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Original Article

### Organisational Justice and Psychological Well-Being of Teachers in Government-Aided Secondary Schools in Nakawa Division, Kampala Capital City Authority, Uganda

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#### Keywords:

Organisational Justice,  
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Desire for Involvement,  
Feeling of Competency,  
Interpersonal Fit,  
Interpersonal Justice,  
Living Authentically.

The main purpose of this study was to examine the impact of teacher effectiveness on learners' academic achievements in Biology in O-Level secondary schools within Rwampara District, Uganda. The study employed a descriptive survey research design and used a sample of 297 respondents determined using the Krejcie and Morgan table 1970. The findings revealed that there is a strong and statistically significant positive correlation ( $r = 0.66$ ) between teacher effectiveness and learner academic achievement. Approximately 44% of the variance in student performance could be explained by teacher-related factors. This result highlighted the critical influence of teacher effectiveness on academic success, emphasising the need for support and capacity building for Biology teachers. Teacher effectiveness is a cornerstone of academic achievement in Biology. While educators demonstrate strength in core teaching competencies, systemic barriers hinder peak instructional quality. Student performance reflects both strengths and shortcomings in current teaching practices, and the positive correlation between teacher effectiveness and achievement confirms the importance of focused investment in teacher development. For Teacher Effectiveness: The Ministry of Education and school leaders should implement continuous professional development (CPD) focusing on modern, student-centred teaching strategies, access to global content, and effective classroom management. For Learner Achievement: Schools must reinforce hands-on and project-based learning, actively monitor student attendance, and ensure standardised project assessments aligned with curriculum goals. For Teacher-Student Achievement Link: Educational authorities should introduce targeted support for underperforming teachers through mentorship and coaching, while establishing recognition and reward systems to motivate high-performing educators.

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## INTRODUCTION

Employee psychological well-being is a concept that describes the state of well-being in which an individual realises his or her potential, can cope with the normal stresses of life, work productively and fruitfully, and can contribute to her or his community (Lohmann *et al.*, 2019). According to Rahi (2022), psychological well-being refers to employees' subjective experiences and functions that represent their personal growth and life happiness. While Dhanabhakym and Sarath (2023) contend that psychological well-being is about feeling good about oneself and one's life, having satisfying connections and a sense of purpose, and feeling capable of overcoming life's problems. Employee psychological well-being has become the focus of attention by leaders in organisations today (Arslan *et al.*, 2022). Employees' psychological well-being is significant because it influences their ability to manage stress, create and maintain relationships, achieve personal goals, and live a satisfying life (Sharma & Branscum, 2020). Further, employee psychological well-being helps firms improve the work environment, increases employee happiness, and effectively engages employees in job-related tasks. Similarly, employees with a high level of psychological well-being have

demonstrated great dedication to reaching clear goals (Jena *et al.*, 2018). In addition, employees with high psychological well-being scores have warm, rewarding, trusting connections; are concerned about the welfare of others; are capable of deep empathy, affection, and intimacy; understand the give and take of human interactions (Robinson, 2021). Nonetheless, employees who show higher psychological well-being most likely show greater flexibility and originality, respond better to unfavourable feedback, give more positive judgments about others, show higher levels of engagement, are more productive, are likely to live longer, be sick less frequently, and have happier work and family life (Saraswati & Teja, 2018).

Besides the above, the psychological well-being of government-aided secondary school teachers in Nakawa division, Kampala Capital City Authority in Uganda, is still low. For instance, teachers do not feel psychologically at ease while at work, which explains why some teachers do not conduct timely scheming of work, timely lesson planning, have adequate time to involve in co-curricular activities, participate in discipline management, conduct counselling and guidance, participate in staff meetings, deliver lessons or teach well, maintain updated records of work, routinely assess the

learners, and manage learners' records (Lukaye, 2019). Further, due to existence of negative feelings among secondary school teachers, almost 75 per cent of them can work for six months to three years, while only 25 per cent can work for more than six years, and between 40% and 50% of teachers usually leave secondary schools before five years of teaching (Nduhura *et al.*, 2022). Thus, the above empirical evidence indicates that the psychological well-being of secondary school teachers is still low. In terms of organisational justice, teachers are dissatisfied with the implementation of discriminatory pay, by which science teachers are paid more than their arts counterparts. The art teachers feel under-supported and undervalued and attempts to protest discriminatory pay by teachers were quelled with threats of dismissal (Tumusiime, 2022).

