

**THE ROLE OF ORGANISATIONAL JUSTICE IN FOSTERING VOICE
BEHAVIOUR THE CASE OF SELECTED GOVERNMENT AIDED SECONDARY
SCHOOL TEACHERS IN KYADONDO WAKISO DISTRICT**

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DECLARATION

I NYAPENDI EZERESI, declare that this is entirely my original work, except where acknowledged and that it has not been submitted to any other University or institution of higher learning for any award.

NYA

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SUPERVISOR'S APPROVAL

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Date

10/09/2024

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ABSTRACT

A study was conducted to examine the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. It was guided by 3 specific objectives; to examine the relationship between procedural justice and Voice behaviour, to examine the relationship distributive justice and voice behaviour, and to examine the relationship between interactional justice and voice behaviour. A cross-sectional study design was adopted in which both quantitative and qualitative data collection tools were used. Data was collected from 68 respondents in two selected schools of Wakiso district. The respondents included; district leaders, school leaders, and teachers. Quantitative data was analyzed in which descriptive statistics were generated, correlations and regression analysis were generated. Thematic and content analysis were used in the analysis of qualitative data. Findings from correlation analysis show that there was a strong positive correlation between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.501^{**}$, $p<0.01$). In the same vein, there was a strong positive correlation between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.523^{**}$, $p<0.01$). Lastly, the Pearson Correlation coefficient (r) showed a strong positive correlation between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.541^{**}$, $p<0.01$). Basing on the above findings, the study concluded that organisational justice had a positive significant relationship with voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. To this end therefore, the study recommends the following; the Ministry of Education and Sports should ensure they follow consistent procedures when selecting teachers for promotion and other benefits, rewarding of teachers equitably and above other schools, provision of regular parties and the school leaders should relate and integrate with teachers regularly

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study looked to analyze the role and contribution of organisational justice in explaining Voice behaviour among teachers in government aided secondary schools in Kyadondo County, Wakiso District. Voice behaviour entails voluntary airing of information that would be helpful in an organization to better and improve its performance or raising an issue that can harm the entity. It is predicted that such behaviour can be promoted if there is organisation justice demonstrated through fairness in procedures used in arriving at rewards or benefits, equitable distribution of resources such as salaries and promotion opportunities, and also in terms of how the leaders relate to their subordinates. This chapter consists of, a background to the study, the statement of the problem and the purpose of study was provided. It also contained the, research objectives, research questions, the conceptual framework, the significance of the study, justification of the study, the scope and the definition of the key variables also appear in this section.

1.1 Background to the Study

1.1.1 Historical perspective

The behaviour of employees in an organisation is instrumental in the realization of organisational goals. This was so since desirable behaviour couples with other competences to produce performance. As such, behavioural competences were enshrined as among the competencies that a prospective employee is expected to have (Luenburger & Goleman, 2010). This signified the centrality of employees' behaviour at work.

The effort to have employees exhibit desirable behaviour was traced right from the inception of written management works. This is however believed to have been way back where organised labour was said to have existed. For instance, the building of the Egyptian pyramids which was before written management scholarly works must have been done through organised work that required such behaviours as team work and right attitude to have the work done (Horrace, 2018). The early management works that trace management from the classical management theories proposed that certain management principles were employed to achieve the desirable behaviour.

The scientific theory believed that a prior assessment of the ability and competences of employees coupled with rewards of the demonstrated performance would yield positive behaviour (Taylor, 1911).

Human relation and human resource management views that yielded a number of motivational theories took a huge effort in an attempt to understand individual and groups and why they behave in a given manner (Bruce & Nylan, 2011). Further, the industrial relation era sought to have the employees through their representatives and the employer on the other hand, strike a good working relation that would see the employees demonstrate desirable behaviour at work, with the employer expected to fulfil their part of the bargain (Kapoor, 1968).

The advanced management perspectives like human resource management proposed strategies that an organisation adopted includes best human resource practices, job fit, and environmental fit among others to boost behaviour without mainly relying on sanctions to enforce the behaviour (Armstrong, 2011). In this respect, there has of recently emerged the concept of extra-role behaviour that unlike in-role behaviour. The extra behaviour was considered to be super-ordinate behaviour where an employee deliberately, without expecting any extra reward, exhibits a behaviour that is beyond the call of their duty, which was beneficial to members of an organisation, or the organisation which ultimately led to the betterment of an organisation.

The concept of voice as extra role behaviour was considered as one of the organisational citizenship behaviours whose full conceptualisation was traced in the work of the work of (Organ 1998). This was despite the fact that the issue of extra role behaviours has had scholarly studies since 1970s (Ocampo et al. 2018). In the previous period, voice behaviour was not so profound since many organisation were still entangled in previous employer – employee relationship where the employers mainly engaged employees from a perspective of costs that needed to be reduced. Again, the top –bottom management styles used to dominate and managers were considered to be superior. As such employees' voice was not well pronounced given the management perspective and the power distance that restricted employees to mainly being mindful of fulfilling their obligations as per their job description.

However, with the movement of such as Human Resource Management practice, organisational leaders began to view employees as an important resource that can actually contribute to

competitive edge of an organisation (Armstrong, 2011). In this respect, managers of an organisation began to listen to the employees and their contribution was now valued. Employees on the other hand began to have confidence with the managers that what they say would be respected. That was how the concept of extra role behaviours of which voice was among, began to gain its identity in an organisation (Organ1998).

1.1.2 Theoretical perspective

This study was to be guided by “Equity theory” advanced by (Adam, 1963. According to this theory we got relevant information about voice behaviour in organisations. Equity theory posits that both employees and the employer enter in an employment relationship and the employee expects to be treated with equity in comparison with both internal and external realities. Where an employee felt that the organisation had fulfilled their part of the bargain on both tangible and intangible terms, they respond positively and are likely to demonstrate desirable behaviours that even go beyond the call of duty. This can be achieved if organisational justice a concept of interest for the purpose of this study was present (Yadav & Yadav, 2016). On contrary, perceived failure to fulfil its part of bargain prompted employees to exhibit undesirable behaviour such as counterproductive work behaviour as a form of open or indirect protest. In this study, Equity theory (Adams, 1963) progressed in the view that where the representatives see that they are dealt with decently, as to association equity, they felt compelled to reciprocate by demonstrating in a behaviour that would reward the organisation which demonstrated in voice behaviour.

1.1.3 Conceptual perspective

The two ideas in this examination in particular “voice behaviour” and “organisational justice” were of essence. Voice behaviour entailed voluntary airing of information that would be helpful in an organization to better and enhance its performance or raising an issue that can harm the organisation (Mishira & Saxena, 2011). Organisational justice on the other hand, was demonstrated through fairness in procedures used in arriving at rewards or sanctions, equitable distribution of resources such as salaries and promotion opportunities, and also in terms of how the leaders relate to their subordinates (Butler, 2012).

Voice behaviour may be exhibited in two ways namely, promotive or prohibitive (Ling, Farh, & Farh, 2012). Promotive voice refers to where employee volunteer information that was helpful to an organisation, through such means as better processes, products, services or any other helpful

idea (Morrison, Wheeler-Smith, & Kamdar, 2011). Basically, an employee possessed unique knowledge that when applied would foster organization's performance or the employee's performance. In schools a teacher exhibited promotive behaviour by voluntarily suggesting better teaching modes, better student evaluation methods, or better learning tools which when used would lead to improved performance.

Prohibitive voice, on the other hand, refers to voluntarily providing cautious information related to something that may harm an organisation (Shin, 2013). In this respect, an employee would notice dangerous or unethical behaviour being exhibited by another employee or even a trend that was potentially harmful. Such an employee was considered to have raised a prohibitive voice if they voluntarily raise such a cautious voice which when avoided can help an organisation. Prohibitive voice was identified as being important in helping organisations avoid losses that occurred through such acts as fraud, poor implementation, poor products, among others (Venkataramani & Tangirala, 2010). In schools, a teacher may exhibit prohibitive voice by cautioning against such acts as some teachers, came to class drunk, dodged classes, harassed students among others.

Organisational justice, the other concept of enthusiasm for particular study, alluded to the level of fairness exhibited by organisational leaders to its subordinates (Butler, 2012). Three forms of organisational justice included procedural, distributive and interactional justice were advanced over time. Distributive justice comprises felt fairness in the appropriation of remunerations, for example, decency in pay, advancement and development opportunities and this came to be known as distributive justice (Thomas & Nagalingappa, 2012). Procedural equity then again alludes to the decency in methods utilized to disseminate remunerates or appropriate sanctions such as disciplinary procedures (Alzubi, 2010). Finally, interactional justice entails fairness in terms of how organisational leaders such as heads of departments and supervisors relate to the employees avoiding to give preferential treatment to some and this was known as interactional justice (Barsky, Kaplan, & Beal, 2011).

1.1.4 Contextual perspective

MOES was therefore the central overseer of the government schools in Kyadondo County Wakiso District, which formed the area of interest for this study. The study was to be carried out from two schools. In the county, no known published work examined the concept of voice

behaviour among the teachers. However, the documented works from Wakiso district records provide a necessity to undertake a scholarly inquiry into the voice behaviour. For instance, in 2016 teachers from the Wampewo Ntake aired their views on employment voice, Policy voice and education voice what they believe needed to be done although very few have been handled (Wakiso Annual performance report 2016) As a result, teacher's performance deteriorated to 30% (Wakiso Annual performance report 2017) compared to the (Annual performance Report 2016). It was reported that some teachers in the school were engaged in undesirable behaviour including refusing to teach intentionally, absenteeism, rudeness towards students, arriving at school late, drinking alcohol, poor preparation of teaching materials and poor lesson notes (Wakiso Annual report 2017). This happened with knowledge of other good teachers but who decided to keep quiet. Such a school thus indicate that prohibitive voice was lacking among teachers. Following the registered poor performance, the government guided by the Head teachers, was reviewing the recommendation earlier raised by the teachers to help reverse the situation. The researcher assumed that to avoid the current situation of neglecting teacher's voices, the government should look at the issues of organisation justice (IV) for the good of promoting the education system.

