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Optimizing Organizational Justice and Emotional Intelligence to Mitigate Counterproductive Work Behavior

Musdalifa[1*], **Ahmad Syarief Iskandar**[2], **Taqwa**[3]
[1,2,3]State Islamic Institute of Palopo, Indonesia
e-mail: [1]musdalifa_pascaxix@iainpalopo.ac.id

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ABSTRACT

This study explores the impact of organizational justice and emotional intelligence on counterproductive work behaviour at SMPIT Insan Madani, aiming to identify their individual and collective influences. Utilizing a quantitative ex-post facto approach, the research encompasses all 33 educators at SMPIT Insan Madani, employing probability sampling for equitable participant selection. Data collection relied on questionnaires and documentation, analyzed using SPSS version 20 for descriptive and inferential statistics. Findings revealed a significant relationship between organizational justice and counterproductive work behaviour, highlighted by a t-value of 35.023 and a significance level below 0.025. Emotional intelligence also significantly affected counterproductive behaviours, as evidenced by a t-value of 1.896 with a significance below 0.025. Furthermore, the combined effect of organizational justice and emotional intelligence on such behaviours was statistically significant, indicated by an F-value of 125.640, exceeding the F-table value of 2.922, and a significance level above 0.05. A high coefficient of determination (94.5%) suggests these factors are pivotal in influencing counterproductive work behaviour at SMPIT Insan Madani, underscoring the importance of fostering a just organizational environment and enhancing emotional intelligence to mitigate negative workplace behaviours.

INTRODUCTION

Organizational justice is highly crucial within an institution as it has been proven to predict employee attitudes and behaviours (Soetjipto et al., 2021). Human resource managers must grasp the concept of organizational justice and its implications. Counterproductive work behaviour has recently been a recurring theme among HR researchers. Companies in Indonesia are not immune to issues of counterproductive work behaviour. An official statement indicated that, due to various inspections, 70% of associations or organizations failed to enact changes (Akmal et al., 2020). It is attributed to hierarchical individuals displaying counterproductive behaviours. The same website revealed that organizational members engage in counterproductive behaviours such as laziness, lack of discipline, violation of company regulations regarding working hours, and corruption.

Organizational justice theory posits that individuals respond to injustice with negative emotions and behaviours (Hariono et al., 2022). The absence of organizational justice can lead to various forms of counterproductive behaviour. Robbins and Coulter define counterproductive workplace behaviour as

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employee behaviours detrimental to the organization or individuals (Robbins & Coulter, 2018). Consistent with this statement, McShane and Glinow suggest that counterproductive work behaviour poses potential dangers, whether intentional or unintentional, directly or indirectly affecting the organization and other stakeholders (McShane & Glinow, 2010; Farrastama et al., 2019). These behaviours include harassing colleagues, creating unnecessary conflicts, deviating from work methods, dishonesty, theft, sabotage, and resource wastage. Providing excellent service is an effort to satisfy customers, which is the mission of an institution or company. Therefore, any deviation from this mission signifies an issue within the institution.

McShane and Glinow also state that counterproductive behaviour in the workplace is closely related to emotional stability (McShane & Glinow, 2010). As most counterproductive behaviours stem from negative emotions, individuals experiencing negative emotions are likelier to engage in counterproductive behaviour at work. Emotional intelligence is crucial for effectiveness in the workplace and other social aspects. In addition to emotional intelligence, organizational justice is another factor that influences counterproductive work behaviour. Luthans argues that organizational justice can help explain why employees retaliate against unfair outcomes or processes (Luthans, 2011). For example, acts of revenge such as theft, sabotage, or violence can be explained by organizational justice.

Organizational justice at SMPIT Insan Madani explains that perceived interactional justice among teachers is good. However, some teachers lack cohesion due to gaps between teachers and superiors or among peers. If a teacher feels unfairly treated in social exchange relationships, they may respond to the perceived injustice with negative reactions in the form of emotions, attitudes, or behaviours. If teachers perceive low interactional justice, they are more likely to engage in counterproductive work behaviour.

Counterproductive behaviour does not occur without cause. It may arise due to unfair treatment of teachers or the heaviness of tasks and responsibilities that do not match the attention given by the school or government. Obligations disproportionate to teachers' rights can also trigger unproductive behaviour. These factors motivate scholars to investigate the impact of organizational justice and emotional intelligence on unproductive workplace behaviour.

METHODS

This research employed descriptive and inferential statistical techniques as part of a quantitative research methodology and a symmetric associative ex-post facto research design. According to Sopyan Siregar, associative/relational research seeks relationships between two or more variables, aiming to develop theories that can explain, predict, and control the events under investigation. This study, being ex-post facto, falls within the associative level in a symmetric form, as it does not utilize treatment settings or experimental methods on the research variables. The population comprised all teachers during the academic year 2023/2024 at SMPIT Insan Madani, totalling 33 individuals. Non-probability sampling was used to determine the sample, which involves non-randomly selecting participants. A saturated sampling (census) was employed, and all population members were included as samples (Rajasekar & Verma, 2013).