Therefore, the above contextual evidence attracted the need for this study to test whether organisational justice influenced the psychological well-being of teachers in government-aided secondary schools in Nakawa division, Uganda. Based on the distributive justice theory, organisational justice was conceptualised in terms of distributive justice, procedural justice, and interpersonal justice. Therefore, the study tested whether;

*H<sub>1</sub>: Distributive justice had a significant influence on the psychological well-being of teachers*

*H<sub>2</sub>: Procedural justice had a significant influence on the psychological well-being of teachers*

*H<sub>3</sub>: Interpersonal justice had a significant influence on the psychological well-being of teachers*

## LITERATURE REVIEW

### Theoretical Review

The study was informed by the Distributive Justice Theory (DJT). Distributive theory was developed by John Rawls in his 1971 book A Theory of Justice

(Sikombe & Phiri, 2021). The DJT suggests that workforces form perceptions of fairness based on the outcomes they receive, such as pay and promotions, among others. This theory argues that employees are most satisfied when they perceive that outcomes are distributed fairly (Shandiliya & Shahnawaz, 2008). According to the DJT, employees evaluate the fairness of outcomes in terms of whether they believe the outcomes are proportional to the inputs or contributions of employees. The DJT posits that when employees are satisfied and perceive that work outcomes are fairly distributed, they develop psychological well-being. This is because workforces perceive that they are being treated equitably and that they are valued members of the organisation (van Der Voet, 2021). The DJT advances three elements of justice that determine employee psychological well-being explicitly: distributive, procedural, and interpersonal justice (Khaola & Rambe, 2021). Distributive justice explains how resources are shared between members of a society or an organisation. As such, distributive justice pertains to the allocation of financial and non-financial resources, such as giving a bonus to employees who have achieved some assigned or organisational targets or goals (Omar *et al.*, 2018). On the other hand, procedural justice refers to the processes of resolving disagreements and distributing resources, whereas interpersonal justice refers to the degree to which people are treated with politeness, dignity, and respect by authorities or third parties involved in carrying out procedures or determining outcomes (Sikombe & Phiri, 2021). Based on DJT, this study tests whether organisational justice in terms of distributive, procedural, and interpersonal justice influenced the psychological well-being of secondary school teachers in government-aided secondary schools in Nakawa division, Uganda.

### *Organisational Justice and Psychological Wellbeing*

Organisational justice relates to the workers' perception that managers are considering their

opinions, communicating information about decisions, and treating them fairly and honestly (Parven & Awan, 2018). Wiseman and Stillwell (2022) define organisational justice as an individual's opinion that events, acts, or choices inside an organisation follow a norm of fairness, while Yean (2016) describes organisational justice as employees' perception of the fairness of resource allocation in an organisation. Abbas *et al.* (2021) contend that organisational justice influences employee well-being because employees feel psychologically right when they perceive equal treatment (Abbas *et al.*, 2021). Omar *et al.* (2018) conceptualise organisational justice as a three-dimensional model that includes distributive justice, procedural justice, and interpersonal justice. Scholars (Ajala & Bolarinwa, 2015; Changaranchola & Samantara, 2024; Huong *et al.*, 2016; Sun *et al.*, 2023; Yuyun *et al.*, 2023; Ongcoy, 2023; Park *et al.*, 2019) relate distributive justice and psychological well-being of employees. However, some gaps emerge from the above investigation. There are studies for instance that tested the link between distributive justice and employee psychological wellbeing which were carried outside the context of Africa such as, a study by Changaranchola & Samantara (2024) was conducted on nursing employees in India, that by Sun *et al.* (2023) was carried out in Chinese hospitals while, a study by Ongcoy (2023) which tested the link between the two variable in the context of university was done in Philippines where university leadership differ greatly from that in Uganda.