1.2 Statement of the problem

Employee voice is a critical component of organizational performance and employee well-being. It fosters innovation, problem-solving, and decision-making, contributing to overall organizational effectiveness (Morrison, 2011). Despite its significance, employees' willingness and ability to speak up remain limited, leading to missed opportunities for improvement and reduced workforce engagement.

Globally, research indicates that employees often hesitate to exercise voice due to fear of negative consequences, such as retaliation or job insecurity (Detert & Edmondson, 2011). This issue persists across various regions and industries, highlighting a systemic challenge in effectively leveraging employee voice.

In Africa, sociocultural factors, economic instability, and high unemployment rates further complicate the situation. Studies in South Africa and Nigeria have shown that employees are often reluctant to voice their opinions due to perceived risks, including job loss in a competitive labor market (Akanbi & Ofoegbu, 2013; Bussin & Schurink, 2015). In countries like Kenya,

weak institutional frameworks and power imbalances between employers and employees also stifle employee voice (Atambo et al., 2013).

Uganda, like many developing countries, faces unique challenges in fostering employee voice. The Ugandan labor market is characterized by high levels of informality, precarious employment conditions, and low job security (Kaggwa et al., 2018). These factors limit opportunities for employees to influence decision-making processes, contributing to disengagement and dissatisfaction among the workforce (Kasekende & Otengei, 2018).

Organizational justice, encompassing distributive, procedural, and interactional justice, has been identified as a potential solution to the employee voice problem (Colquitt et al., 2001). When employees perceive fairness in decision-making, reward distribution, and treatment, they are more likely to engage in voice behaviors (Greenberg, 1990). A fair and transparent organizational environment encourages open communication and fosters trust, making employees feel safe to express their ideas and concerns without fear of negative repercussions. However, empirical studies examining the relationship between organizational justice and employee voice, especially in developing countries like Uganda, are limited. Therefore, this study aims to address this gap by investigating the effect of organizational justice on employee voice in selected schools in Uganda.

1.3 Purpose of the study

The purpose of the study was to examine the role of Organizational Justice in fostering voice behavior in Government aided secondary schools.

1.4 Objectives

- i. To examine the relationship between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.
- ii. To examine the relationship between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.
- iii. To examine the relationship between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo County, Wakiso district.

1.5 Research questions

- i. What was the relationship between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo County, Wakiso district?
- ii. What was the relationship between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district?
- iii. What was the relationship between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district?

1.6 Scope of the study

1.6.1 Content/ subject I Scope

Organizational justice would be evaluated as the independent variable. This variable has three key dimensions that include procedural, distributive and interactional justice. Voice behaviour will be assessed as the dependent variable and has two dimensions namely promotive and prohibitive.

1.6.2 Time Scope

This study covered a period of four (4) months from April to July which is enough to allow the researcher work on the assertion that respondents would have been in Aided Secondary schools for a term and would be able to provide relevant information for the research

1.6.3 Geographical scope

The study was conducted in two (2) Government Aided Secondary schools in Kyadondo County, Wakiso District, and these are: Gayaza high school and Wampewo Ntake secondary school. This district was chosen because it had the biggest number of government aided secondary schools and therefore can provide a better representation of the population.

1.7 Significance of the study

- i. The study promoted working relationships among teachers and head teachers, reduced teachers reporting of misconduct, reacting fairly and efficiently responding to concerns.

- ii. The findings would bring more insight to the Ministry of Education and Sports specifically the Department of Secondary Education which is Headed by Commissioner, Secondary Education in devising strategies of enhancing voice behaviour among teachers in order to improve on the performance of schools (Head teachers and Teachers)
- iii. The results of this study would be informative to the school heads, their deputies, Education Service Commission Officials and Directors of Studies, Wakiso District Education Officials, school management committee and many others who were holding leadership position on how they can promote voice behaviour among teachers and also improve on effectiveness and efficiency in the delivery of education services.
- iv. Finally, this study would be used as reference point by future researchers who may want to assess similar variables.

1.8 Justification of the Study

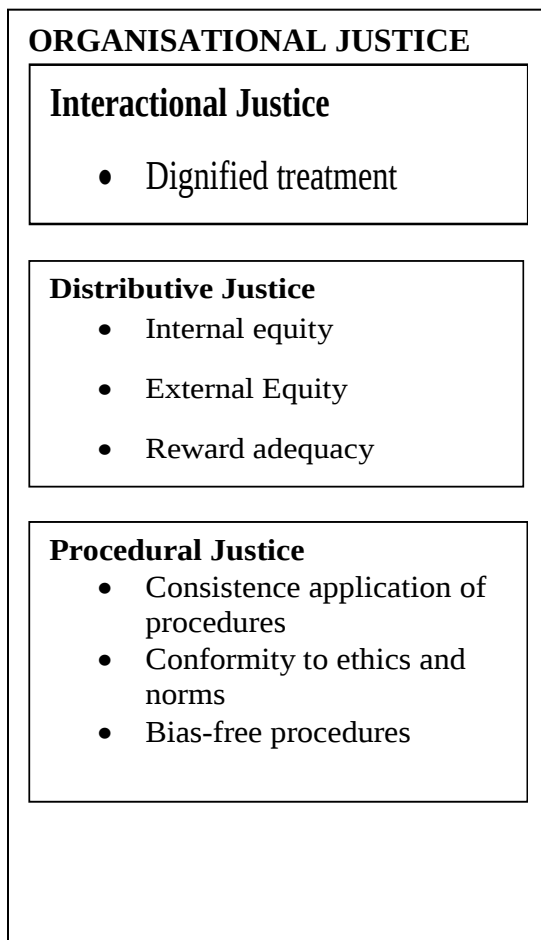
Teachers raised issues/challenges faced in their work several times but the concerned authorities were not seriously attending to them as expected and no study was done to promote voice behaviour among teachers. There was evidence that some government aided secondary schools in Kyadondo County, Wakiso District experienced low performance. This prompted me to carry out this study and also to generate new knowledge which can help the government to ensure that Organisational Justice is present.

Being responsible, the teachers were expected to raise voice whenever they discover there is something wrong. They were encouraged to use both promotive and prohibitive voice in order to avoid undesirable behaviour. But because of absence of justice by the government, they decided to exhibit undesirable behaviours. Along these lines, there was need to carry out an investigation to build up or look at how the Government aided secondary school teachers can be of assistance in raising both warning and promotive voice that can enable smooth running of the Ugandan education institutions. This helped giving teachers their rights and also treating them equally and fairly.

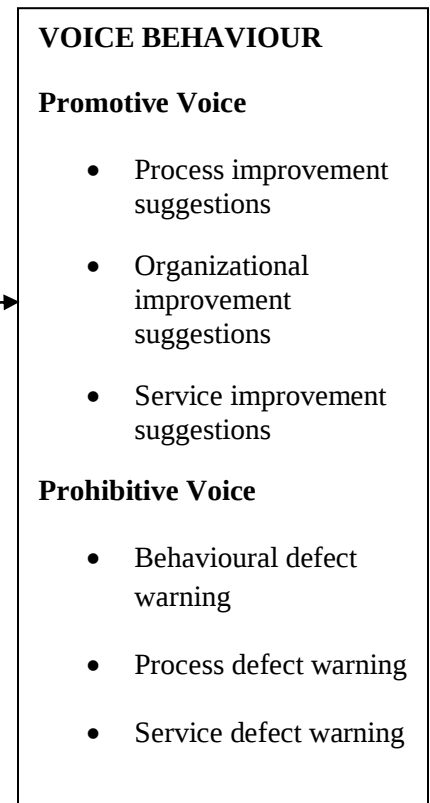
1.9 Conceptual framework

CONCEPTUAL FRAMEWORK

Independent variable



Dependent variable



Developed after review of literature especially the works of Ling et al. (2012), Morrison et al. (2011), and Venkataramani and Tangirala (2010).

1.10 Conclusion/ Transitional paragraph

This study identified and examined how organizational justice greatly contributes to the employees' willingness to raise either a promotive or prohibitive voice in an organization and further examine the relationship between the two variables and how they improve the general performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review and arguments that arise from the various scholarly works accessed. In particular, the chapter provided theoretical review and conceptual review. Finally, the chapter provides a summary of the literature review.

2.1 Theoretical Review

A number of theories were over time been created to explain employee's behaviour in organisation. Equity theory one of the categories of the theories that attempted to explain how and why the employee's exhibit varied behaviour at work (Adam, 1963). The theories were based on the premise that employees are sensitive of what happened around them in regard to the behaviour of the organisation/ employer towards them. It is in reciprocity of the behaviour and treatment that the organisation had towards the employees that given behaviours are exhibited in return.

In respect to the behaviour and the treatment demonstrated by the employer or the organisation, it is vital to note that the owners of the organisation normally employed managers and supervisors as their agents (Butler, 2012). They also developed policies and standards such as remuneration, code of conduct and many others which had either a direct or indirect impact on the work environment. It is the actions of the agents and the policies that the employees weighed in order to get a general view of the organisations treatment towards them (Armstrong, 2012). As such when the employees felt that their organisation had treated them well, they responded positively. Equity theory in particular, was based on the assumption of fairness in reflecting input and output (Adam, 1963). Employees for instance, weigh their inputs in such terms as performance in their role, loyalty to the organisation, assisting the fellow employees, commitment, and any other contribution they offer for the benefit of organisation, against the

rewards in such terms as compensation, training opportunities, recognition, and organisational support among others. In case of felt fairness or justice in the processes used to allocate the rewards, actual rewards or any other related issue, then they respond positively by demonstrating more of their input. In case of unfairness to their disadvantage, they reciprocated by say reducing their effort, plan to leave the organisation, among other undesirable responses (Madi, 2011).