Data collection involved various methods. Firstly, observation was conducted to determine how network technology and information media enhanced teachers' entrepreneurial skills. Observation can be direct (participant) or indirect (non-participant) and can be either closed or open (Edmonds & Kennedy, 2016). Secondly, a questionnaire collected information about organizational justice and emotional intelligence concerning counterproductive work behavior at SMPIT Insan Madani Kota Palopo. The Likert scale measured various factors, ranging from Strongly Agree to Strongly Disagree. Lastly, documentation techniques were employed to observe facts occurring in the field, mainly focusing on the impact of organizational justice and emotional intelligence on unproductive work behaviour. It involved collecting data related to research variables, such as the number of teachers or other pertinent factors.

Documentation in this research entailed selecting relevant materials based on the research objectives and arranging them accordingly. This technique sought information on the research objectives from historical event records, written records, image-based documents, and artworks (Rajasekar & Verma, 2013). These documents, including the profile documents of SMPIT Insan Madani Kota Palopo, were utilized to complement the observational data.

Furthermore, the literature review was conducted to obtain information from various sources such as theses, scientific publications, newspapers, journals, and other relevant materials. It aimed to develop theories and ideas pertinent to the issues being investigated. The research instruments, serving as tools for data collection, encompassed both primary and supporting instruments. The questionnaire, structured based on theoretical indicators, utilized the Likert scale to ensure comprehensive data collection. Thus, providing the validity of the questionnaire was paramount.

RESULTS

Descriptive Statistical Analysis

Descriptive statistics are used to organize, present, and analyze data. The methods of depicting data include statistical techniques such as creating tables, frequency distributions, and diagrams or graphs. Descriptive statistics describe respondent characteristics by calculating mean, median, mode, variance, standard deviation, minimum value, maximum value, frequency distribution tables, etc.

The Results of Descriptive Analysis of Organizational Justice

The statistical analysis results related to organizational justice scores (X1) describe the characteristic distribution of scores, indicating that the average score is 87 with a variance of 8 and a standard deviation of 3 from the ideal score of 100. The achieved score range is 10, with the lowest score of 84 and the highest score of 94. The results are depicted in the following table:

Table 1. The Acquisition of Results from Descriptive Statistical Analysis of Organizational Justice

Statistics	Statistics Score
Sample Size	33
Mean	87
Median	86
Std. Deviation	3
Variance	8
Range	10
Minimum	84
Maximum	94

If organizational justice scores are categorized into four categories, then a frequency distribution table and percentage of organizational justice can be obtained. The frequency distribution shows the number or quantity of items in each category or class. Therefore, organizational justice scores are grouped based on the number of items in each category, allowing their measurement results to be analyzed through statistical methods and subsequently interpreted qualitatively. The frequency distribution table of the percentage data of organizational justice is as follows:

Table 2. The Acquisition of Percentage Categorization of Organizational Justice

Score	Category	Frequency	Percentage (%)
61-70	Fair	0	0%
71-80	Adequate	0	0%
81-90	Good	28	85%
91-100	Very Good	5	15%
Total		**33**	**100%**

Based on the tables above, it can be stated that the survey results of the organizational justice variable obtained from the research sample indicate that overall, SMPIT Insan Madani's organizational justice falls into the "Fair" category, with a percentage of 0% and a sample frequency of 0 individuals. Meanwhile, organizational justice in the "Adequate" category is obtained with a rate of 0% and a sample frequency of 0 individuals. Organizational justice in the "Very Good" category is obtained with a percentage of 15% and a sample frequency of 5. Based on Tables 4.0 and 4.1 above, it can be concluded that organizational justice at SMIT Insan Madani falls into the "Good" category, with a sampling frequency of 28 individuals and a percentage result of 85%. The average score is 87. The high percentage of organizational justice is influenced by the respondent's answers to the questionnaire. In the study, a comparison is made for each indicator within the organizational justice variable. The indicators of organizational justice variables include distributive justice, procedural justice, and interactional justice. The diagram of the organizational justice variable is depicted below.

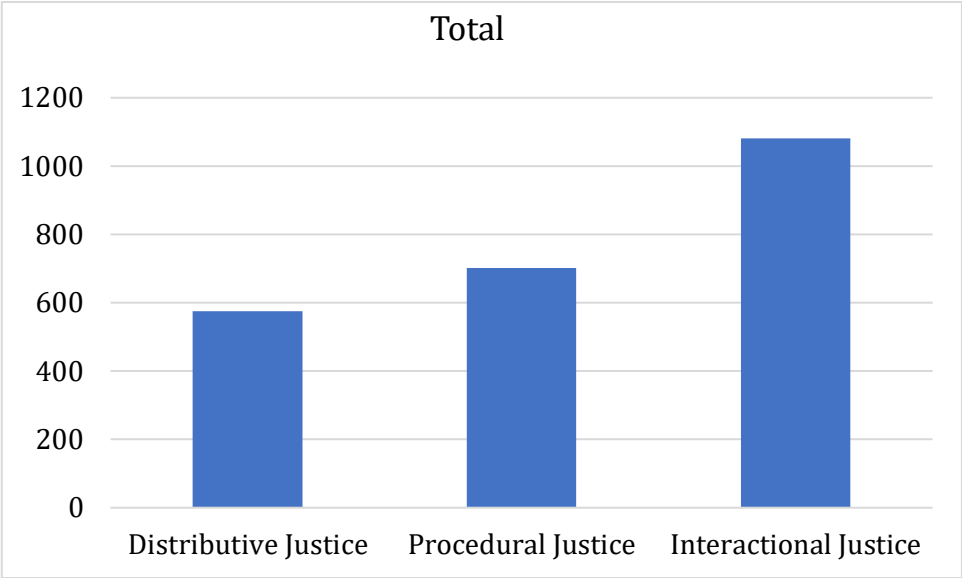

Figure 1. Comparison of Organizational Justice Indicators

Based on the diagram, it can be observed that the indicators on the organizational justice variable obtained from the research sample show that organizational justice in the distribution fairness indicator obtains a value of 656, procedural justice indicator obtains a value of 888, and interactional justice obtains a value of 1382. It indicates that the organizational justice variable is very high, particularly in the interactional justice indicator.