Still, even the study that was done in Africa by Yuyun *et al.* (2023), which tested the relationship between distributive justice and psychological well-being of teachers in Cameroon, was carried out in the context of catholic schools, where the leadership atmosphere is far different from that of government-aided secondary schools in Uganda. Further, a study by Sun *et al.* (2023) produced a controversial gap by indicating that a moderate relationship existed between distributive leadership and psychological

well-being of employees. All the above gaps made it imperative to conduct this study to test the relationship between distributive justice and the psychological well-being of teachers in the context of secondary schools in Uganda.

Studies (Ahmed *et al.*, 2018; Cloutier *et al.*, 2018; Duyar *et al.*, 2020; Minibas-Poussard *et al.*, 2023; Indradevi, 2022) examined the association between procedural justice and the psychological well-being of employees. The aforementioned studies produced gaps that made it prudent to carry out this study in the context of government-aided secondary schools in Uganda. For instance, a study by Ahmed *et al.* (2018) produced a methodological gap because it was a conceptual paper to help explain the link between procedural justice and the psychological well-being of employees. Further, studies (Duyar *et al.*, 2020; Minibas-Poussard *et al.*, 2023) revealed a contextual gap by being carried out in the context of secondary schools in Uganda. For instance, studies by Duyar *et al.* (2020) and Minibas-Poussard *et al.* (2023) were conducted on employees in the telecommunication company and banking sector in Turkey, respectively, where the working conditions may be far different from those of secondary school teachers in Uganda. Therefore, it was imperative to conduct a study on the context of secondary schools in Uganda to test the association between procedural justice and the psychological well-being of teachers.

Scholars (Khalil & Siddiqui, 2020; Pecino *et al.*, 2018; Ranto *et al.*, 2022; Zheng & Liu, 2016; Leineweber *et al.*, 2017) tried to investigate the relationship between interpersonal justice and the psychological well-being of employees. However, a controversial gap emerged from the study by Khalil and Siddiqui (2020) by indicating that interpersonal justice did not significantly influence employees' psychological well-being, while the majority of studies showed that interpersonal justice positively predicted employees' psychological well-being. There emerged the need to conduct this study to further test the relationship between the two



variables in the context of teachers in government-aided secondary schools in Uganda. Additionally, a contextual gap emerged from some studies (Pecino *et al.*, 2018; Leineweber *et al.*, 2017). For instance, a study by Pecino *et al.* (2018) was conducted on employees in a Spanish public university, while that by Leineweber *et al.* (2017) was done on the Swedish working population. Nonetheless, a study by Ranto *et al.* (2022) produced a methodological gap by conducting a conceptual paper to determine the link between interpersonal justice and the psychological well-being of employees. Overall, the gap identified above made it imperative to test whether the three dimensions of organisational justice, namely distributive, procedural, and interpersonal, predicted psychological well-being of teachers in government-aided secondary schools in Nakawa division, Uganda.

## METHODOLOGY

### Research Design and Sample Size

The correlational research design, which refers to quantitative research where two or more quantitative variables are related to determine if there is a relationship between them, was used for the study (Devi *et al.*, 2022). Using a correlational research design, the relationship between organisational justice and the psychological well-being of teachers was established and interpreted. Utilising the self-administered questionnaire survey, data were collected from a sample size of 184 secondary school teachers of Naakawa division, arrived at based on the sampling Table by Krejcie and Morgan (1970). The proportionate sampling guided the selection of the study participants to ensure equitable representation of each secondary school and the study participants, which permitted the production of generalisable findings.

