

**ORGANISATIONAL JUSTICE, RESILIENCE AND PSYCHOLOGICAL WELL-BEING
OF TEACHERS IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN NAKAWA
DIVISION, KAMPALA CAPITAL CITY AUTHORITY, UGANDA**

SHALLON AMUTUHAIRE

21/U/GMED/16250/PE

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION
IN POLICY, PLANNING, AND MANAGEMENT
OF KYAMBOGO UNIVERSITY**

OCTOBER, 2024

DECLARATION

I, Shallon Amutuhare, affirm that this dissertation is solely out of my effort and was written in an ethical manner following the guidelines of the Kyambogo University Directorate of Research and Graduate Training. I confirm that it was strictly developed in pursuit of the master's degree at Kyambogo University.

Signature:

Date:

APPROVAL

We, the undersigned supervisors, confirm that this study has been developed under our guidance and observation. It is recommended for submission and assessment with our approval.

Signature:

Date:

Dr. Wilson Mugizi

Signature:

Date:

Dr. Joseph Rwothumio

DEDICATION

This study is dedicated to those whose unwavering support and encouragement made this academic undertaking possible. Specifically, I dedicate it to God, the ultimate source of wisdom, inspiration, and resources, with heartfelt gratitude and reverence. To my father, Amos Kateebire, and Aunt Mary Mbabazi, your unconditional love and confidence in my capabilities have remained my constant motivation throughout this challenging journey. Your sacrifices and understanding have allowed me to pursue my academic aspirations wholeheartedly.

ACKNOWLEDGMENT

I want to thank God for blessing me with vigour, guidance, wisdom, and resources, and my research supervisors Dr. Wilson Mugizi and Dr. Joseph Rwothumio for their fundamental support as I carried out this study. Their expertise and motivation were instrumental in enabling me to successfully compile the study. I also recognize my friends and colleagues, Annet Kyasimire and Sharon Asimwe, whose company and shared experiences have made the academic process enjoyable and fulfilling. Your support has proven to be an essential pillar of strength during moments of self-doubt. To all the teachers' government-aided secondary schools in Nakawa-Division who generously contributed their time and insights to this study, I am sincerely grateful for your cooperation, without which this research would not have been possible. Lastly, I recognize the countless scholars, researchers, and pioneers in my field of study whose relentless pursuit of knowledge has laid the foundation for my academic journey. May this humble contribution add to the ever-growing reservoir of knowledge. Thank you all for being a part of this milestone in my life.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.1.1 Historical Perspective.	1
1.1.2 Theoretical Perspective.....	4
1.1.3 Conceptual Perspective.....	5
1.1.4 Contextual Perspective.	6
1.2 Statement of the Problem	7
1.3 Purpose of the Study	9
1.4 Objectives of the study	9
1.5 Research Hypotheses.....	9
1.6 Scope of the Study.....	10
1.6.1 Geographical Scope.	10

1.6.2 Content scope.....	10
1.6.3 Time scope.	10
1.7 Significance of the Study	11
1.8 Conceptual Framework	11
1.9 Operational Definitions	13
CHAPTER TWO	14
LITERATURE REVIEW.....	14
2.0 Introduction	14
2.1 Theoretical Review	14
2.2 Literature Review	15
2.2.1 Organisational justice and psychological wellbeing.....	15
2.2.2 Employee Resilience and psychological well-being.....	17
2.3.3 Organisational Justice, Employee Resilience and Psychological Well-Being	19
CHAPTER THREE	21
METHODOLOGY	21
3.0 Introduction	21
3.1 Research design.....	21
3.2 Study population	21
3.3 Sample size.....	22
3.4 Sampling Technique.....	22
3.5 Measurement of Variables and Data Collection Instruments.....	23
3.6 Data Collection Instrument	23
3.7 Procedure of Data Collection	24

3.8 Quality control.....	24
3.8.1 Validity.....	24
3.8.2 Reliability.....	26
3.9 Data Management and Analysis.....	28
3.10 Ethical Considerations.....	29
CHAPTER FOUR.....	30
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	30
4.0 Introduction.....	30
4.1 Teacher’s Demographic Characteristics.....	30
4.2 Descriptive Results on psychological wellbeing.....	32
4.2.1 Feeling of Competency.....	32
4.2.2 Descriptive results for interpersonal fit.....	35
4.2.3 Thriving.....	39
4.2.4 Perceived Recognition.....	41
4.2.5 Desire for Involvement.....	44
4.2.7 Structural model for Psychological Wellbeing.....	48
4.3 Organisational Justice	49
4.3.1 Procedural Justice.....	50
4.2.4 Organisational Justice.....	59
4.2.5 Organisational Justice Model.....	60
4.2.6 Organisational Justice and Psychological Wellbeing Structural Model	62
4.4 Resilience	64
4.4.1 Living Authentically.....	64

4.4.2 Maintaining Perspective.	68
4.4.3 Managing stress.	71
4.4.3 Employee Resilience.....	75
4.4.4 Structural Model for Employee Resilience.....	76
4.4.5 Organisational Justice, Employee Resilience and Psychological Wellbeing Moderation Model.....	78
4.4.6 Organisational justice, employee resilience and psychological wellbeing.....	80
CHAPTER FIVE	81
DISCUSSION, CONCLUSION AND RECOMMENDATION	81
5.0 Introduction.....	81
5.1 Discussion of the Findings.....	81
5.2 Conclusions.....	84
5.3 Recommendation.....	85
5.4 Limitations and Suggestions for Further Research.....	87
REFERENCES.....	88
APPENDICES.....	101
APPENDIX A: Questionnaire for Teachers.....	101
APPENDIX B: Letter Of Introduction	109

LIST OF TABLES

Table 3.1: Population and Sample Size.....	22
Table 3.2:Operationalization of Variables, Instrument, their Sources and Reliabilities	23
Table 3.3: Heterotrait Monotrait (HTMT) Ratio Correlations for Discriminant Validity.....	25
Table 3.4: Reliability, Convergent Validity (AVE) and Collinearity (VIF)	26
Table 4.1: Teachers' demographic characteristics	31
Table 4.2: Descriptive results for the feeling of competency	32
Table 4.3: Summary table for the feeling of competency	34
Table 4. 4: Descriptive table for interpersonal fit	36
Table 4. 5: Summary Table for Interpersonal Fit	37
Table 4. 6: Summary results for Thriving	39
Table 4. 7: Summary Results for Thriving.....	40
Table 4.8: Perceived recognition.....	42
Table 4. 9: Summary results for perceived recognition	43
Table 4. 10: Desire for Involvement	45
Table 4. 11: Summary Table for Desire for Involvement	46
Table 4.12:Summary table for psychological wellbeing.....	48
Table 4. 13: Procedural Justice	50
Table 4. 14: Descriptive results for Procedural justice	52
Table 4. 15: Summary Table for Distributive Justice.....	54
Table 4. 16: Summary Table for Distributive Justice.....	55
Table 4. 17: Descriptive Table for Interpersonal Fit	57
Table 4. 18: Summary results for interpersonal Justice	58

Table 4. 19: Overall Summary Table for Organisational Justice	60
Table 4.20: Organisational Justice and Psychological Wellbeing Structural Equation Model	
Predictions	63
Table 4. 21: Descriptive Results for Living Authentically	65
Table 4.22: Summary Results for Living Authentically	67
Table 4. 23: Descriptive Table for Maintaining Perspective.....	69
Table 4. 24: Summary Table for Maintaining Perspective.....	70
Table 4. 25: Descriptive Statistics for Managing Stress	72
Table 4. 26: Summary for Managing Stress.....	74
Table 4. 27: Overall Summary Table for Employee Resilience.....	75
Table 4.28: Employee Resilience and Psychological Wellbeing Structural Equation Model	
Predictions	78
Table 4. 29: Structural Equation Model for Organisational Justice, Employee Resilience and	
Psychological Wellbeing.....	80

LIST OF FIGURES

Figure 1.1: Conceptual Framework	12
Figure 4. 1: Histogram for feeling of competency.....	35
Figure 4. 2: Histogram for interpersonal fit.....	38
Figure 4. 3: Histogram for Thriving.....	41
Figure 4. 4: Histogram for Perceived Recognition	44
Figure 4. 5: Histogram for Desire for Involvement	47
Figure 4. 6: Structural model for psychological wellbeing.....	49
Figure 4. 7: Histogram for procedural Justice	53
Figure 4. 8:Histogram for distributive justice.....	56
Figure 4. 9: Histogram for Interpersonal Justice	59
Figure 4. 10: Organizational Justice Model.....	61
Figure 4. 11: Organisational Justice and Psychological Wellbeing Structural Model	62
Figure 4. 12: Histogram for Living Authentically	68
Figure 4.13: Histogram for Maintaining Perspective	71
Figure 4. 14: Histogram for Managing Stress.....	74
Figure 4. 15: Employee Resilience Model.....	76
Figure 4. 16: Structural Model for Employee Resilience and Psychological Wellbeing.....	77
Figure 4. 17: Organisational Justice, Employee Resilience and Psychological Wellbeing Moderation Model	79

ABSTRACT

This study examined the influence of organisational justice, resilience and psychological well-being among teachers in government-aided secondary schools in Nakawa Division, Kampala Capital City Authority in Uganda. The objectives of the study were: to assess the influence of organisational justice on the psychological well-being, examine the influence of organisational resilience on the psychological well-being and determine the role of employee resilience as a moderator on the relationship between organisational justice and psychological wellbeing of teachers in government-aided secondary schools in Nakawa Division. Organisational justice was studied in terms of distributive justice, interpersonal justice, and procedural justice. Resilience was studied in terms of living authentically, maintaining perspective and managing stress, while psychological well-being was studied in terms of feeling of competency, interpersonal fit, perceived recognition, and desire for involvement. Guided by the correlational research design, this study was quantitative and involved a sample of 184 teachers who provided questionnaire data. SmartPls was used to do partial least squares structural equation modelling (PLS-SEM) and descriptive statistics analysis of the data. Descriptive statistics revealed that teachers' psychological well-being and resilience of teachers were high but organisational justice was low. Structural Equation Modelling revealed that the influence of organisational justice on the psychological well-being of teachers was positive but insignificant. However, employee resilience had a positive and significant influence on psychological well-being. Further, the study revealed that the moderating effect of teacher resilience on the influence of organisational justice on the psychological well-being of teachers was negative and insignificant. It was concluded that interpersonal justice is more important than distributive and procedural justice, resilience is vital for teacher psychological well-being and combining organisational justice and resilience is not a requirement for promoting teacher psychological well-being. Therefore, the study recommends that head teachers should improve on their implementation of procedural and distributive justice in schools, school head teachers should promote resilience among teachers, and head teachers should not emphasize promotion of resilience alone but neglecting organisational justice.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Employee psychological well-being has become the focus of managers in organizations today (Arslan et al., 2022). This is because it is essential for employees' overall health and plays a crucial role in their ability to cope with stress, build and maintain relationships, achieve personal goals, and lead a fulfilling life (Sharma & Branscum, 2020). Therefore, it was important to examine factors related to it in organizations, specifically in schools. In this study, it was conceived that organisational justice moderated by employee resilience significantly influenced teachers' psychological well-being. This was investigated by the study. The psychological well-being of employees has become the focus of managers in organizations today (Arslan et al., 2022). This is because it is essential for employees' overall health and plays a crucial role in their ability to cope with stress, build and maintain relationships, achieve personal goals, and lead a fulfilling life (Sharma & Branscum, 2020). Therefore, it was important to examine factors related to it in organizations, specifically in schools. In this study, it was conceived that organisational justice moderated by employee resilience significantly influenced teachers' psychological well-being and was investigated.

1.1 Background to the study

This section presented historical, theoretical, conceptual and contextual perspectives of the study.

1.1.1 Historical Perspective

Psychological well-being is a complex and evolving field. However, its origins were traced back to the period of ancient civilizations, where various forms of mental health treatments were used,

including meditation and spiritual practices (Chadda & Rajhans, 2021). In ancient Greece, the physician Hippocrates wrote about the psychological well-being concept of mental health and identified several related mental states as emotional and psychological disorders. Early philosophers like Aristotle and Confucius wrote about the importance of a healthy mind and the relationship between virtue and happiness (Graiver, 2021). In the 20th century, various theories and models of psychological well-being were developed, including Abraham Maslow's hierarchy of needs, which posited that basic physiological and safety needs must be met before individuals can focus on self-actualization and personal growth (Desmet & Fokkinga, 2020). Positive psychology saw a rise in popularity in recent years and focused on the study of human strengths and virtues and how they contribute to overall mental health and the prevention of health problems (Sharma & Branscum, 2020).

The psychological well-being of teachers varies across the world. According to Klette et al. (2021), in European countries, educators often experience low psychological well-being exhibited by high stress and exhaustion, except in Finland, Sweden, and Denmark, where the welfare of teachers is good (Evans et al., 2022). According to United Kingdom data, compared to other occupations, teachers have higher proportions of reported cases of work-related pressure, unease, and despair (Snyder et al., 2019). Teachers often face heavy workloads, including lesson planning, grading assignments, and administrative tasks; long working hours; lack of resources; behavioural issues among students; parental and administrative pressure; limited autonomy due to the curriculum guidelines; workplace bullying from fellow teachers; inadequate support; parent-teacher communication; physical demands; and emotional labour (Travers & Cooper, 2018).

In many African countries, teachers also experience low psychological well-being, with a feeling of being undervalued and unsupported by society and governments (Kambasu, 2021). With the COVID-19 pandemic, reductions in teacher mental health increased, resulting in significant stress and uncertainty as they had to adjust to new ways of instruction and deal with student needs, often with limited support. Due to low psychological wellbeing, there are high rates of teacher turnover, with the annual turnover rate at 20–30% (Grissom & Bartanen, 2019). Taking the example of Ghana, many teachers reported high levels of stress and burnout (Peele & Wolf, 2020). In Tanzania, teachers reported feeling vulnerable (Falk et al., 2019), while in Kenya, they asked for transfers from one school to another, were sent from work, were on sick leave, and got involved in drug abuse (Baraza & Simatwa, 2017).

In Uganda, the psychological well-being of teachers is also low. Results of a study done in Uganda indicated that 63% of the educators lacked satisfaction, with only 37% having a great feeling of mental health (Kambasu, 2021). According to a UNESCO report, only 16% of teachers desired to remain in their current positions, which suggests that 84% of instructors in government wanted to resign. According to the study, 47% of teachers were unhappy with their jobs, 59% would not want to continue working as teachers if they could start their careers over, and 37% of teachers intended to retire after a year (Mugizi et al., 2019).

Previous studies on psychological well-being suggest that the factors relating to it, among others, include organisational justice, optimism, hope, gratitude (Kardas et al., 2019), and resilience (Li & Hasson, 2020), among others. Studies further reveal that other factors, namely job security, joy (Kundi et al., 2021), and individual differences (Iannello, 2021), moderate the factors relating to psychological well-being. However, in Uganda, a recent problem that requires

attention is organisational justice following the introduction of discriminatory pay, with science teachers paid approximately 4 million shillings and their counterparts in the arts paid less than one million. This thus attracts the attention of this proposed research, which looks at how organisational justice in schools has affected the well-being of teachers and if teachers have the resilience necessary to sustain their well-being. Therefore, this investigation investigated the impact of organisational justice on the psychological well-being of teachers, moderated by their resilience.

1.1.2 Theoretical Perspective

Distributive justice (DJT) and resilience theories guided the study. The distributive justice theory was developed by John Rawls in 1971 (Sikombe & Phiri, 2021). DJT suggests that employee perceptions of fairness are based on the outcomes they receive, such as pay and promotions. Accordingly, employees are most satisfied when they perceive that outcomes are distributed fairly (Rasooli et al., 2019). According to DJT, employees evaluate the fairness of outcomes in terms of whether they believe the outcomes are proportional to the inputs or contributions of employees. When employees felt that there is a fair distribution of job outcomes, they develop positive attitudes, such as psychological well-being (Omar et al., 2018). Distributive justice has three constituents: distributive justice, procedural justice, and interpersonal justice (Khaola & Rambe, 2021). DJT was the basis for assessing the impact of organisational justice on employee psychological well-being. However, DJT does not explain the relationship between employee resilience and psychological well-being. Hence, employee resilience in psychological wellbeing is explained by the employee resilience theory.

An investigation of hardship and a fascination with how negative experiences in life affect humans is the foundation of resilience theory (Van Breda, 2018). The origins can be traced to the seminal studies of Michael Rutter done in 1964 and 1965 (Shean, 2015). Resilience is a psychological concept that discusses a person's capacity for change, adversity, and adaptation. The three concepts in the Resilience Theory are survival, recovery, and thriving, which explain the phase that a particular individual might be in either while or after going through hardship (Ledesma, 2014). Resilience suggests that individuals can come back and recover from difficult situations and that they can even grow and learn from these experiences, as indicated by authentic living, finding one's calling, maintaining perspective, managing stress, building connections, and staying healthy (Nartova-Bochaver & Maltiby). Resilient individuals have higher general well-being (Bogaerts et al., 2021). Therefore, the resilience theory explains the relationship between employee resilience and psychological well-being. Hence, it was the foundation for studying the impact of employee resilience on teachers' wellbeing.

1.1.3 Conceptual Perspective

The main variables in this study are psychological well-being, organisational justice, and employee resilience. Psychological wellbeing encompasses a person's emotional health, sense of purpose, life satisfaction, and overall mental balance, contributing to their ability to function effectively in daily life (Bulent & Guven, 2022). According to Bulent and Guven (2022), psychological well-being is a multifaceted concept that describes the state of striving towards a purposeful life and using one's strengths and abilities to achieve that goal. In this study, psychological well-being referred to interpersonal fit, a feeling of competency, thriving, perceived recognition, and a desire for involvement (Sandilya & Shahnawaz, 2018). Organisational justice refers to the perception of fairness within a workplace, encompassing fair

treatment, equitable distribution of resources, and transparency in decision-making processes (Sikombe & Phiri, 2021). Organisational justice refers to the perception of fairness and equity within an organization. Operationally, it was defined based on the Distributive Justice Theory in terms of distributive justice, procedural justice, and interpersonal justice (Omar et al., 2018). Resilience refers to individuals or system's ability to adapt, recover, and thrive in the face of adversity, stress, or challenging situations (Bochaver et al., 2020). Employee resilience is about a staff member's capability to change and come back from challenges such as crises, disruptions, or changes (Winwood et al., 2013). In this study, based on Nartova-Bochaver et al. (2020), resilience refers to living authentically, maintaining perspective, and managing stress.

1.1.4 Contextual Perspective

The four government-aided secondary schools in Nakawa Division were the study context. The schools were Kyambogo College School, Nabisunsa Girls' School, Kalinabiri Secondary School and Luzira Senior Secondary School. However, in Ugandan schools, the psychological well-being of teachers was generally low. For instance, it was reported that 63 percent of teachers report feeling low (Kambasu, 2021). With respect to organisational justice, the teachers felt overwhelmed, under-supported, and undervalued, especially following the discriminatory pay, with science teachers paid higher salaries than those of arts subjects (Oryang, 2023). For example, arts teachers were dissatisfied with the organisational justice in the schools, especially following the implementation of discriminated pay, in which science teachers are paid more than their arts counterparts (Tumusiime, 2022).

Thus, arts teachers felt under-supported and undervalued (Oryang, 2023). Attempts to protest discriminatory pay by teachers were quelled with threats of dismissal (Nafula, 2022). Further,

research has revealed that teachers suffer challenges including heavy workloads, a lack of support, and a low public image (Wabule, 2020). However, little that had been done to investigate the resilience of teachers in their daily professional encounters in the study context. The above contextual evidence suggested that teachers' well-being was low, there were organisational challenges, and teachers' resilience had not been explored. This study thus studied the impact of organisational justice on the psychological well-being of secondary school teachers, moderated by employee resilience.

1.2 Statement of the Problem

Psychological well-being, which describes good mental health, is essential for an individual's general health and well-being. It plays a part in determining how individuals deal with stress, relate to others, and make choices. It is associated with better performance and productivity at work and lowers rates of absenteeism and presenteeism (Sikombe & Phiri, 2021). Psychological well-being is associated with better physical health outcomes, lower rates of mortality, better physical health, and lower healthcare costs (Kundi et al., 2021). Psychological well-being is related to better functioning (Bulent & Guven, 2022). Despite the recognized importance of psychological well-being, it was low among teachers in Uganda. Approximately 63 per cent of educators were unhappy with the profession (Kambasu, 2021). Teachers did not feel psychologically at ease at work, with only 16% of teachers wanting to stay in the profession, suggesting that 84% of them wanted to leave. A large percentage (59%) of the teachers would not join the teaching field if they were to begin a new one, and 37% wished leave their positions within the next year (Mugizi et al., 2019). Ndyamuhaki (2023) reported that teacher shortage loomed in Uganda as stress related ailments surged. According to the study released by Save, the

Children 50% of the teachers in the country are not happy with their profession (Namutebi, 2022).

In Nakawa Division, a good number of teachers both in primary and secondary schools, transfer their services to available NGOs, request for early retirement and are often absent from work which are indicators of low psychological well-being (source; a status update on the psychological well-being of teachers in Nakawa division by the Directorate of Education 2023/2024)

Besides, organisational justice was lacking in schools. Teachers were dissatisfied with the implementation of discriminated pay, by which science teachers were paid more than their arts counterparts (Tumusiime, 2022). The art teachers felt under-supported and undervalued (Oryang, 2023). Attempts to protest discriminatory pay by teachers were quelled with threats of dismissal (Nafula, 2022). Therefore, teachers remained on their jobs because of their resilience, but with low psychological well-being. If the situation of low mental health among teachers remained, there would be high turnover and inefficiency at work, hindering and negatively influencing teaching and learning in schools. However, empirical evidence was absent in the context of Uganda on the impact of organisational justice on teachers' psychological wellbeing, moderated by teacher resilience in the setting of Uganda. This study thus examined the influence of organisational justice on teachers' psychological well-being, moderated by their employee resilience.