Results of Descriptive Analysis of Emotional Intelligence

Statistical analysis results related to emotional intelligence scores (X2) obtained a characteristic description of score distribution, indicating a mean score of 89 and a variance of 7 with a standard deviation of 3 from the ideal score of 100. The achieved score range is 9, with the lowest score of 85 and the highest score of 94. The results are depicted in the following table:

Table 3. Results of Descriptive Statistical Analysis of Emotional Intelligence

Statistic	Statistic Score
Sample Size	33
Mean	93
Median	89
Std. Deviation	3

Statistic	Statistic Score
Variance	7
Range	9
Minimum	85
Maximum	94

If the emotional intelligence scores are grouped into four categories, a table of frequency distribution and percentage of emotional intelligence is obtained. Frequency distribution shows the number or quantity of items in each category or class. Therefore, emotional intelligence scores are grouped based on the number of items in each category so that the measurement results are analyzed using statistical methods and then interpreted qualitatively. The table of frequency distribution and percentage of emotional intelligence is as follows:

Table 4. Percentage Distribution of Emotional Intelligence Categorization

Score	Category	Frequency	Percentage (%)
61-70	Fair	0	0%
71-80	Adequate	0	0%
81-90	Good	24	73%
91-100	Very Good	9	27%
Total		**33**	**100%**

Based on the table above, it can be stated that the questionnaire results of the emotional intelligence variable obtained from the research sample indicate that overall, SMPIT Insan Madani's emotional intelligence in the category of poor is obtained at 0% percentage with a sample frequency of 0 individuals. Meanwhile, emotional intelligence in the category of fair is received at a rate of 0% with a sample frequency of 0 individuals. Emotional intelligence in the excellent category is obtained at 73% with a sample frequency of 24 individuals, and emotional intelligence in the category of excellent is obtained at a percentage of 27% with a sample frequency of 9 individuals. Based on Tables 4.2 and 4.3 above, it can be concluded that the emotional intelligence at SMPIT Insan Madani falls into the excellent category with a sample frequency of 24 individuals and a percentage result of 73%. The average score is 89. The respondent's answers to the given questionnaire influenced the high percentage of emotional intelligence results. A comparison can be made for each indicator within the emotional intelligence variable to observe the results of the emotional intelligence variable. The indicators of emotional intelligence variables are self-awareness, self-regulation, motivation, empathy, and social skills. The diagram comparing the indicators of the emotional intelligence variable can be seen in the following figure:

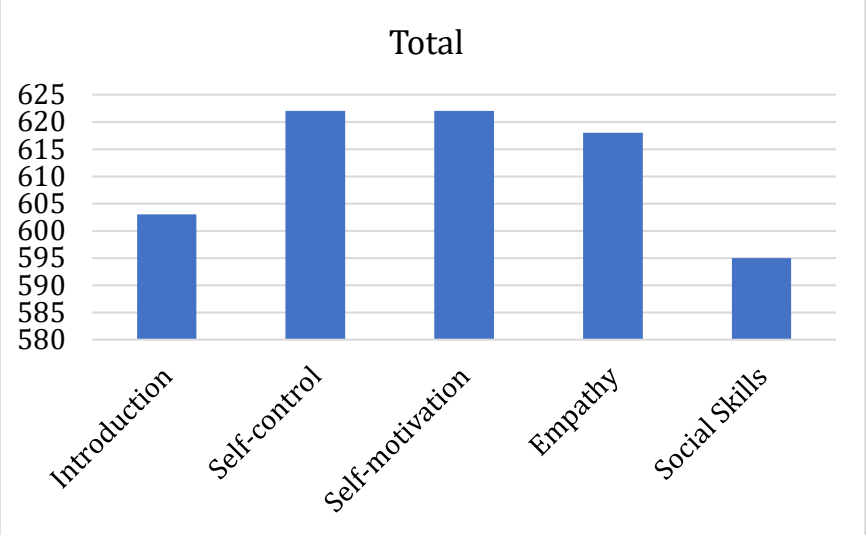

Figure 2. Comparison of Emotional Intelligence Indicators

Based on the diagram, it can be observed that the indicators within the emotional intelligence variable obtained from the research sample show that emotional intelligence in the self-awareness indicator obtains a value of 603, the self-regulation indicator obtains a value of 629, and the self-motivation indicator obtains a value of 622. The empathy indicator obtains a value of 618, and social skills obtain a value of 595. It indicates that the emotional intelligence variable is very high, particularly in the self-motivation indicator.

