



Organizational Justice Predicts Teachers' Performance in Private Secondary Schools of Mitooma District, South Western Uganda

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Abstract: *Teachers' performance is a matter of concern, especially in settings where teachers are not properly motivated to achieve satisfaction in their jobs. Several covariates are likely to predict the performance of teachers, especially the way they perceive their workplace as being fair and conducive to their participation. The present study aimed to establish the influence of organizational justice on teachers' performance in private secondary schools of Mitooma District in Uganda. The study adopted a cross-sectional design, using quantitative techniques of data collection and analysis. The population was 463 teachers in 19 private schools. All teachers were involved in the study, using a census. A self-administered questionnaire was used to collect the data. The findings revealed a statistically significant association between organizational justice and teachers' performance ($\beta=0.537, P<.01$); Overall organizational justice accounted for 41.0% of the variance in teachers' job performance. The study concludes that organizational justice is important in teachers' performance. It is recommended that private secondary schools in Mitooma ensure better distributive, procedural and transactional justice among their teachers to enhance their performance.*

Keywords: *Organizational justice, Teachers, Performance, Secondary schools, Mitooma, Uganda*

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1. Introduction

Private secondary schools have been traced back to 500 AD, globally. Mainly, they were started to serve a specific purpose for a specialized category of people. For instance, the oldest secondary (King's School Canterbury) started to train kings after the fall of the Roman Empire (Rams, 2013). Later, due to the weaknesses in the government school systems, many private schools started all over Europe, Africa and the United States (Härmä, 2019). Today, private schools are in almost every country of Europe except Finland, Cuba and North Korea. Finland is widely cited as the model for a successful government education system which needs no private schools while Cuba and North Korea

have no private schools just by law (Adamson, Astrand, & Darling-Hammond, 2016).

By 1950, private secondary schools for Africans, most specifically in South Africa, Malawi and Zambia and parts of East Africa like Kenya and Tanzania, were even fewer (Zungu, 2011). While all European and Asian children could get enough places in their secondary schools, Africans had very few of these schools. Africans were not allowed to study in the schools of the other races, even if there were vacant places, because they were segregated in education during the colonial period (Pretorius, 2019). The term private school was applied in Uganda to schools which were not run by the missionaries and by the government (The-Education-

Service-Act, 2008). This set of schools first appeared in the country in 1925 on the initiative of African teachers and had no assistance from the colonial government in terms of money, professional supervision and advice (Twinomuhwezi, 2018).

To date, private schools exist all over Uganda. Their role is to complement government schools, since government schools could not provide education to the entire population. Moreover, some schools serve psychosocial purposes such as instilling religious values among students (Hinton, Härmä, & Pikhholz, 2017). To that end, most private schools have made commendable efforts, even more than government schools to provide quality education (Habyarimana, Barrera-Osorio, Galbert, & Sabarwal, 2020). However, the quality of education in some other private schools is still wanting, as it is characterized by poor learner performance, inadequate infrastructure and offering incomplete curriculum to learners (Wodon, 2020). Moreover, private schools often are left with the liberty of regulating their affairs, including the way they recruit and reward their teachers. Limited knowledge was available regarding how teachers in these schools performed in view of their perception of the workplace as being just or not.

Despite challenges, private schools in Uganda are characterized by freedom to recruit and reward their own teachers (Wodon, 2020) that privilege inevitably enables private schools to determine the yardstick for performance of their teachers. Teachers' performance, in this case, refers to the degree of achieving the set objectives (Armstrong & Taylor, 2014). For this study, teachers' performance was measured according to planning and teaching processes, assessment of learners, attendance and punctuality, and participation in co-curricular activities (Ainley & Carstens, 2018).

Private schools, just like other organizations, influence the perceptions of their teachers, especially in the way teachers perceive justice in their schools. Organizational justice denotes an employee's perception of their organization's behaviours, decisions and actions and how these influence the teachers' attitudes and behaviours at work (Rasooli, Zandi, & DeLuca, 2019). It is a judgment made by an employee about the perception of fairness of outcome distribution, processes in allocating outcomes and interpersonal relationships at the workplace (Swalhi, Zgoulli, & Hofaidhllaoui, 2017).