## FINDINGS

### Demographic Characteristics of Study Participants

The results indicate that 48.4 percent of the teachers were males, with females being 51.6 percent. The data on the age group of teachers showed that a larger percentage, 51.6 percent, were between 30 to 40 years, followed by 32.1 percent who were 30 years, and those between 40-50 years were 15.8 percent, while 0.5 percent were above 50 years. The results on the education level of teachers revealed that 47.8 percent were bachelor's degree holders, 31.5 percent held diplomas, while 20.7 percent held postgraduate qualifications. Regarding whether teachers held various responsibilities in the schools indicates that 32 percent were subject teachers, 39.7 percent were class teachers, 16.3 percent were heads of subjects, while 21 percent were heads of departments. On teaching experience, 54.3 percent had taught between 5 and 10 years, 20 percent had taught between 10-37 years, while 25.5 percent had taught for less than 5 years. These findings imply that secondary school teachers with a wide range of characteristics participated in the study, and thus the findings can be generalised.

### Measurement Models

The measurement models were developed to ensure the data's reliability and validity, as well as the measure's independence (no collinearity). Validity tests were conducted using average variance extracted (EVA) for convergent validity and heterotrait-monotrait ratio correlations for discriminant validity. Convergent validity was calculated using AVE to establish whether the indicators for each concept were close to each other and thus, appropriate measures. Discriminant validity was employed to guarantee that the latent variables tested for causal associations were distinct from one another. The heterotrait-monotrait (HTMT) correlation ratio was calculated to determine the discriminant validity of a reflectively assessed construct in comparison to other construct measures in the same model. This helped to determine whether the construct indicators were accurate.

**Table 1: Heterotrait-Monotrait (HTMT) Ratio Correlations for Discriminant Validity**

Measures	PW	DI	FC	IF	PR	T
PW						
DI	0.209					
FC	0.253	0.891				
IF	0.594	0.576	0.442			
PR	0.602	0.845	0.844	0.779		
T	0.233	0.575	0.600	0.673	0.669	
Measures	OJ	DJ	IJ	PJ		
OJ						
DJ	0.071					
IJ	0.857	0.474				
PJ	0.892	0.069	0.878			
Measures	ER	LA	MP	MS		

*Key: DI = Desire for Involvement, DJ = Distributive Justice, FC= Feeling of Competency, IF = Interpersonal Fit, IJ = Interpersonal Justice, LA = Living Authentically, OJ = Organizational Justice, PJ = Procedural Justice, PR = Perceived Recognition, PW = Psychological Wellbeing, T = Thriving*

Tables 1 show that the Heterotrait–Monotrait ratio of correlations (HTMT) condition was fulfilled because all values did not exceed 0.90, which is the maximum value (Rönkkö & Cho, 2022). Thus, all the measures of the variables were discriminately valid.

**Table 2: Reliability, Convergent Validity (AVE), and Collinearity (VIF)**

Measures	A	CR	AVE	VIF
Desire for Involvement	0.920	0.938	0.715	1.504
Feeling of Competency	0.731	0.848	0.650	2.234
Interpersonal Fit	0.828	0.878	0.592	2.149
Perceived Recognition	0.839	0.895	0.689	2.144
Thriving	0.515	0.783	0.651	1.559
Distributive Justice	0.926	0.953	0.871	3.449
Interpersonal Justice	0.875	0.910	0.669	1.018
Procedural Justice	0.957	0.979	0.959	3.462

Composite Reliability (CR) and Cronbach's Alpha ( $\alpha$ ) were used to determine the internal consistency of the measurement tool. Composite reliability (construct reliability) refers to a measure of internal consistency in scale items. Thus, the reliability of a construct should be at least 0.70 (Lai, 2021). On the other hand, Cronbach's Alpha is a statistical tool that demonstrates that tests and scales that have been constructed or adopted for research projects are fit for purpose (Taber, 2018). In testing reliability, Composite Reliability (CR) was preferred because of Cronbach's Alpha's limitation of assuming that

