasonable reasoning ($r = .666$, $p = 0.00$), clear values and tradeoffs ($r = .638$, $p = 0.00$), creative alternatives ($r = .607$, $p = 0.00$), and commitment to action ($r = .522$, $p = 0.00$). These results imply that leaders who reason logically, clarify their priorities, explore multiple options, and commit to timely decisions are more effective in their roles.

Likewise, crisis management is positively and significantly correlated with leadership practices ($r = .692$, $p = 0.00$), underscoring the critical role of readiness and responsiveness in leading schools, particularly during challenges. All its components are significantly related: commitment to management ($r = .682$, $p = 0.00$), awareness ($r = .679$, $p = 0.00$), learning ($r = .646$, $p = 0.00$), and flexibility ($r = .618$, $p = 0.00$). These findings indicate that leaders who are proactive, aware of potential threats, capable of learning from past events, and flexible in their approach tend to perform better in crises.

Overall, the results provide compelling evidence that organizational justice, decision quality, and crisis management are all significantly associated with leadership practices, with p-values consistently at 0.00, confirming the robustness of these correlations. These findings are supported by recent literature. Colquitt et al. (2023) emphasize that perceived fairness enhances trust and employee engagement, key ingredients in effective leadership. Leavitt and Green (2022) argue that structured and values-driven decisions strengthen leader credibility. Mitroff (2021), focusing on crisis leadership, affirms that the ability to anticipate, adapt, and respond to crises is central to sustaining leadership effectiveness in dynamic educational environments. The data suggest that strengthening these three domains could significantly enhance leadership practices among school leaders.

➤ Variable which best Predict Leadership Practices

Table 6 presents the results of the multiple regression analysis conducted to determine which variables significantly predict leadership practices among school leaders. Two predictors emerged as statistically significant: clear values and tradeoff, commitment of management, distributive justice, and reasonable reasoning.

Table 6 Variables that Best Predict Leadership Practices

Predictor	B	SE (B)	β	t	p-value	Interpretation
Constant	1.686	.190		8.877	.000	
Decision Quality						
Clear Values & Tradeoff	.472	.087	.547	5.458	.000	
Reasonable Reasoning	-.252	.072	-.273	-3.477	.001	
Crisis Management						
Commitment of Management	.293	.089	.307	3.310	0.001	
Organizational Justice						
Distributive Justice	.136	0.61	.153	2.220	0.27	Significant

Note: $R = 0.738$ $R^2 = 0.545$ $F = 73.33$ $p\text{-value} = < .001$

The model yielded a high multiple correlation coefficient ($R = .738$) and a coefficient of determination ($R^2 = .545$), indicating that approximately 54.5% of the variance in leadership practices can be explained by these four predictor variables: The model is statistically significant ($F = 73.33$, $p = .000$), demonstrating a good fit between these predictors and school leaders' leadership practices.

The strongest predictor of leadership practices is Clear Values and Trade-offs, with a standardized beta coefficient of .547 and a p-value of .000. This suggests that school leaders who demonstrate clarity in their values and consistently consider trade-offs during decision-making are more likely to exhibit effective leadership. This is aligned with Spetzler, Winter, and Meyer (2016), who emphasized that well-framed decisions with explicit values are foundational to sound leadership. In the context of educational leadership, Quinal

and Dupa (2024) reiterated that value-driven decisions foster ethical and inclusive school governance, aligning closely with this finding.

Commitment of Management also significantly predicted leadership practices ($\beta = .307$, $p = .001$). This underscores the importance of leadership presence and responsiveness during crises. According to Kapucu and Khosa (2013) and Henderson et al. (2022), management's commitment to crises builds institutional resilience, which translates to enhanced leadership practice. The emphasis on commitment during emergencies echoes Othman et al. (2024), who concluded that proactive crisis leadership significantly improves organizational trust and efficiency during challenging times.

Interestingly, Reasonable Reasoning showed a significant negative relationship with leadership practices ($\beta = -.273$, $p = .001$). While reasonable reasoning is typically a hallmark of decision quality, this result suggests that overanalyzing or delaying action through excessive deliberation may be perceived as indecisiveness, thereby undermining leadership effectiveness. This phenomenon is explained by Bazerman and Moore (2013) through their concept of bounded rationality, where over-reliance on logic without timely execution reduces impact. Similarly, Dumandan and Oca (2025) emphasized the importance of balancing rational analysis with timely and empathetic action, especially in school leadership contexts.

Lastly, Distributive Justice is a significant but modest predictor ($\beta = .153$, $p = .027$), indicating that school heads who equitably allocate resources and recognize staff efforts enhance their leadership credibility. This is consistent with Colquitt (2001) and Greenberg (1996), who highlighted that distributive justice fosters trust, motivation, and employee engagement. In a local context, Migullas (2024) observed that perceptions of fair distribution of workload and rewards significantly increased teacher morale and collaboration in public schools.