Results of Descriptive Analysis of Counterproductive Work Behavior

The statistical analysis results related to counterproductive work behaviour scores (Y) obtained a characteristic description of score distribution indicating that the average score is 87 and the variance is 6 with a standard deviation of 2 from the ideal score of 100. The achieved score range is 9, with the lowest score being 83 and the highest score 92. The results are depicted in the following table:

Table 5. Results of Descriptive Statistical Analysis of Emotional Intelligence

Statistic	Statistic Score
Sample Size	33
Mean	87
Median	86
Std. Deviation	2
Variance	6
Range	9
Minimum	83
Maximum	92

If counterproductive work behaviour scores are grouped into four categories, a table of frequency distribution and counterproductive work behaviour percentages can be obtained. Frequency distribution shows the number or quantity of items in each category or class. Therefore, counterproductive work behaviour scores are grouped based on the number of items in each category so that the measurement results are analyzed using statistical methods and then interpreted qualitatively. The table of frequency distribution and percentage of counterproductive work behaviour is as follows:

Table 6. Percentage Distribution of Categorized Counterproductive Work Behavior

Score	Category	Frequency	Percentage (%)
11-20	Fair	0	0%
21-30	Adequate	0	0%
31-40	Good	30	91%
41-50	Very Good	3	9%
Total		**33**	**100%**

Based on the table above, it can be stated that the questionnaire results of the counterproductive work behaviour variable obtained from the research sample indicate that overall, SMPIT Insan Madani's counterproductive work behaviour falls into the poor category with a percentage of 0% and a sample frequency of 0 individuals. Meanwhile, counterproductive work behaviour in the fair category is obtained at a rate of 0% with a sample frequency of 0 individuals. Counterproductive work behaviour in the good category is obtained at 91% with a sampling frequency of 30 individuals, and counterproductive work behaviour in the excellent category is received at a percentage of 9% with a sampling frequency of 3 individuals.

Based on Tables 4.4 and 4.5 above, it can be concluded that the counterproductive work behaviour at SMPIT Insan Madani falls into the excellent category with a sampling frequency of 30 individuals and a percentage result of 91%. The average score is 87. Respondent's answers to the given questionnaire influence the high percentage result of counterproductive work behaviour. A comparison can be made for each indicator within the counterproductive work behaviour variable to observe the results of the counterproductive work behaviour variable. The counterproductive work behaviour variable indicators are production deviation, property deviation, political deviation, and personal aggression. The diagram comparing the indicators of the counterproductive work behavior variable can be seen in the figure below.

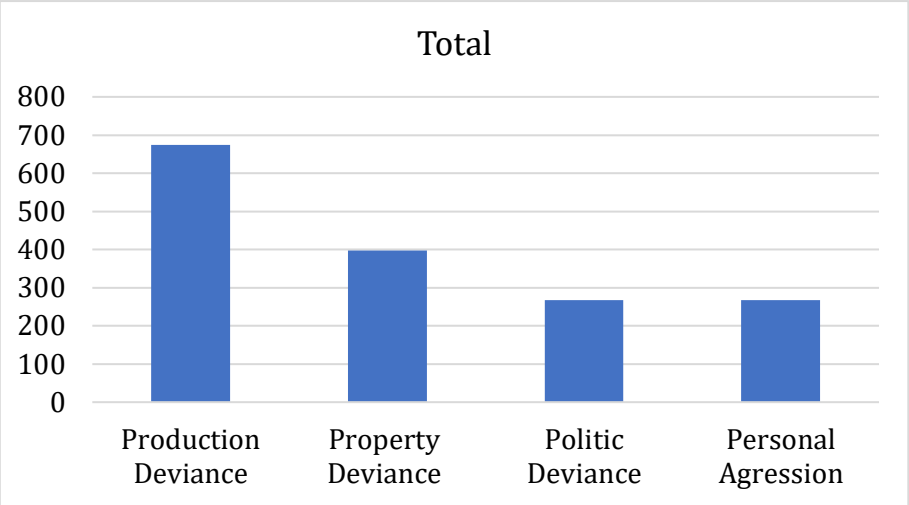

Figure 3. Comparison of Counterproductive Work Behavior Indicators

From the graph, it can be observed that the indicators within the counterproductive work behaviour variable obtained from the research sample indicate that counterproductive work behaviour in the Production Deviance indicator obtains a value of 674, Property Deviance indicator obtains a value of 397, Political Deviance obtains a value of 267. The Empathy indicator obtains a value of 618, and Personal Aggression obtains a value of 267. It indicates that the counterproductive work behaviour variable is very high, particularly in the production deviation indicator.

Classical Assumption Test

Normality Test

Determination of data distribution in research is one of the objectives of testing the normality of data, which is one of the prerequisites for data analysis. For this study, normally distributed data are considered appropriate and adequate. Data management uses statistical software such as SPSS (Statistical Product and Service Solution) version 20 for Windows to verify the normality of organisational justice, emotional intelligence, and counterproductive work behaviour data. If the significance value of the One-Sample Kolmogorov-Smirnov normality test is more significant than 0.050, then the data is considered to be normally distributed. See the figure below:

Table 7. The Result of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.77936379
Most Extreme Differences	Absolute	.144
	Positive	.079
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.079[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The results of the one-sample Kolmogorov-Smirnov test for normality indicate that the data are normally distributed, with a significance value of 0.079 > 0.050.