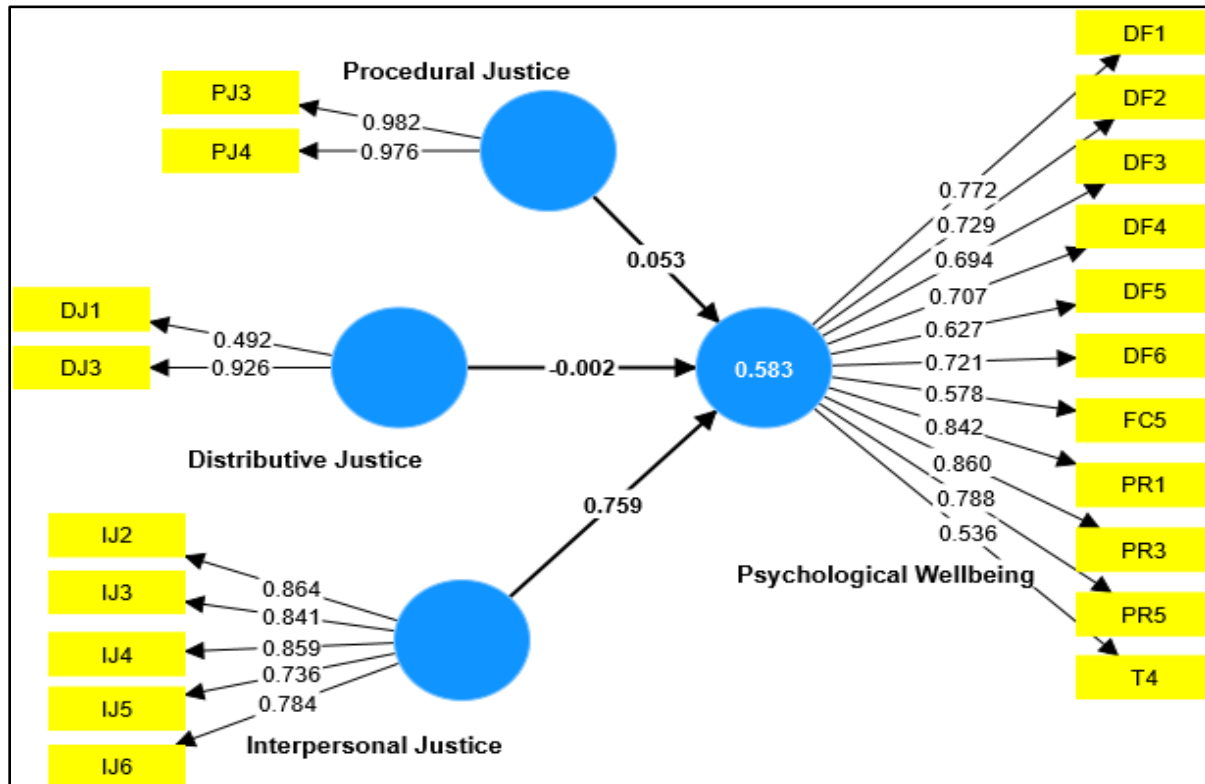
all indicator traits are the same in the population, lowering reliability values. Moreover, Cronbach's Alpha is sensitive to many items in the scale and generally tends to underestimate internal consistency reliability (Lai, 2021). However, Composite Reliability is liberal as it takes into account the outer traits of indicator variables (Tavakol & Dennick, 2011). The results show that values for composite reliability that were used to test the reliability of all the Constructs, all above 0.7, indicating a satisfactory level of reliability for the items measuring the Constructs. This is because,

according to Lai (2021), the minimum level of composite reliability is 0.70. Therefore, the data obtained was reliable.

Further, Convergent Validity, which refers to an assessment that measures the level of correlation of multiple indicators of the same construct, was established using Average Variance Extracted (AVE). Average Variance Extracted (EVA) measures convergent validity, showing that variations in items were explained by the constructs. In this study, AVE values were greater than the acceptable threshold of 0.5, confirming convergent validity. The results in Table 2 show the average

variance extracted (AVE) for each construct and dimension. All constructs had AVE values greater than the acceptable threshold of 0.5, confirming convergent validity. For the variance inflation factor (VIF) test, which is a measure of Collinearity affirming the independence of the variables, the values obtained were below 5, which is the standard metric for measuring Collinearity (Hair Jr. *et al.*, 2021). This meant that the measures (constructs) were independent of one another and thus constructs of organisational justice independently predicted the psychological well-being of teachers. Therefore, the condition of Collinearity did not exist.