1.3 Purpose of the Study

The study investigated the influence of organisational justice on the psychological well-being of teachers moderated by employee resilience in government-aided secondary schools in the Nakawa division, Kampala Capital City Authority-Uganda.

1.4 Objectives of the study

Specifically, the study:

- i. Assessed the influence of organisational justice on the psychological well-being of teachers in government-aided secondary schools in the Nakawa division.
- ii. Examined the influence of organisational resilience on the psychological well-being of teachers in government-aided secondary schools in the Nakawa division.
- iii. Determined the role of employee resilience as a moderator on the relationship between organisational justice and mental health of teachers in government-aided secondary schools in Nakawa Division.

1.5 Research Hypotheses

The following research hypotheses guided the study:

- i. Organisational justice has a significant influence on the psychological well-being of teachers in government-aided secondary schools.
- ii. Resilience has a significant influence on organisational justice of teachers in government-aided secondary schools.
- iii. Teacher resilience has a moderating effect on the influence of organisational justice on the psychological well-being of educators in government-aided secondary schools.

1.6 Scope of the Study

1.6.1 Geographical Scope.

The study took place in Nakawa Division. The study was completed on government-aided secondary schools in the area. The government schools were Kyambogo College School, Kalinabiri Senior Secondary School, Nabisunsa Girls' School, and Luzira Secondary School. This area was studied to discover the organisational justice aspects exhibited by head teachers in such urban-based schools and how this influenced teachers' psychological well-being. The study was carried out in Nakawa, Uganda because it was assumed that the schools being in the city and considering the high standard of living and the discriminatory pay policy, the teachers in the schools suffered higher levels of low psychological wellbeing.

1.6.2 Content scope.

The content areas were organisational justice, resilience, the mediating variable, and dependent psychological well-being. Organisational justice was studied in terms of distributive justice, procedural justice, and interpersonal justice. Resilience was looked at as covering living authentically, maintaining perspective, and managing stress. Psychological well-being was studied in terms of interpersonal fit, the feeling of competency, self-acceptance, positive relations, and purpose in life.

1.6.3 Time scope.

The period of study was from January 2023 to March 2024. This was because the study would be cross-sectional, collecting data about what was taking place at the time with respect to teachers' organisational justice, resilience, and psychological well-being. Still, at the time, the

schools were open, enabling the researcher to access the teachers. The period selected was sufficient for field entry, data collection and analysis.

1.7 Significance of the Study

This investigation will contribute to policymakers, schools, and the body of knowledge. For

Policy makers, it will inform policy decisions, as the findings can be used to find areas for improvement and make fair policies. Furthermore, the findings may also inform the operationalization of the teacher policy that is supposed to improve teacher management. For the schools, the study will help create a more positive and productive school environment for teachers and students alike by informing policy decisions and promoting organisational justice in government-aided secondary schools. This was because the study will identify organisational justice practices that can enhance the psychological well-being of teachers and can be benchmarked by secondary school leaders. Besides that, the proposed investigation will enhance the bulk of the information on the study variables. This might be the basis for further research on the study variables.

1.8 Conceptual Framework

The conceptual framework (Figure 1.1) describes the linkage between organisational justice, resilience and the psychological well-being of teachers.

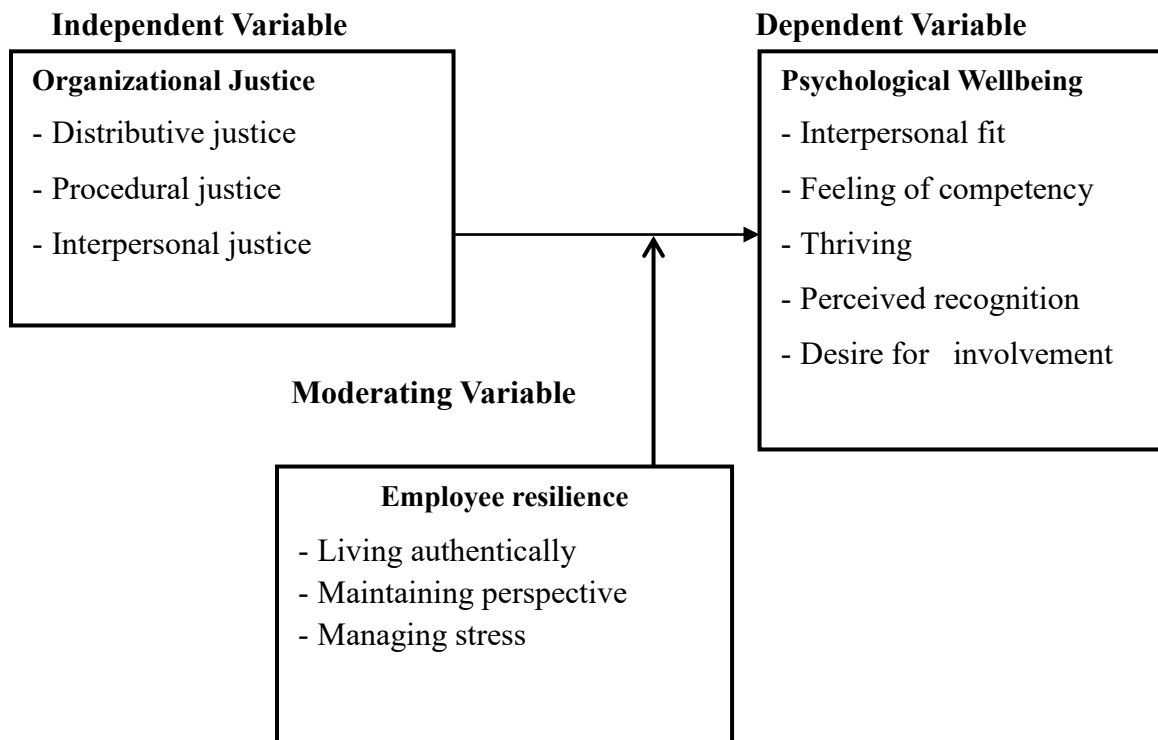


Figure 1.1: Conceptual Framework

Source: Conceptual framework based on ideas adapted from (Malik, & Garg (2018), Sandilya and Shahnawaz (2018), and Omar et al., (2018).

Figure 1.1 displays that organisational justice is in terms of distributive justice, procedural justice, and interpersonal justice. Accordingly, organisational justice leads to psychological well-being in terms of interpersonal fit, the feeling of competency, thriving, perceived recognition, and desire for involvement in this study. The framework further displays that the association between organisational justice and psychological well-being is moderated by employee resilience. Employee resilience is in terms of living authentically, maintaining perspective, and managing stress.

1.9 Operational Definitions

Employee resilience: This referred to living authentically, maintaining perspective and managing stress.

Organisational justice: This referred to distributive justice, procedural justice, interpersonal and justice

Psychological Wellbeing: It referred to interpersonal fit, feeling of competency, thriving, desire for involvement and perceived recognition.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part encompasses a review of related theories and works. The literature review has been organized and presented according to the themes in the study objectives. The literature review contains previous studies' empirical results and the identified gaps that the study intends to fill.

2.1 Theoretical Review

The Distributive Justice Theory (DJT) and Resilience Theory (RT) guided the study's investigations. Distributive theory was developed by John Rawls in his 1971 book "A Theory of Justice (Sikombe & Phiri, 2021). The distributive justice theory 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 distributive justice theory, employees evaluate the fairness of outcomes in terms of whether they believe the outcomes are proportional to the inputs or contributions of employees. The distributive justice theory 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 organization (van Der Voet, 2021).

Distributive justice encompasses distributive, procedural, and interpersonal aspects (Khaola & Rambe, 2021). Distributive justice is about how resources are shared between members of a society (Omar et al., 2018). Procedural justice concerns the processes of resolving disagreements

and distributing resources (Sikombe & Phiri, 2021). Based on DJT, this study assessed how organisational justice in terms of distributive, procedural, and interpersonal aspects influence employee psychological well-being.

Resilience theory is a psychological concept that discusses one's ability to adapt and deal with stress, adversity, and change. The origins of resilience theory can be traced to the seminal studies of Michael Rutter done in 1964 and 1965 (Shean, 2015). Resilience has several components that include living authentically, maintaining perspective, and managing pressure. An authentic life is one in which an individual's needs are met, he feels fulfilled, experiences self-actualization, and flourishes. Authentic living involves a balance between what is occurring within us and how we express and represent ourselves outside (Gino et al., 2020). Maintaining perspective means having the capability to see a situation objectively in the larger picture. It can involve stepping back from a situation, looking at it from different angles, and considering how it will impact you in the long term (Chen & Bonanno, 2020). Managing stress involves identifying the sources of stress in one's life and taking steps to reduce or eliminate them (Nartova-Bochaver et al., 2021). Guided by the Resilience Theory, the influence of employee resilience in terms of living authentically, maintaining perspective, and managing stress on psychological well-being was examined.

2.2 Literature Review

2.2.1 Organisational justice and psychological well-being.

Organisational justice relates to the workers' perception that managers are considering their opinions, communicating information about decisions, and treating them fairly and honestly (Omar et al., 2018). Organisational justice influences employee well-being because employees

felt psychologically okay when they perceive equal treatment (Abbas et al., 2021). In their study, Ajala and Bolarinwa (2015) researched organisational justice and investigated the psychological health of workers in Osun State, Nigeria's local government. According to the study, distributive justice and psychological health are significantly related. In their study involving workers in the information technology field in Turkey, Duyar et al. (2020) explored the effects of organisational justice on employee well-being. The findings of the study showed that organisational justice had a positive influence on employee well-being.

Huong et al. (2016) examined the effects of organisational justice and employee well-being in the tourism industry in Australia. The findings showed that organisational justice is associated with employee well-being. Further, McParland et al. (2022) investigated the link between organisational justice and discomfort among workers at big companies in the United Kingdom. The findings revealed that organisational justice, or distributive justice, was a predictor of psychological well-being. In the Ndjaboué et al. (2012) review, the authors sought to: (1) identify likely studies examining the relationships between organisational justice and mental health in commercial nations between 1990 and 2010; (2) assess the degree to which organisational justice affects mental health independently of the DCS and ERI models; and (3) discuss theoretical and empirical overlap and differences with prior models on eleven studies. They provided evidence that procedural justice and relational justice were associated with mental health. The authors discovered several prospective studies on informational and distributive fairness. A systematic review of the relationship between organisational justice and mental health that was conducted in industrialized countries between 1990 and 2010 found that low procedural justice and interpersonal justice were linked to an increase in mental health issues and sick days (Niimo, 2018).

Snyman (2021) conducted a cross-sectional quantitative study on 493 employees at one open-distance school in South Africa to experimentally explore the mediating role of organisational justice and trust on the link between the psychological contract and employees' fulfilment. Evidence from descriptive, correlational, and inferential statistics shows that employees' perceptions of their obligations to their employers, their level of job satisfaction, and the health of the psychological agreement as a whole form the basis of the psychological contract, which influences how satisfied they are with retention strategies via psychological mechanisms including distributive justice and relationships of trust with managers and supervisors. No significant moderating effects were found.

Nevertheless, knowledge and evidence gap surface from the literature above. At the contextual level, studies by Huong et al. (2016) and Abbas et al. (2021) were carried out in Asia, while McParland et al. (2022) and Duyar et al. (2020) were done in Europe, with Ajala and Bolarinwa (2015) in Nigeria, Ndjaboue et al. (2012), and Syman (2021) in South Africa. At the experimental level, the study by Huong et al. (2016) reported that informational justice had the strongest influence on employee mental health, followed by procedural justice, interpersonal justice, and distributive justice, yet with salary disparities in Uganda, distributive justice might have the strongest influence. These knowledge and evidence gaps make it essential for this study to further examine the association between the variables.

2.2.2 Employee Resilience and psychological well-being.

Employee resilience is the capacity to adapt and leap back from challenges and difficulties in the workplace (Näswall et al., 2019). Employee resilience creates a positive work attitude, satisfaction, and environment that supports employees' mental health (Teng-Calleja et al., 2020).

Brooks et al. (2015) conducted a comprehensive analysis of risk and resilience elements influencing the psychological well-being of emergency responders and identified suggestions for corrective measures by hand searches on 61 publications. They performed thematic analysis on their results to identify factors predicting wellbeing. The results showed that key themes were: pre-deployment factors, such as readiness and training; peri-deployment factors, such as deployment length and timing; traumatic exposure, emotional involvement; leadership, inter-agency cooperation, support, role, demands and workload, safety/equipment, self-doubt/guilt, and coping mechanisms, and post-deployment factors, such as post-deployment support and media, as well as personal and professional development.

Fernandes et al. (2019) studied the effect of a training Programme on the resilience and mental health of Portuguese teachers who are still in the classroom. The study revealed that resilience influenced teachers' well-being. Relatedly, Klainin-Yobas et al. (2021) examined the influence of anxiety, resilience, and mental health among youths in the Philippines. Results from SEM indicated that resilience was a significant predictor of psychological well-being. Further, Li et al. (2019) examined the direct and indirect relationships between family resilience and quality of life using cancer survivors and principal careers at a public hospital, China. Their structural equation modeling (SEM) results showed that resilience had uninterrupted and indirect impacts on quality of life, which pointed to psychological well-being.

Li and Hasson (2020) carried out a systematic review of the link of resilience and well-being in undergraduate nursing students across cultural settings in China. The review revealed that the interaction between resilience, stress, and well-being was high. Charoensap-Kelly et al., (2021) examined the effects of employee resilience and relational satisfaction among workers in Croatia,

Thailand, and the United States during the early period of the coronavirus disease 2019 pandemic. The findings indicated that employee resilience positively predicted psychological well-being. However, knowledge and methodological gaps emerged. At the context level, all the studies were skewed outside the local context of Uganda, while at the methodological level, Li and Hasson (2020) carried out a review, hence the need for an empirical study. Therefore, this investigation will be carried out in Uganda and will be empirical.

2.3.3 Organisational Justice, Employee Resilience and Psychological Well-Being.

Several scholars have shown the moderating influence of employee resilience on mental health. For example, Pauly et al. (2021) studied the moderating role of resilience on personal mental health during the COVID-19 pandemic among residents of Luxembourg. The findings indicated that resilience had a moderating impact on personality and mental health. In a review, Demetriou (2021) aimed to assess how people were doing in terms of general mental health and well-being throughout the COVID-19 pandemic lockdown. It included a review of the results from four studies that looked into issues such as people's mental health and life satisfaction, the function of psychological resilience, hope, and flexibility as defensive elements for mental health during the lockdown, as well as the effects of social isolation on working mothers and the stress and anxiety faced by college students as they attempt to adjust to distance learning. To mitigate the negative effects of the lockdown and the physical and social segregation methods, resilience, hope, and activity level were important mediating elements.

Perez-Gomez et al. (2022) investigated the role of resilience as a moderating variable among COVID-19 survivors in Mexico. The findings indicated that resilience moderated the effects of COVID-19 on mental health. However, knowledge and evidence gaps emerged. At the

contextual level, none of the studies were conducted in the context of schools in Uganda or teachers. At the empirical level, none of the studies indicated how employee resilience moderated organisational justice but showed how it moderated other factors related to employee psychological well-being. Riepenhausen et al. (2022) in an article reviewed 99 studies that looked at the relationships between results-based resilience and pertinent other results that are thought to be associated with resilience and optimistic mental reassessment, a significant sub-set of positive appraisal style. The results reported that encouraging mental reassessment is favorably connected to several resilience-related outcomes and moderates the relationship between stress and undesirable results. It also acts as a mediator between resilience and other resilience elements, indicating that it is a proximal resilience factor.

Traunmüller et al. (2022), in a study examining the shielding effects of resilience on mental health during the beginning stage of the COVID-19 in Austria, reported that resilience moderated the relationship between organisational justice and psychological wellbeing. Charoensap-Kelly et al. (2021), in a study involving employees in Croatia, Thailand, and the United States reported that behavioral outcomes, including psychological well-being, were determined by interaction with employee resilience during situations of crisis. Wang et al. (2022) examined the mediating influence of resilience in this regard, as well as the relationship between inspiration and well-being. Resilience is therefore seen in this evaluation of the literature as acting as a mediator in the connection between learners' motivation and well-being. However, contextual, methodological, and evidence gaps emerge. These contextual, methodological, and evidence gaps attracted the need for this study in the context of Uganda to find the moderating role of resilience on organisational justice and the psychological well-being of teachers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this section, the researcher described the methods that were used while obtaining and analysing the data collected. The data collected and analysed was the basis for the presentation of the findings and subsequent discussion.

3.1 Research design

This study was only quantitative, involving the study problem and its predictor and moderator variables through the collection and analysis of numerical data. Therefore, the study adopted a correlational research design. The correlational research design is a method for testing relationships between or among variables of interest. Correlational studies determine whether a predictive relationship exists (Stangor & Walinga, 2019). The primary focus of the correlational research design was to reveal the degree of a relationship amongst three variables, namely the independent, dependent, and moderating variables. The correlational research design will help in collecting the data necessary for testing the direct and interactional relationship between the variables. Therefore, the study was able to draw statistical inferences on the relationship between the variables.

3.2 Study population

The study was planned to obtain responses from representative teachers in Nakawa Division. The target population was 440 teachers in the four secondary schools of the division. The target population was from four (4) government schools (KCCA Annual Report, 2019). This population

was selected because they can easily report on organisational justice in the schools and their own employee resilience and psychological well-being.

3.3 Sample size

The sample size was 184 teachers determined using the Krejcie and Morgan (1970) (see Appendix A). The sample size of teachers from each school was determined using proportionate sampling to ensure that each school is equitably represented. The sample is presented in Table 3.1.

Table 3.1: Population and Sample Size

Category		Target population	Sample size
Nabisunsa Girls School	Government	108	50
Kalinabiri Senior Secondary School	Government	64	30
Kyambogo College school	Government	82	38
Luzira Senior Secondary School	Government	84	66
Total		338	184

3.4 Sampling Technique

The sample was determined using simple random. With simple random sampling, each individual was chosen by chance based on the sampling frame containing the names of the teachers who would participate in the study (Berndt, 2020). The simple random sample was selected using a sampling frame provided by Excel containing the names of all the teachers in the schools. The simple random sample helped in collecting the data required for the findings to be generalized.

3.5 Measurement of Variables and Data Collection Instruments

The study used a Self-Administered Questionnaire (SAQ) to collect data based on already-made instruments adapted from earlier scholars and researchers, as indicated in Table 3.2. Since the reliability of variables was already guaranteed by the earlier tools, the variables are likely to be valid too.

Table 3.2:Operationalization of Variables, Instrument, their Sources and Reliabilities

Variable	Nature of variable	Indicators	Sources
Psychological wellbeing	Dependent	Interpersonal fit Feeling of competency Self-acceptance, Perceived recognition Thriving	(Malik & Garg (2018), Nikolaou (2003), Sandiliya & Shahnawaz, (2008) Bulent & Güven (2022), Nikolaou, (2003), Sandiliya & Shahnawaz, (2008) (Malik & Garg (2018), Nikolaou, (2003), Nikolaou, (2003), Sandiliya & Shahnawaz, (2008).
Organisational Justice	Independent variable	Desire for involvement Distributive justice, Procedural justice, and Interpersonal justice.	Bulent & Güven (2022), Nikolaou, (2003), Omar, et al. (2018), Sandilya and Shahnawaz (2018), and Sikombe & Phiri (2021).
Employee resilience	Moderating Variable	Living authentically, Maintaining perspective Managing stress	Nartova-Bochaver,et al. (2021), (Malik, & Garg (2018) Winwood, Colon, & McEwen, (2013), Jeevitha, et al., (2017), Nartova-Bochaver, (2021), (2022), Winwood, Colon, & McEwen, (2013)

3.6 Data Collection Instrument

This study was quantitative; therefore, the data collection tool was a self-administered questionnaire (SAQ). The SAQ comprised three sections, namely, A through C. Section A focused on the demographic characteristics of the respondents, namely gender, age, education

level, experience, and responsibility in the school. Section B was on psychological well-being, Section C was on organisational justice, and Section C was on employee resilience. The ranking of the indicators was on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, and 5 = strongly agree). The SAQ was selected because it will collect the data necessary for quantitative analysis.

3.7 Procedure of Data Collection

After the proposal was accepted by the school of education, it was handed in to the Directorate of Research and Graduate Training (DRGT) for approval. The researcher obtained a letter from DRGT, which was presented to the head teachers, who gave the researcher access to the teachers. The researcher collected the data from the teachers personally.

3.8 Quality control

3.8.1 Validity.

The researcher established the content validity of the tools using face validity. Validation of the instrument focused on clarity, completeness, and relevance of the questions in relation to the study constructs (Clark & Watson, 2019). Since the study used tools developed by earlier scholars, their validities have already been established. After data collection, validity was confirmed using Confirmatory Factor Analysis, convergent validity, and discriminant validity. Using Factor Analysis, indicators of the different constructs considered valid were those that loaded highly above 0.50. Items loading low or cross-loading were deleted. For convergent validity, the values were considered above 0.5 which is the minimum, while for discriminant validity, the values were below the maximum value of 0.90 (Rogge, et al., 2019). This ensured

the validity of the results. The validity results follow in the measurement model below in Table 3.3.