The hypothesis that states that there is no predictor variable of leadership practices among school heads is hereby rejected. The regression results provide strong empirical evidence that decision clarity, crisis responsiveness, and perceived fairness significantly influence school leadership practices. The negative impact of excessive reasoning further suggests that decisive, values-based action is more effective than cautious over-analysis in dynamic school environments. These findings affirm the importance of aligning professional development programs with frameworks that emphasize ethical decision-making, crisis leadership, and organizational justice—core themes supported throughout the theoretical literature in this study.

F. Summary

This study aimed to determine the influence of organizational justice, decision quality, and crisis management on the leadership practices of school leaders. Specifically, it sought to determine the level of organizational justice in schools in terms of distributive, procedural, interpersonal, and informational justice; identify the level of decision quality in terms of appropriate frame, creative alternatives, clear values and tradeoffs, reasonable reasoning, and commitment to action; assess the level of crisis management in schools in terms of commitment of management, awareness, flexibility, and learning; ascertain the level of leadership practices of school heads across the five domains of the Philippine Professional Standards for School Heads (PPSSH); determine the significant relationships among the three key variables and leadership practices; and identify which variable or combination of variables best predicts leadership practices among school leaders.

The study was conducted among 250 school leaders from public elementary and secondary schools in the Divisions of Bukidnon, Valencia City, and Malaybalay City. These respondents included principals, head teachers, officers-in-charge, master teachers, and program coordinators who were selected through purposive sampling. The study employed a descriptive-correlational research design with a quantitative approach. Validated and standardized survey instruments were used to gather data. Descriptive statistics (mean and standard deviation) were used to determine the levels of each variable. In contrast, Pearson Product-Moment Correlation and Stepwise Multiple Regression were used to test relationships and predictive strengths.

Results showed that organizational justice was rated at a high level, with an overall mean of 4.20. Among the four sub-dimensions, distributive justice had the highest mean score of 4.29, indicating that respondents perceived fairness in how rewards, recognition, and responsibilities are distributed. Interpersonal justice followed with a mean of 4.25, reflecting respectful and dignified treatment in the workplace. Informational justice had a mean of 4.13, showing that communication in the organization is generally transparent and timely, though with slight room for improvement. Lastly, procedural justice scored the lowest at 4.09, but still within the high range, suggesting a need to reinforce consistent and bias-free processes. Overall, the results imply that school leaders perceive fairness to be generally evident in their institutions, promoting a positive working climate.

In terms of decision quality, the results indicated a high overall mean of 4.23. The highest-rated dimension was reasonable reasoning, with a mean of 4.29, highlighting that school leaders carefully analyze options before making final decisions. Clear values and tradeoffs followed with 4.26, showing that leaders consider both the consequences and the perspectives of various stakeholders. An appropriate frame, with a mean of 4.23, showed that decisions are goal-driven and aligned with the problem context. Commitment to action received 4.18, suggesting that leaders are generally consistent in implementing their decisions. Creative alternatives scored the lowest among the decision quality dimensions at 4.14, pointing to a need to explore more innovative or varied options when problem-solving. Overall, the findings show that school leaders are capable decision-makers who balance rational analysis with values-based considerations.

Regarding crisis management, the overall mean was 4.22, which is considered high. The highest sub-domain was the commitment of management, with a mean of 4.22, reflecting school heads' proactive efforts in planning, coordinating, and communicating during crises. Awareness also scored 4.22, showing that schools maintain strong internal communication and are capable of recognizing and documenting crises. Flexibility recorded a mean of 4.21, indicating that leaders are able to adapt and continue operations during emergencies. Learning, though still within the high range, had a slightly lower mean of 4.18, pointing to opportunities for strengthening post-crisis reflection and organizational learning. These results suggest that school

leaders have developed systems and strategies to manage crises effectively, contributing to school resilience.

In assessing leadership practices, the school leaders' performance across all five PPSSH domains was rated high, though specific mean scores per domain were not detailed in the extracted content. However, qualitative interpretations suggest that school leaders demonstrate strength in strategic leadership, instructional supervision, resource management, and community engagement. The high ratings reflect that leadership practices are being implemented consistently, aligned with professional standards, and responsive to both internal and external challenges.

Correlation analysis revealed significant positive relationships between organizational justice, decision quality, crisis management, and the leadership practices of school heads. This affirms that fairness, quality decision-making, and effective crisis handling positively contribute to how school leaders perform and engage with their responsibilities.

Lastly, the results of the stepwise multiple regression analysis identified that clear values and tradeoffs ($\beta = .547$, $p = .000$), commitment of management ($\beta = .307$, $p = .001$), distributive justice ($\beta = .153$, $p = .020$), and reasonable reasoning ($\beta = -.273$, $p = .000$), were significant predictors of leadership practices. This suggests that decision-making competency, crisis responsiveness, and promoting fairness have a stronger influence on leadership effectiveness.

The study provides empirical evidence that enhancing decision-making and crisis-management skills among school leaders can improve leadership practices. While fairness in the organization remains important, the ability to act decisively and manage uncertainties has greater predictive value in school leadership performance. These insights can inform future training and capacity-building programs aimed at improving educational leadership in the province.