In allocation of resources equity was assessed against such terms as the amount of compensation given to the employees which assesses both internal and external equity (Till & Karren, 2011). An employee in compensation, an employee weighs what they receive as against their work, against what others in the organisation were receiving, and also external employees in the other organisations. Other benefits considered include promotions, development opportunities and also the related issues. It was argued that employees are sensitive as to how they are treated as against other colleagues. It was assumed that the leaders should ensure fairness in relating to employees in such issues as attention, respect, allocation of duties and other forms support. This form of equity or fairness has been termed as interactional justice (Takeuchi et al., 2012). In this study, it was propelled that authoritative equity impacted the reaction of the workers' conduct (Eib, 2016). It was expected that once the employees perceive they had been fairly treated in terms of the processes used to allocate resource or penalties, the actual rewards and the interactional fairness they reciprocate by demonstrate desirable behaviour that helps the organisation. The said behaviour was voice in regarding promotive and restrictive. The earlier referred to introduction of ideas that can be beneficial to the organisation or the employees. On the other hand, prohibitive voice is the raising of an issue that if left unattended would be to the destructive of the organisation or its members.

There are various studies and that had provided a strong ground to advance the view that authoritative equity was a decent indicator of voice conduct (Ghasemi, Zomorodi, & Nasab, 2016). Some studies had even shown a direct relationship of the same, while others assess other related factors. As such there was a strong evidence to expect what had consistently been reflected in studies conducted in different contexts, could be informative of the behaviour the employees demonstrate in the Ugandan context which was the area of concentration in the present study.

Further studies had shown the negative impact of low organisational justice that added to reinforce the view that an exchange or response normally was an outcome of justice. For instance, Shkoler & Tziner (2017) found that perception of injustice prompted frustration among the employees and prompted destructive behaviours such as, robbery, damage, withdrawal and badgering. As can be seen theft and sabotage can thrive in absence of voice. As such, it would be interesting to assess at the variety of conduct where firm's justice is present.

2.2 Procedural Justice and Voice Behaviour

Procedural equity was whereby reasonableness of the procedures that led to results when an individual felt that they had a voice all the while or the procedure includes qualities, for example, consistency, exactness, morally and absence of inclination then procedural equity is upgraded (Leventhal 1980).

In one study that was considered informative in assessing the contribution of procedural justice and voice, was one that found organisational justice to be negatively related to both acquiescent and defensive silence and positively related to prosocial silence (Tan, 2014). The revelation in that study was that an employee would proactively retain required silence for instance when the issues relating to policies and other confidential information required to be kept secret when they perceived they had been treated fairly. Such a silence was fundamental in organisational development (Andrea, 2012). However, as a protest to unfairness the employee may maintain silence in issues that might have been corrected if their voice was raised. From the said study, it could also be expected that employees would raise voice when necessary if they perceived that they had been treated fairly, otherwise they would restrain from offering beneficial voice if they were treated unfairly.

Further studies showed the negative impact of low organisational justice that added to reinforce the view that an exchange or response normally was an outcome of justice. For instance, Shkoler & Tziner (2017) found that impression of unfairness prompted frustration among the employees and prompted destructive behaviours for example, burglary, harm, withdrawal and badgering. As can be seen, theft and sabotage can thrive in absence of voice. As such, it would be interesting to examine the variation of behaviour where organisational justice is present.

Equally, it was observed that procedural justice was responsible for boosting desirable behaviour including work engagement, information sharing and imaginative work conduct (Kim & Park, 2017). A critical assessment of the outcome behaviours reported in this study points to a high possibility that these partly include voice. Knowledge sharing for instance, while this was expected of an employee, the degree to which an employee could share their knowledge was largely discretionary. This was so since some knowledge shared may be beyond the employee's line of duty and thus becomes voice. Still innovative behaviour entail coming up with ideas that may be beyond the expected work performance and thus can be voice. Thus, with the positive outcomes, one can infer that voice was inclusive.

A negative relationship that was found to exist between procedural equity and voice behaviour of employees, this was because it generated counterproductive voice behaviours which affected organisational growth (Mingzhegng et al., 2014). The study conducted among the Chinese public servants indicated that people would rarely engage in behaviour that aims to harm an organisation or its members. Further, a latter study found that procedural injustice prompts deviant behaviour at workplace (Michel & Hargis, 2017). As such, it was possible to infer that instead, people would be willing to exhibit good behaviour of which voice falls in this category.

A recent study in China indicated that procedural justice fostered positive organisational behaviour (Pan, Chen, Hao, & Bi, 2018). The examination was directed utilizing enormous example review and a situational try which provided a strong base for generalization of results. The said study, however was conducted in an organisation other than schools hence it was necessary to conduct a study in government aided secondary school teachers.

Much as there is a consistency among scholarly works have demonstrated that procedural equity was a decent indicator of voice conduct, there was scarcity of scholarly works that have examined the same in the Ugandan context. It would therefore be interesting to find the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

2.3 Distributive Justice and Voice Behaviour

One view that advanced the argument favouring voice as one of the outcomes of the organisational justice would be to assess the definition of the two terms. In regard to organisational justice, the employee would feel that they have been treated fairly in different

aspects of their work life (Paille, Bourdeau, & Galois, 2010). Such an employee would feel that they have for instance being well rewarded, treated in dignity and accorded, at least to the best effort of an organisation, the support they needed to ensure their personal objectives in their career were achieved.

Distributive justice was associated by choice results and conveyance of assets. The assets appropriated might be substantial (for example Pay, recompenses) or impalpable (for example acclaim, acknowledgment, appreciation). The impression of distributive equity could be cultivated when results were seen to be similarly applied (Adams 1965). On the other hand, voice is a discretionary behaviour that an employee engages in to help the organisation without expecting extra reward (Morrison, 2011). It was therefore imperative to deduce that the employee who experienced organisational justice was more likely to exhibit voice behaviour than one who felt otherwise.

Notably as the literature had shown, distributive justice was a key antecedent of voice behaviour. However, given the different expectation from different categories of employees, teachers in the Ugandan context might have slightly had different expectations from other employees. It would thus be important to find out what their expectations were that form distributive justice and their impact on employee voice.

2.4 Interactional Justice and Voice behaviour

Interactional Justice was presented as a third measurement of equity progressed by Bies and associates (Bies & Moeg 1986; Bies & Shapiro 1987; Bies & Shapiro 1988; Bies et al., 1988) who noticed that individuals judge reasonableness of the relational treatment they get. Greenberg suggested to part interactional equity into two primary components: The nature of treatment (regard and affectability) While clarifications with respect to basic leadership (Green berg, 1993). The two components were considered as isolated elements of equity by some different creators (Colquitt, 2001) and were named educational equity and relational equity.

Interpersonal justice respects to nature of individual treatment, regard and affectability (Greenberg 1990). Genuineness, regard and affableness increment relational equity recognition (Colquitt at al. 2001). Thus, informational Justice focuses on the sum and nature of data given

(Colquitt, 2001; Greenberg, 1990). Lucidity, amplex and truthfulness of correspondence in regards to choice is input forerunners of interactional equity.

Informational justice “Focuses on explanations provided to people that convey information about why procedures were used in a certain way or why outcomes were distributed in certain fashion”. While other forms of justice also played a role, the contribution of relational justice, according to the respondents was outstanding. It would be interesting to find out how teachers, a different category of employees from the said study, would rank, in order of the importance, interactional justice’s influence in voice behaviour amongst them.

Further, a scholarly article that relied on a collection of views from employees and their managers from different parts of the world presented interactional justice as one of the means of fostering voice behaviour in organisations (Omar, 2009). The study undertook an in-depth analysis of the quality of relationship at workplaces and found that during interactions, the employees are always on the look out of the behaviour their leader’s exhibit. When they feel that they have been well treated in terms of relational justice, they respond positively by providing ideas that can help the organisation which is an indicator of organisational justice. It would be interesting to find out whether Ugandan teachers were sensitive of the relational justice in relation to their voice behaviour at work.

Further, in another contribution, Lam (2013) found that the attention the employees got from their leaders determined their possibility of being engaged in voice behaviour. This encouraged leader’s interactions with their followers to be facilitative of voice behaviour than others. In essence, it was possible to deduce that participatory management is one of those facilitative styles. This was to say a manager who subscribed to this form of management, accorded the employee a warm attention and where their contribution was valued. As such the employees were more willing to exhibit voice behaviour in such an environment. The respondents also felt that such form of justice strengthened their perception of psychological safety as to enable them freely contribute what was in their mind without restrain. This showed that interactional justice was considered as having created an environment that enabled voice behaviour to thrive. It would be interesting to find out whether school heads in the Ugandan context were sensitive of the environment that the teachers work in order to promote desirable behaviours.

While there is adequate other studies that have revealed that interactional justice promotes voice behaviour, there was shortage of such studies in the Ugandan context. Thus, this study attempted to fill the scarcity gap.

2.5 Summary of the Literature Review

In conclusion a critical analysis of the literature on organisational justice and voice behaviour presents an idea that was important in examining the relationship between two variables. However, one of the relationships was less in terms of procedural, distributive and interaction, then Head teachers and Board of Governors have a challenge in achieving the goals of the schools set towards the targeted performance. Academic investigation in this field will help other government aided secondary schools in Uganda to promote voice.

However, challenges of unfairness and absence of voice among Head teachers, Ministry officials and teachers may affect the performance of both teachers and students.

The literature above indicated an existing connection between organisation justice and voice behaviour. The discussion on the variables under examination that is organisation justice and voice behaviour and the study's objective based on, indicated procedural justice, distributive justice and interactional justice.