Table 3.3: 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		
ER						
LA	0.893					
MP	0.838	0.771				
MS	0.796	0.501	0.372			

Source: Primary data (2024)

DI = Desire for Involvement, DJ = Distributive Justice, ER = Employee Resilience, FC= Feeling of Competency, IF = Interpersonal Fit, IJ = Interpersonal Justice, LA = Living Authentically, MS = Managing Stress, MP = Maintaining Perspective, OJ = Organisational Justice, PJ = Procedural Justice, PR = Perceived Recognition, PW = Psychological Wellbeing, T = Thriving

Table 3.3 shows that the Heterotrait–Monotrait ratio of correlations (HTMT) condition was fulfilled because all values did not exceed 0.90. Therefore, the measures were discriminately valid.

3.8.2 Reliability

The reliabilities of the indicators of the various constructs were tested using Cronbach's Alpha (α) and composite reliability using Smart Pls. Both Cronbach's Alpha- and Composite-Reliability were attained at 0.70 and above (Lai, 2021). However, Composite Reliability was preferred because Cronbach's Alpha had the inadequacy of assuming that all indicator characteristics were the same in the population, which affects the strength of reliability values (Stangor & Walinga, 2019). This ensured the reliability of the Instrument. Further Average Variance Extracted (AVE) for construct validity and Inflation Value Factor (VIF) testing Collinearity were tested. The results are presented in Table 3.4.

Table 3.4: Reliability, Convergent Validity (AVE) and Collinearity (VIF)

Measures	α	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
Living Authentically	0.845	0.928	0.866	2.004
Maintaining Perspective	0.890	0.914	0.603	1.820
Managing Stress	0.889	0.912	0.568	1.245

Source: Primary data (2024)

Composite Reliability (CR) and Cronbach's Alpha (α) 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 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 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 a number of 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). Results show Cronbach's Alpha and Composite Reliability for study constructs. The results show that values for composite reliability that were used to test the reliability of all the Constructs, all above 0.7 indicating the 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 3.3 show the average variance extracted (AVE) for each construct and the dimension. All constructs had AVE values greater than the acceptable threshold of 0.5 confirming convergent validity. To further ensure that the constructs were independent, Factor Analysis was carried out on indicators of different constructs, measuring study variables using structural equation modeling. All those indicators with values above 0.50 were considered valid measures of the constructs (Hair Jr. et

al., 2020). The results are presented in the appropriate models in Chapter 4. With respect to the 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 the independent variables could independently predict the dependent variable. Therefore, the condition of Collinearity did not exist.

3.9 Data Management and Analysis

After the data had been collected, the researcher first carried out data processing. The data for all three objectives were analysed using the same data analysis methods because they all require descriptive and inferential analysis. Descriptive analysis involved calculating frequencies, percentages, means, and standard deviations using SPSS. Inferential analysis involved structural equation modelling and moderation analysis using Smart Pls. Data analysis enabled the carrying of descriptive analysis and making inferences after the data had been collected, the researcher first carried out data processing. Coding, putting the data into the computer using SPSS 24.0, analyzing the data using frequency tables to identify problems, and editing the data to fix errors were all steps in the processing of quantitative data. The data for all three objectives were analyzed using the same data analysis methods because they all require descriptive and inferential analysis. Descriptive analysis involved calculating frequencies, percentages, means and standard deviations using SPSS. Inferential analysis involved structural equation modeling and moderation analysis using Smart Pls. Data analysis enabled carrying of descriptive analysis and making inferences.

3.10 Ethical Considerations

In carrying out of the study, ethical issues were strictly observed including informed consent, anonymity, confidentiality, balancing risks and benefits, and dissemination of the findings. Informed consent was observed, by making it a point that the study participants get involved knowingly and freely. To ensure anonymity, the researcher made sure that the study participants remained anonymous. Confidentiality involved making sure that no information offered by the respondents was revealed. Balancing threats and benefits was guaranteed by making sure that the teachers provide responses in confidence. With regard to the dissemination of the findings, the results were: findings were published in online peer-reviewed journals for access by.

During the study, ethical issues observed were informed consent, anonymity, confidentiality, and privacy. Respondents were made to understand, why they should take part in the investigation. They freely chose to take part in the study. Study participants remained unknown in their responses. Confidentiality was followed throughout the research process. Participants were made aware, that the information they provided would be shared. Participants, who refused to provide personal information on grounds of privacy, had their wishes respected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This part is a presentation, analysis, and interpretation of study results on organisational justice, resilience, and psychological well-being of teachers in government-aided schools in Nakawa division, Kampala – Uganda. The results include descriptive statistics, correlation and confirmatory regression results, and qualitative explanations.

4.1 Teacher’s Demographic Characteristics

This section presents data on the demographic characteristics of the teachers, which are gender, age group, level of education, responsibility in the school, and teaching experience. The sample size of the study was 184 for the teachers, which was determined using the Morgan and Krejcie (1970) table. The results are presented in Table 4.1 on page 30.

The findings in Table 4.1 indicate that (48.4%) of the teachers were males, with females being (51.6%). The results suggest that the larger percentage of teachers was of females. Nevertheless, responses of both female and male students were captured, since the population of male teachers was equally high with a difference of (3.2%). The data on the age group of teachers showed that a larger percentage (51.6%) was 30 to 40 years, followed by up to 30 years (32.1%), then those between 40-50 years (15.8%), and only (0.5%) above 50 years. These results suggest that teachers of different categories of age were involved in the study. Thus, the results were representative of teachers of different ages. The results on the education level of teachers revealed that the majority (47.8%) were bachelor’s degree holders, followed by (31.5%) with diplomas, and (20.7%) were postgraduates. The results implied that teachers were extremely

trained and thus could capably respond to the question items in the questionnaire because of proficiency in English.

Table 4.1: Teachers' demographic characteristics

Variables	Categories	Frequency	Percent
Sex	Male	89	48.4
	Female	95	51.6
	Total	184	100%
Age groups	up to 30	59	32.1
	40-50 years	29	15.8
	50 and above	1	0.5
	Total	184	100%
Education	Diploma	58	31.5
	Bachelor's degree	88	47.8
	Post graduate	38	20.7
	Total	184	100%
Responsibility	Subject teacher	60	32.6
	Class teacher	73	39.7
	Head of subject	30	16.3
	Head of department	21	11.4
	Total	184	100%
Working experience	Less than 5 years	47	25.5
	5-10 years	100	54.3
	10 years and above	37	20.1
	Total	184	100%

Source: Primary data (2024)

The results thus show that teachers held various responsibilities in the schools with (32%) being subject teachers, (39.7%) being class teachers, (16.3%) being heads of subjects and (21%) being heads of departments. These results meant that teachers with diverse observations according to their responsibilities in the schools participated in the study. Additionally, still, the representative teachers each had different years of teaching experience. Teachers who have taught between 5 and 10 (54.3%) with the highest numbers, followed by those who have taught between 10-37

years (20.1%) and those who have taught for less than 5 years (25.5%). Therefore, the results were representative of teachers of different educational experiences, which provided a more comprehensive understanding of their perception of various age groups of teachers, enhancing the quality and validity of the research.

4.2 Descriptive Results on psychological wellbeing

Psychological well-being was studied as a multi-dimensional construct, describing interpersonal fit, feeling of competency, thriving, desire for involvement, and perceived recognition. The descriptive results on the same follow here.

4.2.1 Feeling of Competency.

The construct of feeling of competency was the first aspect of psychological well-being. The construct was studied using seven items, as indicated in Table 4.2.

Table 4.2: Descriptive results for the feeling of competency

Feeling of competency	SD	D	NS	A	SA	Mean
I know my value as a teacher within this school this school	1 (0.5%)	8 (4.3%)	2 (1.1%)	99 (53.8%)	74 (40.2%)	4.29
I know I am capable of teaching my students effectively	5 (2.7%)	3 (1.6%)	- -	109 (59.2%)	67 (36.4%)	4.25
I confidently deliver all my lessons to students	8 (4.3%)	- -	8 (1.6%)	81 (44.0%)	92 (50.0%)	4.39
I use student-centered methods to deliver lessons to students	8 (4.3%)	- -	5 (2.7%)	100 (54.3%)	71 (38.6%)	4.27
I prepare effective lesson plans and conduct lessons accordingly	18 (9.8%)	- -	28 (15.2%)	80 (43.5%)	58 (31.5%)	3.97
I easily work with others professionally	0 (0.0%)	8 (4.3%)	2 (1.2%)	100 (54.3%)	74 (40.2%)	4.30
I consider the individual needs of every student as I teach	1 (0.5%)	9 (4.9%)	9 (1.1%)	104 (56.5%)	68 (37.0%)	4.24

Source: Primary data (2024)

The findings in Table 4.2 on whether teachers knew their value as teachers in their respective schools cumulatively indicated that most teachers (94%) agreed, (1.1%) were not sure, and (4.8%) disagreed. The mean (mean = 4.29), which is high, agreed, meaning that teachers knew their value at the respective schools very well. With regards to whether teachers were capable of teaching their students, cumulatively the majority percentage (95.6%) agreed while (4.3%) disagreed. The mean is high (mean = 4.25), showing that teachers knew well, that they were capable of teaching their students. As to whether teachers confidently delivered all their lessons to students cumulatively, the highest percentage (92.9%) agreed, (2.8%) were not sure, and (4.3%) disagreed. The mean is high (mean = 4.39), showing that teachers confidently deliver their lessons.

As regards using student-centred methods to deliver lessons to students, the biggest number of teachers (92.9%) agreed, (2.7%) was not sure, and (4.4%) disagreed. The mean (mean = 4.27) showed that teachers rated their use of student-centred methods to teach their students well. Regarding whether teachers prepared effective lesson plans and conduct their lessons accordingly (75%) agreed, (15.2%) were not sure, (9.8%) disagreed. The mean is high at (mean = 3.97), showing that prepare effective lesson plans and conduct lessons accordingly. As to whether teachers easily worked with each other, (94.5%) agreed, (1.1%) was not sure, (5.4%) disagreed. The mean is high (mean = 4.30) showed that teachers easily work with each other well. Regarding whether teachers considered the individual students' needs while teaching, cumulatively the majority percentage (93.5%) agreed, (1.1%) were not sure and (5.4%) disagreed. The mean is high (mean = 4.24) showed that teachers consider the individual needs of students while teaching well. The descriptive results are shown in Table 4.3.

Table 4.3: Summary table for the feeling of competency

Descriptive				Statistic	Std. Error
Feeling of competency	Mean			4.24	0.04
	95% Confidence Interval for Mean	Lower Bound		4.16	
		Upper Bound		4.32	
	5% Trimmed Mean			4.33	
	Median			4.28	
	Variance			0.31	
	Std. Deviation			0.55	
	Minimum			1.86	
	Maximum			4.86	
	Range			3.00	
	Interquartile Range			0.43	
	Skewness			-3.25	0.18
	Kurtosis			11.48	0.36

Source: Primary data (2024)

The results in Table 4.3 show a mean = 4.24 close to the median = 4.29 with a negative skew (skew = -3.25), which suggested that the teachers felt highly competent. The average mean also meant that teachers rated their feeling of competency to be good. The low standard deviation (0.56) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.1.

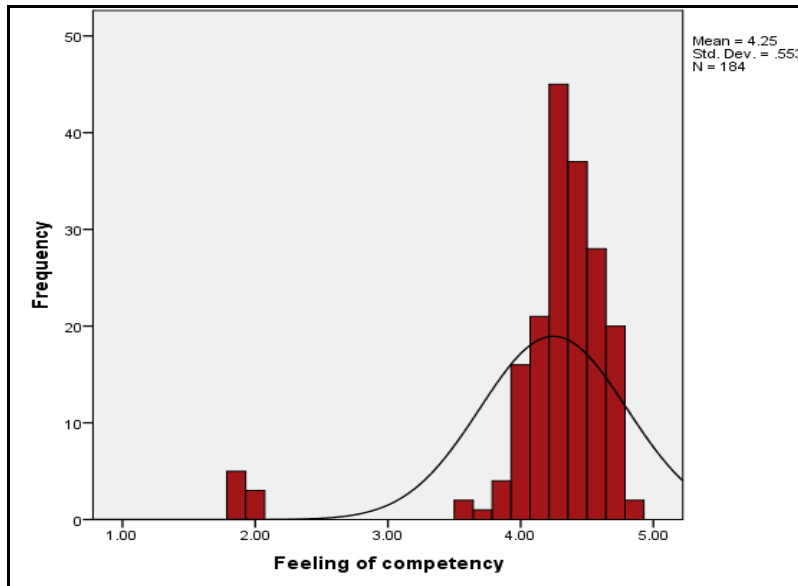


Figure 4. 1: Histogram for feeling of competency

Source: Primary data (2024)

The results in Figure 4.1 show a high mean = 3.96, which indicates that teachers agreed that their feeling of competency was good. With the low standard deviation (0.534) and the curve in the figure showing normality, it was inferred that the results on organisational justice by teachers were normally distributed.

4.2.2 Descriptive results for interpersonal fit.

The second concept of psychological well-being was interpersonal fit. It was studied using 10 Items. It was studied using six Items, as shown in Table 4.4.

Table 4. 4: Descriptive table for interpersonal fit

Interpersonal fit	SD	D	NS	A	SA	Mean
Within this school this school, we value one another	12 (6.5%)	- -	11 (6.0%)	98 (53.3%)	63 (34.2%)	4.15
I enjoy working with my fellow teachers	5 (2.7%)	4 (2.2%)	4 (2.2%)	91 (49.5%)	80 (43.5%)	4.29
I get along well with all teachers	- -	9 (4.9%)	13 (7.1%)	103 (56.0%)	59 (32.0%)	4.15
Within school, this school have a relationship of trust with each other	2 (1.1%)	12 (6.5%)	19 (10.3%)	95 (51.4%)	56 (30.4%)	4.04
We help each other within this school	4 (2.2%)	36 (19.5%)	42 (22.8%)	73 (39.7%)	29 (15.8%)	3.47
Within this school, we display kindness towards each other	10 (5.4%)	32 (17.4%)	50 (27.2%)	72 (39.1%)	20 (10.9%)	3.33
We respect each other within this school	- -	12 (6.5%)	36 (19.6%)	51 (51.1%)	42 (22.8%)	3.90
We show positive feelings towards each other within this school	2 (1.1%)	8 (4.3%)	- -	106 (57.6%)	6 (37.0%)	4.25

Source: Primary data (2024)

The results in Table 4.4 regarding whether teachers valued one another cumulatively, (6.5%) of the teachers disagreed, (6.0%) were not sure (87.5%) agreed. The high mean (4.15) means that teachers rated their value of one another in the schools as high. Regarding whether the teachers enjoyed working with each other in the schools (4.9%) disagreed, (2.2%) were not sure, (93%) agreed. The mean is high at (mean = 4.29), showing that teachers highly enjoy working with one another in schools. As to whether teachers got along well with one another cumulatively, (4.9%) disagreed, (7.1%) were not sure, and (88.1%) agreed. The mean is high at (4.15) shows that teachers get along with each other well. As concerns whether teachers have a relationship of trust

with each other, (4.9%) disagreed, (10.3%) were not sure, (81.7%) agreed. The mean (mean = 4.04) shows, that teachers value each other well.

As for helping one another cumulatively, (21.8%) disagreed, (22.8%) were not sure, (55.5%) agreed. The mean is average (mean = 3.47) shows that teachers rated their helping one another to be fair. Regarding whether teachers displayed kindness towards one another cumulatively, (22.8%) disagreed, (27.2%) were not sure, (50%) agreed. The mean (3.33) shows that the teachers rated their displaying kindness to one another as poor. As concerns whether teachers respected one another cumulatively, (6.5%) disagreed, (19.6%) were not sure, (73.9%) agreed. The mean is high (3.9), showing that teachers respect one another highly. Regarding whether the teachers showed positive feelings towards each other within this this school cumulatively, (5.4%) disagreed, (94.4%) agreed. The mean is high at (4.25), showing that the teachers show positive feelings towards one another highly.

Table 4. 5: Summary Table for Interpersonal Fit

Descriptives		Statistic	Std. Error
Interpersonal fit	Mean	3.95	0.040
	95% Confidence Interval for Mean	Lower Bound 3.87 Upper Bound 4.01	
	5% Trimmed Mean	4.01	
	Median	4.00	
	Variance	0.296	
	Std. Deviation	0.54	
	Minimum	1.88	
	Maximum	5.00	
	Range	3.13	
	Interquartile Range	0.38	
	Skewness	-2.25	0.18
	Kurtosis	6.58	0.36

Source: Primary data (2024)

The results from Table 4.5 show a mean = 3.95 close to the median = 4.00 with a negative skew (skew = -2.245) and a low standard deviation = 0.54 suggesting that the results were normally distributed. The average mean also suggested that the students rated their interpersonal fit to be high. The normal distribution of the results is also displayed by the normal curve in Figure 4.2.

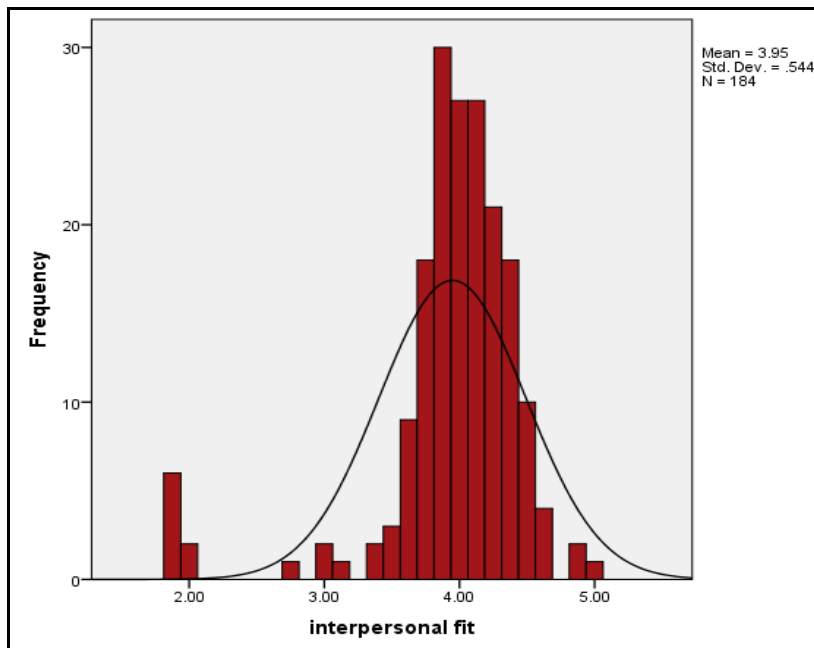


Figure 4.2: Histogram for interpersonal fit

Source: Primary data (2024)

The results in Figure 4.3 show a high mean = 3.95 which indicate that teachers reported their interpersonal fit to be good. With the low standard deviation (0.544) and the curve in the figure showing normality, it was inferred that the results on feeling of competency by teachers were normally distributed.

4.2.3 Thriving.

Thriving was the third concept of psychological well-being. The construct of Thriving was studied using seven items as shown in Table 4.6.

Table 4. 6: Summary results for Thriving

Item	SD	D	NS	A	SA	Mean
I find teaching within this school exciting	55 (29.9%)	73 (39.7%)	29 (15.8%)	18 (9.8%)	9 (4.9%)	2.20
I like teaching within this	37 (20.1%)	78 (42.4%)	21 (11.4%)	31 (16.8%)	17 (9.2%)	2.53
I am proud of teaching within this	49 (26.6%)	95 (51.6%)	11 (6.0%)	24 (13.0%)	5 (2.7%)	2.15
Teaching within this school this school gives my life meaning	4 (2.2%)	13 (7.1%)	12 (6.5%)	121 (65.8%)	34 (18.5%)	3.91
teachers use suitable language while speaking to each other	3 (1.6%)	– –	7 (3.8%)	126 (68.5%)	26.1 (26.1%)	4.19
Within this school this school, we commit ourselves to accomplishing	2 (1.1%)	4 (2.2%)	8 (4.3%)	104 (56.5%)	66 (35.9%)	4.24
Within this school, we look for stimulation in teaching	35 (19.0%)	48 (26.1%)	41 (22.3%)	48 (26.1%)	12 (6.5%)	2.75

Source: Primary data (2024)

Table 4.6 shows that regarding whether teachers found teaching in their respective schools exciting cumulatively, (69.6%) disagreed, (15.8%) were not sure, (14.7) % agreed. The low mean (2.20) shows that teachers do not find teaching in their respective schools exciting. Concerning whether teachers liked teaching in their schools cumulatively (62.5%) disagreed, (11.4%) were not sure, (26%) agreed. The mean is moderate at 2.53 meaning that teachers rated their liking of teaching in their schools fair. As for being proud of teaching in the schools and not any other cumulatively, (78.2.6%) disagreed, (6.0%) were not sure (15.7%) agreed. The mean is

moderate at (2.15) which means that teachers are not proud of teaching in their respective schools. Regarding whether teaching in the schools gave their lives meaning cumulatively, (9.3%) disagreed, (6.5%) were not sure (84.3%) agreed. The mean is high (mean = 3.91) meaning that teaching in the schools fairly gives the teachers' lives meaning.

As to whether teachers used suitable language while speaking to each other, cumulatively (1.6%) disagreed, 3.8 were not sure and 94.6% agreed. The mean is high (mean = 4.19) meaning teachers highly use suitable language while speaking to each other. Regarding whether teachers committed themselves to accomplishing challenging tasks cumulatively, (3.3%) disagreed, (4.3%) were not sure, (84.3%) strongly agreed. The mean is high (mean = 4.24) meaning that teachers highly commit themselves to accomplishing challenging tasks. As to whether teachers looked for stimulation in teaching (45.1%) disagreed, (22.3%) were not sure, (32.6%) agreed. The mean is low 2.75 indicating that teachers are not sure whether they for stimulation while teaching.