**Figure 1: Model Showing Organisational Justice and Psychological Wellbeing**



The results in Figure 1 show that organisational Justice relates to psychological well-being. Organisational justice was studied in terms of procedural, distributive, and interpersonal justice. Concerning organisational justice, for interpersonal justice, all six items loaded above the threshold value of 0.5. For procedural justice two items (PJ3, PJ4) out of seven Items (PJ1, PJ2, PJ5, PJ6, PJ7)

loaded above the minimum value. For interpersonal justice, all six items loaded above the threshold value. Psychological well-being was studied in terms of five factors, namely, desire for involvement, perceived recognition, feeling of competency and thriving, and interpersonal fit. For the desire for involvement, all six items that measured the construct loaded above the minimum

value of 0.5. For perceived recognition, only three items (PR1, PR2, PR3) out of five loaded above the minimum value, while two items (PR4, PR5) did not load above the threshold value. For the construct of feeling competency, only one item (FC5) out of seven loaded above the threshold value, while six items (FC1, FC2, FC3, FC4, FC6, FC7) did not load. For the constructs of thriving, only one item

(T4) out of seven loaded above the threshold value, while six items (T1, T2, T3, T5, T6, T7) did not load above the threshold value. For the construct of interpersonal fit, none of the items loaded above the threshold value. All the items of the constructs that did not load above the threshold value of 0.5 were removed from the model.

**Table 3: Organisational Justice and Psychological Well-being Structural Equation Model Predictions**

Path Coefficients	B	Mean	STD	T	P
Distributive Justice -> Psychological Wellbeing	-0.002	-0.033	0.108	0.021	0.983
Interpersonal Justice -> Psychological Wellbeing	0.759	0.763	0.032	23.54	0.000
Procedural Justice -> Psychological Wellbeing	0.053	0.080	0.097	0.551	0.581
$R^2 = 0.583$					
Adjusted $R^2 = 0.576$					

The results in Table 3 show that the influence of organisational justice on psychological well-being was tested. The results revealed that distributive justice ( $\beta = -0.002$ ,  $t = 0.021$ ,  $p = 0.983$ ) negatively and insignificantly predicted psychological well-being. Interpersonal justice ( $\beta = 0.759$ ,  $t = 23.54$ ,  $p = 0.00$ ) positively and significantly predicted teacher psychological well-being, while procedural Justice ( $\beta = 0.053$ ,  $t = 0.551$ ,  $p = 0.581$ ) positively and insignificantly predicted teacher psychological well-being. The  $R^2 = (0.583)$  suggested that the constructs that measured organisational justice contributed (58.3%) to psychological well-being. Thus, the coefficient of determination suggested that (41.7%) of the variation in psychological well-being was contributed to by other factors outside the model. Adjusted  $R^2 = (0.576)$  suggested that only the significant factor (interpersonal justice) contributed 57.6% to the psychological well-being of teachers. The findings suggest that if school leaders can promote interpersonal justice, teachers' psychological well-being can be enhanced.

## DISCUSSION

The findings indicated that distributive justice negatively and insignificantly predicted the psychological well-being of teachers. The results

were contrary to the findings of the majority (Changaranchola & Samantara, 2024; Sun *et al.*, 2023; Yuyun *et al.*, 2023; Ongcoy, 2023), who reported that distributive justice positively and significantly predicted psychological well-being. Further, the findings of the study were not in agreement with the Distributive Justice Theory, which informed. Since the findings were contrary to the results of the majority of scholars, it can be inferred that distributive justice did not enhance the psychological well-being of teachers. The findings also indicated that interpersonal justice positively and significantly predicted the psychological well-being of teachers. The results were in agreement with the findings of the majority of studies (Khalil & Siddiqui, 2020; Pecino *et al.*, 2018; Ranto *et al.*, 2022; Zheng & Liu, 2016; Leineweber *et al.*, 2017), who indicated that interpersonal justice significantly predicted psychological well-being. This, therefore, implies that interpersonal justice greatly influences the psychological well-being of employees. Further, the study was in agreement with the Distributive Justice Theory on which the study was anchored. Therefore, since the findings were in agreement with the majority of scholars, it can be inferred that interpersonal justice enhances the psychological well-being of teachers. In