According to the specific objectives of the study, there was a significant relationship between variables although this could not be treated true without carrying out a field study incorporating procedural, distributive and interactional as dimensions of organisational justice in relation to voice behaviour. The literature did not bring out the relationship that existed between organisational justice and voice behaviour in government aided secondary schools, this was why a researcher wanted to find out what significant relationship existed between organisation justice and voice behaviour in government aided secondary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was employed in conducting this study. In particular, it presented, the research design and approaches that were adopted, target population, sample size, and sampling techniques. Also included in the chapter are the data collection methods, Data collection instruments, Reliability, Validity, Data collection procedures, Data Analysis, measurement of variables and Ethical consideration.

3.1 Research Design

This study adopted a non-experimental correlational - cross sectional survey design. This design was appropriate in testing the relationship between variables that had been advanced as the cause and effect, in this case, the relationship between organisational justice and voice behaviour. Accordingly, the study had research objective that could only be tested using correlations. In particular, the study sought to examine the relationship between organisational justice and voice behaviour. The study was also be Cross sectional in nature, which entailed collecting data once without repeat. The choice of this designed was informed by the convenience it gave to the study especially in terms of the time expected to have the results ready. Bryman & Bell (2007), expressed that quantitative approach was objective and systematic means of collecting data that was analyzed statistically, deemed appropriate and would thus be adopted. The approach was allowed generalization of the results to the entire population given its key strengths of being able to accommodate the collection of data from a large sample size and also separating the researcher from the research instrument which minimized bias. In addition, the study adopted a qualitative approach as stated by Bryman & Bell, (2007) alludes to a contextual investigation where the assortment of Data was gotten from a couple of objects of study. At long last, subjective underscore towards getting, understanding, perception in normal setting and closeness to information with arrange of insider see (Ghauri et al, 1995).

3.2 Study Population

The population of the study included 80 personnel and was carried out among teachers in two (2) selected government aided secondary schools in Kyadondo County, Wakiso. (Wakiso District Education Board, 2018) The participants in the qualitative study were key informants that included; Chief Administrative Officer, District Education Officer, and Inspector of schools, Director of Studies, Head Teachers. These were chosen because of their responsibilities assigned to them, relating to the education system (Education Human Resource Manual 2010). And in quantitative study will include teachers and non-teaching staff.

3.3 Sample size determination

The Krejcie and Morgan table (1970) was utilized to show the appropriate sample size for this study. The table showed that 68 an appropriate sample size for the aforementioned population. It is this size that was targeted to respond to the questionnaires and Interviews.

In addition, simple random sampling and purposive sampling tool were utilized to choose the respondents.

List of Respondents selected to participate in the study

S/n	Category	Total number Respondents	Sample size
1	Chief Administrative Officer	1	1
2	District Education Officer	1	1
3	District Inspector of schools	2	2
4	Head teachers	2	2
5	Directors of studies	4	3
6	Teachers	40	34
7	Non-teaching staff	30	25
	Total	80	68

3.4 Sampling Technique

The eventual respondents that participated in this investigation were chosen utilizing a simple random sampling technique and purposive sampling. Random sampling which accorded each member in a given population an equal opportunity was employed for teachers who participated in the quantitative study. The choice of the technique was based on the need to obtain more objective results that can be generalized. This study had an objective and minimizes bias in selection of participants of a study (Maxwell, 2014). On the other hand, since there was a need to obtain information through interviews with key leaders who are meant to observe the behaviour of the teachers a purposive technique was used to select this category of respondents. This was an appropriate technique that could be employed to select a given number of respondents who possessed the special kind of information sought (Babbie, 2014)

3.4.1 Purposive Sampling

This sampling technique was used to select key respondents from government officials and these are Chief Administrative Officer, District Education Officer, Inspectors of schools, Director of studies and Head teachers. This was so since they were expected to be responsible and more knowledgeable about the study.

The above were selected because they were the key informants and were relied upon to have the necessary data as for the goals of the investigation. They also had the required characteristics like knowledge about the education system; positions they held and experience they had in the education sector.

3.4.2 Stratified Technique

The technique was used to select respondents from teaching and non-teaching staff of the two selected schools, the reason being that this technique helps to divide the population into subgroups or strata based on certain characteristics that are important to the study.

The researcher got a list of teachers from the school administration and the list of non-teaching staff from selected schools and divide them into subgroups of respondents for each category, (teachers and non-teaching staff)/The researcher came up with the population of respondents from each category, after which sample size was determined using the teachers/ non-teaching

staff List and Krejcie & Morgan (1970) for sample size selection and ensured that the sample captured the diversity within the population, leading to more reliable results.

3.5 Data Collection Methods

The researcher employed both Qualitative and Quantitative techniques for information collection. This was because the study aimed at triangulating the results. The questionnaires that were used for collection of quantitative data were self-administered. Interview and documentation review methods were utilized to gather subjective data. The choice of a mixed method will be guided by the fact that the method obtains a rich and comprehensive data that can yield generalizable results which was the aim of this study.

3.5.1 Questionnaire Survey method

The technique utilized to gather information from teachers and non-teaching staff given questionnaires to fill regarding the study. This method was used because the target group have the largest number of people and had advantages of high complete responses (Babbie, 2014).

It helped the researcher to get first-hand information, accurate data, and it also reduced on the cost and time on both sides of the respondents and the researcher.

Kothari (2003) also stated that, there were always low costs even if when the study population was large and free from bias of the researcher.

3.5.2 Interview survey method

This method was used while interviewing the Chief Administrative Officer, District Education Officer, Inspectors, Directors of Studies and Head teachers. This was because they were the people who have detailed information, well conversant with the policies, procedures and laws of education sector.

The interview was semi-structured, including issues of organisational justice and voice behaviour in Government aided secondary schools in Kyadondo County, Wakiso District.

The method was employed since it provided a deep account of information held by the respondents on the issues being investigated (Saunders et al., 2013).

3.6 Data collection Instruments

The researcher utilized Questionnaire overview, interview guide and Document review checklist so as to get exact information necessary for this investigation. These instruments helped the specialist to get first-hand data which empowered the Researcher to gather precise information that will be utilized to aggregate a last report.

3.6.1 Questionnaire

This instrument contained both closed and open-ended questions. The questionnaire for data collection contained statements that respondents will be required to indicate the degree to which they agree with the statement anchoring their answers on a 5-point Likert scale such that ;1= Strongly disagree and 5 = Strongly Agree. The instrument was chosen because it provided quick response from large number of respondents (Amin 2005).

Finally, the questionnaires were self - administered and were given to Teachers and non-teaching staff from different schools that were identified.

3.6.2 Interview Guide

Researcher employed a semi-structured interview guide and distributed them to the top management level (Chief Administrative Officer, District Education Officer Inspectors of schools, Directors of Studies, Head Teachers. The interviews helped the researcher to acquire more detailed information about procedural Justice, Distributive Justice, Interactional justice and voice behaviour among teachers in Government aided secondary schools. This instrument allowed room for clarification, and gave information that could not be raised out from teachers.

3.7 Reliability

Reliability refers to the consistency and the strength of the test outcomes and a reliable tool is one that allows a gathering of respondents react to a similar survey ordinarily with consistency when the conditions are as yet the equivalent.

3.8 Validity

Validity is the degree of accuracy achieved by a research instrument in testing the variables that are intended to be examined. In essence, a valid tool was one that, actually measured what it set out to measure. In this case, a valid instrument is one that ably measured organisational justice and voice behaviour. To ensure this is achieved, the instruments used in this study were mainly

adopted from the previous scholarly works, carry a pre-test and also incorporated the supervisors' comments.

To establish validity, the researcher used the relevance of questions checked in the questionnaire in line with the problems, objectives, research questions, conceptual frame work and literature. In addition, the questions in the interview guide will be checked to assess their validity in line with the study objectives. Further, clarity of words used in item and necessary adjustments were made before any instrument was administered.

3.9 Data Collection Procedure

Upon the successful proposal defense, the researcher requested for an introductory letter from the Uganda Christian University. This helped in gaining access to the targeted institutions since it provided a justification that the study is solely for academic purpose. The researcher also sought permission from Chief Administrative Officer, Wakiso district through the District Education Office and the Head teachers for the schools identified for the study.

3.10 Data Analysis

3.10.1 Quantitative Data Analysis

This was a data analysis method used to reduce the gathered data to computer able form of information and enable the researcher enter the data into the data base. The data was sorted, coded and fed into the system to generate various results. The data was analysed for descriptive statistics, that was, percentages, mean and standard deviation and were presented using charts, graphs and tables.

3.10.2 Qualitative Data Analysis

This data was collected using semi-structured interviews with key informants. In total, 10 respondents participated in the study. The researcher called the targeted respondents and request to have an appointment with them in order to request them whether they would participate in the study. The first meetings with all the targeted respondents were done to introduce the researcher to the potential respondents. During the interviews, the researcher wrote short hand notes that formed the content for analysis. After every interview, the researcher identified the key themes raised by respondents and group them. This ensured that there was no loss of data owing to time. Upon the completion of interviews all the themes and factors that were raised by over 5

respondents were grouped together and presented as the main factors. The presentation of this data showed in summary of finding, some extracts from interview and tabular summaries.

3.10.3 Documentary Analysis

Documentary analysis involved the review of secondary data obtained from Wakiso district, District Education Office, Government Aided selected schools' reports on Organisational justice and voice, Acts and Education manuals, in order to provide supportive evidence of the researcher's study findings. Documentary analysis was further used to cross-reference the researcher's findings and the views of other scholars are noted in the literature review.

3.11 Ethical Considerations

Throughout this study, the advanced ethical principles (Shamoo & Resnik, 2009) were followed. Such principles included, seeking official permission to access the schools that form the target of this study and the targeted respondents. This entailed providing information about the researcher and the aim of the research which was specifically an academic work. It also included recruiting the participants on voluntary basis. This also involved maintaining the anonymity of the respondents and as such, no disclosure would be made that could reveal the identity of the respondents.