Multicollinearity Test

Multicollinearity testing is used to determine whether there is a linear correlation between two or more variables. The presence of a linear relationship between independent variables makes it difficult to distinguish their individual effects. Tolerance values and Variance Inflation Factors (VIF) indicate the results of testing for multicollinearity in the research model. In cases where the tolerance value is more significant than 0.10, and the VIF value is less than 10.00, it can be concluded that there is no multicollinearity among the independent variables. The table below shows the results of testing for multicollinearity in this research data.

Table 8. The Result of the Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardizedt Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.365	4.702		2.630	.013		
	Keadilan organisasional	.616	.123	.700	5.023	.000	.183	5.458

Coefficients[a]								
	kecerdasan emosional	.229	.121	.264	1.896	.068	.183	5.458

a. Dependent Variable: perilaku kerja kontraproduktif

Based on the data analysis results, multicollinearity did not occur because the tolerance value is more significant than 0.10 (0.183 > 0.10), and the VIF value is less than 10.00 (5.458).

Heteroskedasticity Test

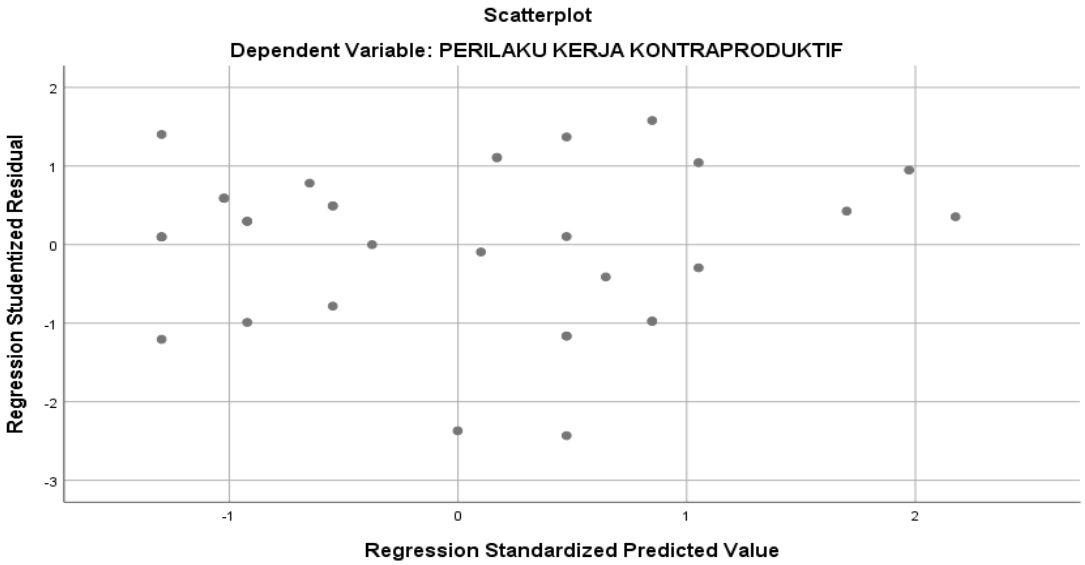

Figure 4. Heteroskedasticity Test

From the graph, it can be observed that the points are scattered, and no clear pattern emerges. Since heteroskedasticity did not occur, it can be concluded that the data is well distributed.

Hypothesis Testing

The Influence of Organizational Justice on Counterproductive Work Behavior at SMPIT Insan Madani

Hypothesis testing is conducted to determine whether organizational justice influences counterproductive work behaviour at SMPIT Insan Madani Palopo. This testing uses the Windows 20 version of the Statistical Product and Service Solution (SPSS) program.

Table 9. Partial t-test Result

Coefficients[a]								
Model		Unstandardized Coefficients		Standardizedt Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.365	4.702		2.630	.013		
	Organizational Justice	.616	.123	.700	5.023	.000	.183	5.458

	Emotional Intelligence	.229	.121	.264	1.896	.068	.183	5.458

a. Dependent Variable: perilaku kerja kontraproduktif

The analysis of organizational justice reveals a significant influence on counterproductive work behaviour at SMPIT Insan Madani Palopo. The regression analysis indicates that for every unit increase in organizational justice, there is a corresponding increase of 0.616 units in counterproductive work behaviour, holding other variables constant. With a t-value of 5.023 and a p-value of 0.000, the coefficient for organizational justice is statistically significant, suggesting a strong relationship between organizational justice and counterproductive work behaviour. This outcome supports the research hypothesis (Ha) that organizational justice significantly affects counterproductive work behaviour in SMPIT Insan Madani Palopo, thereby emphasizing the importance of fostering a fair and equitable work environment to mitigate employee counterproductive behaviours.

The findings underscore the crucial role of organizational justice in shaping employee behaviour within the institution. By addressing issues related to fairness and equity in managerial practices, SMPIT Insan Madani Palopo can effectively reduce counterproductive work behaviours among its workforce. The regression equation Y = 12.365 + 0.616X1 clearly explains how changes in organizational justice scores contribute to variations in counterproductive work behaviour. Therefore, prioritizing initiatives to enhance organizational justice can lead to a more productive and harmonious work environment, ultimately benefiting the institution and its employees.