Table 4.7: Summary Results for Thriving

Descriptives		Statistic	Std. Error
Thriving	Mean	3.14	0.03
	95% Confidence Interval for Mean	Lower Bound 3.06 Upper Bound 3.21	
	5% Trimmed Mean	3.11	
	Median	3.00	
	Variance	0.29	
	Std. Deviation	0.54	
	Minimum	2.00	
	Maximum	5.00	
	Range	3.00	
	Interquartile Range	0.71	
	Skewness	0.75	0.17
	Kurtosis	0.39	0.35

Source: Primary data (2024)

The results in Table 4.7 show a mean = 3.14 close to the median = 3.03 with a positive skew (skew = 0.75) and a low standard deviation = 0.54 suggesting that the results were normally distributed. The mean also proposed that the teachers rated their Thriving to be high. The normal distribution of the results is also displayed by the normal curve in Figure 4.3.

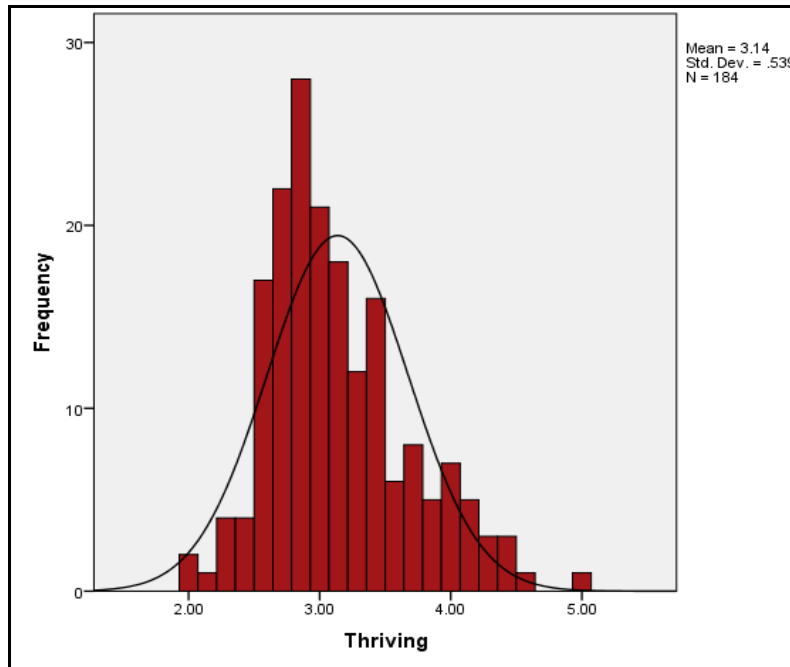


Figure 4. 3: Histogram for Thriving
Source: Primary data (2024)

The results in Figure 4.3 show a high mean (mean = 3.14) which indicates that teachers rated their Thriving to be average. With the low standard deviation (0.539) and the curve in the figure showing normality, it was inferred that the results on Thriving by teachers were normally distributed.

4.2.4 Perceived Recognition.

Perceived recognition was the fourth concept of psychological well-being. It was studied using five items, as shown in Table 4.8.

Table 4.8: Perceived recognition

Perceived Recognition	SD	D	NS	A	SA	Mean
I feel that my superiors within this school recognize my teaching	29 (15.8%)	9 (4.9%)	5 (2.7%)	79 (42.9%)	62 (33.7%)	3.74
I felt that my work efforts are appreciated	36 (19.6%)	68 (37.0%)	41 (22.3%)	27 (14.7%)	12 (6.5%)	2.52
Within this school, I felt that my fellow teachers recognize my teaching abilities	23 (12.5%)	17 (9.2%)	9 (4.9%)	116 (63.0%)	19 (10.3%)	3.49
The head teacher gives me quality feedback	72 (39.1%)	28 (15.2%)	8 (4.3%)	72 (39.1%)	4 (2.2%)	2.50
I have the opportunity to share my opinions	23 (12.5%)	28 (15.2%)	5 (2.7%)	119 (64.7%)	9 (4.9%)	3.34

Source: Primary data (2024)

Table 4.8, regarding whether teachers felt that their superiors recognize their teaching efforts cumulatively, (20.7%) disagreed, (2.7%) was not sure, (42.9%), and the majority (76.6) agreed. The mean is high (mean = 3.74), showing that teachers feel that their superiors highly recognized their teaching efforts. Concerning whether teachers felt that their work efforts are appreciated by their superiors, cumulatively (5.6%) disagreed, and (22.3%) were not sure, (21.2%) agreed. The moderate mean (mean = 2.52%) showed that teachers feel that their superiors appreciate their teaching efforts. As to whether the teachers felt that their fellow teachers recognize their teaching ability, (21.5%) disagreed (4.9%), and (73.30%) the majority agreed. The high mean (mean = 3.49) showed that the teachers perceive that their peers recognize their teaching abilities. Regarding whether the head teacher gave teachers feedback on their teaching cumulatively, the

majority (54.3%) disagreed, (4.3%) were not sure, (41.3%) agreed. The average mean (mean = 2.50) shows that teachers rated feedback from head teachers about their teaching fair. As for being provided with opportunities to share their opinion for the betterment of their schools, (27.7%) disagreed, (2.7%) were not sure, and (69.6%) the majority agreed. The high mean (mean = 3.34) showed that teachers have opportunities to share their opinions for the betterment of their schools.

Table 4. 9: Summary results for perceived recognition

Descriptives		Statistic	Std. Error	
Perceived recognition	Mean	3.12	0.067	
	95% Confidence Interval for Mean	Lower Bound	2.98	
		Upper Bound	3.25	
	5% Trimmed Mean		3.15	
	Median		3.40	
	Variance		0.882	
	Std. Deviation		0.93	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.40	
	Skewness		-0.760	0.18
	Kurtosis		-0.540	0.36

Source: Primary data (2024)

The results in Table 4.9 shows a mean = 3.12 (close to the median = 3.40) with a negative skew (-0.760), which suggests that the results were normally distributed. The low standard deviation (0.88) also indicated a normal distribution of the responses. The mean is high (3.12), meaning

that teachers rated their perceived recognition as good. The normal distribution of the results is also displayed by the normal curve in Figure 4.4.

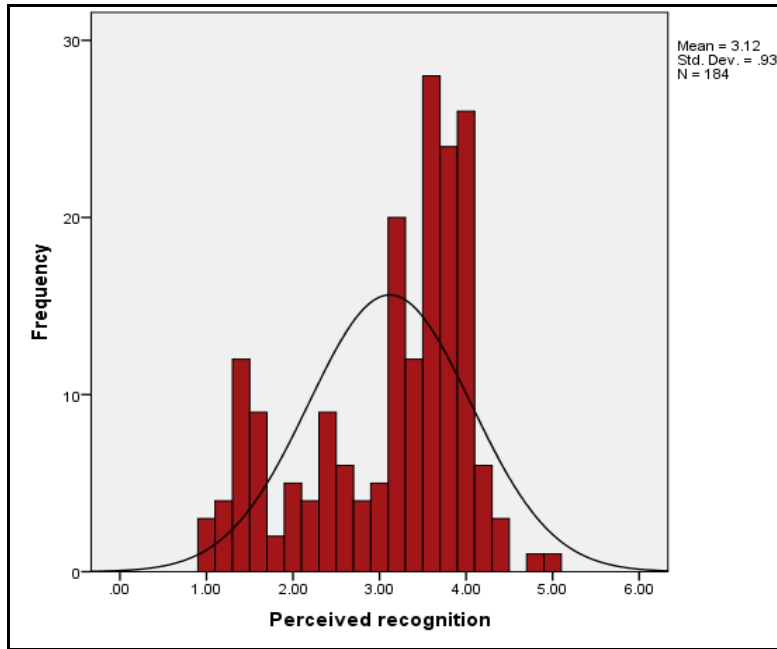


Figure 4. 4: Histogram for Perceived Recognition

Source: Primary data (2024)

The outcomes in Figure 4.4 show a high mean (mean = 3.12) indicating that teachers agreed that their perceived recognition was high. With the low standard deviation (0.539) and the curve in the figure showing normality, it was inferred that the results on perceived recognition by teachers were normally distributed.

4.2.5 Desire for Involvement.

Desire for involvement was the fifth concept of psychological well-being. It was studied using six items as shown in Table 4.10.

Table 4.10

Table 4. 10: Desire for Involvement

Desire for involvement	SD	D	NS	A	SA	Mean
I make effort to take initiatives that contribute to the development	10 (5.4%)	8 (4.3%)	5 (2.7%)	96 (52.2%)	65 (35.3%)	4.08
I care about the good functioning of this school	11 (6.0%)	7 (3.8%)	- -	89 (48.4%)	77 (41.8%)	4.0
I seek to be in the know of whatever is taking place	7 (3.8%)	1 (0.5%)	4 (2.2%)	95 (51.6%)	66 (35.9%)	4.09
I participate in professional development events	8 (4.3%)	5 (2.7%)	4 (2.2%)	100 (54.3%)	67 (36.4%)	4.16
I cooperate with others to carry out peer and self-evaluation about work	7 (3.8%)	10 (5.4%)	3 (1.6%)	91 (49.5%)	73 (39.7%)	4.16

Source: Primary data (2024)

The outcomes in Table 4.10, it shows that concerning whether teachers made an effort to take initiatives that contribute to the development of the school, cumulatively (9.7%) disagreed, (2.7%) were sure, (and 87.5%) agreed. The mean is high (mean = 4.08), meaning that teachers make efforts to contribute to initiatives for the development of their respective schools. As to whether teachers cared about the good functioning of their respective schools cumulatively (9.8%) disagreed, (90.2%) agreed. The mean is high (mean = 4.0), meaning that teachers care about the good functioning of their respective schools.

As to whether teachers sought to be in the know of whatever was taking place in the schools, cumulatively (10.3%) disagreed, (2.2%) were not sure (87.5%) agreed. The high mean (mean = 4.09) shows that teachers seek to be in the know of whatever is taking place in the schools. Regarding whether teachers participated in professional development events organized or teachers in the schools, cumulatively (7%) disagreed, (2.2%) were not sure, and (and 90.7%)

agreed. The mean is high (mean = 4.16) showing that teachers highly participate in professional events organized in their schools. Regarding whether teachers cooperated with others to carry out peer and self-evaluation about work performance cumulatively, (9.2%) disagreed, (1.6%) were not sure, (89.2%) agreed. The mean is high (mean = 4.16) meaning that teachers rated their carrying out peer and self-evaluation about work performance as good.

Table 4. 11: Summary Table for Desire for Involvement

Descriptives		Statistic	Std. Error	
Desire for involvement	Mean	4.14	0.06	
	95% Confidence Interval for Mean	Lower Bound	4.01	
		Upper Bound	4.25	
	5% Trimmed Mean		4.25	
	Median		4.33	
	Variance		0.696	
	Std. Deviation		0.83	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.33	
	Skewness		-2.47	0.17
	Kurtosis		5.19	0.35

Source: Primary data (2024)

The results in Table 4.11 show a high mean = 4.14 and a median = 4.33 with a negative skew (skew = -2.47), which recommends that the results were normally distributed. The average mean also meant that teachers rated the desire for involvement to be good. The low standard deviation (0.83) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.5.

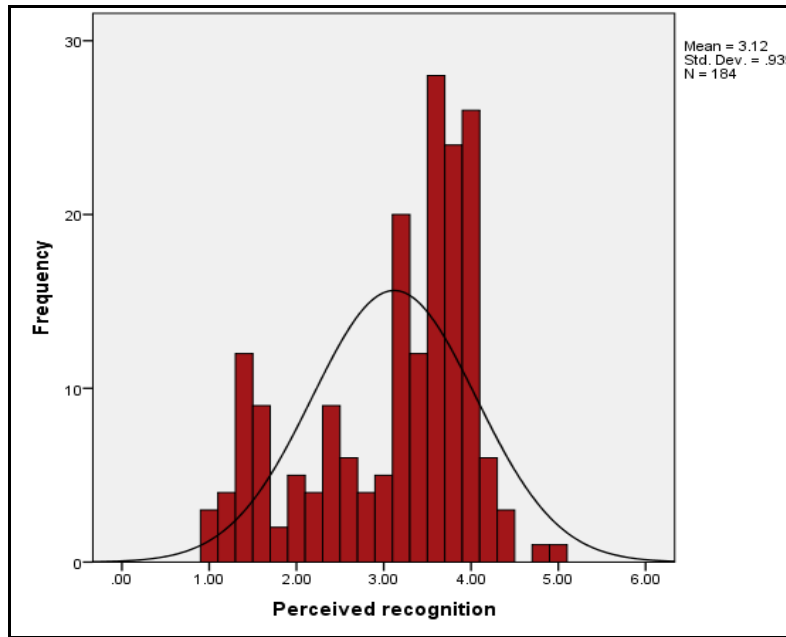


Figure 4. 5: Histogram for Desire for Involvement

Source: Primary data (2024)

The results in Figure 4.5 show a high mean = 4.13, which indicates that teachers rated their desire for involvement as good. With the low standard deviation (0.534) and the curve in the figure showing normality, it was inferred that the results perceived by teachers were normally distributed.

4.2.6 Psychological Wellbeing.

To establish how overall the teachers rated their psychological well-being, an index was calculated for the five measures, namely interpersonal fit, feeling of competency, thriving, perceived recognition, and desire for involvement. The results on the same are presented in Table 4.12.

Table 4.12: Summary table for psychological wellbeing

	Descriptives	Statistic	Std. Error	
Psychological	Mean		0.033	
	95% Confidence	Lower Bound	4.51	
	Interval for Mean	Upper Bound	4.64	
	5% Trimmed Mean		4.62	
	Median		4.66	
	Variance		0.206	
	Std. Deviation		0.45	
	Minimum		2.81	
	Maximum		5.30	
	Range		2.48	
	Interquartile Range		0.40	
	Skewness		-1.81	0.179
	Kurtosis		4.03	0.356

Source: Primary data (2024)

The results from Table 4.12 show a mean = 4.51 close to the median = 4.66 with a negative skew (skew = -1.81) and a low standard deviation = 0.45 suggesting that the results were normally distributed. The average mean also proposed that the teachers rated their psychological to be good.

4.2.7 Structural Model for Psychological Wellbeing.

Figure 4.6 shows the variable of psychological well-being which was studied in terms of feeling of competency, interpersonal fit, thriving, perceived recognition, and desire for involvement.

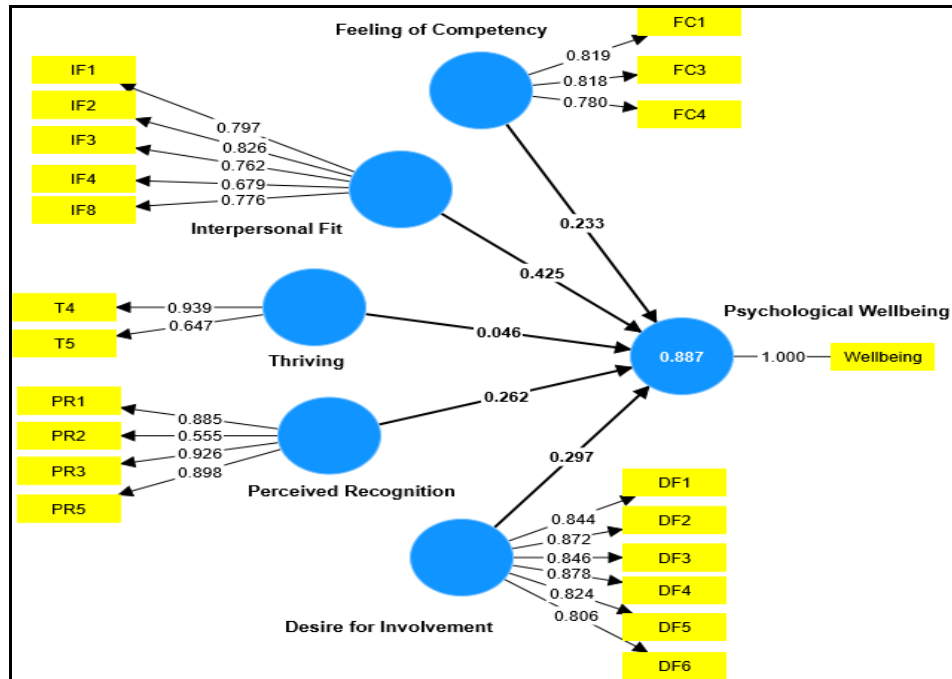


Figure 4. 6: Structural model for psychological wellbeing

Source: Primary data (2024)

Figure 4.6 describes the measures of psychological well-being. Psychological well-being was studied in terms of five factors namely, desire for involvement, perceived recognition, feeling of competency, and thriving and interpersonal fit. Three out of seven items for the feeling of competency loaded highly, all eight items loaded for interpersonal fit, six out of six items loaded for the desire for involvement, all five items loaded for perceived recognition, and five out of seven items for thriving. The constructs that measured the same loaded above the minimum validity value (0.5) when using factor analysis.

4.3 Organisational Justice

Organisational Justice was studied in terms of procedural Justice, distributive Justice, and interpersonal justice.

4.3.1 Procedural Justice.

Procedural Justice was the first concept of organisational Justice. It was studied using seven items as shown in Table 4.13.

Table 4.13: Procedural Justice

Procedural Justice	SD	D	NS	SA	A	Mean
I am provided a chance to give my input in the processes of this school	64 (34.8%)	94 (51.1%)	10 (5.4%)	12 (6.5%)	4 (2.2%)	1.90
The decisions taken within this school are based on accurate information	76 (41.3%)	96 (52.2%)	1 (0.5%)	10 (5.4%)	1 (0.5%)	1.72
The decisions taken within this school are based on accurate information	76 (41.3%)	96 (52.2%)	1 (0.5%)	10 (5.4%)	1 (0.5%)	1.72
Work procedures within this school are free from bias	71 (38.6%)	101 (54.9%)	0 (0.00%)	9 (4.9%)	3 (1.6%)	1.76
I have the opportunity to appeal the outcomes	82 (44.6%)	88 (47.8%)	2 (1.1%)	10 (5.4%)	2 (1.1%)	1.70
The procedures uphold ethical and moral standards	70 (38.0%)	103 (56.0%)	1 (0.51%)	6 (3.3%)	4 (2.2%)	1.76
I have had influence over the decisions arrived at by procedures within this this school	69 (37.5%)	103 (56.5%)	0 (0.00%)	7 (3.8%)	4 (2.2%)	1.77

Source: Primary data (2024)

According to Table 4.13, regarding whether teachers were provided a chance to give their input in the processes of their schools cumulatively, (85.9%) disagreed, (5.4%) were not sure, (and 8.7%) agreed. The very low mean (mean = 1.90), which lies on code 1 on the Likert scale, shows that teachers rated their chance of providing input processes as very poor. As to whether the decisions taken in the schools were based on accurate information cumulatively, (93.5%) disagreed, (0.5%) were not sure (5.9%) agreed. The low mean (mean = 1.72) shows that teachers rated the base of decisions on accurate information low. As regards the decisions taken within this school within this school were based on accurate information (93.5%) disagreed, (0.5%)

were not sure (5.9%) agreed. The low mean (mean = 1.72) shows, that the teachers think, decisions taken in the schools are not based on accurate information. As to whether work procedures in the schools were free from bias cumulatively, (93.5%) disagreed, (0.00%) were not sure, (4.9%) agreed and (1.5%) disagreed. The low mean (mean = 1.76) shows that teachers rated the procedures to be containing some bias.

As to whether teachers had the opportunity to appeal the outcomes, arrived at when not satisfied with them cumulatively (92.4%) disagreed, (1.1%) were not sure, (and 6.5%) agreed. The mean is low (mean = 1.70), meaning that teachers rated their opportunity to appeal decisions low. Concerning whether the procedures within this within this school upheld ethical and moral standards (94.0%) disagreed (0.51%), were not sure, (5.5%) agreed. The mean is low (mean = 1.76) meaning that the teachers rated the procedures upholding ethical standards low. As for having had influence over the decisions arrived at by procedures in the schools cumulatively, (95%) disagreed, and none of the teachers were undecided (6%) agreed. The mean of 1.77 is low, meaning the majority of the teachers think that the procedures applied in the schools do not uphold ethical standards. As for whether teachers have had influence over the decisions arrived at within the schools (94%) disagreed, and (6%) agreed. The mean is low at 1.77 meaning that teachers rated their influence over decisions arrived at in schools low.

Table 4.14: Descriptive results for Procedural justice

Descriptives		Statistic	Std. Error
procedural	Mean	1.76	0.05
justice	95% Confidence Interval for	Lower Bound	1.65
	Mean	Upper Bound	1.86
	5% Trimmed Mean		1.66
	Median		1.71
	Variance		0.515
	Std. Deviation		0.71
	Minimum		1.00
	Maximum		4.71
	Range		3.71
	Interquartile Range		0.71
	Skewness		2.29
Kurtosis		6.18	0.356

Source: Primary data (2024)

The results in Table 4.14 show a mean = 1.76 close the median = 1.71 with a positive skew (skew = 2.29) which submitted that the outcomes were normally distributed. The low standard deviation (0.72) indicated normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.7.