In addition, Confidentiality was strictly emphasized, the researcher protected participant's confidentiality, this included not revealing information and participant's names when attached. The researcher was sensitive to human dignity and well-meaning in her intentions. Further, any material that was accessed in the course of the research was respected.

3.12 Limitations

In the process of research, there are a number of problems faced. They are both minor and major. And they include the following;

- i) A lot of organization activities that collide with research also limited the time to finding reliable and accurate results hence limiting research.
- ii) The study involved interviews where the participants were to be approached directly. The uncooperative participants who had no time to answer some questions and always unavailable.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presented the findings, response rates and interpretation of findings on organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. These schools include; Gayaza High School, and Wampewo Ntake secondary school. Discussion and analysis of the different responses to the key questions was done in this chapter.

4.1 Response Rate

Table 4.1 presented the study response rate amongst Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

Table 4.1: Response Rate of the Respondents

Category of respondent	Sample size	Respondent covered
Top Management	8	5
Teachers	40	30
Non-teaching staff	20	18
Total	68	53

Source: Field Data (2024).

From Table 4.1, the results showed a good response rate of 77.9% from the study respondents. It should be noted that the researcher could not get responses from all the respondents. For example, the District Education Officer could not be traced by the researcher

because they were working far away from the sampled schools in Wakiso district. Also, there were some teachers who did not return the questionnaires given to them.

Despite the above, Amin (2005) argues that a response rate of 70% and above is representative for a study sample. This therefore indicated that the response rate of 77.9% was good enough to generate valid findings and conclusions.

4.2 Background Characteristics of the Respondents

This area introduced the foundation attributed of Teachers and non-teaching staff that participated in the study.

4.2.1 Gender of response

Gender was one of the variables that the study analysed. The intention of this was to find out whether the sample was fairly selected from the population. The elicited response is appeared in Figure 4.1

Figure 4.1 presents the percentage distribution of respondents in Government Aided Secondary School teachers in Kyadondo County, Wakiso District by gender.

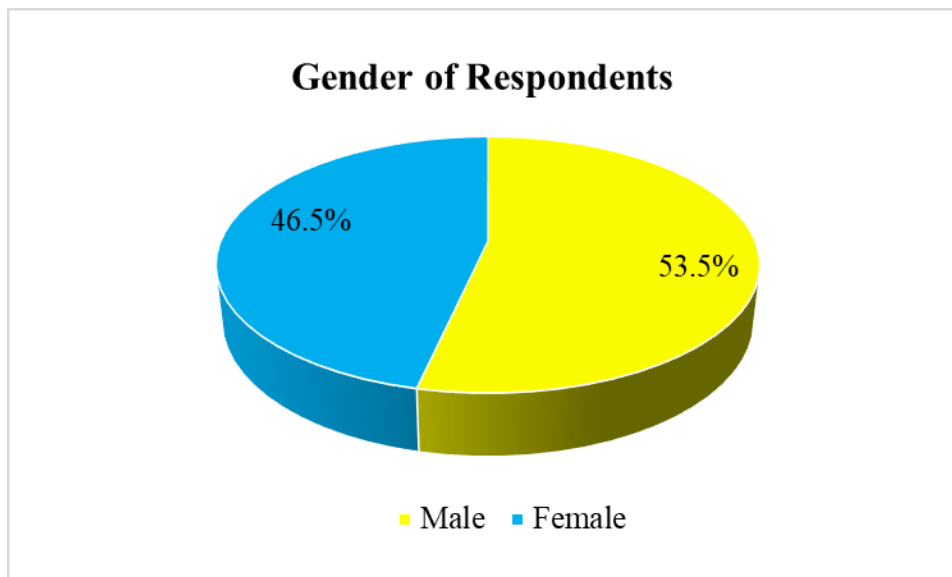


Figure 4.1: Percentage Distribution of Respondents by Gender

Source: Field Data (2024).

Figure 4.1 showed that most of the respondents were males (53.5%, 36 out of 68). On the other hand, 46.5% of the respondents that participated in the study were females (32 out of 68) which was quite a large proportion. This showed that Government Aided Secondary School teachers in Kyadondo County, Wakiso District are given equal employment opportunities in line with the government policy of ensuring gender equality in all sectors of the economy.

4.2.2 Age of respondents

Age group was one of the variables that the study analysed. The intention of this was to find out whether the sample was fairly selected from the population. The elicited response is appeared in Table 4.2

Table 4.2 presents the percentage distribution of respondents by age group in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

Table 4.2: Percentage Distribution of Respondents by Age Group

Age Group	Frequency	Percentage (%)
18-29 Years	18	33.9
30-39 Years	20	37.7
40-49 Years	8	15.0
50-60 Years	7	13.2
Total	53	100.0

Source: Field Data (2024).

The findings show that most of the study respondents were aged 30-39 years (37.7%) trailed by those aged 18-29 years (33.9%) and 40-49 years (15.0%) respectively. Few of the respondents were aged 50-60 years (13.2%) as appeared in Table 4.2. This indicated that all respondents were mature and were able to give out the necessary reliable data. There were many youthstaff aged 18-39 probably due to the need for Government Aided Secondary Schools to inject new ideas and enthusiasm in its operations which is usually common among youthful teachers.

4.2.3 Percentage Distribution of Respondents by Educational Level

Educational Level was one of the variables that the study analysed. The intention of this was to find out whether the sample was fairly selected from the population. The response is shown in below.

Figure 4.2 presents the percentage distribution of respondents by their educational level in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

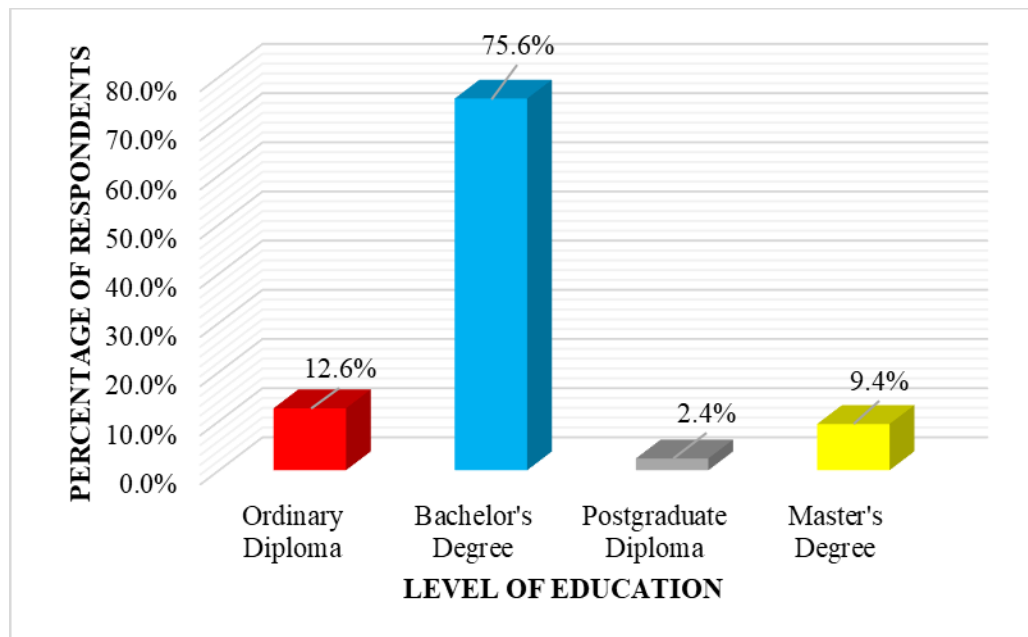


Figure 4.2: Percentage distribution of respondents by Level of Education.

Source:Primary Data (2024).

The study findings show that majority of the respondents had attained Bachelor degree (75.6%) followed by those with an ordinary diploma (12.6%). Only 9.4% of the respondents had a master's degree. There were also a small proportion of respondents with a post graduate diploma (2.4%). This implied that all participants were educated and were able to understand the questions very well.

4.2.4 Marital Status response

Marital Status was one of the variables that the study analysed. The intention of this was to find out whether the sample was fairly selected from the population. The elicited response is shown in Table 4.3

Table 4.3 presents the marital status of the study respondents in Government aided secondary schools in Kyadondo county, Wakiso district.

Table 4.3: Marital Status of the Respondents

Marital Status of Respondents	Frequency	Percentage (%)
Single	11	20.7
Married	36	67.9
Widow	4	7.5
Widower	2	3.7
Total	53	100.0

Source:Primary Data (2024).

The results in Table 4.3 show that majority of the respondents were married forming 67.9%. On the other hand, 20.7% of the respondents were single, while 11.2% had lost their spouses. The results therefore show that the study was dominated by married respondents implying that majority of the respondents were mature people with logical thinking and answering. This meant that good quality data was collected from the respondents.

4.2.5 Years of Service in Government aided Secondary Schools

A year of Service was one of the variables that the study analysed. The intention of this was to find out whether the sample was fairly selected from the population. The elicited response is shown in Figure 4.3

Figure 4.3 presents the years of service of the study respondents in Government supported secondary schools.

