

# School Justice as a Predictor of Teachers' Job Performance in Kampala's Private Secondary Schools: Implications for Educational Management

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**Abstract:** This study investigates the influence of school justice on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. The study sought to specifically assess the following specific objectives; i) To examine the influence of fair decision-making on teachers' job performance, ii) To determine the influence of equitable resource allocation on teachers' job performance, and iii) To establish the influence of transparent leadership on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. The study revealed that fair decision-making has a statistically positive significant and moderate influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. Additionally, the study revealed that equitable resource allocation has a statistically positive significant and very strong influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. The study further revealed that transparent leadership has a statistically positive significant and strong influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. The study concludes that school justice significantly influences teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda in that an enhancement in fair decision-making, equitable resource allocation, and transparent leadership would resultantly foster to an advance in teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. The study recommends school administrators to ensure distributive justice through fair workload allocation, equitable resource distribution, and performance-based recognition as this may directly have an impact on teachers' job performance in private secondary schools in Kampala Capital City, Uganda.

**Keywords:** School Justice, Fair Decision-Making, Equitable Resource Allocation, Transparent Leadership, and Teachers' Job Performance.

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## I. INTRODUCTION

This study investigates the influence of school justice on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

### A. Historical Perspective

Over the years, the concept of school justice has evolved as a pivotal factor in shaping teachers' job performance as school justice is linked with teacher morale, collaboration, and instructional quality. As schools navigate

contemporary challenges like digital transformation and inclusive education, ensuring fairness in processes and treatment remains central to sustaining teacher effectiveness and educational equity (Haider, Munawar & Khan, 2022). Globally, school justice is portrayed in fairness in teacher evaluation, promotions, workload distribution, and disciplinary procedures which significantly affect teachers' job performance. In Europe and Asia, School justice emphasizes teachers' autonomy and participative decision-making, as well as clear communication as these show perceptions of fairness which resultantly and significantly enhance teachers' job performance through improved compliance, engagement, innovation, and classroom management (Chandrawaty & Widodo, 2021). Many African countries like South Africa, Uganda, and Tanzania, have undertaken reforms to improve teacher performance and school justice (governance) focused on school-based management, teacher performance appraisal systems, and greater participation of teachers in decision-making. Research showed that teachers who perceived procedural fairness in evaluations and promotions were more committed and showed higher instructional quality. In contrast, perceptions of unfair disciplinary systems or politicized leadership appointments led to disengagement resultantly affecting sustainable teacher performance (Friday & Ugwu, 2019).

#### *B. Theoretical Perspective*

The Organizational Justice Theory developed by Greenberg in 1987 guided the study. The theory outlines how fairness in the workplace affects employee outcomes. In the context of education, the theory is adapted to analyze school justice in form of procedural justice, interactional justice, and distributive justice, as perceived by teachers and its effect on teachers' job performance (Kamran & Thomas, 2021). According to Rasooli, Zandi and DeLuca (2019) school justice has a fundamental impact of teachers' job performance as it influences teachers' levels of satisfaction and motivation. When teachers perceive fairness in decisions, rewards and promotions, evaluation, decision-making, disciplinary actions, communication, and interpersonal treatment, they show greater organizational commitment, higher job satisfaction, improved classroom management, and lower levels of stress and absenteeism, which are indicators of improved teachers' job performance. Thus, this was adapted as it provides a link on school justice with teachers' job performance.

#### *C. Contextual Perspective*

The study was carried out among selected private secondary schools in Kampala Capital City, Uganda investigating the influence of school justice on teachers' job performance. This was thought of because of the limited research carried out in the area corresponding to school justice and teachers' job performance explicitly in private secondary schools in Kampala Capital City. Additionally, Kampala Capital City was considered since teachers' job performance among secondary schools including private secondary schools remains a significant challenge characterized with teachers' lack of effective lesson plans and preparation, ineffective classroom management, increased

missing of classes and late coming, increased absenteeism rates, and professional misconduct, adversely affecting student learning outcomes and overall school effectiveness (Kampala Capital City Authority, 2022).