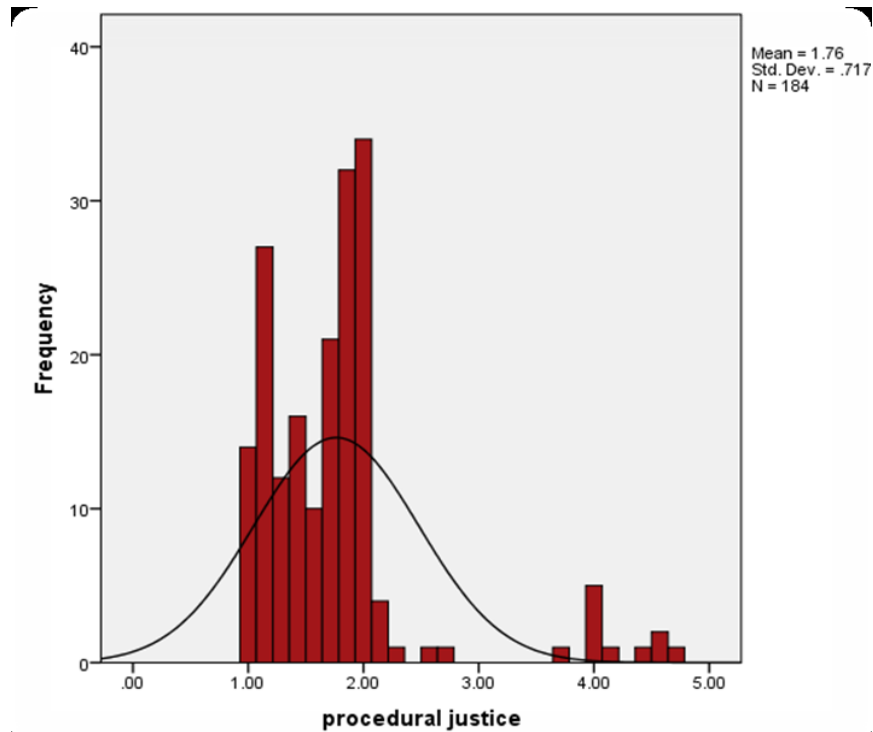


Figure 4.7: Histogram for procedural Justice

Source: Primary data (2024)

The results in Figure 4.7 show a low mean (mean = 1.76) which indicates that teachers rated their procedural justice low. With the low standard deviation (0.717) and the curve in the figure showing normality, it was inferred that the results on procedural justice by teachers were normally distributed.

4.2.2 Distributive Justice.

Distributive Justice was the second concept of organisational justice. It was studied using five items, as shown in Table 4.15.

Table 4.15: Summary Table for Distributive Justice

Distributive Justice	SD	D	NS	A	SA	Mean
The rewards reflect the effort I put into my teaching within this school	66 (35.9%)	103 (56.0%)	4 (2.2%)	9 (4.9%)	2 (1.1%)	1.79
My rewards and benefits are appropriate for the work I have completed	75 (40.8%)	91 (49.5%)	7 (3.8%)	9 (4.9%)	2 (1.1%)	1.76
My rewards and benefits in teaching within this school are justified given my efforts in teaching	67 (36.4%)	105 (57.1%)	2 (1.1%)	9 (4.9%)	1 (0.5%)	1.75
resources like allowances, bonuses, benefits are fairly distributed within this school	71 (38.6%)	100 (54.3%)	3 (1.6%)	7 (3.8%)	3 (1.6%)	1.76
I felt that career development opportunities are distributed fairly	70 (38.0%)	101 (54.9%)	3 (1.6%)	9 (4.9%)	1 (0.5%)	1.75

Source: Primary data (2024)

According to Table 4.15 regarding whether rewards reflected the effort teachers put in teaching cumulatively, (91.9%) disagreed, (2.2%) were not sure, (and 6%) agreed. The low mean (mean = 1.79) showed that teachers rated their rewards to be unfair. As to whether the rewards and benefits were appropriate for the work completed in teaching cumulatively, (90.3%) disagreed, (3.8%) were not sure, (6%) agreed. The mean is low (mean = 1.76). Concerning the rewards and benefits of teaching within this school, is justified, given the efforts in teaching cumulatively (93.5%) disagreed (1.1%), and was not sure (5.4%) agreed. The low mean (mean = 1.75) showed that the teachers rated the rewards and benefits low. Regarding whether the teachers felt that resources like allowances, bonuses, and benefits are fairly distributed in the schools cumulatively, (92.9%) disagreed, (1.6%) were not sure, (and 5.4%) agreed. The mean (mean =

1.76) shows that teachers rated the distribution of resources to be unfair. As to whether teachers felt that career development opportunities are distributed fairly in schools cumulatively, (92.9%) disagreed (1.6%) were not sure, (5.4%) agreed. The low mean (mean = 1.75) which lies on code 1 for strongly disagree showing that teachers felt that career development opportunities are unfairly distributed.

Table 4. 16: Summary Table for Distributive Justice

Descriptive		Statistic	Std. error	
Distributive justice	Mean	1.76	0.052	
	95% Confidence Interval for Mean	Lower Bound	1.66	
		Upper Bound	1.86	
	5% Trimmed Mean		1.67	
	Median		1.70	
	Variance		0.512	
	Std. Deviation		0.71	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.75	
	Skewness		2.00	0.179
	Kurtosis		5.47	0.356

Source: Primary data (2024)

The results in Table 4.16 show a mean = 1.76 close to the median = 1.70 with a positive skew (skew = 2.00) which suggested that the results were normally distributed. The low standard deviation (0.72) indicated normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.8.

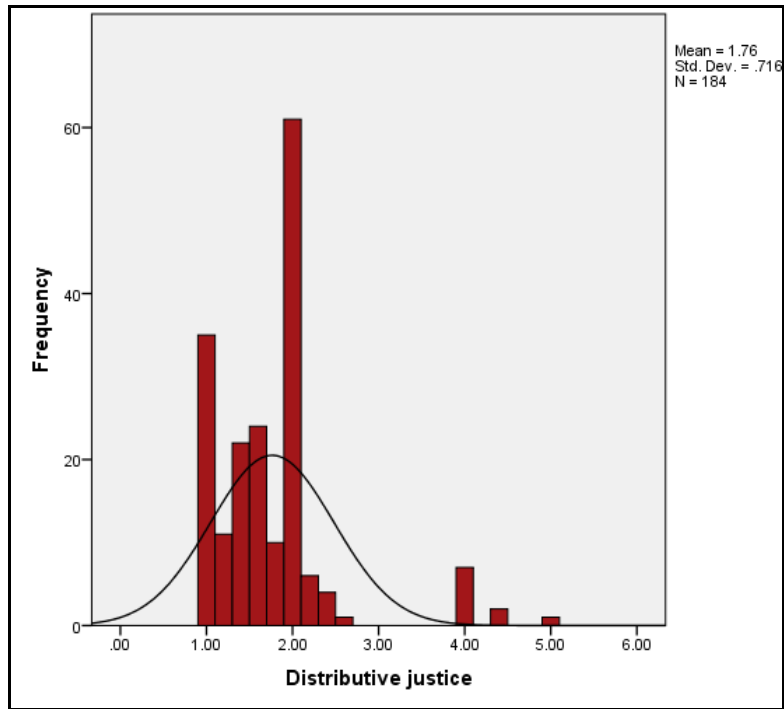


Figure 4. 8:Histogram for distributive justice

Source: Primary data (2024)

The results in Figure 4.8 show a low mean (mean = 1.76) which indicates that teachers rated their distributive justice low. With the low standard deviation (0.716) and the curve in the Figure 4.8 showing normality, it was inferred that the results of distributive justice by teachers were normally distributed.

4.2.3 Interpersonal Justice.

Interpersonal Justice was third concept of organisational justice. It was studied in six items as shown in Table 4.17.

Table 4. 17: Descriptive Table for Interpersonal Fit

Interpersonal Justice	SD	D	NS	A	SA	Mean
Teachers within this within this school listen to each other’s concerns and take them seriously	24 (13.0%)	43 (23.4%)	47 (25.5%)	47 (25.5%)	23 (12.5%)	3.01
I am treated in a polite manner by colleagues within this within this school	3 (1.6%)	20 (10.8%)	7 (3.8%)	91 (49.2%)	63 (34.1%)	4.34
Within this within this school, teachers treat each other with dignity	1 (0.5%)	12 (6.5%)	17 (9.2%)	81 (44.0%)	73 (39.7%)	4.16
we refrain from using improper remarks within this within this school	1 (0.5%)	14 (7.6%)	16 (8.7%)	90 (48.9%)	63 (34.2%)	4.09
we take time to understand each other’s perspectives within this school within this school	2 (1.1%)	24 (13.0%)	37 (20.1%)	67 (36.4%)	54 (29.3%)	3.80
We apologize to each other if we do a mistake or something wrong	4 (2.2%)	13 (7.1%)	29 (15.8%)	64 (34.8%)	74 (40.2%)	4.04

Source: Primary data (2024)

Table 4.17 shows that concerning whether teachers in the schools listened to each other’s concerns and took them seriously cumulatively, (36.4%) disagreed, and (25.5%) were not sure, (38%) agreed. The mean is moderate (mean = 3.01) meaning that teachers fairly listen to each other’s concerns and take them seriously. Regarding whether teachers are treated in a polite manner by colleagues in the schools cumulatively, (12.4%) disagreed, (3.8%) were not sure, (83.3%) agreed. The mean is high (mean = 4.34) was average meaning that teachers treat each other well. As to whether teachers treated each other with dignity, (7%) of the teachers disagreed,

(9.2%) were not sure, (83%) agreed. The mean is high (mean = 4.16), which is moderate, meaning that teachers averagely treat each other with dignity.

As to whether teachers refrained from using improper remarks within the schools, cumulatively (8.1%) disagreed, (8.7%) were not sure, and (83.1) disagreed. The mean is high at 4.09, meaning that teachers refrain from using improper remarks in the schools. Regarding whether teachers took time to understand each other’s perspectives in the schools, cumulatively (14.1%) disagreed, (20.1%) were not sure, and (65.7%) agreed. The mean is high at (mean = 3.80), meaning that teachers take time to understand each other’s perspectives in the school. As to whether teachers apologized to each other, if they do a mistake or something wrong, cumulatively (9.3%) disagreed (15.8%) were not sure, (75%) agreed. The mean is high (mean = 4.04) meaning that teachers apologize to each other if they did a mistake or something wrong.

Table 4. 18: Summary results for interpersonal Justice

Descriptives				Statistic	Std. Error
Interpersonal justice	Mean			3.85	0.05
	95% Confidence Interval for Mean	Lower Bound		3.75	
		Upper Bound		3.96	
	5% Trimmed Mean			3.91	
	Median			4.00	
	Variance			0.551	
	Std. Deviation			0.74	
	Minimum			1.50	
	Maximum			4.83	
	Range			3.33	
	Interquartile Range			0.67	
	Skewness			-1.160	0.18
	Kurtosis			0.636	0.36

Source: Primary data (2024)

The low standard deviation (0.74) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.9.

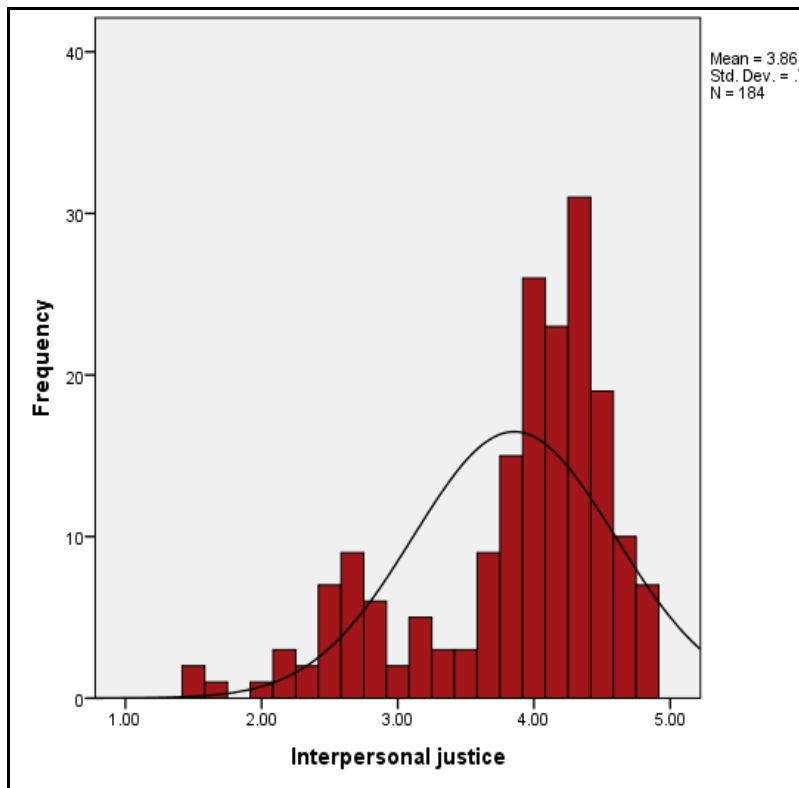


Figure 4. 9: Histogram for Interpersonal Justice

Source: Primary data (2024)

The results in Figure 4.9 show a moderate mean (mean = 3.00), which indicates that teachers rated their interpersonal justice fair. With the low standard deviation (0.742) and the curve in the figure showing normality, it was inferred that the results on interpersonal justice by teachers were normally distributed.

4.2.4 Organisational Justice.

To establish, how over all how the teachers rated their organisational justice in their schools, an index was calculated for the three measures, namely distributive justice, interpersonal justice, and procedural justice. The results on the same are presented in Table 4.19.

Table 4. 19: Overall Summary Table for Organisational Justice

Descriptives		Statistic	Std. Error
Organisational Justice	Mean	2.46	0.038
	95% Confidence Interval for Mean	Lower Bound 2.38 Upper Bound 2.53	
	5% Trimmed Mean	2.40	
	Median	2.38	
	Variance	0.274	
	Std. Deviation	0.52	
	Minimum	1.56	
	Maximum	4.44	
	Range	2.89	
	Interquartile Range	0.56	
	Skewness	1.70	0.179
	Kurtosis	4.10	0.356

Source: Primary data (2024)

The results in Table 4.19 show a mean = 2.46 close to the median = 2.38 with a positive skew (skew = 1.70) which suggested that the results were normally distributed. The low standard deviation (0.52) indicated normal distribution of the responses.

4.2.5 Organisational Justice Model

Figure 4.10 shows that organisational justice was studied in terms of procedural justice, distributive and interpersonal justice.

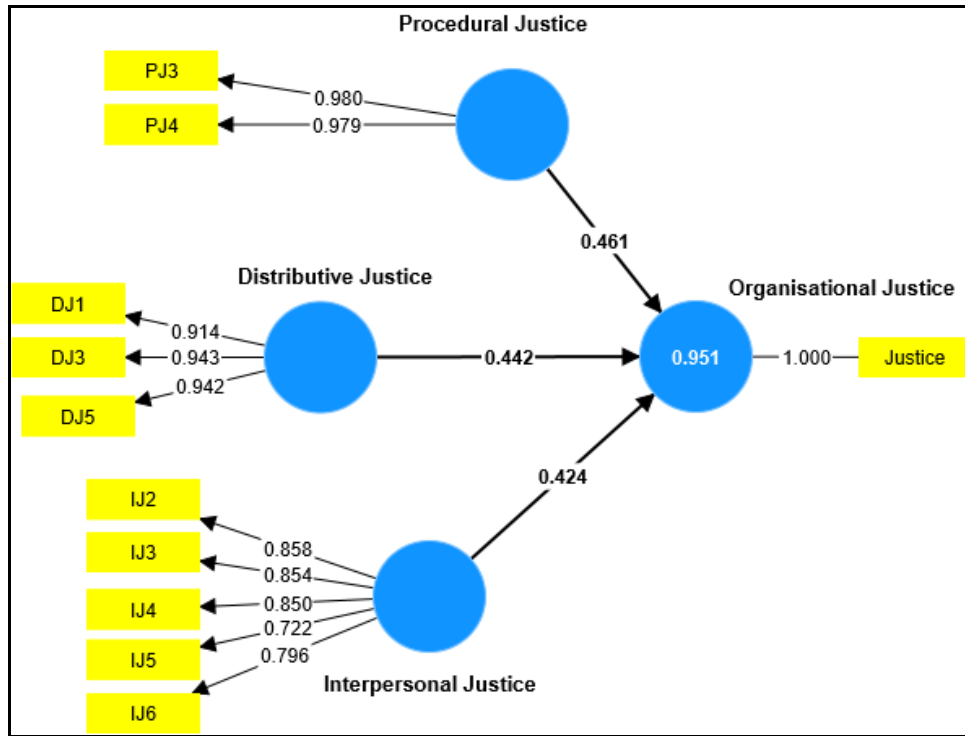


Figure 4.10: Organizational Justice Model

Source: Primary data (2024)

The structural model Figure 4.10 describes a concept of organisational Justice. The model shows that organisational Justice is a multi-dimensional concept that includes interpersonal justice, distributive justice, and procedural Justice. The factor loadings obtained show that two out of seven of the indicators measuring procedural justice loaded highly and three out of five indicators of distributive constructs loaded highly above the minimum validity value of (0.5) when using factor analysis, as recommended by Hair et al. (2021). However, for interpersonal justice, all the items were loaded and none was removed. Therefore, the items retained for all the constructs in the model were valid measures of those constructs. Those items, that were dropped, were excluded from subsequent analyses.

4.2.6 Organisational Justice and Psychological Wellbeing Structural Model

To test whether organisational justice influenced the psychological well-being of teachers, a structural equation model was developed. The results on the same are indicated in Figure 4.11.

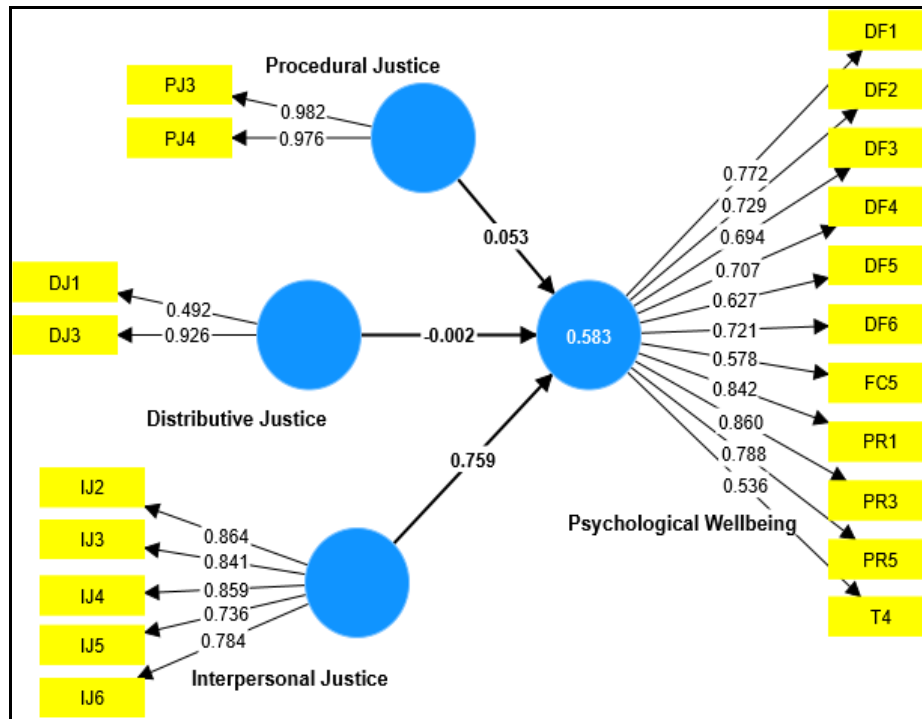


Figure 4. 11: Organisational Justice and Psychological Wellbeing Structural Model

Source: Primary data (2024)

The results in Figure 4.11 show that organisational Justice relates to psychological wellbeing. Psychological wellbeing was studied in terms of five factors namely, desire for involvement, perceived recognition, feeling of competency and thriving and interpersonal fit. Organisational justice was studied in terms of procedural, distributive and interpersonal justice. The model shows that with respect to psychological wellbeing, for the measure of interpersonal justice, six indicators out of six were loaded, for procedural justice two out of seven indicators loaded and for interpersonal justice, all the six indicators loaded. The study tested the hypotheses to the

effect that organisational justice has relationship significant influence on psychological wellbeing of teachers in government - aided secondary schools, teacher resilience had a significant influence on organisational justice of teachers on government - aided secondary schools, and teacher resilience has moderating effect on the influence of organisational justice on psychological wellbeing of educators in government - aided secondary schools. While the figure reveals the Betas and co-efficient of determination (R2), the details are presented in the path-coefficient Table 4.20.

Table 4.20: Organisational Justice and Psychological Wellbeing 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					

Source: Primary data (2024)

The results in Table 4.20 show that the influence of the constructs 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 insignificantly predicted teacher psychological well-being, and procedural Justice ($\beta = 0.053$, $t = 0.551$, $p = 0.581$) positively and insignificantly predicted teacher psychological well-being. The adjusted $r^2 = 0.576$ suggested that organisational justice contributed to (57.6%) to psychological well-being. Thus, the coefficient of determination suggested that (43.4%) of variation in psychological well-

being was contributed to by other factors. Therefore, while interpersonal justice has a positive, significant influence on teachers' psychological well-being, distributive and procedural justice do not.

4.4 Resilience

Resilience was studied in terms of living authentically, maintaining perspective and managing stress.

4.4.1 Living Authentically.

Living authentically was the first concept of resilience. It was studied in 10 Items, as shown in Table 4.21.