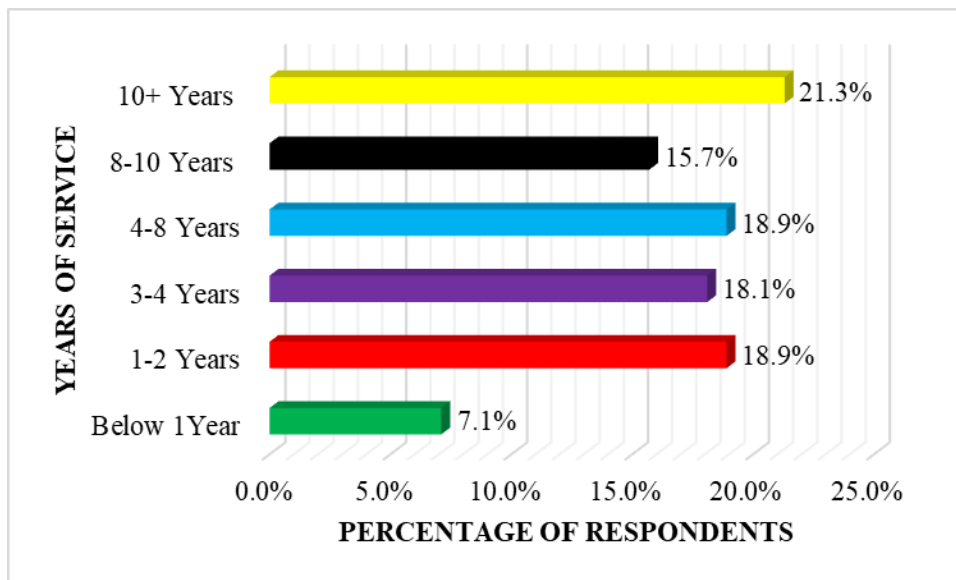


Figure 4.3: Years of Service in Government aided Secondary Schools

Source:Primary Data (2024).

Results in Figure 4.3 showed that majority respondents (21.3%) that participated in the study had worked in government aided secondary schools for 10 and above years. These were followed by respondents who had worked for 1-2 years (18.9%) and 4-8 years (18.9%). Very few respondents had worked in government aided secondary schools for less than one year (7.1%). The above findings revealed that the study respondents had worked in government aided secondary schools for a long period of time implying that they were able to give reliable data based on their long working experience.

4.3 Descriptive Statistics on Organisational Justice and Voice Behaviour of Teachers

This area shows the elucidating measurements on procedural equity, distributive equity, interactional equity and voice conduct in Government helped auxiliary teachers in Kyadondo region, Wakiso region.

The findings were exhibited using a Likert scale with the accompanying measurements; SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree and SA=Strongly agree. The results from quantitative data were triangulated with data from qualitative data collection.

4.3.1 Procedural Justice in Government aided secondary school teachers

Table 4.4 presents the descriptive statistics on the opinions of respondents on procedural justice in Government aided secondary school teachers in Kyadondo county, Wakiso district

Table 4.4: Procedural Justice in Government aided Secondary School Teachers

	SD	D	NA	A	SA	Mea	St
Opinion on Procedural Justice in Government Aided Secondary School teachers	(%)	(%)	(%)	(%)	(%)	n	d
I am always able to express my views and feelings during decision making process at my workplace	1.6	8.7	8.7	9	47. 33.	1	4.0 1.0
I am always able to influence over the outcome arrived at by those procedures	43. 3	36. 2	1.6	8.7	10. 2	2.1	0.5
The procedures used to make decisions in my institution are consistently applied	17. 3	33. 1	7.1	26. 8	15. 7	2.9	0.3
The procedures followed when making decisions in my institution are always free of bias	8.7	9.5	23. 6	35. 4	22. 8	3.5	1.2
The process used in arriving at decisions in my institution is always based on accurate information.	52. 8	13. 4	7.1	15. 7	11	2.2	0.7
I have always been able to appeal the outcome arrived at by those procedures followed in my institution.	5.5	14. 2	13. 4	45. 6	21. 3	3.6	1.1
The process of making decision in my organization always uphold ethical and moral standards	40. 2	38. 6	2.4	11. 7	7.1	2.1	0.1

Grand Mean	2.9
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Source:Primary Data (2024).

Results in Table 4.4 uncover that out of the 7-variable explanations that respondents were asked on procedural justice in Government aided secondary school teachers in Kyadondo county, Wakiso district, 3-statements had a data means of above 3 while 4-statements had data mean below 3.

This subsequently suggests a large portion of the respondents were in conflict with the measurable case that distributive equity exists in Government helped optional teachers in Kyadondo area, Wakiso. This is legitimized by the accompanying explanations with mean and standard deviation esteems beneath 3: The prizes I get are constantly fitting for the work I complete (mean=2.0; std=0.2), The prizes I get consistently reflect what I have added to the association (mean=2.4; std=0.4) and the prizes I generally get are supported, given my exhibition (mean=2.5; std=0.2).

There were however only 3 statements that seemed to accept the statistical claim that procedural justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district. This is due to the fact that the mean and standard deviation values were above 3 as indicated: I am always able to express my views and feelings during decision making process at my workplace (mean=4.0; std=1.0), The procedures followed when making decisions in my institution are always free of bias (mean=3.5; std=1.2) and I have always been able to appeal the outcome arrived at by those procedures followed in my institution (mean=3.6; std=1.1).

On the overall, the grand mean indicates that majority of the respondents disagreed that procedural justice exists in Government supported secondary school teachers in Kyadondo county, Wakiso district (mean=2.9).

Documents analysis results revealed that the Ministry of Education and Sports ensures the execution of procedural justice through submission of guidelines and circulars to secondary schools. These guidelines and circulars are meant to emphasize good conduct as well as the roles and responsibilities of school leaders and teachers. Circular Letter by Ministry of Education and Sports dated 6th March 2007 and addressed to all Headteachers of Secondary Schools, DEOs, CAO and Town Clerks presents the procedures and conditions to be followed by teachers who wish to attend upgrading courses [Reference: ADM/48/315/01].

The procedure for application to attend upgrading courses is as follows: On admission to the training institution, the teacher shall apply to the permanent secretary or Chief Administrative Officer for a study leave. On receipt of the teacher's application, the Permanent Secretary of Chief Administrative Officer should immediately request for study leave for the teacher from their relevant service commission. The teacher should only proceed with training after the approval from the service commission (MoES., 2007).

In the same vein, qualitative study findings reveal that procedural justice rarely happens in which teachers present their views during decision making. It was revealed that most teachers keep quiet during staff meetings and hardly offer their opinions on certain decisions taken by school. It is on rare occasion that some teachers participate in decision making for their schools as elaborated thus:

In the same vein, qualitative study findings reveal that procedural justice rarely happens in which teachers present their views during decision making. It was revealed that most teachers keep quiet during staff meetings and hardly offer their opinions on certain decisions taken by school. It is on rare occasion that some teachers participate in decision making for their schools.

4.3.2Distributive Justice in Government aided Secondary School teachers

The descriptive statistics on the opinions of respondents on distributive justice in Government supported secondary school teachers in Kyadondo county, Wakiso district are presented in Table 4.5

Table 4.5: Distributive Justice in Government aided Secondary School Teachers

Opinion on Distributive Justice in Government Aided Secondary School teachers	SD (%)	D (%)	NA (%)	A (%)	SA (%)	Mean	Std
The rewards i receive always reflect the effort I have put into my work	3.9	14.3	5.5	40.9	35.4	3.9	1.2
The rewards I receive are always appropriate for the work I complete	54.3	21.3	4.7	13.4	6.3	2.0	0.2
The rewards I receive always reflect what I have contributed to the organization	40.9	24.4	1.6	18.1	15.0	2.4	0.4

The rewards I always receive are justified,							
given my performance	36.2	22.8	7.1	18.9	15.0	2.5	0.2
Grand Mean						2.7	

Source: Field Data (2024).

Results in Table 4.5 reveal that out of the 4-variable statements that respondents were asked on distributive justice in Government aided secondary school teachers in Kyadondo county, Wakiso district, 3-statements had a data means of below 3 while 1-statement had data mean above 3.

This therefore implies that most of the respondents were in disagreement with the statistical claim that distributive justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district. This is justified by the following statements with mean and standard deviation values below 3: The rewards I receive are always appropriate for the work I complete (mean=2.0; std=0.2), The rewards I receive always reflect what I have contributed to the organization (mean=2.4; std=0.4) and the rewards I always receive are justified, given my performance (mean=2.5; std=0.2).

There was however only 1 statement that seemed to accept the statistical claim that distributive justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district. This is due to the fact that its mean and standard deviation values were above 3 as indicated: the rewards I receive always reflect the effort I have put into my work I am always able to express my views and feelings during decision making process at my workplace (mean=3.9; std=1.2).

On the overall, the grand mean indicates that majority of the respondents disagreed that distributive justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district (mean=2.7).

Documentary analysis of Ministry of Education and Sports circular to all Headteachers of Secondary Schools, DEOs, CAO and Town Clerks [Reference: ADM/48/315/01] on procedures and conditions to be followed by teachers proceeding on upgrading Courses. This circular revealed that teachers who are granted study leave will receive payment and hence should not be deleted from the payroll. In addition, attainment of higher qualification will not automatically

lead to promotion unless there exists a vacancy within the approved staff establishment ceiling of the relevant sub-sector. A teacher who proceeds for further studies without being granted study leave will be assumed to have abandoned duty. Such cases shall be submitted to the respective service commissions and removed from the payroll. On a positive note, teachers who complete long-term course will be awarded a salary increment in accordance with Circular Standing Instruction No.6 of 1989. Lastly, the release of teachers for a study leave should be well planned so that there is no disruption of the academic programs. In this respect, Chief Administrative Officers and head teachers of secondary schools are urged to draw up annual training plans (MoES., 2007).

The qualitative study findings indicate that some teachers are driven by rewards in order to exercise their voice behaviour. In cases where rewards and payments are not given, teachers rarely raise any promotive or prohibitive voices as elaborated thus:

Teachers will rarely raise prohibitive voice against their fellow colleagues. It appears that they feel there are no benefits related to that and that it is not their obligation to report. They thus appear to protect one another. These teachers are very secretive. They keep to themselves issue like late coming, failure to teach... so they hide. Some teachers can even drink together and come to teach... so they will rarely report another teacher, yet themselves do it. NJL, Wampewo Ntake Secondary School.