#### *D. Conceptual Perspective*

School justice designates the perceived and actual fairness in the policies, practices, and interpersonal interactions within a school environment. It encompasses how decisions are made, how resources are distributed, and how individuals, particularly teachers and students are treated by school leadership, colleagues, and the education system at large (Friday & Ugwu, 2019). Teachers' job performance refers to the effectiveness with which a teacher carries out their professional responsibilities and duties in the school setting. It includes both the quality and efficiency of teaching and the extent to which a teacher contributes to academic, social, and emotional students' development, as well as the overall goals of the school (Chandrawaty & Widodo, 2021). In this study, school justice was integrated as fair decision-making, equitable resource allocation, and transparent leadership, while teachers' job performance was integrated in terms of lesson planning and preparation, classroom management, instructional effectiveness, collaboration and teamwork, ethical and professional conduct, assessment and feedback, and attendance and punctuality.

#### *E. Statement of the Problem*

The Ugandan government under Ministry of Education and Sports introduced policies and guidelines intended to improve teachers' motivation and performance. For instance, the Teacher Incentive Framework has been implemented with key features related to school justice in order to improve teachers' performance. The framework emphasizes the introduction of non-monetary rewards to enhance distributive and interactional justice, greater community and school-level participation in teacher appraisal, improving transparency and perceived fairness, and emphasis on performance-based evaluation, aiming to reduce favoritism in promotions and rewards to improve teacher job performance outcomes such as increased teacher attendance and engagement (Ministry of Education and Sports, 2018).

Despite all the notable policy strides in promoting school justice to enhance teachers' job performance, teachers' job performance among secondary schools including private secondary schools in Kampala Capital City remains a significant challenge characterized by teachers' lack of effective lesson plans and preparation, ineffective classroom management, increased missing of classes and late coming, increased absenteeism rates, and professional misconduct (Kampala Capital City Authority, 2022). Evidence indicates that almost 32% of the teachers recurrently arrived at school late or left early and also 16% of teachers missed classes at least once a week in 2021 among secondary schools in Kampala Capital City (Kampala Capital City Authority, 2022). This has consequently led to a deterioration in students' academic performance and engagement outcomes, as well as a declined in schools' academic reputation. Thus, it is upon this foundation that the study investigated the influence of school justice on teachers' job performance in

selected private secondary schools in Kampala Capital City, Uganda.

## II. OBJECTIVES OF THE STUDY

### A. General Objective

The main objective is to investigate the influence of school justice on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

### B. Specific Objectives

The study sought to specifically cover the following objectives;

- To examine the influence of fair decision-making on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.
- To determine the influence of equitable resource allocation on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.
- To establish the influence of transparent leadership on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

### C. Study Hypotheses

#### ➤ $H_{a1}$ :

Fair decision-making has a statistically significant influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

#### ➤ $H_{a2}$ :

Equitable resource allocation has a statistically significant influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

#### ➤ $H_{a3}$ :

Transparent leadership has a statistically significant influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