addition, the findings of the study revealed that procedural justice positively and insignificantly predicted the psychological well-being of teachers. The findings were contrary to the scholars (Ahmed *et al.*, 2018; Duyar *et al.*, 2020; Minibas-Poussard *et al.*, 2023; Indradevi, 2022) who revealed that procedural justice positively and significantly predicted the psychological well-being of employees. Therefore, since the study was contrary to the findings of the majority of scholars, it can be inferred that procedural justice did not enhance the psychological well-being of teachers.

## CONCLUSION

The study concluded that distributive justice has a limited contribution to the psychological well-being of teachers. This is especially when the rewards reflect the effort teachers put into their teaching within schools, their rewards and benefits are appropriate for the work they do, their rewards and benefits in teaching within school are justified given the efforts put in, when resources like allowances, bonuses, benefits are fairly distributed within schools and when teachers feel that career development opportunities are distributed fairly did not influence psychological wellbeing of teachers. Therefore, distributive justice is not an admirable requirement for enhancing the psychological well-being of teachers. Further, the study concluded that interpersonal justice is necessary to improve on the psychological wellbeing of teachers especially, when teachers within school listen to each other's concerns and take them seriously, they are treated reasonably by colleagues within schools, teachers treat each other with dignity, teachers refrain from using improper remarks within schools, take time to understand each other's perspectives within schools and teachers apologize to each other if they do a mistake or something wrong enhanced psychological wellbeing of teachers. Therefore, interpersonal justice is a plausible requirement for the psychological well-being of teachers. In addition, it was also concluded that procedural justice has partial influence on the psychological

wellbeing of teachers especially when, there are provided chance to give their input in the processes of the school, the decisions taken within schools are based on accurate information, work procedures within schools are free from bias, have opportunity to appeal the outcomes, school procedures uphold ethical and moral standards, and have had influence over the decisions arrived at by procedures within schools. Therefore, interpersonal justice did not significantly contribute to enhancing the psychological well-being of teachers.

## Recommendations

To improvement psychological wellbeing of teacher's school administrators need to emphasize that teachers within school listen to each other's concerns and take them seriously, treat reasonably by colleagues within schools, treat each other with dignity, refrain from using improper remarks within schools, take time to understand each other's perspectives within schools and apologize to each other if a mistake or something wrong is done can go a long way to enhance teachers psychological wellbeing. However, distributive and procedural justice should not be prioritised in enhancing the psychological well-being of teachers. Therefore, when the rewards reflect the effort of teachers put into their teaching within schools, rewards and benefits are appropriate for the work they do, rewards and benefits in teaching within school are justified given the efforts put in, resources like allowances, bonuses, benefits are fairly distributed within schools, career development opportunities are distributed should not be over emphasised to enhance psychological wellbeing of teachers. Further, when teachers are provided chance to give their input in the processes of the school, decisions taken within schools are based on accurate information, work procedures within schools are free from bias, have opportunity to appeal the outcomes, school procedures uphold ethical and moral standards, have had influence over the decisions arrived at by procedures within schools

should be minimised as they have limited influence on psychological wellbeing of teachers.

### Limitations and Suggestions for Further Research

The study significantly adds to the body of knowledge by showing how organisational justice influences the psychological well-being of teachers in secondary schools. However, some limitations emerged from the study. For example, the study revealed that distributive and procedural justice did not influence the psychological well-being of teachers, contrary to the findings by the majority of scholars. Therefore, future research should be conducted to further test the link between the two variables in different contexts in different secondary schools. Since the study was conducted only in government-aided secondary schools in Nakawa division, further study should be conducted in both government-aided secondary schools and private schools to test the relationship between the same variables.