Conceptually, Organizational Justice (OJ) Organizational justice describes the employees' perception of whether they are being treated fairly by the organization (Greenberg, 1987). Similarly, Moorman defined it as employees' perception of whether they are treated fairly or not. According to Folger & Cropanzano, organizational justice is the methods used for making decisions concerning the distribution of organizational sources and the set of social norms and rules regulating the relations between people when these methods are applied. (Nadiri and Tanova, 2010.) Deutsch (1985), Tornblom (1992), Beugrè (2002), Erdogan (2002),

Spangenberg et al., (2001), and Damayanti (2003) mention three dimensions of organizational justice. 1) Distributive Justice, justice that a person receives as a result from allocation decisions, for example, salary standards. 2) Procedural Justice: Laventhal (1976) and Thibault & Walker (1975) state that justice is perceived as an allocation, for example, how a salary determination process is taken, whether it's fair or not. 3) Interactional Justice: Biacs (1987) and Bies & Moag (1986) state it as justice regarding the decision maker's interactional treatment of subordinates or employees (Cropanzano et al., 2000). In general, justice is described as a social situation when norms regarding rights and eligibility are met. (Lind & Tyler, 1988)

Mengstie (2020) also suggests that four dimensions characterize organizational justice. The first dimension, distributive justice means fairness of outcomes like pay and promotion. In addition, there is procedural justice that connotes the extent of fairness of procedures which are practised in allocating outcomes to teachers and transactional justice or the degree to which people in authority treat subordinates in a respectful manner. Definitely, how teachers perceive their super-ordinates as being fair or respectful may influence the effort teachers put in realization of goals. Despite the studies underpinning the influence of organizational justice on teachers' performance elsewhere, little was known about the role of organizational justice in the performance of teachers in private schools in Mitooma, Uganda. Yet, the growing number of private schools in that area and teachers in those schools could potentially have a profound impact on pupils' performance. The present study, therefore, sought to investigate the influence of organizational justice on teachers' performance in the settings described above.

The hypothesis for the study was; Ho: There is no statistically significant relationship between perceived organisational justice and teachers' performance in private secondary schools of Mitooma district.

2. Literature Review

Accordingly, it is no wonder that organizational justice has been found to play a key role in predicting performance of teachers in schools. A study in Punjab revealed that the perception of procedural justice substantially and positively influences teachers' performance (Hussain & Haider, 2019). The same study found that distributive justice did not influence teachers' performance in public and private schools. Another study in Turkey found that procedural, distributive, interpersonal, and informational justice had a positive influence on the performance of teachers (Basar & Sigri, 2015).

In an attempt to establish the relationship between organizational justice and performance in Nepal colleges, the results revealed that distributive justice,

procedural justice and interactional justice increased job performance (Sapkota, 2021). The results showed all the dimensions of organisational justice (distributive, procedural and interactional) had a positive and statistically significant influence on employee job performance in the French context on Small and Medium-term Enterprises (Swalhi et al., 2017). On the other hand, interactional justice had more influence than other types of organizational justice in evaluating employee performance, contrary to previous research (Warokka, Gallato, Thamendren, & Moorthy, 2012).

A similar study aimed at discovering the effects of teachers' organisational justice perceptions on teachers' performance as well as the mediation role of teachers' organisational identification in this process. The study used a sample comprising teachers working at primary and secondary public schools in the Cankaya district of Ankara, Turkey. Data were collected through questionnaires completed by 292 teachers who participated voluntarily. Participants were selected according to a random sampling technique. The collected data were analysed using linear regression and multiple correlation analyses. The findings indicated significant relationships between all research variables. Teachers' procedural, distributive, interpersonal and informational justice perceptions positively predict their performance (Basr & Sigri, 2015).

Research was conducted to investigate the extent of significant differences in organisational justice among lecturers in public and private universities regarding staff performance in South-South States in Nigeria. Factorial analysis of variance was used to test hypothesis with the aid of Statistical Package for Social Sciences (SPSS) version 20. Cronbach alpha was used to test the reliability of the instrument. The findings revealed that there is level of significant differences in distributive justice regarding staff performance between academic staff in public and private universities in Southern states in Nigeria, in conclusion, equitable distribution of resources, fair procedures for job decisions, with appropriate allocation of resources and fair communication of decisions will result in high academic staff performance towards higher academic excellence. The study recommends among others that the management of both public and private universities should give room for fair and just procedures (distributive justice) so that lecturers was able to give better responses to the university (Basar & Sigri, 2015).