### D. Conceptual Framework

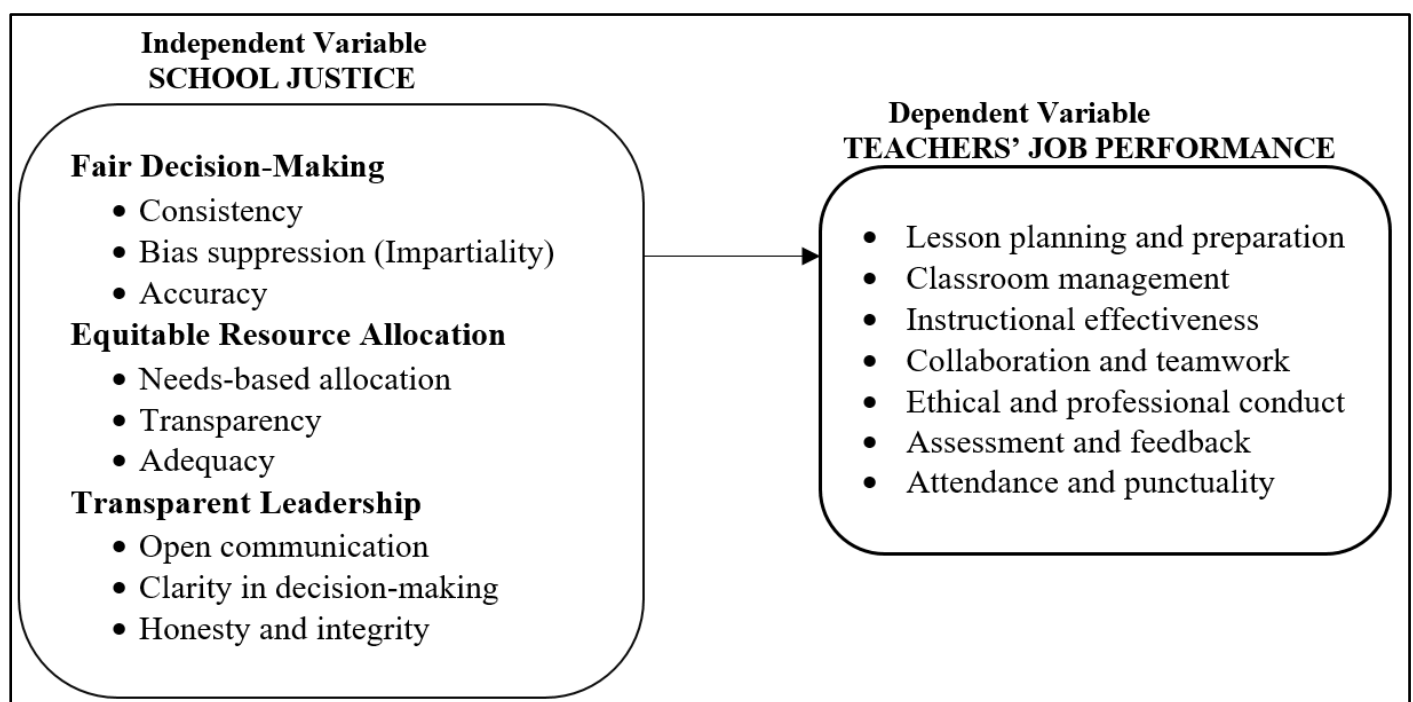


Fig 1 Conceptual Framework

### E. School Justice and Teachers' Job Performance

School justice significantly influences teachers' job performance by shaping their perceptions of fairness, trust in leadership, motivation, and commitment to their roles. When teachers see their work setting as just and fair, they are likely to be engaged, effective, and satisfied in their jobs. On the contrary, insights of unfairness lead to dissatisfaction, reduced motivation, and even attrition (Sapkota, 2021). Additionally, Gustari and Widodo (2022) assert that distributive justice which refers to equality in the distribution of resources, rewards, and responsibilities, motivates teachers to perform better when they feel rewards are based on merit, promotes equity, reducing resentment among staff, and

encourages greater commitment and effort. However, when absent leads to demoralization if teachers perceive favoritism or inequality as well as reduces productivity and increases complaints or absenteeism, resultantly affecting teachers' job performance.

School justice in form of procedural justice concentrates on the fairness in decision-making processes, such as evaluation, disciplinary measures, or promotions. This builds teachers' trust in school leadership and institutional policies, enhances teacher engagement and willingness to contribute to school goals, and encourages compliance with school rules and participation in planning processes, which are indicators

of effective and improved teachers' job performance (Agustina, Kristiawan & Rahman, 2024). However, on the contrary, the authors assert that the absence of procedural justice such as unfair decision-making and promotions, creates perceptions of bias, leading to teacher disengagement and also fuels workplace conflicts and reduced cooperation resulting into poor teachers' job performance which also creates an unhealthy school environment (Agustina et al., 2024).

According to Hussain and Haider (2019) interactional justice which relates to the quality of interpersonal treatment such as respect, dignity, and communication between teachers and school leaders has a profound influence on teachers' job performance. Interactional justice fosters a positive school climate where teachers feel valued, encourages collaboration and open communication, and enhances morale, leading to better classroom instruction which positively influences teachers' job performance. On a contrary, Aslam and Chaudhary (2024) assert that interactional justice may have a negative impact on teachers' job performance if not put into consideration or lacking as it may lead to feelings of disrespect or humiliation, reducing teacher motivation and weakening teamwork resultantly affecting the overall teachers' job performance such as reduced compliance, engagement, collaboration or teamwork, commitment to work, and instructional effectiveness.

School justice acts as a powerful motivator or demotivator for teachers. When fairness permeates the decisions, processes, and relationships within a school, teachers are more committed, innovative, and effective. Therefore, enhancing school justice is not only an ethical imperative but also a strategic approach to improving teacher performance and overall school quality (Adeyeye, 2024). According to Chandrawaty and Widodo (2021) effective school justice through fair teacher evaluations, transparent promotions, and respectful leadership correlate strongly with higher student achievement, lower teacher turnover, and improved instructional quality. The authors assert that teachers who feel fairly treated are more likely to demonstrate organizational citizenship behaviors, going beyond their basic duties, leading to an improvement in overall teachers' job performance (Chandrawaty & Widodo, 2021).