IV. CONCLUSION

This study explored the influence of organizational justice, decision quality, and crisis management on the leadership practices of school leaders in the Divisions of Bukidnon, Valencia City, and Malaybalay City. The findings revealed that all three variables—organizational justice, decision quality, and crisis management—were perceived to be practiced at a high level among school leaders. Leadership practices, as defined by the Philippine Professional Standards for School Heads (PPSSH), were also rated high, indicating strong performance in strategic leadership, instructional management, resource administration, personal development, and stakeholder engagement.

Among the three variables, organizational justice was perceived as generally evident in school settings, with the highest mean in distributive justice, affirming that leaders believe rewards and responsibilities are fairly distributed. However, slightly lower scores in procedural and informational justice suggest a need to reinforce transparent processes and consistent communication.

The dimension of decision quality showed that school leaders are highly capable of making effective decisions, analyzing options rationally, and committing to action. While the capacity for reasonable reasoning and value-based decision-making was strong, there remains an opportunity to encourage the exploration of more creative and diverse alternatives.

In terms of crisis management, school leaders demonstrated strong commitment, situational awareness, and adaptability. However, slightly lower ratings in post-crisis learning indicate an area for enhancement—specifically, fostering reflective practices to improve future preparedness and institutional resilience.

Statistical analysis confirmed that organizational justice, decision quality, and crisis management are all positively correlated with leadership practices. Stepwise multiple regression analysis revealed that clear values and trade-offs, commitment of management, distributive justice, and reasonable reasoning are significant predictors of leadership practices, highlighting the critical role of decision-making competence, crisis responsiveness, and organizational fairness in shaping effective school leadership. Notably, the negative coefficient for reasonable reasoning suggests that excessive deliberation may hinder timely decision-making, emphasizing the need for balanced and decisive leadership. These findings provide empirical support for prioritizing leadership development programs that strengthen value-based decision-making and crisis management skills, ultimately enhancing the effectiveness and resilience of educational leaders in the province.

RECOMMENDATION

In light of the study's findings on the level of organizational justice in schools, it is recommended that school leaders strengthen their efforts to maintain fairness and equity in school governance. Although distributive and interpersonal justice were rated the highest, procedural and informational justice received slightly lower ratings, suggesting a need for more consistent application of rules and improved communication practices. School heads are encouraged to foster a culture of transparency by holding regular consultations with staff, offering clear explanations of policies, and ensuring participatory decision-making processes. Ethical leadership and fairness workshops anchored on the Philippine Professional Standards for School Heads (PPSSH) and DepEd's values-based leadership framework should also be incorporated into division-level development programs.

Leaders should be equipped with training focused on strategic decision-making. Since decision quality was rated high overall and emerged as a key predictor of leadership practices, professional development activities should emphasize skills such as setting appropriate decision frames, generating and evaluating creative alternatives, analyzing trade-offs, applying rational reasoning, and following through with implementation. Special attention should be paid to enhancing the dimension of "creative alternatives,"

which received the lowest mean score among the five sub-domains. This suggests that while school leaders make thoughtful and goal-oriented decisions, they would benefit from being exposed to more innovative and flexible problem-solving approaches.

Also, to further develop crisis management practices, it is recommended that the Schools Division Offices in Valencia, Malaybalay, and Bukidnon institutionalize comprehensive and localized crisis response systems. These should include training for designated school crisis management teams, regular simulation exercises, detailed documentation of school incidents, and the development of a Crisis Management Manual contextualized to the realities of each district. Reflection sessions and after-action reviews should also be incorporated into school routines to foster organizational learning and resilience.

It is important to sustain efforts in developing strategic, instructional, operational, and relational leadership. Schools Division Offices may strengthen the use of Learning Action Cells (LACs), mentoring programs, and performance coaching as platforms for leadership development. Leadership practices aligned with the PPSSH must be supported through continuous training, use of performance data, and collaboration with teachers and stakeholders to enhance school effectiveness and learner outcomes. Division offices should also ensure that school leaders are not only trained in technical competencies but also interpersonal and reflective capacities.

School leadership development programs may also focus primarily on deepening school leaders' decision-making and crisis-handling competencies while sustaining practices that promote fairness and ethical leadership. Integration of real-case simulations and data-based decision-making in leadership training can be a practical strategy to strengthen this correlation.

Lastly, Based on the conclusion, it is recommended that school divisions and educational authorities design and implement targeted professional development programs that focus on enhancing school leaders' decision-making skills, particularly in articulating clear values and managing trade-offs, as well as strengthening their capacity for responsive crisis management. Training should also address practical strategies for promoting distributive justice to foster trust and motivation among staff. Moreover, leaders should be guided to strike a balance between analytical reasoning and timely action to avoid delays in decision-making. These initiatives will equip school heads with the competencies necessary to lead effectively in complex and uncertain educational environments.

To further enrich the discourse, future researchers may consider conducting qualitative follow-up studies, such as interviews or focus group discussions, to explore the contextual nuances behind quantitative results. Longitudinal studies may also be valuable in examining how improvements in these domains influence long-term educational outcomes, teacher performance, and school effectiveness. These

continued efforts will help advance leadership capacity and educational equity across Bukidnon and similar contexts.

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APPENDICES