Table 4. 21: Descriptive Results for Living Authentically

Living authentically	SD	D	NS	A	SA	Mean
On a whole, I am satisfied with myself	25 (13.6%)	68 (37.0%)	48 (26.1%)	33 (17.9%)	10 (5.4%)	2.65
I think it is better to be accepted than to be myself	27 (14.7%)	8 (4.3%)	3 (1.6%)	102 (55.4%)	44 (23.9%)	3.70
I am strongly influenced by the opinions of others	9 (4.9%)	6 (3.3%)	11 (6.0%)	84 (45.7%)	74 (40.2%)	4.13
I felt I know myself very well	6 (3.3%)	4 (2.2%)	1 (0.5%)	99 (53.8%)	74 (40.2%)	4.26
I am true to myself in all situations	- -	6 (3.3%)	2 (1.1%)	103 (56.0%)	73 (39.7%)	4.32
I always stand by what I believe in	6 (3.3%)	4 (2.2%)	2 (1.1%)	103 (56.0%)	69 (37.5%)	4.22
I live in accordance to my values and beliefs	6 (3.3%)	4 (2.2%)	1 (0.5%)	90 (48.9%)	83 (45.1%)	4.30
I have important core values and beliefs	6 (3.3%)	4 (2.2%)	- -	93 (50.5%)	81 (44.0%)	4.30
I know my strengths and I make proper use of them	10 (5.4%)	0 (0.00%)	2 (1.1%)	94 (51.1%)	78 (42.4%)	4.30
I am able to change my mood at school when I need	10 (5.4%)	0 (0.00%)	1 (0.5%)	125 (67.9%)	48 (26.1%)	4.15

Source: Primary data (2024)

According to Table 4.21, concerning whether teachers were satisfied with themselves, cumulatively (50.6%) disagreed, (26.1%) were not sure, (23.3%) agreed. The moderate (mean = 2.65) showed that teachers were averagely satisfied with themselves. Whether teachers thought that it is better to be accepted than to be oneself cumulatively, (19%) disagreed (1.6%) were not sure, (79.3%) agreed. The mean is high (mean = 3.70) shows that a high number of teachers think it was better to be oneself. Regarding whether teachers were strongly influenced by the opinions of others: cumulatively disagreed, (8.2%) disagreed, (6.0%) were not sure, (85.9%) agreed. The high mean (mean = 4.13) showed that most teachers are strongly influenced by the

opinions of others. As to whether teachers felt they knew themselves very well cumulatively, (5.5%) disagreed, (0.5%) were not sure, (94%) agreed. The high mean (mean = 4.26) shows that teachers feel that they knew themselves well. Regarding whether teachers were true to themselves in all situations cumulatively, (3.3%) disagreed, (95.7%) agreed. The mean is high (mean = 4.32), meaning that teachers are highly true to themselves in all situations.

Regarding whether teachers always stood by what they believed in cumulatively, (6.6%) disagreed, (1.1%) were not sure, (93.5%) agreed. The high (mean = 4.22) shows that teachers highly stand by what they believe in. As to whether teachers live in accordance with their values and beliefs cumulatively (5.5%) agreed, (0.5%) were not sure (94%) agreed. The mean is high (mean = 4.30), indicating that teachers rated their living in accordance with what they believed high. As to whether teachers had important core values and beliefs in the school, cumulatively (5.5%) disagreed, (0.00%) were not sure (94.5%) agreed. The high mean (mean = 4.30) shows that teachers live in accordance with the important core values they believe in. Regarding whether teachers knew their strengths and made proper use of them when executing their duties, cumulatively (5.4%) disagreed, (1.1%) were not sure (93.5%) agreed. The mean is high (mean = 4.30), indicating that teachers make proper use of their strength while executing their duties. As to whether teachers were able to change their mood at school when they needed to, cumulatively (5.4%) disagreed, (0.5%) were not sure, (94%) agreed. The mean is high (mean = 4.15) shows that teachers make proper use of their strength.

Table 4.22: Summary Results for Living Authentically

Descriptives			Statistic	Std. Error
Living authentically	Mean		4.03	0.04
	95% Confidence Interval for Mean	Lower Bound	3.94	
		Upper Bound	4.12	
		5% Trimmed Mean	4.13	
	Median		4.20	
	Variance		0.370	
	Std. Deviation		0.61	
	Minimum		1.30	
	Maximum		4.60	
	Range		3.30	
	Interquartile Range		0.30	
	Skewness		-3.55	0.18
	Kurtosis		12.67	0.36

Source: Primary data (2024)

The results in Table 4.22 show a high mean (mean = 4.03) and a median = 4.20 with a negative skew (skew = -3.55), which suggests that the results were normally distributed. The low standard deviation (0.61) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.12.

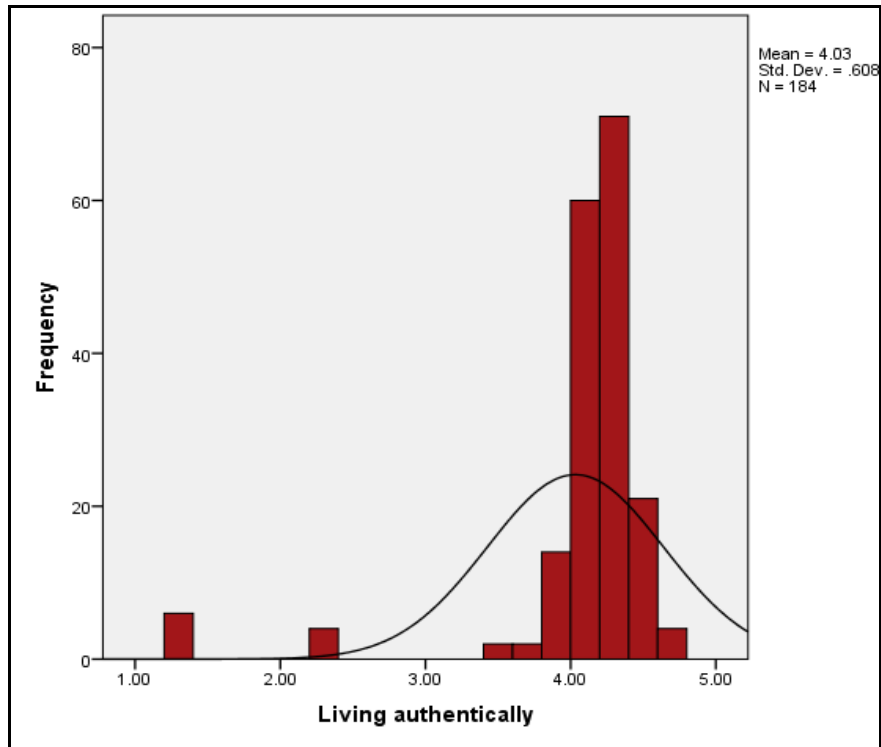


Figure 4. 12: Histogram for Living Authentically

Source: Primary data (2024)

The results in Figure 4.12 show an average high mean = 4.03, which indicates that teachers live authentically. The normality curve in Figure 4.14, it was inferred that the results of living authentically by teachers were normally distributed.

4.4.2 Maintaining Perspective.

Maintaining perspective was the second construct of resilience. It was studied in seven items as shown in Table 4.23.

Table 4. 23: Descriptive Table for Maintaining Perspective

Maintaining perspective	SD	D	NS	A	SA	Mean
Nothing at work ever fazes me for long	4 (2.2%)	1 (0.5%)	5 (2.7%)	110 (59.8%)	64 (34.8%)	4.24
I refuse to accept things that are bad for me	4 (2.2%)	1 (0.5%)	1 (0.5%)	88 (47.8%)	90 (48.9%)	4.41
Negative teachers at this school rarely affect my morale	4 (2.2%)	1 (0.5%)	2 (1.1%)	96 (52.2%)	81 (44.0%)	4.35
I often try to find humor in difficult work place situations at this school	4 (2.2%)	1 (0.5%)	1 (0.5%)	77 (41.8%)	101 (54.9%)	4.47
I often seek for support from others when facing a challenging situation	5 (2.7%)	2 (1.1%)	- -	84 (45.7%)	93 (50.5%)	4.13
When faced with challenging situations within this school	4 (2.2%)	1 (0.5%)	- -	113 (61.4%)	66 (35.9%)	4.28

Source: Primary data (2024)

In Table 4.23 regarding whether certain things ever fazed teachers out at work for so long, for long cumulatively (2.7%) disagreed, (2.7%) were not sure, (94.6%) agreed. The mean is at 4.24. Regarding whether teachers refused to accept things that are bad for them within the schools, (2.7%) disagreed, (0.5%) were not sure, (96.6%) agreed. The mean is high (mean = 4.41), indicating that teachers refuse to accept things that are not good for them. As to whether negative teachers at the school affected others' morale cumulatively (2.7%) disagreed, (1.1%) were not sure, (96.2%) agreed. The mean is high (mean = 4.35), showing that a high number of teachers was rarely affected by negative teachers within the schools.

As to whether teachers often tried to find humour in difficult workplace situations within the schools, cumulatively (2.7%) disagreed, (0.5%) were not sure, (96.7%) agreed. The mean is high at 4.47, showing that teachers try to find humour in difficult workplaces. Concerning whether teachers often sought support from others when facing a challenging situation within the schools (3.8%) disagreed, (0.00%) were not sure (96.2%) agreed. The mean is high at 4.13, showing that teachers try to find humour in difficult workplaces. Regarding often seeking alternative solutions when faced with challenging situations in the schools cumulatively, (2.7%) disagreed, (97.3%). The high mean 4.28 showed that teachers seek for alternative perspectives when faced with difficult situations.

Table 4. 24: Summary Table for Maintaining Perspective

Descriptives		Statistic	Std. Error
Maintaining perspective	Mean	4.36	0.042
	95% Confidence Interval for Mean	Lower Bound 4.28 Upper Bound 4.44	
	5% Trimmed Mean	4.44	
	Median	4.42	
	Variance	0.32	
	Std. Deviation	0.56	
	Minimum	1.14	
	Maximum	5.00	
	Range	3.86	
	Interquartile Range	0.29	
	Skewness	-4.53	0.179
	Kurtosis	23.22	0.356

Source: Primary data (2024)

The results in Table 4.24 show a mean = 4.36 and a median = 4.43 with a negative skew (skew = -4.53), which proposes that the outcomes were normally distributed. The low standard deviation

(0.56) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.13.

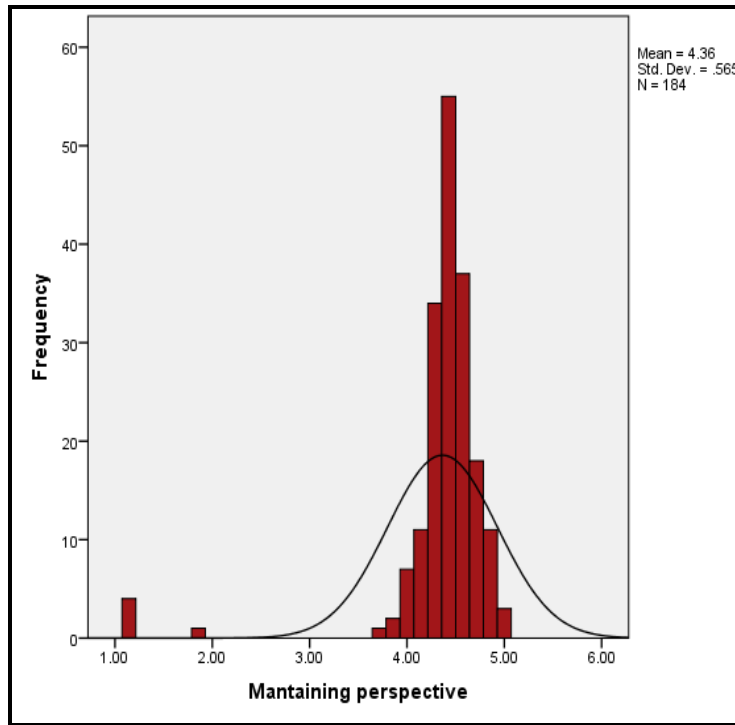


Figure 4.13: Histogram for Maintaining Perspective

Source: Primary data (2024)

The results in Figure 4.13 show a high mean (mean = 4.36) which indicates that teachers rated their maintaining perspective fair with a low standard deviation (0.769) and the curve in the figure showing normality, it was deduced that the results on maintaining perspective by teachers were normally distributed.

4.4.3 Managing stress.

Managing stress was the third concept of managing stress. It was studied in eight items, as shown in Table 4.25.

Table 4. 25: Descriptive Statistics for Managing Stress

Managing stress	SD	D	NS	A	SA	Mean
I make sure I take breaks to maintain my strength and energy	6 (3.3%)	1 (0.5%)	1 (0.5%)	80 (43.5%)	96 (52.2%)	4.41
I am careful to ensure that my teaching within this school does not rule my personal life	7 (3.8%)	2 (1.1%)	2 (1.1%)	85 (46.2%)	88 (47.8%)	4.33
I build good interpersonal relationships	5 (2.7%)	2 (1.1%)	1 (0.5%)	92 (50.0%)	84 (45.4%)	4.35
I involve in stress reduction activities like games and sports	3 (1.6%)	3 (1.6%)	0 (0.00%)	93 (50.5%)	85 (46.2%)	4.38
I have developed some reliable ways to deal with workplace stress	2 (1.1%)	5 (2.7%)	1 (0.5%)	101 (54.9%)	75 (40.8%)	4.32
Termly holidays help me to relax after a term's teaching	3 (1.6%)	2 (1.1%)	1 (0.5%)	87 (47.3%)	91 (49.5%)	4.42
I always keep a smile on my face and laugh regularly	3 (1.6%)	4 (2.2%)	1 (0.5%)	86 (46.7%)	90 (48.9%)	4.39
I keep silent in certain situations to avoid exploding issues	5 (2.7%)	2 (1.1%)	5 (2.7%)	101 (54.9%)	71 (38.6%)	4.26

Source: Primary data (2024)

According to Table 4.25, concerning whether teachers took breaks to maintain their strength and energy, as they carried out their teaching duties, cumulatively (3.8%) disagreed, (0.5%) were not sure, and (95.7%) agreed. The mean is high (mean = 4.41), showing that teachers take breaks to maintain their strength and energy as they carry out their teaching duties. Regarding whether teachers were careful to ensure that their teaching in the schools did not rule their personal life cumulatively (4.9%) (1.1%) were not sure, (94%) agreed. The mean is high at 4.33, meaning that teachers are careful to ensure that their teaching does not affect their personal lives. Concerning whether teachers built good interpersonal relationships with their colleagues at school,

cumulatively (3.8%) disagreed, (0.5%) were not sure, (95.1%) agreed. The mean is high at 4.35 indicating that teachers build good interpersonal relationships with others at work.

As to whether teachers were involved in stress reduction activities like games and sports to relax from work pressure after teaching within the schools, cumulatively (3.2%) disagreed, (0.00%) were not sure, (96.7%) agreed. The mean is high at 4.38, meaning that teachers were involve in stress reduction activities like games and sports to relax from work pressure after teaching in the schools. As to whether teachers developed some reliable ways to deal with workplace stress, cumulatively (3.8%) disagreed, (0.5%) were not sure, and (95.1%) agreed. The mean is high (mean = 4.32), showing that teachers develop some reliable ways to deal with workplace stress. As to whether termly holidays helped teachers to relax after a term of teaching, cumulatively (2.7%) disagreed (0.5%) and were not sure (95.6%). The mean is high at 4.42, showing that termly holidays help teachers to relax after a term's teaching. Concerning whether teachers always kept a smile on their faces and laughed regularly while doing their teaching activities cumulatively (3.8%) disagreed, (0.5%) were not sure, (95.6%) agreed. The mean is high at 4.39, indicating that teachers keep smiles on their faces and laugh regularly while doing their teaching activities. As for keeping silent in certain situations to avoid exploding issues cumulatively, (3.8%) disagreed, (2.7%) were not sure, (93.5%) agreed. The mean is high at 4.26 showing that teachers keep silent in certain situations to avoid exploding issues.

Table 4. 26: Summary for Managing Stress

	Descriptive	Statistic	Std. Error
Managing stress	Mean	4.35	0.04
	95% Confidence Interval for Mean	Lower Bound 4.27	
		Upper Bound 4.44	
	5% Trimmed Mean	4.44	
	Median	4.50	
	Variance	0.344	
	Std. Deviation	0.586	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	0.25	
	Skewness	-3.89	0.18
	Kurtosis	17.15	0.36

Source: Primary data (2024)

The results in Table 4.26 show a mean = 4.35 and a median = 4.50 with a positive skew (skew = -3.89) which suggests that the results were normally distributed. The low standard deviation (0.59) indicated a normal distribution of the responses. The normal distribution of results is also displayed by the normal curve in Figure 4.14.

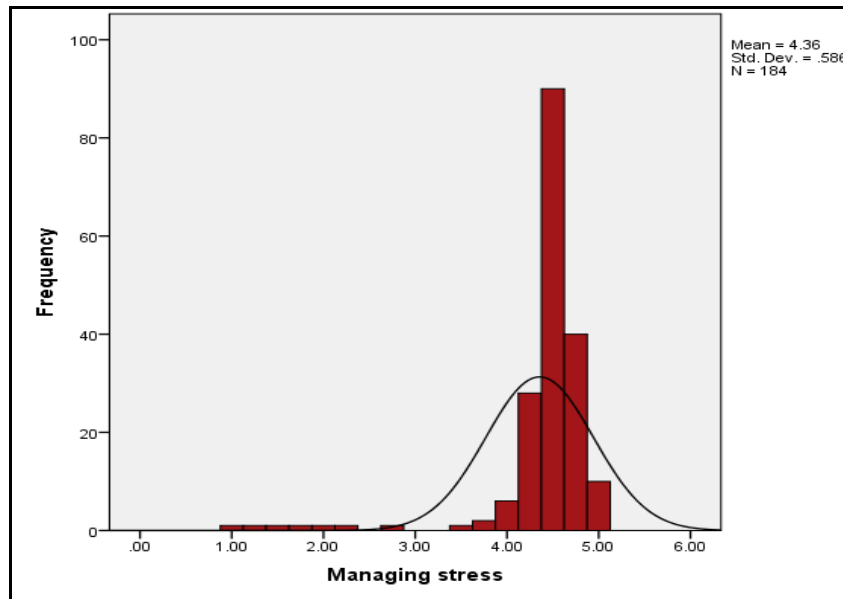


Figure 4. 14: Histogram for Managing Stress

Source: Primary data (2024)

The results in Figure 4.14 show a high mean (mean = 4.36), which indicates that teachers rated their management of stress as moderate. With the low standard deviation (0.586) and the curve in the figure showing normality, it was inferred that the results on managing stress by teachers normally distributed.

4.4.3 Employee Resilience

To establish how all the teachers rated their resilience, an index was calculated for the measures namely living authentically, maintaining perspective, and managing stress. The results on the same are presented in Table 4.27.

Table 4. 27: Overall Summary Table for Employee Resilience

Descriptives		Statistic	Std. Error
Resilience	Mean	4.22	0.035
	95% Confidence Interval for Mean	Lower Bound 4.15	
		Upper Bound 4.30	
	5% Trimmed Mean	4.31	
	Median	4.36	
	Variance	0.24	
	Std. Deviation	0.48	
	Minimum	1.36	
	Maximum	4.68	
	Range	3.32	
	Interquartile Range	0.16	
	Skewness	-4.04	0.179
	Kurtosis	17.58	0.356

Source: Primary data (2024)

The results in Table 4.27 show a mean = 4.22 and a median = 4.36 with a negative skew (skew = -0.04) which suggested that the results were normally distributed. The low standard deviation (0.48) indicated a normal distribution of the responses.

4.4.4 Structural Model for Employee Resilience

Figure 4.15 shows that the construct of employee resilience was studied using three concepts: living authentically, maintaining perspective, and managing stress.

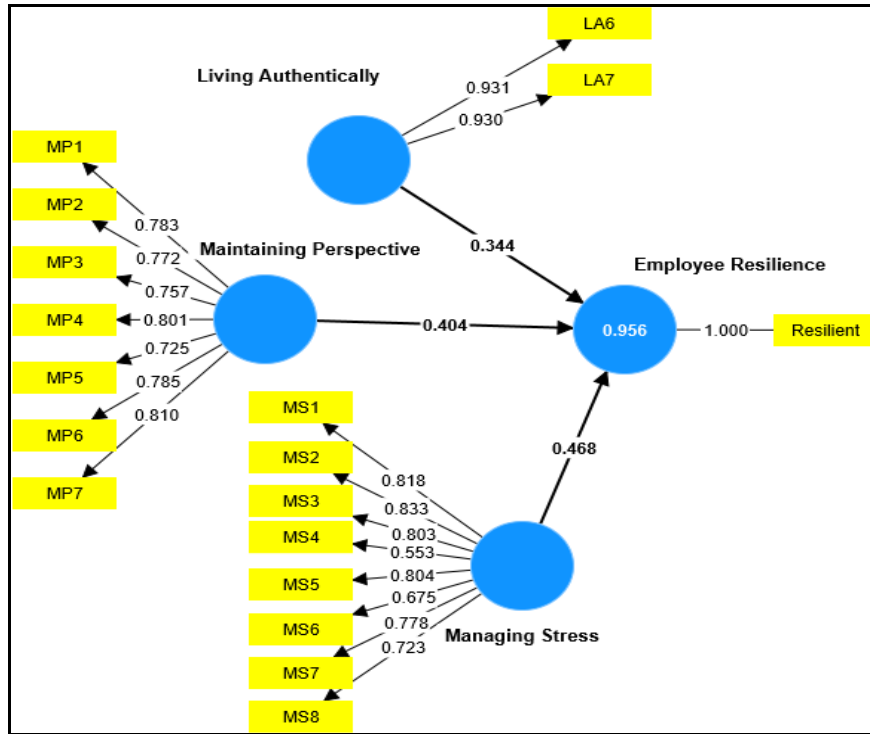


Figure 4. 15: Employee Resilience Model

Source: Primary data (2024)

Figure 4.15 describes the variable of employee resilience, showing its measures. Employee resilience was studied considering three constructs: living authentically, maintaining perspective, and managing stress. Two out of eight items were loaded for living authentically, seven out of seven items were loaded for maintaining perspective, and eight out of eight items were loaded for managing stress. The constructs that measured the same loaded above the minimum validity value (0.5) when using factor analysis.