School justice influences teachers' job performance through psychological, emotional, and organizational pathways. Teachers' perceptions of fairness in decision-making, treatment, and reward systems shape their attitudes, motivation, and behavior in the workplace. This ultimately influences teachers' job performance as it affects how effectively they teach, manage classrooms, and contribute to school goals (Haider et al., 2022). According to Sapkota (2021) school justice fundamentally enhances teacher motivation and commitment. When teachers perceive fairness in reward distribution, evaluations, and opportunities, they feel valued and respected, which strengthens intrinsic motivation, and are also more likely to show organizational commitment which is a desire to stay and contribute positively improving performance. The author also argues

that motivated teachers often take initiative, invest more time in planning, and pursue professional development. A teacher who knows promotions are based on merit will likely work harder to meet performance targets, which improves teachers' job performance (Sapkota, 2021).

Fair decision-making which is a core element of procedural justice involves the use of transparent, consistent, and inclusive processes when making decisions that affect teachers. This includes decisions about promotions, appraisals, workload distribution, transfers, discipline, and access to resources or professional development. When school leaders make fair decisions, it has a strong positive impact on teachers' job performance across several dimensions (Natureeba, Nkwatsibwe, & Rukundo, 2024). The authors also assert that fair decision-making builds teachers' trust in school leadership, encourages teachers to accept outcomes, even if they're not favorable, as long as the process is seen as just, promotes a sense of psychological safety, allowing teachers to take instructional risks or speak openly. This trust fosters cooperation, reduces conflict, and increases teachers' willingness to implement school initiatives effectively, thus improving teachers' job performance (Natureeba et al., 2024).

School justice in form of fair decision-making enhances teachers' motivation and engagement. When teachers see that decisions are based on merit rather than favoritism or politics, they feel recognized and motivated to improve, and they are more likely to put in extra effort, show initiative, and remain focused on school goals which impacts teachers' job performance. Motivated teachers are more committed, invest more in lesson planning, and provide better student support (Ogwuche, Musa & Nyam, 2018). Conversely, the authors asserted that unfair or arbitrary decision-making often leads to uncertainty, anxiety, and frustration, as well as feelings of helplessness and emotional exhaustion creating an unstable work environment that negatively affects teachers' concentration, patience, and overall teaching effectiveness, leading to a decline in teachers' job performance (Ogwuche et al., 2018).

According to Ibrahim, Gummi and Ladan (2021) equitable resource allocation as a parameter of school justice which refers to the fair and needs-based distribution of resources such as teaching materials, facilities, workload, professional development opportunities, and financial incentives across schools, departments, and individual teachers has a significant influence on teachers' job performance. When resources are distributed equitably (not necessarily equally, but fairly according to needs and roles), it positively affects teachers' job performance in multiple ways. The authors assert that equitable resource allocation improves instructional quality in that when teachers have adequate and fairly distributed resources (e.g., textbooks, teaching aids, technology, and classroom supplies), they can deliver more effective, engaging, and structured lessons, innovate in instructional methods and accommodate various learning styles, as well as evaluate student growth more accurately to support student learning, leading to improved classroom performance and outcomes (Ibrahim et al., 2021).



### III. METHODOLOGY

#### A. Research Design

A cross-sectional research design was adopted combined with a quantitative method. This design focusses on evaluating and collecting data on various study variables at a single point in time from a sample representative to a study population (Kassu, 2019). Therefore, this research design was fundamental to investigate how school justice influences teachers' job performance in private secondary schools in Kampala Capital City, Uganda at a particular point in time. A quantitative approach was essential in providing a systematic, objective, and statistical way of understanding phenomena depending on numerical data and statistical analysis.

#### B. Target Population and Sample Size

A study population is a group of individuals that a researcher is concerned with studying for a particular research project from which a sample is selected (Majid, 2018). The study population constituted of teachers as well as administrators from different private secondary schools selected in Kampala Capital City, Uganda from which a sample was selected. The sample size constituted of 50 respondents (teachers and administrators) to provide data employed to offer answers to objectives under investigation.

#### C. Sampling Procedure

Sampling refers to a systematic process of drawing a subset of individuals from the target population to play as a representative sample in the study (Singh & Masuku, 2017). The researcher used simple random sampling in the selection of individuals to participate in the study. Simple random sampling was utilized to select both teachers and administrators from the different selected private secondary schools in Kampala Capital City, Uganda to take part in the study in order to provide the necessary data. A simple random sampling gives an equivalent and independent probability to each individual of the population of being selected or drawn to the sample (Elfil & Negida, 2017).