4.3.3 Interactional Justice in Government aided Secondary School Teachers

Table 4.6 presents the descriptive statistics on the opinions of respondents on interactional justice in Government aided secondary school teachers in Kyadondo county, Wakiso district.

Table 4.6: Interactional Justice in Government aided Secondary School Teachers

Opinion on Interactional Justice in Government Aided Secondary School teachers	SD (%)	D (%)	NA (%)	A (%)	SA (%)	Mean	Std
My leader always treats me in a polite manner	40.9	7.1	3.1	25.3	23.6	2.8	0.4
My leaders always treat me with dignity	10.2	22.1	8.7	28.3	30.7	3.5	1.0

My leader always treats me with respect	25.2	20.5	3.9	38.6	11.8	2.9	0.3
My leader always refrains from improper remarks	39.4	16.5	7.1	27.6	9.4	2.5	0.1
Grand Mean						2.9	

Source: Field Data (2024).

Results in Table 4.6 reveal that out of the 4-variable statements that respondents were asked on interactional justice in Government aided secondary school teachers in Kyadondo county, Wakiso district, 3-statements had a data means of below 3 while 1-statement had data mean above 3.

This therefore implies that most of the respondents were in disagreement with the statistical claim that interactional justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district. This is justified by the following statements with mean and standard deviation values below 3: my leader always treats me in a polite manner (mean=2.8; std=0.4), my leader always treats me with respect (mean=2.9; std=0.3) and my leader always refrains from improper remarks (mean=2.5; std=0.1).

There was however only 1 statement that seemed to accept the statistical claim that interactional justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district. This is due to the fact that its mean and standard deviation values were above 3 as indicated: my leaders always treat me with dignity (mean=3.5; std=1.0).

On the overall, the grand mean indicates that majority of the respondents disagreed that interactional justice exists in Government aided secondary school teachers in Kyadondo county, Wakiso district (mean=2.9).

The qualitative study findings revealed that interactional justice is rare among secondary teachers and happens especially when there are celebrations in the schools such as good UNEB results or even when teachers are commended for good work by the school leaders. This is elaborated below thus:

Yeah, I have seen that when teachers hear good news, they are ready to demonstrate what you called promotive voice. When we commend them for good work or good performance, their morale is up and they become excited to say things you would hardly hear on a normal day. For instance, I

remember after national exams, when we defeated certain schools, the teachers were very excited and gave me all the ideas they have. Even when we perform well in sports or any other event against other schools, the teachers want that position maintained or improved, so they are eager to provide positive ideas. TYU, Gayaza High School.

4.3.4 Voice Behaviour in Government aided Secondary School Teachers

Table 4.7 presents the descriptive statistics on the opinions of respondents on the voice behaviour among Government aided secondary school teachers in Kyadondo county, Wakiso district.

Table 4.7: Voice Behaviour among Government aided Secondary School Teachers

Opinion on Voice Behaviour in Government Aided Secondary School teachers	SD (%)	D (%)	NA (%)	A (%)	SA (%)	Mean	Std
I actively develop and make recommendations on issues that affect our workplace.	2.4	9.4	14.2	0	0	3.9	1.0
I encourage others in our group to get involved in issues that impact us all.	49.6	28.4	1.6	7	4.7	2.0	0.5
I share my opinion about work issues with colleagues, even if they differ from the majority.	3.9	8.7	15.0	4	0	3.8	1.0
I stay informed about topics where my input could benefit our organization.	25.2	30.7	11.0	7	4	2.7	0.3
I actively engage in issues that affect the quality of our work life at the workplace.	25.2	39.4	6.3	5	6	2.5	0.4
I actively engage in issues that affect the quality of our work life within the workplace.	4.8	15.7	7.1	6	8	3.9	1.0
Majority of my colleagues speak up honestly with problems that might cause serious harm to the institution	46.5	26.8	4.7	1	3.9	2.1	0.2
Majority of my colleagues dare to voice out opinions on things that might affect efficiency in	6.3	3.9	18.9	8	1	3.8	1.0

the institution								
Majority of my colleagues dare to point out				13.				
problems when they appear in the institution.	51.2	29.9	3.1	4	2.4	1.9	0.1	
Majority of my colleagues proactively report								
coordination problems in the institution to the				15.				
leaders.	49.6	29.9	0.8	0	4.7	2.0	0.3	
Grand Mean						2.8		

Source: Field Data (2024).

Results in Table 4.4 reveal that out of the 10-variable statements that respondents were asked on voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district, 4-statements had a data means of above 3 while 6-statements had data mean below 3.

This along these lines infers that the greater part of the respondents were in conflict with the factual case that positive voice conduct exists in Government helped optional teachers in Kyadondo region, Wakiso area.

This is legitimized by the accompanying explanations with mean and standard deviation esteems below 3: lion's share of my partners proactively recommend new tasks which are gainful to our organization (mean=2.0; std=0.5), larger part of my colleagues proactively voice out useful proposals to assist establishment with arriving at its objectives (mean=2.7; std=0.3),majority of my colleagues make productive recommendations to improve the foundation's activity (mean=2.5; std=0.4), greater part of my associates make some noise sincerely with issues that may make serious harm to the organization (mean=2.1; std=0.2), majority of my colleagues set out to bring up issues when they show up in the foundation (mean=1.9; std=0.1) and the majority of my colleagues proactively report coordination issues in the organization to the pioneers (mean=2.0; std=0.3).

There were however only 3 statements that seemed to accept the statistical claim that positive voice behaviour exists in Government supported secondary teachers in Kyadondo area, Wakiso locale. This is because of the way that their information mean and standard deviation esteems were over 3 as demonstrated: greater part of my colleagues proactively create and make proposals for issues that may impact our institutes (mean=3.9; std=1.3), dominant part of my partners raise recommendations to improve our organization's working system (mean=3.8;

std=1.0), majority share of my colleagues prompt different partners against unwanted practices that would hamper work execution (mean=3.9; std=1.0) and larger part of my colleagues set out to voice out suppositions on things that may influence effectiveness in the foundation (mean=3.8; std=1.2).

The grand mean indicates that on the overall, majority of the respondents disagreed that positive voice behaviour exists in Government aided secondary school teachers in Kyadondo county, Wakiso district (mean=2.8).

The qualitative study findings indicate that some teachers provided promotive voice behaviour although still at low rate, during or after positive meetings. The findings also indicate that prohibitive voice is quite rare and where existent, it focuses majorly on student behaviour

4.4 Correlations Analysis

Pearson correlation coefficient (r) test was performed to set up the connections between procedural equity, distributive equity, interactional equity and voice conduct in Government supported auxiliary teachers in Kyadondo region, Wakiso region.

4.4.1 Relationship between Procedural Justice and Voice Behaviour of Teachers

The results on the relationship between Procedural Justice and Voice Behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district are presented in Table 4.8.

Table 4.8: Relationship between Procedural Justice and Voice Behaviour of Teachers

		Procedural Justice	Voice Behaviour
Correlations Procedural Justice	Pearson Correlation	1.000	
	Sig. (2-tailed)	0.000	
	N	68	
Voice Behaviour	Pearson Correlation	.501**	1.000
	Sig. (2-tailed)	0.000	0.000
	N	68	68

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

Source: Field Data (2024).

Findings in Table 4.8 show that there was a strong positive correlation between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.501^{**}$, $p<0.01$). The positive correlation implies that improved procedural justice will bring about a strong positive improvement in voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

Since relationship doesn't infer causal-impact, a coefficient of assurance (r^2) which is a square of the connection (r) was registered and communicated as a rate to decide the adjustment in voice conduct in Government helped optional teachers in Kyadondo region, Wakiso area credited to procedural equity. The discoveries on the coefficient of assurance (r^2) show that procedural equity represents 25.1% change in voice conduct in Government supported auxiliary teachers in Kyadondo area, Wakiso region ($r^2=0.251$). This suggests just 25.1% of voice conduct in Government supported optional teachers in Kyadondo province, Wakiso region can be credited to procedural equity while 74.9% is ascribed to different components. county, Wakiso district can be attributed to procedural justice while 74.9% is attributed to other factors.

The findings were additionally exposed to a test of significance (p) and it is indicated that the criticalness of the connection between procedural equity and voice conduct in Government helped auxiliary teachers in Kyadondo region, Wakiso area ($p=0.000$) is not exactly the basic estimation of 0.01 at 99% certainty interim. Hence, the connection between procedural equity and voice conduct in Government supported auxiliary schools in Kyadondo province, Wakiso locale was factually noteworthy. Because of this, the null hypothesis "*procedural equity has no noteworthy association with voice conduct in Government supported secondary teachers in Kyadondo region, Wakiso district*" was dismissed and the alternative hypothesis was acknowledged that procedural equity has a significant relationship with voice conduct in Government supported auxiliary schools in Kyadondo province, Wakiso districts.

Qualitative study findings indicate that procedural justice in which teachers are expected to report bad conduct among students and teachers is at times not observed except in extreme situations.

4.4.2 Relationship between Distributive Justice and Voice Behaviour of Teachers

The results on the relationship between Distributive Justice and Voice Behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district are presented in Table 4.9.

Table 4.9: Relationship between Distributive Justice and Voice Behaviour of Teachers

Correlations		Distributive Justice	Voice Behaviour
Distributive Justice	Pearson Correlation	1.000	
	Sig. (2-tailed)	0.000	
	N	68	
Voice Behaviour	Pearson Correlation	.523**	1.000
	Sig. (2-tailed)	0.000	0.000
	N	68	68

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

Source: Field Data (2024).

In the same vein, findings show that there was a strong positive correlation between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.523^{**}$, $p<0.01$). The positive correlation implies that improved distributive justice will bring about a strong positive improvement in voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

The findings on the coefficient of determination (r^2) show that distributive justice accounts for 27.4% change in voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r^2=0.274$). This implies that only 27.4% of voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district can be attributed to distributive justice while 72.6% is attributed to other factors.