The Influence of Emotional Intelligence on Counterproductive Work Behavior at SMPIT Insan Madani Palopo

Hypothesis testing is intended to determine whether the emotional intelligence variable (X2) affects Counterproductive Work Behavior (Y) at SMPIT Insan Madani. The testing is conducted with data processing assistance using the SPSS (Statistical Product and Service Solution) Ver. 20 for Windows program.

Table 10. Partial Test Result

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.365	4.702		2.630	.013		
	Keadilan organisasional	.616	.123	.700	5.023	.000	.183	5.458
	kecerdasan emosional	.229	.121	.264	1.896	.068	.183	5.458

a. Dependent Variable: perilaku kerja kontraproduktif

Analyzing emotional intelligence's impact on Counterproductive Work Behavior (CWB) at SMPIT Insan Madani Palopo reveals noteworthy findings. The regression equation, with a constant value (α) of 12.365 and a regression coefficient (Bx2) of 0.229, signifies that for each increase in emotional intelligence score (X2), there's a corresponding rise of 0.229 units in CWB, holding other variables constant. Through hypothesis testing, with H0 suggesting no significant influence of emotional intelligence on CWB and Ha proposing a considerable impact, the t-test yields a calculated value of 1.896, exceeding the critical value of 1.042 with a significance level of 0.025. Consequently, H0 is rejected, affirming Ha and indicating that emotional intelligence notably affects CWB at SMPIT Insan Madani Palopo. It underscores the importance of fostering emotional intelligence among employees to mitigate counterproductive behaviours and foster a productive work environment.

The regression analysis provides quantitative evidence supporting the significant role of emotional intelligence in shaping work behaviour. The identified coefficient suggests a positive relationship between emotional intelligence and CWB, emphasizing the need for targeted interventions to enhance emotional intelligence levels among employees. By acknowledging the influence of emotional intelligence on CWB, organizations can implement tailored training programs and interventions to develop employees' emotional intelligence competencies. Such initiatives can reduce counterproductive behaviour, improve interpersonal relationships, and enhance organizational productivity and performance at SMPIT Insan Madani Palopo.

The Influence of Organizational Justice and Emotional Intelligence on Counterproductive Work Behavior at SMPIT Insan Madani

One of the hypotheses formulated for this test is that Ha = organizational justice and emotional intelligence influence counterproductive work behaviour. The F-test measures the magnitude of the significant influence of organizational justice and emotional intelligence variables on counterproductive work behaviour. The simultaneous test (F-test) results are presented in the following ANOVA table.

Table 11. ANOVA Test for Simultaneous Multiple Linear Regression

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.805	2	81.403	125.640	.000[b]
	Residual	19.437	30	.648		
	Total	182.242	32			

a. Dependent Variable: perilaku kerja kontraproduktif
b. Predictors: (Constant), kecerdasan emosional, Keadilan organisasional

According to the analysis results, the significance value of the combined influence of X1 and X2 on Y is 0.000 < 0.05, indicating that variables X1 and X2 affect Y. This research finding is supported by the fact that the calculated F-value is greater than the tabulated F-value (125.640 > 2.922).

Multiple Linear Regression

The simultaneous test (F) is employed to ascertain the collective impact of independent variables (X1 and X2) on the dependent variable (Y). This examination shows that the independent variables (X1 and X2) influence the dependent variable (Y) if the significance value is less than 0.05 or if the F-value surpasses the critical F-table value. Conversely, if the significance value exceeds 0.05 or the F-value falls short of the necessary F, the computed F-table value is determined using the formula (K; N-K), where N represents the sample size, and K indicates the number of X variables. Notably, a multiple regression analysis conducted with SPSS version 20 evaluates the relationship between organizational justice and emotional intelligence variables concerning Counterproductive work behaviour, with the resultant test outcomes detailed in the table.

Table 12. Multiple Linear Regression Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance VIF
1	(Constant)	12.365	4.702		2.630	.013	

Coefficients[a]							
Keadilan organisasional	.616	.123	.700	5.023	.000	.183	5.458
kecerdasan emosional	.229	.121	.264	1.896	.068	.183	5.458

a. Dependent Variable: perilaku kerja kontraproduktif

The data in the table indicates that the constant of multiple linear regression is 12.365. The variable of organizational justice has a regression coefficient of 0.616, and the variable of emotional intelligence has a regression coefficient of 0.229. The following regression equation can be constructed using the formula for multiple linear regression: Y = a + b1 * X1 + b2 * X2. Thus, if Y = 12.365 + 0.616X1 + 0.229X2, it indicates that with an increase of one unit in both organizational justice and emotional intelligence, Counterproductive work behaviour will increase by 12.365 units, in line with the variations of both organizational justice and emotional intelligence.

Coefficient of Determination

The coefficient of determination, commonly called R-squared, is highly beneficial in predicting and estimating how much variables X1, X2, and Y will impact Y. The R-squared of the study is displayed in the table below.

Table 12. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945[a]	.893	.886	.805

a. Predictors: (Constant), kecerdasan emosional, Keadilan organisasional

Organizational justice (X1) and emotional intelligence (X2) significantly influence counterproductive work behaviour (Y), as indicated by the coefficient of determination in the table, R Square = 0.893, supporting the findings of the table analysis. It suggests that 89.3% of counterproductive work behaviour is influenced by Organizational justice and Emotional Intelligence, while the remaining percentage is affected by other factors or variables not examined or tested in this study. These test results are elucidated through the equation Y = 12.365 + 0.616X1 + 0.229X2.