Another study examined the influence of different dimensions of justice (distributive, procedural and interactional) on job performance. The study analysed data using both inferential statistics of correlation, and linear and multivariate regression analysis. The results showed all the dimensions of organisational justice (distributive, procedural and interactional) have positive statistically significant influence on employees' job

performance in the French context of SMEs (Swalhi et al., 2017)

3. Methodology

3.1 Design

The study adopted a cross-sectional survey design that enabled undertaking of this study while considering a cross-section of respondents within a specified period of time (Sedgwick, 2014). The study applied quantitative approaches in data collection and analysis. Quantitative approach emphasizes use of numbers and figures in the collection and analysis of data. Further, use of quantitative approach made generalization of the findings to the entire population possible since it covered a larger population. (Eyisi, 2016).

3.2 Sampling

Census strategy was used to consider all the 19 private secondary schools in Mitooma. A census was preferred since the number was manageable. In addition, all the 463 teachers in the schools were recruited in the study by census approach. This approach eliminated the risk of bias in sample selection that often is encountered in would-be random study samples (Jawale, 2012). The inclusion criteria were that all teachers found at their respective schools during data collection were eligible for participation in the study. Teachers that were absent were not followed up, due to time and other logistical hiccups.

3.3 Data Collection Instrument

The data were collected using a self-administered questionnaire. The major sections of the questionnaire were adopted from standardized scales designed by distinguished scholars. The first section of the instrument collected demographic data, such as age, highest level of education, years of service and position held. The second section presented a 15-item perceived organizational justice scale (POJ-Scale) developed by (Motlagh, Yarmohammadian, & Yaghoubi, 2012) with a validity of 0.77 and reliability of 0.79. The scale consisted of three parts of distributive justice, procedural justice, and transactional justice. The distributive part consisted of five questions (1-5), the procedural part consisted of five questions (6-10) and the transactional part consisted of five questions (11-15). The last section presented 15 items for measuring teacher performance as adapted from the OECD Teaching and Learning International Survey (TALIS), high school version as developed by (Ainley & Carstens, 2018). Both the validity and reliability of the scale were declared to be above 0.85. All items were measured on a five-point Likert scale, that is, Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and strongly disagree (1).

3.4 Data management

The completed questionnaires were assigned serial numbers for easy reference. Data were then entered in the Statistical Package for Social Scientists (SPSS) and cleaned. The data were coded and entered into SPSS version 20.0 for statistical analysis. For each of the items in the questionnaire, they were measured on a 5-point Likert-type scale, except for the items on the demographic characteristics of teachers. A 5-point Likert scale is better than 4-point and other lower scales because lower-point scales do not give a chance for respondents to be neutral. A 5-point Likert scale is better than other higher scales because 5-point Likert scale is simple to understand and use for survey administrators and it takes less time and effort to complete than higher-point scales (Leung, 2011). The POJ-Scale had scores ranging from 15-75. The midpoint score of 45 indicated moderate POJ, the score above 45 indicated high POJ while scores below 45 indicated low POJ.

The data were then saved in a soft form for subsequent publications in the relevant journals for easy access by scholars. The data were also saved in hard form on compact discs, flash discs and filled questionnaires for future use.

3.5 Data analysis

Both descriptive and inferential statistical analyses were used in analyzing the data. Before performing the regressions, Pearson product moment correlations among the study variables was established to assess suitability of the variables for modeling. For Pearson

correlations, 0.00-0.19 was weak correlation, 0.20-0.39 was slight/low, 0.40-0.59 was moderate, 0.60-0.79 was substantial, 0.80-0.99 was strong/high/large while 1.00 was perfect (Lani, 2019).

4. Results and Discussion

The present study was designed to establish the influence of organizational justice on job performance of teachers in private secondary schools of Mitooma district. The results of the study are tabulated and described in the coming sections. The results in the first place present the rate of participation of teachers and their demographic characteristics.