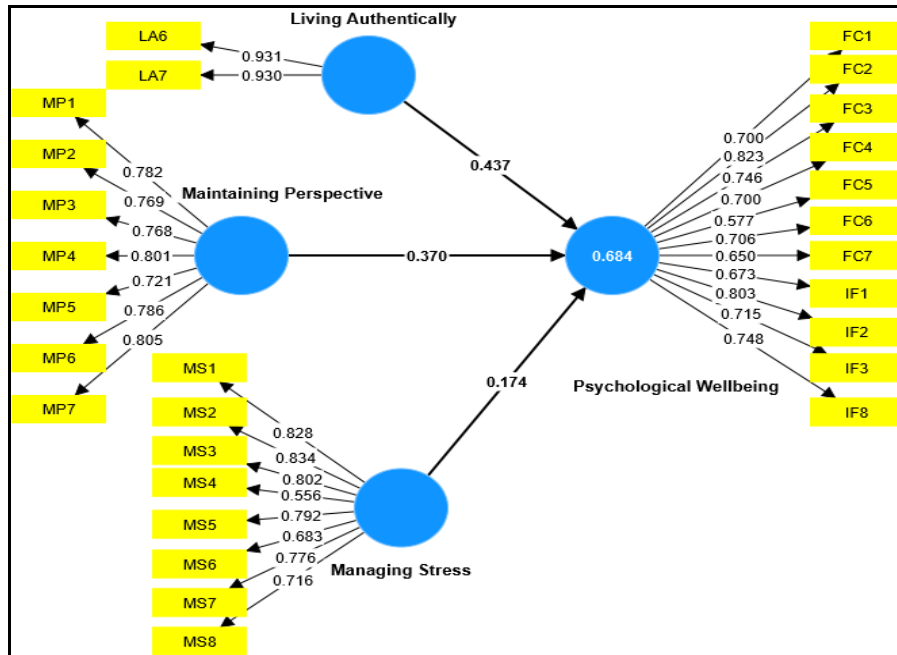


Figure 4.16: Structural Model for Employee Resilience and Psychological Wellbeing

Source: Primary data (2024)

The model in Figure 4.16 shows that employee resilience relates to psychological wellbeing.

Figure 4.16 shows the relationship between the variable of employee resilience and psychological well-being, showing their measures. Employee resilience was studied using three constructs: living authentically, maintaining perspective, and managing stress. Two out of eight items were loaded for living authentically, seven out of seven items were loaded for maintaining perspective, and eight out of eight items were loaded for managing stress. The constructs that measured the same loaded above the minimum validity value (0.5) when using factor analysis.

Structural Equation Model for resilience and Psychological Wellbeing. The model in Figure 4.16 shows that employee resilience relates to psychological wellbeing.

Table 4.28: Employee Resilience and Psychological Wellbeing Structural Equation Model Predictions

Path Coefficients	B	Mean	STD	T	P
Living Authentically -> Psychological Wellbeing	0.437	0.401	0.130	3.351	0.001
Maintaining Perspective -> Psychological Wellbeing	0.370	0.382	0.139	2.666	0.008
Managing Stress -> Psychological Wellbeing	0.174	0.196	0.114	1.530	0.126

R² = 0.684
Adjusted R² = 0.679

Source: Primary data (2024)

The results in Table 4.28 show that the hypothesis that the effect that employee resilience has on psychological well-being was tested. The results revealed that living authentically ($\beta = 0.437$, $t = 3.351$, $p = 0.001$) positively and significantly predicted psychological well-being, maintaining perspective ($\beta = 0.370$, $t = 2.666$, $p = 0.008$) positively and significantly predicted teacher psychological well-being, and managing stress ($\beta = 0.174$, $t = 1.530$, $p = 0.126$) positively and insignificantly predicted teacher psychological well-being. The adjusted r^2 (0.679) suggested that employee resilience contributed to (67.9%) of psychological well-being. Thus, the coefficient of determination suggested that (32.1) of variation in psychological well-being was contributed by other factors. Therefore the hypothesis to the effect that employee resilience relates to psychological well-being was accepted.

4.4.5 Organisational Justice, Employee Resilience and Psychological Wellbeing Moderation Model

The model in Figure 4.17 shows that employee resilience moderates organisational justice influence on psychological wellbeing.

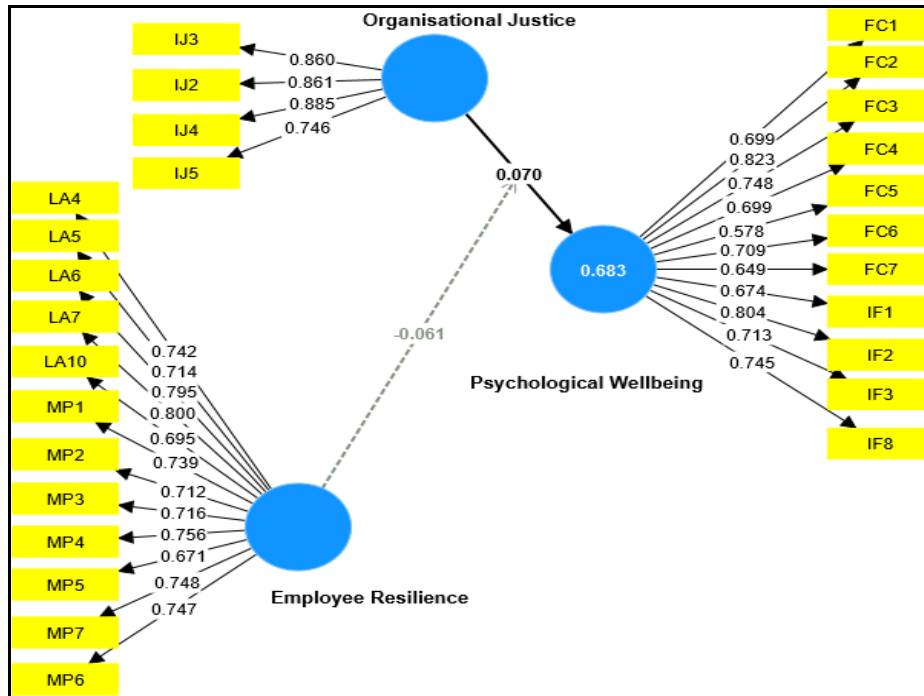


Figure 4. 17: Organisational Justice, Employee Resilience and Psychological Wellbeing Moderation Model

Source: Primary data (2024)

Figure 4.17 shows organisational justice relates to psychological well-being. Psychological well-being was studied in terms of five factors, namely, desire for involvement, perceived recognition, feeling of competency, and thriving and interpersonal fit. Three out of seven items were for a feeling of competency, all eight items were for interpersonal fit, six out of six items were for the desire for involvement, all five items were for perceived recognition and five out of seven items were for thriving. The constructs that measured the same loaded above the minimum validity value (0.5) when using factor analysis. As for employee resilience and organisational Justice, the figure shows that employee resilience is not affected by organisational justice. The constructs of resilience measured (-0.06), which is far below the minimum validity value (0.5) when using factor analysis.

4.4.6 Organisational justice, employee resilience and psychological wellbeing

Table 4.29 shows that organisational justice has an influence on employee resilience and psychological wellbeing.

Table 4. 29: Structural Equation Model for Organisational Justice, Employee Resilience and Psychological Wellbeing

Moderation effect	B	Mean	STD	T	P
Employee Resilience -> Psychological Wellbeing	0.739	0.689	0.146	5.050	0.000
Organisational Justice -> Psychological Wellbeing	0.070	0.077	0.042	1.681	0.093
Employee Resilience x Organisational Justice -> Psychological Wellbeing	-0.061	-0.088	0.079	0.770	0.442

Source: Primary data (2024)

The results in Table 4.29 show that three hypotheses to the effect that organisational justice affects employee psychological wellbeing (H1.1), employee resilience relates to employee psychological wellbeing (H1.2), and employee resilience moderates psychological wellbeing (H1.3) were tested. The results revealed that employee resilience ($\beta = 0.739$, $t = 5.050$, $p = 0.000$) had a positive and significant effect on psychological well-being. However, organisational justice ($\beta = 0.070$) ($t = 1.681$) $p = (0.093)$ positively but insignificantly predicted teacher wellbeing. Employee Resilience ($\beta = -0.061$) ($t = 0.770$) ($p = 0.442$) had a negative effect and insignificant moderating effect on psychological well-being. Therefore the hypothesis to the effect that organisational justice affects psychological wellbeing was rejected. The hypothesis to that effect that resilience affects employee wellbeing was accepted and the hypothesis to that fact that employee resilience moderates employee psychological wellbeing was rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

Chapter five covers the discussion, conclusion, and recommendation of the study on organisational justice, resilience and psychological well-being of teachers in government-aided secondary schools in the Nakawa Division. The chapter also covers the limitations and suggestions for further research.

5.1 Discussion of the Findings

This section presents the discussion of the findings of the study on organisational justice, resilience, and psychological well-being of teachers in government-aided secondary schools in the Nakawa Division. The discussion involves cross-referencing the findings of the study and related literature of previous scholars.

Hypothesis One (H1): There is a significant relationship between organisational justice and teacher psychological wellbeing in Secondary Schools

It was hypothesized in the first hypothesis that there is a significant relationship between organisational justice and the psychological well-being of teachers. The hypothesis test results showed that there was a positive and insignificant relationship between organisational justice and the psychological well-being of teachers. Thus the hypothesis that there is a significant relationship between organisational justice and the psychological well-being of students was rejected. This result was inconsistent with the findings of previous studies. For example, Huong et al. (2016) maintained the long-held notion that organisational justice and the well-being of workers are linked. However, according to his study, informational justice had the highest impact

on employee well-being, followed by distributive, procedural, and interpersonal fairness. Relatedly in their study, Ajala and Bolarinwa (2015) found out that distributive justice and mental wellness are closely related. Furthermore, McParland et al. (2022) in logistic analysis of regression results exposed that organisational justice and distributive justice was a predictor of psychological well-being.

Also, in their study involving Turkish workers in the information technology sector, Duyar et al. (2020) concur with the other scholars that organisational justice had a positive effect on employee mental health. Low procedural justice and interpersonal justice were linked to more mental health issues and absences, according to a comprehensive evaluation of the impact of organisational justice on mental health (Niimo, 2018). Snyman (2021) found out that psychological contracts predicted satisfaction with the retention practices through the psychological mechanisms of especially distributive justice and trust relationships with supervisors and managers. Therefore, there is a positive and significant relationship between organisational justice and the psychological well-being of teachers.

Hypothesis Two (H2): There is a significant relationship between resilience and teacher psychological wellbeing in Government Aided Secondary Schools

The hypothesis on the constructs was to the effect that there is a significant relationship between employee resilience and psychological well-being. The overall results for a hypothesis to objective one to the effect that there is a relationship between employee resilience and psychological well-being was positive and significant. This finding was consistent with the findings of the previous scholars. Fernandes et al. (2019) found that employee resilience had an influence on teachers' well-being. Relatedly, Klainin-Yobas et al. (2021) specified that resilience

was an important predictor of psychological well-being. Further, Li et al. (2019) concur in their structural equation modeling (SEM) outcomes that resilience had direct and indirect effects on quality of life, which pointed to psychological well-being.

Li and Hasson (2020) in a review revealed that the interaction between resilience stress and well-being was high. Charoensap-Kelly et al. (2021) reported that outcomes demonstrated that employee resilience positively affected psychological well-being. Brookset al. (2015) showed that key themes of resilience that affect psychological well-being included pre-deployment factors, such as readiness and training, peri-deployment factors, such as deployment length and timing, traumatic exposure, emotional involvement, leadership, inter-agency cooperation, support, role, demands and workload, safety/equipment, self-doubt/guilt, and coping mechanisms, and post-deployment factors, such as post-deployment support and media, as well as personal and professional development.

Hypothesis Three (H3): There is a moderating relationship effect of resilience, organisational justice and teacher psychological wellbeing of teachers in Secondary Schools

The hypothesis on the constructs was to the effect that there is a significant relationship between organisational justice, psychological well-being, and resilience was derived. The overall results for a hypothesis to objective one to the effect that there is a relationship was significant relationship between organisational justice, psychological well-being, and resilience were negative and insignificant. This finding disagrees with the findings of the previous scholars. Pauly et al. (2021) specified that resilience had a moderating effect on personality-mental health.

Traunmüller et al. (2022) suggested that resilience moderated the psychological well-being of individuals. Charoensap-Kelly et al. (2021) reported that behavioral outcomes including psychological well-being were determined by interaction with employee resilience during times of crisis. Perez- Gomez et al. Demetriou, (2021) found out that resilience, hope, and activity level were significant mediating factors in buffering the adverse impact of the lockdown and the social/physical distancing measures (Wang et al., 2022). This review of literature held resilience as a mediator in the relationship between learners' motivation and well-being.

5.2 Conclusions

This section of the study presents the conclusions of study based on the objectives. Thus, the following conclusions were drawn from the study objectives.

1. In schools, interpersonal justice is more important than distributive and procedural justice. Listening to one another's concerns and taking them seriously, treating one another in a polite manner and with dignity, refraining from improper remarks, taking time to understand each other and apologizing to each other if a mistake is made is the highest form of justice in schools that contributes to teacher psychological well-being.
2. Resilience is vital for teacher psychological well-being. If teachers live authentically by living in accordance to what they believe in and stand by what they believe in, their psychological well-being would be high. More still, maintaining perspective by refusing to get 'phasing out' for long at work, rejecting things that are bad, trying to find humor in difficult workplace situations often reminding oneself of their past successes and how they overcame previous challenges when carrying out my duties seeking for support from others when facing a challenging situation and seeking for

alternative perspectives when faced with challenging situations at work can help improve psychological well-being. Managing stress by making sure they take breaks to maintain their strength and energy as they carry out their teaching duties, being careful to ensure that teaching does not rule their personal lives, building good interpersonal relationships with my colleagues within this school, involving in stress reduction activities like games and sports to relax from work pressure after teaching, developing some reliable ways to deal workplace stress, relaxing during a terms' teaching, keeping a smile on my face and laughing regularly while doing teaching activities , keeping silent in certain situations to avoid exploding issues can greatly improve psychological wellbeing.

3. Combining organisational justice and resilience is not a requirement for promoting teacher psychological well-being. This is because the moderating effect of resilience was negative and insignificant. However, this was because while organisational justice was low in the schools, resilience among the teachers was high.

5.3 Recommendation

This study examined the relationship between organisational justice, resilience and psychological wellbeing of teachers in secondary schools. From the conclusion, the following recommendations were made;

1. Head teachers should improve on their implementation of procedural and distributive justice in schools. This should involve providing teachers a chance to give input in processes of the school, making decisions based on accurate information, applying work

procedures consistently, distributing resources and rewards fairly, and encouraging teachers to have positive interpersonal relations at school to mention but a few.

2. School head teachers should promote resilience among teachers. This should involve them counselling them on living authentically by living in accordance to what they believe in and stand by what they believe in, their psychological wellbeing would be high. More still, maintaining perspective by refusing to get 'phasing out' for long at work, rejecting things that are bad, trying to find humour in difficult workplace situations often reminding oneself of their past successes and how they overcame previous challenges when carrying out their duties seeking for support from others when facing a challenging situation and seeking for alternative perspectives when faced with challenging situations at work can help improve psychological wellbeing. Managing stress by making sure they take breaks to maintain their strength and energy as they carry out their teaching duties, being careful to ensure that teaching does not rule their personal lives, building good interpersonal relationships with my colleagues within this school, involving in stress reduction activities like games and sports to relax from work pressure after teaching, developing some reliable ways to deal workplace stress, relaxing during a terms' teaching, keeping a smile on my face and laughing regularly while doing teaching activities , keeping silent in certain situations to avoid exploding issues.
3. Head teachers should not emphasize promotion of resilience alone but neglecting organisational justice. So, as head teachers promote resilience of the teachers, they should as well promote organisational justice especially distributive and procedural which were

low. Emphasis should also be made on ensuring interpersonal justice because of its significance in promoting psychological wellbeing of teachers.

5.4 Limitations and Suggestions for Further Research

Interpersonal justice was found to have a significant relationship with psychological well-being however some hypotheses were contrary to prior ones. This therefore calls for further studies on how to ensure that teachers have good interpersonal relationships since it seems to be an individual effort that depends on many factors. Organisational justice was found to positively but insignificantly predict teacher well-being. Employee resilience had a negative and insignificant moderating effect on psychological well-being because organisational justice was low. This therefore calls for further studies on how to ensure better organisational justice. Also, since this study was done in government-aided schools in Nakawa Division, further study should be done in higher institutions of learning. Further, the study involved both arts and science teachers, posing homogeneity challenges. Therefore, future researchers can consider only arts teachers. More still, other study approaches should be used since this study was were limited and therefore in-depth studies to lessen the effect on the homogeneity better

REFERENCES

- Abbas, M. W., Rafi, N., Dost, M. K. B., & Ali, M. (2021). Role of organisational justice in facilitating LMX and its impact on psychological Well-Being and creativity of employees. *Multicultural Education*, 7(8), 144-155. Doi 10.5281/zenodo.5172973
- Ajala, E. M., & Bolarinwa, K. O. (2015). Organisational justice and psychological well-being of employees in the local government service of Osun State, Nigeria. *African Research Review*, 9(4), 55-72. doi: <http://dx.doi.org/10.4314/afrev.v9i4.5>
- Allen, R., Jerrim, J., & Sims, S. (2020). How did the early stages of the COVID-19 pandemic affect teacher wellbeing? Centre for Education Policy and Equalizing Opportunities (CEPEO) Working Paper, 1, 20-15. <https://doi.org/10.1080/03054985.2021.1908246>
- Arslan, G., Yildirim, M., Zanganeh, M., & AK, İ. (2022). Benefits of positive psychology-based story reading on adolescent mental health and well-being. *Child indicators research*, 15(3), 781-793. Doi: 10.1007/s12187-021-09891-4.1-3).
- Badu, E., O'Brien, A. P., Mitchell, R., Rubin, M., James, C., McNeil, K., & Giles, M. (2020). Workplace stress and resilience in the Australian nursing workforce: A comprehensive integrative review. *International Journal of mental health nursing*, 29(1), 5-34. <https://doi.org/10.1111/inm.12662>
- Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., Ray, S., ... & Ray, S. (2021). Evaluation of formative measurement models. *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook*, 91-113.

- Baraza, O. T., & Simatwa, E. M. (2018). Influence of teacher stress on students' academic performance in public secondary schools in Kenya: A case study of Kakamega north sub-county. *International Journal of Current Research*, 9, (10), 60048-60063. <https://doi.org/10.2139/ssrn.3469407>
- Berndt, A. E. (2020). Sampling methods. *Journal of Human Lactation*, 36(2), 224-226. doi: 10.1177/0890334420906850
- Bogaerts, S., Van Woerkom, M., Erbaş, Y., De Caluwé, E., Garofalo, C., Frowijn, I., ... & Janković, M. (2021). Associations between resilience, psychological well-being, work-related stress and Covid-19 fear in forensic healthcare workers using a network analysis. *Frontiers in Psychiatry*, 12, 678895. <https://doi.org/10.3389/fpsy.2021.678895>
- Brooks, S. K., Dunn, R., Sage, C. A., Amlôt, R., Greenberg, N., & Rubin, G. J. (2015). Risk and resilience factors affecting the psychological wellbeing of individuals deployed in humanitarian relief roles after a disaster. *Journal of Mental Health*, 24(6), 385-413. <https://doi.org/10.3109/09638237.2015.1057334>
- Bülent, A. L. A. N., & Güven, M. (2022). Determining generic teacher competencies: A measurable and observable teacher competency framework. *International Journal of Psychology and Educational Studies*, 9(2), 308-331. <https://doi.org/10.1093/gmo/9781561592630.article.01205>
- Chadda, R. K., & Rajhans, P. (2021). Learning from ancient India: Relevance to contemporary psychiatry. *World Social Psychiatry*, 3(3), 150-153. doi: 10.4103/wsp.wsp_50_21

- Charoensap-Kelly, P., Sheldon, P., Antony, M. G., & Provenzani, L. (2021). Resilience, well-being, and organisational outcomes of Croatian, Thai, and US workers during COVID-19. *Journal of Management & Organization*, 27(6), 1083 - 1111. <https://doi.org/10.1017/jmo.2021.58>
- Chen, S., & Bonanno, G. A. (2020). Psychological adjustment during the global outbreak of COVID-19: A resilience perspective. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S51–S54. <https://doi.org/10.1037/tra0000685>
- Demetriou, L. (2021). The Impact of the Covid19 Lockdown Measures on Mental Health and Well-Being and the role of Resilience: A Review of Studies in Cyprus. *Journal of Humanities and Social Science*, 4(3), 54-65.
- Desmet, P., & Fokkinga, S. (2020). Beyond Maslow’s pyramid: Introducing a typology of thirteen fundamental needs for human-centred design. *Multimodal Technologies and Interaction*, 4(3), 38; <https://doi.org/10.3390/mti4030038>
- Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological assessment*, 31(12), 1412.
- Duyar, V. D., Örnekli, Y., & Gündüz, M. (2020). The effect of organisational justice on employee well-being. *Uluslararası Akademik Yönetim Bilimleri Dergisi*, 6(8), 28-48. <https://doi.org/10.3726/978-3-653-03688-6>
- Evans, R., Bell, S., Brockman, R., Campbell, R., Copeland, L., Fisher, H., & Kidger, J. (2022). Wellbeing in secondary education (WISE) Study to improve the mental health and

- wellbeing of teachers: A complex system approach to understanding intervention acceptability. *Prevention Science*, 23(6), 922-933. <https://doi.org/10.1007/s11121-022-01351-x>
- Falk, D., Shephard, D., & Mendenhall, M. (2022). “I always take their problem as mine”—Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. *International Journal of Educational Development*, 95, 102670.
- Fernandes, L., Peixoto, F., Gouveia, M. J., Silva, J. C., & Wosnitza, M. (2019). Fostering teachers’ resilience and well-being through professional learning: Effects from a training programme. *The Australian Educational Researcher*, 46(4), 681-698. https://doi.org/10.1007/978-981-15-5963-1_7
- Gino, F., Sezer, O., & Huang, L. (2020). To be or not to be your authentic self? Catering to others’ preferences hinders performance. *Organisational Behavior and Human Decision Processes*, 158, 83-100. <https://doi.org/10.2139/ssrn.2597626>
- Graiver, I. (2021). A historical perspective on mental health: Proposal for a dialogue between history and psychology. *History of Psychology*, 24(1), 1–12. <https://doi.org/10.1037/hop0000139>
- Grissom, J. A., & Bartanen, B. (2019). Principal effectiveness and principal turnover. *Education Finance and Policy*, 14(3), 355-382. <https://doi.org/10.1093/anb/9780198606697.article.6017547>

Hayes, A. F. ve Coutts, JJ (2020). Use omega rather than Cronbach's alpha for estimating reliability. But... *Communication Methods and Measures*, 14(1), 1-24.