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## INSTRUMENTS

### Section A: Psychological Wellbeing

Feeling of Competency (FC)	FC1	I know my value as a teacher within this school.
	FC2	I know I am capable of teaching my students effectively without a doubt.
	FC3	I confidently deliver all my lessons to students.
	FC4	I use student-centred methods only to deliver lessons to students.
	FC5	Within this school, teachers prepare effective lesson plans and conduct lessons accordingly.
	FC6	I easily work with others at a professional level, which has helped me to improve my abilities as a teacher.
Interpersonal Fit (IF)	FC7	I consider the individual needs of every student as I teach.
	IF1	Within this school, teachers value one another, having another one lined up.
	IF2	I enjoy working with my fellow teachers within this school.
	IF3	I get along well with all the teachers at this school.
	IF4	Within this school, a relationship of trust with each other has been built.
	IF5	Teachers help each other within this school.
	IF6	Within this school, teachers display kindness towards each other.
	IF7	Teachers respect each other in this school.
Thriving (T)	IF8	Teachers show positive feelings towards each other within this school.
	T1	I find teaching within this school exciting.
	T2	I like teaching at this school.
	T3	I am proud of teaching within this school and not any other.
	T4	Teaching within this school gives my life meaning.



Perceived Recognition (PR)	T5	Within this school, teachers use suitable language while speaking to each other.
	T6	Within this school, teachers commit themselves to accomplish challenging tasks.
	T7	Within this school, teachers look for stimulation in teaching.
	PR1	I felt that my superiors within this school recognised my teaching effort. I sense that my work efforts are valued in school by my superiors.
	PR2	Within this school, I felt that my fellow teachers recognised my teaching abilities.
	PR3	The head teacher gives me feedback on my teaching quality
Desire for Involvement (DI)	PR4	I have the opportunity to share my opinions for the betterment of this school.
	PR5	I make an effort to take initiatives the contribute to the development of this school.
	DI1	I care about the good working of this school.
	DI2	I make an effort to contribute to the attainment of the goals of this school.
	DI3	Within this school, I seek to be in the know of whatever is taking place.
	DI4	I participate in professional development events organised for teachers within this school.
	DI5	I cooperate with others to carry out self and peer evaluations about work performance.
	DI6	
<b>Section B: Organisational Justice</b>		
Distributive justice (DJ)	DJ1	The rewards reflect the effort I put into my teaching within this school.
	DJ2	My rewards and benefits are appropriate for the work I have completed in teaching within this school.
	DJ3	My rewards and benefits in teaching within this school are justified, given my efforts in teaching.
	DJ4	I felt that resources like allowances, bonuses, and benefits are fairly distributed within this school.
	DJ5	I felt that career development opportunities were distributed fairly within this school.
Interpersonal Justice (IJ)	AL6	I continuously live by what I believe in.
	IJ1	Teachers within this school listen to each other's concerns and take them seriously.
	IJ2	I am treated reasonably by colleagues within this school.
	IJ3	Within this school, teachers treat each other with dignity.
	IJ4	Teachers within this school refrain from improper remarks.
	IJ5	Teachers within this school take time to understand each other's perspectives.
Procedural Justice	IJ6	Teachers within this school apologise to each other if they make a mistake or do something wrong.
	PJ1	I am provided the chance to give my input on the processes of the school.

(PJ)	PJ2	The decisions taken by this school are based on accurate information.
	PJ3	Within this school, work procedures are applied consistently. Work procedures within this school are free from bias.
	PJ4	I have the opportunity to appeal the outcomes arrived at when not
	PJ5	satisfied with them. The procedures followed within this school uphold ethical and moral
	PJ6	standards. I have had an impact on the decisions agreed upon within this school.
	PJ7	I keep silent in certain situations to avoid exploding issues.

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