4.1 Response

Out of 463 teachers who were expected to be involved, 390 teachers voluntarily participated in the study making 84.2%. This was due to attrition and absenteeism of teachers. This percentage was considered sufficient, as compared to the rule of thumb of 70% as proposed by Lindner, Murphy, and Briers (2001).

4.2 Demographic characteristics

The study considered the following demographic information as relevant to the study; gender, highest level of education, type of subject taught and experience.

Table 1: Demographic Characteristics of the Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Male	234	60.0	60.0
Female	156	40.0	100.0
Total	390	100.0	
<i>Qualification Level</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Diploma	151	38.7	38.7
Degree	204	52.3	91.0
Masters	35	9.0	100.0
Total	390	100.0	
<i>Time spent in teaching</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
<5yrs	79	20.3	20.3
5-10 yrs	195	50.0	70.3
11-15yrs	76	19.5	89.7
Above 15 yrs	40	10.3	100.0
Total	390	100.0	
<i>Type of Subject</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Science	147	37.7	37.7
Arts	243	62.3	100.0
Total	390	100.0	

Table 1 shows that the majority (60.0%) of the respondents were males while (40.0%) were females. This indicates that both males and females provided their views and the study was well representative of all gender groups since both males and females were included in the study sample. 52.3% of the study participants had a bachelor's degree, 38.7% had a diploma and 9.0% of the respondents had a master's degree. These results indicate that the majority of the teachers had a bachelor's degree, which implies that the study respondents had reasonably good education qualifications, the desired skills and the knowledge to provide appropriate reliable/credible responses. The majority (50.0%) of the respondents had been working for a period from 5 to 10 years, 20.3 % for a period below 5 years, 19.5 % for a period between 11 and 15 years and 10.3% for above 15 years. This implies that respondents had worked for adequate time to cause good teachers' performance and the results further imply that respondents gave reliable information. The majority

(62.3%) of the respondents were Arts while (37.7%) were science. This indicates that both arts and science teachers provided their views, and the study was well representative of all subjects taught since both arts and science teachers were included in the study sample.

4.3 Correlation analysis and hypothesis testing

Pearson correlation analysis was run in order to establish the relationship between the study variables. Pearson product moment correlation index was used to determine the strength of the relationship. The hypothesis was tested using levels of significance. Perceived organizational justice and its constructs was coded and correlated with the dependent variable teachers' performance. The study findings were presented in the correlation matrix as shown in the table.

Table 2: Pearson Correlation Matrix

	1	2	3	4	5	6	7	8	9				
Distributive Justice (1)	1												
Procedural Justice (2)	.255**	1											
Transactional Justice (3)	.280**	.265**	1										
Organisational Justice (4)	.638**	.740**	.659**	1									
Planning and teaching (5)	.604**	.420**	.549**	.727**	.584**	.457**	.168**	.637**	1				
Assessment of Learners (6)	.210**	.462**	.465**	.519**	.188**	.351**	.060	.320**	.561**	1			
Attendance & Punctuality (7)	.231**	.290**	.324**	.388**	.181*	.119*	.050	.184*	.490**	.682**	1		
Co-Curricular (8)	.251**	.130*	.121*	.349**	.195*	.241**	.320**	.223**	.192*	.315**	.288**	1	
Teacher Performance (9)	.390**	.461**	.525**	.632**	.346**	.386**	.578**	.446**	.775**	.894**	.800**	.451**	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data, 2022

Relationship between Perceived organisational justice and Teachers performance

Study findings in Table 2 indicated that the Pearson correlation between perceived organisational justice and teachers' performance was positively and statistically significant ($r=0.632^{**}$, $p<.01$). Further, results revealed that all the constructs of organisational justice, including distributive justice (.390, $p<.01$), procedural justice (.461, $p<.01$) and transactional justice (.525, $p<.01$) were

positively correlated with teacher's performance. This means that there is a statistically significant positive correlation between organisational justice and teachers' performance. Since the p -value < 0.01 , null hypothesis H_{01} was thus rejected and the alternative "there is a statistically significant relationship between perceived organisational justice and teachers' performance in private secondary schools of Mitooma district" was considered.