DISCUSSION

The Influence of Organizational Justice on Work Behavior at SMPIT Insan Madani

The research results indicate that organizational justice influences counterproductive work behaviour, with the calculated t-value greater than the critical t-value (5.023 > 2.042). The significance value is less than 0.025 (0.000 < 0.025), implying that the null hypothesis is rejected and the alternative hypothesis is accepted, suggesting that the better the level of emotional intelligence possessed by teachers, the more they can avoid counterproductive work behaviour and exhibit positive work behaviour in fulfilling their duties as teachers. Additionally, organizational justice can enhance teachers' emotional intelligence and help them become better and more focused. Feeling fairly treated by the organization where they work, teachers will feel valued and motivated to give their best in their work (Albi, 2024; Yorulmaz & Karabacak, 2021).

As a result, organizational justice can help improve a positive work atmosphere, create a harmonious work environment, and enhance emotional intelligence among teachers. Therefore, it is essential for school management to ensure that organizational justice is maintained and well-considered. It can be achieved by providing recognition and acknowledgement to high-performing teachers, addressing the needs and aspirations of teachers, and offering opportunities for professional development so that teachers can continue to enhance the quality of their work. Thus, organizational justice will serve as a strong foundation for the success and progress of the school as a whole. Every organization fundamentally requires workers or employees to carry out activities within the company

(Chegini et al., 2019). In a company, employees are assets to the company, but workers also need recognition to carry out their work activities. Recognition is one form of justice for employees to feel satisfaction. Sometimes, companies provide insufficient attention and involvement of employees in decision-making. It is one of the justice issues that employees should receive from the company, as failure to do so can lead to unfairness in work. The primary purpose of organizational justice is for employees to be loyal and willing to acknowledge the company. Organizational justice is crucial for creating a healthy and productive work environment. Employees feeling they are not heard or involved in decision-making can lead to dissatisfaction, lack of motivation, and even reluctance to contribute maximally. Employees who think they are neglected may feel undervalued and less motivated to give their best.

By applying the principles of organizational justice, such as providing opportunities to participate in decision-making, giving timely and fair feedback, and providing equal opportunities for development and promotion, companies can create an environment where employees feel valued and encouraged to grow (Nurmalaah et al., 2022). It can also enhance emotional intelligence and avoid counterproductive behaviour. Organizational justice is a situation used to describe the role of justice directly related to the workplace. Organizational justice usually takes the form of discrepancies between the rewards received and the contributions made (distributive justice), inconsistency in rule application by the company (procedural justice), sometimes superior treatment towards subordinates is impolite (interpersonal justice), sometimes superiors fail to explain rules honestly and comprehensively (informational justice) (Cohen & Diamant, 2019). This research is conducted to provide an overview of how organizational justice plays an essential role in an organization, including schools. One of the factors influenced by organizational justice is teacher work behaviour; teachers will provide maximum performance if they are treated fairly in an educational institution.

The Influence of Emotional Intelligence on Counterproductive Work Behavior at SMPIT Insan Madani

The research findings indicate that emotional intelligence influences counterproductive work behaviour, with a calculated t-value of 1.896 and a significance level of 0.068. With a significance level of 0.025 and n = 33, the degree of freedom (df) is n-3, thus 33-3 = 30. Therefore, the critical t-value is 2.042. Consequently, it can be stated that the calculated t-value of 1.896 is greater than the critical t-value of 2.042 with $\alpha = 0.025$, leading to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). It indicates that emotional intelligence influences work behaviour (Ma & Liu, 2019).

It demonstrates that emotional intelligence indeed influences work behaviour. The research further indicates that teachers require emotional intelligence to accomplish their tasks effectively. Teachers with high emotional intelligence are capable of self-assessment, humour, transparency, initiative, and a high level of optimism (Lolang et al., 2023). Individuals with emotional intelligence can effectively manage their emotions, express them appropriately and efficiently, and foster effective collaboration to achieve organizational goals (Chen & Guo, 2020; Makkar & Basu, 2019). Success in the workplace requires cognitive and emotional intelligence (Dugué et al., 2021). Hence, as proactive educators, teachers require emotional intelligence, especially in school environments where they interact with numerous colleagues, staff, students, and others both within and outside the school community. Emotional intelligence shapes teachers' work behaviour, enabling them to cultivate good performance consciously. The results of the analysis significantly influence teacher work behaviour at SMPIT Insan Madani. Emotional intelligence contributes to overall success, including that of a teacher (D'Amico et al., 2020; Ramlah et al., 2023).

Wisdom, joy, perseverance, and self-inspiration are part of understanding anyone at a deeper level. Additionally, the ability to understand and leverage emotional sensitivity and strength as sources of energy, knowledge, influence, and human relationships is referred to as emotional intelligence (EQ). Educators must control their emotions to avoid engaging in counterproductive behaviour because individuals with a high capacity to understand others on a deeper level naturally seek to address all issues within their current condition. Effective resolution of numerous problems can demonstrate exceptional work performance. Factors such as workplace pressure, excessive job demands, responsibilities, overwhelming coercion, unfavourable correspondence, lack of recognition from

superiors, and inappropriate implementation checks contribute to employees engaging in counterproductive work behaviour, as evidenced by the concentration of Aftab and Javeed's findings on the relationship between the capacity to understand anyone deeply and counterproductive work behaviour.