#### D. Data Collection Methods

##### ➤ Questionnaire Survey Method

A questionnaire survey method is a research method in which structured questions are utilized to collect data from respondents (Anokye, 2020). A questionnaire survey method was essential in collecting uniform data that facilitates comparisons and identification of patterns or trends using a number of predefined and understandable questions. So, this method was used as it allowed data generation from a large number of individuals swiftly and efficiently.

#### E. Data Collection Instruments

##### ➤ Structured Questionnaire

Structured questionnaires are data collection instrument constituting of a group of uniform, closed-ended questions presented in a particular order intended to ensure consistency

and comparability of responses across all respondents (Kuphanga, 2024). The study employed structured questionnaires in the collection of numerical data from participants that constituted of pre-organized and fixed questions with predetermined response options and these were directed to teachers and administrators in schools. Structured questionnaires were utilized as they uphold uniform data collection across individuals, quick to administer to larger number of individuals, and necessitate less time for data collection on study aspects.

##### ➤ Data Analysis

Quantitative data analysis comprises the arrangement, interpretation, and presentation of numerical data to determine patterns, test hypotheses, and support decision-making by conducting statistical analysis. The study utilized both descriptive and linear regression analysis approaches in scrutinizing the data generated. The study used descriptive analysis to avail simple summaries about participants' bio data presented in table format including percentages and frequencies. In investigating the influence of school justice on teachers' job performance, linear regression analysis was utilized to avail empirical evidence on hypotheses at 0.05 significance level. Linear regression analysis is essential in research in ascertaining whether and how strongly predictor variables influence the outcome variable (Maulud & Abdulazeez, 2020). Linear regression analysis encompassed the use of simple linear regression models which enclosed both independent and dependent variables.

##### ➤ Ethical Consideration

The researcher obtained an introductory letter from the university as a requirement to acquire authorization from school administrators to conduct the survey in their premises before the study is done.

The researcher made sure that respondents' consent is given voluntarily and in writing, with the option to disengage at any time without penalty.

The researcher also fully informed respondents on the objectives, procedures, purpose, and benefits of the study.

Additionally, the researcher ensured that personal data was kept confidential and used only for research purposes and also participants' identities were protected using pseudonyms or anonymization.

##### ➤ Study Findings

This section provides findings in relation to the study objectives.

##### • Findings on the Demographic Characteristics of the Participants

The study addressed the demographic characteristics of the participants that took part in this study in private secondary schools in Kampala Capital City, Uganda and results are given in Table 1;

Table 1 Demographic Characteristics of the Participants

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	31	62.0
	Female	19	38.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Age Category	25-30	8	16.0
	31-35	12	24.0
	36-40	19	38.0
	Above 40	11	22.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Education Level	Diploma	4	8.0
	Bachelors' degree	40	80.0
	Masters' degree	6	12.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Marital Status	Married	36	72.0
	Single	14	28.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Time Worked at the School	1-2 years	8	16.0
	3-5 years	14	28.0
	Above 5 years	28	56.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Data (2025)

The results in Table 1 indicate that out of 50 participants, 31 (62.0%) were males and 19 (38.0%) were females. The results also indicated that 19 (38.0%) were 36-40 years, 12 (24.0%) were 31-35 years, 11 (22.0%) were over 40 years, and 8 (16.0%) were 25-30 years.

In addition, the findings indicated that out of 50 participants, 40 (80.0%) had acquired a bachelors' degree, 6 (12.0%) had acquired a masters' degree, and 4 (8.0%) had acquired a diploma.

In respect to marital status, the study findings indicated that out of 50 participants, 36 (72.0%) were married and 14 (28.0%) were single. The study further indicated that out of 50 participants, 28 (56.0%) had worked with their respective schools for over 5 years, 14 (28.0%) had worked with their

respective schools for 3-5 years, and 8 (16.0%) had worked with their respective schools for 1-2 years.

#### • Findings on the Study Objectives

This section gives findings in respect to the specific study objectives.

#### ✓ Influence of Fair Decision-Making on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda

The study examined the influence of fair decision-making on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda and results are given in Table 2.