Table 3: Hierarchical Regression Results

	Model 1			Model 2			Model 3		
	<i>B</i>	<i>SE</i>	<i>Beta</i>	<i>B</i>	<i>SE</i>	<i>beta</i>	<i>B</i>	<i>SE</i>	<i>Beta</i>
Constant	43.213	2.319		20.672	3.105			2.827	
Gender	.074	.166	.106	.121	.186	.102	.116	.193	.095
Highest Level of Education	.177	.192	.049	.116	.131	.027	.288	.159	.025
Type of Subject Taught	.175	.158	.091	.136	.179	.095	.191	.120	.086
Experience In teaching	.113	.127	.098	.138	.183	.065	.118	.132	.074
Organisational Justice							.741	.065	.620**
R		.163*			.469**			.647**	
R2		.027			.220			.419	
AdjR2		.017			.210			.410	
R2-Change		.027			.220			.419	
F-Change		2.638			21.715			46.022	
Sig.		.034			.000			.000	

** . Correlation is significant at the .01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

B. Unstandardized Beta coefficient

beta. Standardized coefficient

Dependent Variable: Teacher Performance

Source: Primary data, 2022

Findings from Model 1 in Table 3 indicate that demographic variables (gender, highest level of education, type of subject, and experience in teaching) contribute insignificantly to the model

Results of Model 2 in the same Table indicated that addition of organizational justice to the regression equation explain an extra 21.0% of variation in teacher performance ($R^2 = 0.210$ [$f = 21.715$]; $p < 0.01$). The findings further confirm a positive significant relationship between organizational justice and teacher performance ($\beta = .442$; $p < .01$).

4.5 Discussion

This study investigated influence of organizational justice on performance of teachers in secondary schools in Mitooma district. The Study findings revealed that organizational justice significantly predicted teachers' performance. Correlation analysis indicated that perceived organizational justice in form of distributive justice, procedural justice and tractional justice has a substantial positive significant relationship with teacher performance. Hence, organizational justice can be a key driver toward enhancing the teacher performance.

The findings of this study are in agreement with the past findings of Hussain and Haider (2019). In a study conducted to analyse the role of organizational justice in predicting teachers' performance in public and private schools in Punjab, Hussain and Haider found that all

three aspects of organizational justice had a substantial positive influence on teachers' performance; albeit procedural justice had been the best predictor of teachers' performance.

The finds also agree with Swalhi et al (2017) whose study examined the influence of different dimensions of justice (distributive, procedural and interactional) on job performance. The authors analysed their study data using both inferential statistics of correlation, and linear and multivariate regression analysis. The results showed all the dimensions of organisational justice (distributive, procedural and interactional) have positive statistically significant influence on employees' job performance in the French context of SMEs.

The findings of this study are also in agreement with Basar and Sigr (2015) who conducted a similar study aimed at discovering the effects of teachers' organizational justice perceptions on teachers' performance. The findings also indicated positive and significant associations between teachers' procedural, distributive, interpersonal, and informational justice with their performance.

In addition, the findings are in line with the findings of Sapkota (2021) who studied the relationship between distributive justice, procedural justice, interactional justice and job performance in Nepalese academic institutions. The correlation results of the study revealed that distributive justice and interactional justice are highly positively correlated with Job performance while

procedural justice was moderately positively correlated with job performance.

However the findings of this study are in disagreement with Pekel (2021) who conducted a study to examine the relationship between the job performance of physical education and sports teachers and their level of organizational justice and the results revealed that there was no correlation between physical education and teachers of sport job performance and procedural justice, a low level of negative correlation was found between distributive justice and job performance and lastly there was no relationship was found between job performance.

5. Conclusion and Recommendations

5.1 Conclusion

It is reasonable to conclude that organizational justice is a key driver of teacher performance, since it significantly predicted performance. The conclusion, however, is made with the shortfalls of a cross-sectional quantitative study in mind. The cross-sectional nature of this study may not permit us to conclude that organizational justice predicts teachers' performance, in a practical sense. That implies a need for better designs that track the effect of organizational justice on teachers' performance overtime. Moreover, quantitative techniques could not roll out other factors that account for the rest of the variance in teachers' performance. That necessitates studies that employ multiple techniques to learn more about such factors

5.2 Recommendations

The study recommends that policy makers in education sector, the management and other stake holders in private secondary schools in Mitooma district should ensure better distributive, procedural and transactional justice among their teachers to enhance their performance.

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