The Influence of Organizational Justice and Emotional Intelligence on Counterproductive Work Behavior at SMPIT Insan Madani

The research findings indicate that organizational justice and emotional intelligence significantly influence counterproductive work behaviour, with the data analysis showing a simultaneous significance level of 0.001 < 0.05 for the combined effect of X1 and X2 on Y. This indicates that both organizational justice and emotional intelligence have an impact on counterproductive work behaviour. The test results are supported by the calculated F-value being more significant than the critical F-value (125.640 > 2.922), demonstrating that counterproductive work behaviour is influenced by both organizational justice and emotional intelligence. The study underscores the importance of organizational justice and emotional intelligence in fostering effective and productive work behaviour. Organizational justice encompasses aspects such as organizational structure, communication, and employee management that meet high standards, while emotional intelligence, exceptionally high emotional intelligence, includes facets such as emotion regulation, sound decision-making, and empathy. These three factors are interrelated and positively affect work behaviour. When an organization exhibits high levels of justice and its employees possess high emotional intelligence, they are less likely to engage in counterproductive work behaviour.

Counterproductive work behaviour refers to actions that deviate from work goals, such as unnecessary advancement, behaviours incongruent with job objectives, and difficulties in task execution. Organizational justice and emotional intelligence can help avoid counterproductive work behaviour, with organizational justice contributing to high-quality structures and procedures and emotional intelligence facilitating emotion control, sound decision-making, and empathy (Al-Jedaiah & Albdareen, 2020). These factors collectively enable organizations to foster effective and productive work behaviour while mitigating counterproductive behaviour, enhancing product and service quality, boosting employee morale and motivation, and achieving work objectives.

Teachers with high emotional intelligence can regulate their emotions, understand others' emotions, motivate themselves, and exhibit creativity, tolerance, and empathy. It indicates that emotional intelligence influences teacher work behaviour, evident from the organizational justice teachers receive, as fairness can motivate and inspire teachers in their work (Nurwahidah & Hongkeng, B., 2018). The analysis further reveals that organizational justice (X1) and emotional intelligence (X2) impact counterproductive work behaviour (Y), supported by a coefficient of determination of 0.945, indicating that 94.5% of work behaviour is influenced by organizational justice and emotional intelligence. In contrast, other unexamined factors influence the remaining percentage. This testing is explained through the equation Y = 12.365 + 0.616X1 + 0.229X2.

High emotional intelligence offers several benefits in conflict resolution and creating controlled work environments. Employees with high emotional intelligence can control their emotions and manage conflicts effectively by recognizing and regulating them in stressful situations. Moreover, individuals with high emotional intelligence can develop empathy, a key aspect in creating controlled work conditions. Empathy enables individuals to understand and consider others' perspectives, contributing to controlled work environments by integrating diverse viewpoints (Al Ghazo et al., 2019; Miao et al., 2020).

Furthermore, high emotional intelligence aids in making sound and rational decisions. Employees with high emotional intelligence can make appropriate and sensible decisions by controlling their emotions and objectively assessing situations. This results in high work performance and quality outcomes. Therefore, individuals must enhance their emotional intelligence to create controlled work conditions and achieve high performance. Individuals with low emotional intelligence may struggle to manage their emotions and react inappropriately to situations, leading to negative emotions like anger, frustration, or anxiety, affecting relationships with colleagues, superiors, and clients. Additionally, they may have difficulty empathizing and communicating effectively with others.

The impact of low emotional intelligence is evident in decision-making abilities. Employees lacking emotional intelligence may struggle to resolve conflicts, solve problems, or make appropriate decisions, as their emotions overly influence them. It can result in erroneous decision-making that is detrimental to the organization. Thus, organizations should prioritize and develop employees' emotional intelligence as part of human resource development. Through training and coaching in emotional intelligence, employees can learn to manage their emotions effectively, build empathy, and enhance their decision-making skills, enabling them to be more effective in dynamic and stressful work environments.

CONCLUSION

The study on the impact of organizational justice and emotional intelligence on counterproductive work behaviour at SMPIT Insan Madani underscores the complex interplay between perceived fairness and emotional capabilities in influencing educators' behaviour. Significant findings highlight that organizational justice directly affects educators' tendencies towards counterproductive actions and plays a vital role in enhancing their emotional intelligence. This duality suggests that perceptions of fairness within the institution contribute significantly to the emotional well-being of staff, thereby affecting their workplace conduct. Emotional intelligence is critical in mitigating negative behaviours by enabling better emotion management and empathy, underscoring its importance in fostering a positive work environment.

The implications of this research advocate for a strategic focus on nurturing an environment of fairness and developing emotional intelligence among employees to mitigate counterproductive behaviours and enhance organizational efficiency. School management and broader organizations are encouraged to implement fair decision-making processes, transparent communication channels, and targeted emotional intelligence training programs. Such initiatives can lead to improved staff motivation, reduced negative work behaviours, and a more harmonious organizational climate. Further research is warranted to explore the interaction mechanisms between organizational justice and emotional intelligence in diverse settings, aiming to generalize these findings and develop comprehensive strategies for improving workplace behaviour.

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