Table 2 Regression Analysis on the Influence of Fair Decision-Making on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.475 <sup>a</sup>	.226	.209	.42358		
a. Predictors: (Constant), Fair Decision-Making						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.693	.355		7.597	.000
	Fair Decision-Making	.337	.090	.475	3.739	.000
a. Dependent Variable: Teachers' Job Performance						

Source: Field Data (2025)

Table 2 indicates that fair decision-making has a statistically positive significant and moderate influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda ( $\beta=0.475$ , P-value=0.000) at a 0.05 significance level. The outcomes demonstrate that a unit increase in fair decision-making significantly results to an enhancement in teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda by 47.5%. The results imply that an enhancement in fair decision-making resultantly leads to improved teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

Model summary outcomes show that the coefficient of determination was 0.209, which specifies that fair decision-making explains 20.9% of the total variations in teachers' job

performance and the outstanding 79.1% of the variations are described by other aspects. This implies that fair decision-making slightly though significantly influences teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. Therefore, to improve teachers' job performance, there has to be fairness in decision-making in selected private secondary schools in Kampala Capital City, Uganda.

✓ *Influence of Equitable Resource Allocation on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda*

The study determined the influence of equitable resource allocation on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda and results are provided in Table 3.

Table 3 Regression Analysis on the Influence of Equitable Resource Allocation on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda

Secondary Schools in Kampala Capital City, Uganda							
Model Summary							
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate		
1	.602 <sup>a</sup>	.362		.349	.38441		
a. Predictors: (Constant), Equitable Resource Allocation							
Coefficients <sup>a</sup>							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)		1.288	.522		2.465	.017
	Equitable Resource Allocation		.626	.120	.602	5.220	.000
a. Dependent Variable: Teachers' Job Performance							

Source: Field Data (2025)

Table 3 indicates that equitable resource allocation has a statistically positive significant and very strong influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda ( $\beta=0.602$ , P-value=0.000) at 0.05 significance level. The regression outcomes specify that a unit increase in equitable resource allocation significantly results to an enhancement in teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda by 60.2%. The results imply that an enhancement in equitable resource allocation resultantly leads to improved teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

Model summary outcomes point out that a coefficient of determination was 0.349, which denotes that equitable resource allocation explains 34.9% of the total variations in

teachers' job performance and the remaining 65.1% of the variations are explained by other factors. This implies that equitable resource allocation considerably and significantly influences teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. Therefore, to improve teachers' job performance, there has to be equitable resource allocation in selected private secondary schools in Kampala Capital City, Uganda.

✓ *Influence of Transparent Leadership on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda*

The study established the influence of transparent leadership on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda and results are provided in Table 4.

Table 4 Regression Analysis on the Influence of Transparent Leadership on Teachers' Job Performance in Selected Private Secondary Schools in Kampala Capital City, Uganda

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.551 <sup>a</sup>	.303		.289	.40169	
a. Predictors: (Constant), Transparent Leadership						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.631	.305		8.638	.000
	Transparent Leadership	.361	.079	.551	4.573	.000
a. Dependent Variable: Teachers' Job Performance						

Source: Field Data (2025)

Table 4 indicates that transparent leadership has a statistically positive significant and strong influence on teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda ( $\beta=0.551$ ,  $P\text{-value}=0.000$ ) at 0.05 significance level. The findings designate that a unit increase in transparent leadership significantly results to an improvement in teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda by 55.1%. The results imply that an improvement in transparent leadership resultantly leads to improved teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

Model summary results signify that coefficient of determination was 0.289, that shows that transparent leadership explains 28.9% of the total variations in teachers' job performance and the outstanding 71.1% of the variations are explained by other factors. This implies that transparent leadership basically and significantly influences teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda. Therefore, to enhance teachers' job performance, there has to be transparency in leadership in selected private secondary schools in Kampala Capital City, Uganda.

#### IV. CONCLUSIONS

The study concludes that school justice significantly influences teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda in that an enhancement in fair decision-making, equitable resource allocation, and transparent leadership would resultantly lead to improved teachers' job performance in selected private secondary schools in Kampala Capital City, Uganda.

#### RECOMMENDATIONS

The study recommends school administrators to ensure distributive justice through fair workload allocation, equitable resource distribution, and performance-based recognition as this may directly and significant influence teachers' job performance in private secondary schools in Kampala Capital City, Uganda.

The study also recommends school administrators to embed school justice principles in leadership, policy, and daily practices such as maintaining openness and clarity in communication, ensure fair and transparent decision-making processes, and encourage respectful and dignified interpersonal treatment, as this can enhance teacher satisfaction, motivation, and job performance, ultimately leading to better educational outcomes in private secondary schools in Kampala Capital City, Uganda.

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