<https://doi.org/10.3389/fpsyg.2017.02315>

Huong, L., Zheng, C. and Fujimoto, Y. (2016), "Inclusion, organisational justice and employee well-being", *International Journal of Manpower*, Vol. 37 No. 6, pp. 945-964.

<https://doi.org/10.1108/IJM-12-2015-0212>

Iannello, P., Sorgente, A., Lanz, M., & Antonietti, A. (2021). Financial well-being and its relationship with subjective and psychological well-being among emerging adults: Testing the moderating effect of individual differences. *Journal of Happiness Studies*, 22(3), 1385-1411. <https://doi.org/10.29327/143838.13-1>

Jeevitha, M., Nandhinee, E. V. S., Sathish, R., Madhavan, R., & Mathukumar, S. (2017). A questionnaire-based survey study on stress management among top level professionals in Chennai City. *International Journal of Advanced Research in Biological Sciences*, 4(5), 58-65. <http://dx.doi.org/10.22192/ijarbs.2017.04.05.006>

Kambasu, O. (2021). Rationalizing industrial action: how Ugandan public-school teachers and public university lecturers explain their engagement in industrial action. *Employee*, 43(5), 1153-1177. <https://doi.org/10.1108/ER-05-2020-0245>

Kardas, F., Zekeriya, C. A. M., Eskisu, M., & Gelibolu, S. (2019). Gratitude, hope, optimism and life satisfaction as predictors of psychological well-being. *Eurasian Journal of Educational Research*, 19(82), 81-100 <https://doi.org/10.14689/ejer.2019.82.5>.

KCCA Abstract Annual Report (2019) <https://www.kcca.go.ug> › media › docs › Statistical abstract 2019pdf

Khaola, P., & Rambe, P. (2021). The effects of transformational leadership on organisational citizenship behaviour: The role of organisational justice and affective commitment. *Management Research Review*, 44(3), 381-398. <https://doi.org/10.1108/MRR-07-2019-0323>.

Klainin-Yobas, P., Vongsirimas, N., Ramirez, D. Q., Sarmiento, J., & Fernandez, Z. (2021). Evaluating the relationships among stress, resilience and psychological well-being among young adults: a structural equation modelling approach. *BMC Nursing*, 20, 1-10.

Klette, K., Sigurdardottir, A. K., & Martin, H. (2021). 'Nordic values' and schooling during COVID-19: how to balance comprehensive education and sustainable pandemic regulations. *Education in the North*. <https://doi.org/10.25203/0855-c587>

Kundi, Y. M., Aboramadan, M., Elhamalawi, E. M. I. and Shahid, S. (2021). Employee psychological well-being and job performance: exploring mediating and moderating mechanisms. *International Journal of Organisational Analysis*, Vol. 29 No. 3, pp. 736-754. <https://doi.org/10.1108/IJOA-05-2020-2204>

Lai, M. H. (2021). Composite reliability of multilevel data: It's about observed scores and construct meanings. *Psychological Methods*, 26(1), 90.

Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership. *Sage open*, 4(3), 2158244014545464.

- Li, Z. S., & Hasson, F. (2020). Resilience, stress, and psychological well-being in nursing students: *A systematic review. Nurse Education Today*, 90, 104440. <https://doi.org/10.1016/j.nedt.2020.104440>
- Malik, P., & Garg, P. (2018). Psychometric testing of the resilience at work scale using Indian sample. *Vikalpa*, 43(2), 77-91. doi: 10.1177/0256090918773922
- Marino, A., & Zio, E. (2021). A framework for the resilience analysis of complex natural gas pipeline networks from a cyber-physical system perspective. *Computers & Industrial Engineering*, 162, 107727. <https://doi.org/10.1016/j.cie.2021.107727>
- McParland, J. L., Gasteen, A., & Steultjens, M. (2022). The role of perceived organisational justice in the experience of pain among male and female employees. *Journal of Health Psychology*, 27(4), 847-857. <https://doi.org/10.1177/1359105320967423>
- Nartova-Bochaver, S., Reznichenko, S., & Maltby, J. (2021). The authenticity scale: validation in Russian culture. *Frontiers in psychology*, 11, 609617. doi: 10.3389/fpsyg.2020.609617.
- Näswall, K., Malinen, S., Kuntz, J. and Hodliffe, M. (2019). Employee resilience: development and validation of a measure. *Journal of Managerial Psychology*, Vol. 34 No. 5, pp. 353-367. <https://doi.org/10.1108/JMP-02-2018-0102>
- Rasooli, A., Zandi, H., & DeLuca, C. (2019). Conceptualising fairness in classroom assessment: Exploring the value of organisational justice theory. *Assessment in Education: Principles, Policy & Practice*, 26(5), 584-611.

- Ndjaboué, R., Brisson, C., & Vézina, M. (2012). Organisational justice and mental health: a systematic review of prospective studies. *Occupational and environmental medicine*, 69(10), 694-700. <http://dx.doi.org/10.1136/oemed-2011>
- Nikolaou, I. (2003), "Fitting the person to the organization: examining the personality-job performance relationship from a new perspective", *Journal of Managerial Psychology*, Vol. 18 No. 7, pp. 639-648. <https://doi.org/10.1108/02683940310502368>
- Nimmo, S. (2018). Organisational justice and the psychological contract. *Occupational Medicine*, 68(2), 83-85. <https://doi.org/10.1093/occmed/kqx115>
- Omar, A. G., Salessi, S. M., Vaamonde, J. D., & Urteaga, F. (2018). Psychometric properties of Colquitt's organisational justice scale in Argentine workers. <https://doi.org/10.24265/liberabit.2018.v24n1.05>
- Pauly, C., Ribeiro, F., Schröder, V. E., Pauly, L., Krüger, R., Leist, A. K., & CON-VINCE Consortium. (2021). The Moderating Role of Resilience in the Personality-Mental Health Relationship during the COVID-19 Pandemic. *Frontiers in Psychiatry*, 12, 745636. <https://doi.org/10.3389/fpsy.2021.745636>(Pauly, Ribeiro et al. 2021)
- Peele, M., & Wolf, S. (2020). Predictors of anxiety and depressive symptoms among teachers in Ghana: Evidence from a randomized controlled trial. *Social Science & Medicine*, 253, 112957. <https://doi.org/10.1015/j.socscimed.2020.112957>
- Pérez-Gómez, H. R., González-Díaz, E., Herrero, M., de Santos-Ávila, F., Vázquez-Castellanos, J. L., Juárez-Rodríguez, P., & Meda-Lara, R. M. (2022, February). The moderating effect

of resilience on mental health deterioration among COVID-19 survivors in a Mexican sample. *In Healthcare*, 10(2), 305. MDPI. <https://doi.org/10.3390/healthcare10020305>

Quansah, F., Frimpong, J. B., Sambah, F., Oduro, P., Anin, S. K., Srem-Sai, M. ... & Schack, T. (2022, May). COVID-19 pandemic and teachers' classroom safety perception, anxiety and coping strategies during instructional delivery. *In Healthcare*, 10(5), 920. MDPI. <https://doi.org/10.3390/healthcare10050920>

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, 48, 1273-1296.

Riepenhausen, A., Wackerhagen, C., Reppmann, Z. C., Deter, H. C., Kalisch, R., Veer, I. M., & Walter, H. (2022). Positive cognitive reappraisal in stress resilience, mental health, and well-being: *A comprehensive systematic review*. *Emotion Review*, 14(4), 310-331. <https://doi.org/10.1177/17540739221114642>

Rogge, R. D., Daks, J. S., Dubler, B. A., & Saint, K. J. (2019). It's all about the process: Examining the convergent validity, conceptual coverage, unique predictive validity, and clinical utility of ACT process measures. *Journal of Contextual Behavioral Science*, 14, 90-102. <https://doi.org/10.1016/j.jcbs.2019.10.001>

Namutebi. P, 2022 A new study reveals that teachers are unhappy with their jobs

capitalradio.co.ug <https://capitalradio.co.ug>

- Samarakoon, S. (2019). A justice and wellbeing centered framework for analysing energy poverty in the Global South. *Ecological Economics*, 165, 106385. <https://doi.org/10.1016/j.ecolecon.2019.106385>
- Sandilya, G., & Shahnawaz, G. (2018). Index of psychological well-being at work—validation of tool in the Indian organisational context. *Vision*, 22(2), 174-184. doi: 10.1177/0972262918766134
- Sharma, M., & Branscum, P. (2020). *Foundations of mental health promotion* (2nd Ed). Burlington: Jones & Bartlett Publishers. <https://doi.org/10.1201/9781003025696>
- Shean, M. B. (2015). Current theories relating to resilience and young people. *A literature review*, 45, 18-20. VicHealth. <https://doi.org/10.1201/9781003025696>
- Sikombe, S., & Phiri, M. A. (2021). Institutional factors influencing institutionalized supplier development initiatives in the construction industry in Zambia. *Cogent Business & Management*, 8(1), 1935184. <https://doi.org/10.1080/23311975.2021.1935184>
- Snyder, T. D., De Brey, C., & Dillow, S. A. (2019). Digest of education statistics 2017, NCES 2018-070. *National Center for Education Statistics*. <https://doi.org/10.17075/adg.494>
- Snyman, A. M. (2021). A framework for staff retention in the higher education environment: effects of the psychological contract, organisational justice and trust (Doctoral dissertation).

- Ssali, S. (2020). Gender, economic precarity and Uganda government's COVID-19 response. *African Journal of Governance & Development*, 9(1.1), 287-308. <https://doi.org/10.4337/9781784710866.00033>
- Stangor, C., & Walinga, J. (2019). 3.5 psychologists use descriptive, correlational, and experimental research designs to understand behavior. *Introduction to Psychology*. <https://doi.org/10.1016/b978-012679130-3/50035-1>
- Mugizi, W., Tumuhaise, G., Samanya, B., & Ogaga Dafiewhare, A. (2019). Leadership styles and retention of teachers in private primary schools in Bushenyi-Ishaka Municipality, Uganda. DOI: 10.4236/ojl.2019.84009
- Mugizi, W. (2019). Human resource development practices and organisational commitment of teachers in government aided secondary schools in Wakiso district, Uganda.
- Ndyamuhaki, E (2023) Teacher Shortage Looms in Uganda as Stress-Related Deaths Surge, UNATU Warns <https://dok-revivalradio.com>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53. doi: 10.5116/ijme.4dfb.8dfd
- Teng-Calleja, M., Hechanova, M. R. M., Sabile, P. R., & Villasanta, A. P. V. P. (2020). Building organization and employee resilience in disaster contexts. *International Journal of Workplace Health Management*, 13(4), 393-411. <https://doi.org/10.1108/ijwhm-09-2019-0122>

- Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of business research*, 109, 101-110.
- Kamurungi. E & Nafula. J, 2022 arts teachers upset over scientist's upset over scientists pay <https://www.monitor.co.ug/uganda/news/national/arts-teachers-upset-over-scientists-pay-3896060>
- Traunmüller, C., Stefitz, R., Schneider, M., & Schwerdtfeger, A. (2021). Resilience moderates the relationship between the psychological impact of COVID-19 and anxiety. *Psychology, Health & Medicine*, 1-12. <https://doi.org/10.1080/13548506.2021.1955137>
- Travers, C. J., & Cooper, C. L. (2018). Mental health, job satisfaction and occupational stress among UK teachers. *In Managerial, occupational and organisational stress research*. 291-307. Routledge.
- Sekanjako, H. (2023) Government fails to allocate shs 90b for arts teachers salary enhancement https://www.newvision.co.ug/category/news/govt-fails-to-allocate-sh90b-for-arts-teacher-NV_158942
- Tumusiime, G. (2022, June 27). Salary disparities: Are we ready for consequences? Daily Monitor. [https://www.monitor.co.ug > ... > OpEd > Commentary](https://www.monitor.co.ug/>...>OpEd>Commentary)
- Van Breda, A. D. (2001). Resilience theory: A literature review. Pretoria, South Africa: South African Military Health Service. <https://doi.org/10.7196/samj.2022.v112i5b.16055>

- Van Der Voet, J. (2021). Distributive justice and resistance to change in cutback management: evidence from a survey experiment and a longitudinal field study. *International Public Management Journal*, 24(6), 997-1022. <https://doi.org/10.1080/10967494.2019.1676347>
- Wang, F., & Liu, Y. (2022). Mediating role of resilience in the relationship between English learners' motivation and well-being. *Frontiers in Psychology*, 13, 915456. <https://doi.org/10.3389/fpsyg.2022.915456>
- Winwood, P. C., Colon, R., & McEwen, K. (2013). A practical measure of workplace resilience. *Journal of Occupational and Environmental Medicine*, 55(10), 1205-1212. <https://doi.org/10.1037/t72192-000>

APPENDICES

APPENDIX A: Questionnaire for Teachers

Kyambogo University
P. O. Box 1,
Kyambogo

April, 2023

Dear Respondent,

I am a student of Kyambogo University carrying out a study on organisational justice, resilience and the psychological wellbeing of teachers in government aided schools in Nakawa Division, Kampala, Uganda. The information offered will strictly be used only for academic purposes. I wish to let you know that your participation in this study is out of your choice. I request you to please accept to offer information for the success of this study. I pledge to keep your identity confidential.

Yours Faith Fully

.....

Amutuhaire Shallon

FC7	I consider the individual needs of every student as I teach					
IF	Interpersonal Fit	SD	D	NS	A	SA
		1	2	3	4	5
1F1	Within this this school, teachers value one another					
1F2	I enjoy working with my fellow teachers within this school					
1F3	I get along well with all teachers this school					
1F4	Within this within this school, a relationship of trust with each other has been built					
1F5	Teachers help each other within this school					
1F6	Within this this school, teachers display kindness towards each other					
1F7	Teachers respect each other this school					
1F8	Teachers show positive feelings towards each other within this school					
T	Thriving	SD	D	NS	A	SA
		1	2	3	4	5
T1	I find teaching within this this school exciting					
T2	I like teaching within this school					
T3	I am proud of teaching within this school and not any other					
T4	Teaching within this within this school gives my life meaning					
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					
PR	Perceived Recognition	SD	D	NS	A	SA
		1	2	3	4	5
PR1	I felt that my superiors within this within this school recognize my teaching effort					
PR2	I sense that my work efforts are valued in school by my superiors					
PR3	Within this school, I felt that my fellow teachers recognize my teaching abilities					
PR4	The head teacher gives me feedback on my teaching quality					
PR5	I have the opportunity to share my opinions for the betterment of this school					
PR6	Desire for involvement	SD	D	NS	A	SA
		1	2	3	4	5
PR7	I make effort to take initiatives the contribute to the development of this school					
PR8	I care about the good working of this school					
PR9	I make effort to contribute to attainment of the goals of this school					
PR10	Within this school, I seek to be in the know of whatever is taking place					
PR11	I participate in professional development events organized for teachers within this school					
PR12	I cooperate with others to carry out self and peer evaluation about work performance					

Section C: Organisational Justice

This section presents items on Independent Variable (IV). You are kindly requested to indicate how you felt about your organisational justice experience using the scale where, 1= Strongly Disagree, 2 = Disagree, 3 = Not Sure 4 = Agree and 5 = Strongly Agree.

PJ	Procedural Justice	SD	D	NS	A	SA
		1	2	3	4	5
PJ1	I am provided chance to give my input in the processes of the school					
PJ2	The decisions taken this school are based on accurate information					
PJ3	Within this within this school, work procedures are applied consistently					
PJ4	Work procedures within this within this school are free from bias					
PJ5	I have the opportunity to appeal the outcomes arrived at when not satisfied with them					
PJ6	The procedures followed within this within this school uphold ethical and moral standards					
PJ7	I have had impact over the decisions agreed upon at within this within this school					
DJ	Distributive justice	SD	D	NS	A	SA
		1	2	3	4	5
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 this school					
DJ3	My rewards and benefits in teaching within this this school are justified given my efforts in teaching					

DJ4	I felt that resources like allowances, bonuses, benefits are fairly distributed within this school					
DJ5	I felt that career development opportunities are distributed fairly within this within this school					
IJ	Interpersonal Justice	SD	D	NS	A	SA
		1	2	3	4	5
IJ1	Teachers within this within this school listen to each other's' concerns and take them seriously					
IJ2	I am treated in a polite manner by colleagues within this this school					
IJ3	Within this within this school, teachers treat each other with dignity					
IJ4	Teachers within this within this school refrain from improper remarks					
IJ5	Teachers within this within this school take time to understand each other's perspective					
IJ6	Teachers within this within this school apologize to each other if they do a mistake or something wrong					

Section D: Resilience

This section presents items on Moderating Variable (MV). You are kindly requested to indicate how you felt about your resilience experience using the scale where, 1= Strongly Disagree, 2 = Disagree, 3 = Not Sure 4 = Agree and 5 = Strongly Agree.

LA	Living authentically	SD	D	NS	A	SA
		1	2	3	4	5
LA1	On a total, I am contented with myself					
LA2	I consider it enhanced to be recognized than to be myself					
LA3	I am strongly influenced by the opinions of others					
LA4	I felt I know myself very well					
LA5	I am real to me in most circumstances					
LA6	I continuously live by what I believe in					
LA7	I live in accordance to my values and beliefs within this within this school					
LA8	I have vital core principles that I embrace to fast while teaching within this within this school					
LA9	I know my individual strengths and use them properly when executing my duties					
LA10	I able to alter my temperament at school					
MP	Maintaining Perspective	SD	D	NS	A	SA
		1	2	3	4	5
MP1	Nothing ever tires me so much at work					
MP2	I refuse accept things that are bad for me within this within this school					
MP3	Negative teachers at this school rarely affect my morale and feelings					
MP4	I often try to find humour in difficult workplace situations within this within this school					
MP5	I often remind myself of my past successes and how I overcame previous challenges when carrying out my duties as a teacher					
MP6	I often seek for support from others when facing a challenge situation within this within this school					
MP7	When faced with challenging situations at work, I often seek for alternative perspectives					

MS	Managing stress	SD	D	NS	A	SA
		1	2	3	4	5
MS1	I take some time off to maintain vigour as I carry out my teaching duties					
MS2	I am careful to ensure that my teaching within this within this school does not rule my personal life					
MS3	I build good interpersonal relationships with my colleagues within this within this school					
MS4	I involve in stress reduction activities like games and sports to relax from work pressure after teaching within this school					
MS5	I have established some consistent ways to deal with work anxiety					
MS6	Termly holidays help me to relax after a terms' teaching					
MS7	I always keep a smile on my face and laugh regularly while doing my teaching activities					
MS8	I keep silent in certain situations to avoid exploding issues					

APPENDIX B: Letter of Introduction



Date: 06th June 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

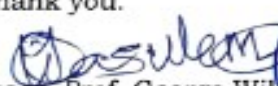
RE: AMUTUHAIRE Shallon- 21/U/GMED/6250/PE

This is to attest that Amutuhaire Shallon- 21/U/GMED/6250/PE is a student of the Department of Educational Planning and Management, School of Education, Kyambogo University. She is carrying out research as one of the requirements for the award of the Master of Education in Policy Planning and Management. Accordingly, she needs data and any other information on the topic titled:

“Organisational justice, resilience and the psychological wellbeing of teachers in Government aided secondary schools, Nakawa Division, Uganda”

Any assistance accorded to her is highly appreciated. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.


Assoc. Prof. George Wilton Kasule

HEAD OF DEPARTMENT