The findings were further subjected to a test of significance (p) and it is shown that the significance of the correlation between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($p=0.000$) is less than the critical value of 0.01 at 99% confidence interval. Thus, the relationship between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district was statistically significant. Because of this, the null hypothesis “*distributive justice has no significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district*” was rejected and the alternative hypothesis was accepted that distributive justice has a significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

There were also cases where teachers exhibited voice behaviour as a result of expecting rewards as indicated thus:

Some teachers by personality or expecting favours voluntarily offer prohibitive voice. There are some of these teachers who report others. but if you critically assess, they either have had an issue with the teacher they are reporting or they are targeting something. I don't know whether that qualifies to influence a voice behaviour per say.... TYU, Gayaza High School

4.4.3 Relationship between Interactional Justice and Voice Behaviour of Teachers

Table 4.10 presents the results on the relationship between Interactional Justice and Voice Behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

Table 4.10: Relationship between Interactional Justice and Voice Behaviour of Teachers

Correlations		Interactional Justice	Voice Behaviour
Interactional Justice	Pearson Correlation	1.000	
	Sig. (2-tailed)	0.000	
	N	68	
Voice Behaviour	Pearson Correlation	.541**	1.000
	Sig. (2-tailed)	0.001	0.000
	N	68	68

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

Source: Field Data (2024).

Lastly, there was a strong positive correlation between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r=.541^{**}$, $p<0.01$). The positive correlation implies that improved interactional justice will bring about a strong positive improvement in voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

According to the coefficient of determination (r^2), interactional justice accounts for 29.3% change in voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district ($r^2=0.293$). This implies that only 29.3% of voice behaviour in Government aided

secondary school teachers in Kyadondo county, Wakiso district can be attributed to interactional justice while 70.3% is attributed to other factors.

The test of significance(p) further a statistically significant correlation between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district($p=0.001 < p=0.01$) at 99% confidence interval. Because of this, the null hypothesis “*interactional justice has no significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district*” was rejected and the alternative hypothesis was accepted that interactional justice has a significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

Qualitative study findings reveal the necessity of interactional justice in bringing about positive voice behaviours among teachers. He notes the necessity of praising teachers or even organizing parties to enable the teachers open up.

4.5 Multiple Linear Regression Analysis

Results in Table 4.11 presents multiple linear regression results on the effect of Organisational Justice on Voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

Table 4.11: Effect of Organizational Justice on Voice Behaviour in Secondary School teachers

Model	Unstandardized Coefficients		Standardized Coefficients		
	β	Std. Error	Beta	t	p-value
(Constant)	1.414	0.272		5.201	0.000
Procedural Justice	0.190	0.082	0.201	2.312	0.022*
Distributive Justice	0.187	0.058	0.272	3.211	0.002*
Interactional Justice	0.250	0.069	0.307	3.623	0.000*
Dependent Variable: Voice behaviour of Government aided Secondary School Teachers					

R Square=**0.409**

Sig.=**0.001**

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

Source: Field Data (2024)

The results in Table 4.11 show a linear relationship between organizational justice and voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District (Sig.=0.001). Given that RSquare=0.409, it can be concluded that procedural justice, distributive justice and interactional justice explain 40.9% change in voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District.

On the coefficients, it ought to be noticed that the size of the coefficient for every independent variable gives the size of the impact that a variable is having on the dependent variable, and the sign on the coefficient (positive or negative) provides a guidance of the impact.

In this regard therefore, procedural justice had a weak positive effect on voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District ($\beta=0.190$). This implies that 19.0% change in procedural justice will bring about a 19.0% change in the voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District. The effect of procedural justice on voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District was statistically significant at 95% confidence interval ($p=0.022^*$). This is because its p-value was less than the critical value of 0.05 at 95% confidence interval ($p=0.022^*<0.05$).

Results also show that distributive justice had a weak positive effect on voice behaviour of Government supported secondary school teachers in Kyadondo County, Wakiso District ($\beta=0.187$). This implies that 18.7% change in distributive justice will bring about 18.7% change in voice behaviour of Government supported secondary school teachers in Kyadondo County, Wakiso District ($\beta=0.190$). The effect of distributive justice on voice behaviour of Government supported secondary school teachers in Kyadondo County, Wakiso District was statistically significant at 95% confidence interval ($p=0.002^*$).

Lastly, interactional justice had a moderate constructive outcome on voice conduct of Government supported secondary school teachers in Kyadondo County, Wakiso District

($\beta=0.250$). This implies that a 25.0% change in interactional justice will bring about a 25.0% change in the voice behaviour of Government supported secondary school teachers in Kyadondo County, Wakiso District. The effect of interactional justice on voice behaviour of Government supported secondary school teachers in Kyadondo County, Wakiso District was statistically significant at 95% confidence interval ($p=0.000^*$).

However, it should be noted that interactional justice affected most voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District ($\beta=0.250$, $p=0.000$). This was followed by procedural justice ($\beta=0.19.0$, $p=0.000$) and distributive justice ($\beta=0.187$, $p=0.000$) respectively.

Indeed, the qualitative study findings reported that when teachers are blamed or there is dissatisfaction on the performance of the school, teachers tend to keep quiet or become defensive. This is elaborated below thus:

We have to remind the teachers of their role. At worst, we call urgent meetings. Now, where we have meetings dominated by a list of negatives, the teachers tend to remain silent throughout the meetings. Others, especially the bold ones tend to become defensive and squarely lay blame to the ministry in regard to pay and lack of facilitation to the schools..... it becomes alarming when a meeting is labelled urgent, teachers are uneasy and don't know what would happen. such urgent meetings happen when for instance Ministry officials come unplanned or there is a serious issue that need to be discussed... of course some of urgent meetings are for breaking good news although this is rare, so in general, you don't expect much of this voice in such circumstances.....RWQ, Gayaza High School.

The qualitative study findings enumerate that negative voice behaviours are existent in government aided secondary schools in Kyadondo county, Wakiso district.

As seen above, this chapter presented the background characteristics of the respondents, descriptive statistics on organizational justice and voice behaviour, correlations as well as regression analysis results.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented summary, discussions of findings, conclusion and recommendations on organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

5.1 Summary of major findings

The section summarized the findings on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

5.1.1 Relationship between Procedural Justice and Voice Behaviour of Teachers

Findings from connection investigation show that there was a solid positive relationship between procedural equity and voice conduct in Government helped auxiliary schools in Kyadondo area, Wakiso. The positive relationship suggests that improved procedural equity realized a solid positive improvement in voice conduct in Government supported auxiliary teachers in Kyadondo area, Wakiso district.

5.1.2 Relationship between Distributive Justice and Voice Behaviour of Teachers

In a similar vein, connection findings show that there was a solid positive relationship between distributive equity and voice conduct in Government helped secondary schools in Kyadondo region, Wakiso region. The positive relationship infers that improved distributive equity will achieve a solid positive improvement in voice conduct in Government supported optional teachers in Kyadondo area, Wakiso region.

5.1.3 Relationship between Interactional Justice and Voice Behaviour of Teachers

Lastly, the positive relationship suggested that improved interactional equity realize a solid positive improvement in voice conduct in Government supported optional teachers in Kyadondo area, Wakiso district.

Lastly, interactional justice had a moderate positive effect on voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District.

5.2 Discussion of Findings

The study presents a discussion on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District:

5.2.1 Relationship between Procedural Justice and Voice Behaviour of Teachers

The study discoveries from connection investigation demonstrated that there was a solid positive relationship between procedural equity and voice conduct in Government helped optional teachers in Kyadondo region, Wakiso region.

Studies done elsewhere confirm that there is a significant relationship between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district. For example, Leventhal (1980) revealed that procedural equity is about reasonableness of the procedures that lead to results when an individual feel that they have a voice simultaneously or the procedure includes attributes, for example, consistency, exactness, morally and absence of inclination then procedural equity is improved (Leventhal 1980).

In one study that can be considered informative in assessing the contribution of procedural justice and voice, is one that found organisational justice to be negatively related to both acquiescent and defensive silence and positively related to prosocial silence (Tan, 2014). The revelation in that study was that an employee will proactively retain required silence for instance when the issues relating policies and other confidential information requires to be kept secret when they perceive they have been treated fairly. Such a silence is fundamental in organisational development (Andrea, 2012). However, as a protest to unfairness the employee may maintain silence in issues that may have been corrected if their voice was raised. From the said study, it can also be expected that employees would raise voice when necessary if they perceive that they

have been treated fairly, otherwise they would restrain from offering beneficial voice if they are treated unfairly.

Further studies have shown the negative impact of low procedural justice that adds to reinforce the view that an exchange or response normally is an outcome of justice. For instance, Shkoler & Tziner (2017) found that perception of injustice prompted frustration among the employees and prompted destructive behaviour such as, robbery, harm, withdrawal and provocation. As can be seen, theft and sabotage can thrive in absence of voice. As such, the current study was instrumental in establishing the relationship between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

Equally, it has been observed that procedural justice was responsible for boosting desirable behaviour including work engagement, information sharing and innovative work behaviour (Kim & Park, 2017). A critical assessment of the outcome behaviour reported in this study points to a high possibility that these partly include voice. Knowledge sharing for instance, while this may be expected of an employee, the degree to which an employee can share their knowledge is largely discretionary. This is so since some knowledge shared may be beyond the employee's line of duty and thus becomes voice. Still innovative behaviour entail coming up with ideas that may be beyond the expected work performance and thus can be voice. Thus, with the positive outcomes, one can infer that voice is inclusive.

A recent study in China indicated that procedural justice fostered positive organisational behaviour (Pan, Chen, Hao, & Bi, 2018). The study was conducted using large-sample survey and a situational experiment which provided a strong base for generalization of results. The said study, however was conducted in an organisation other than schools hence it was necessary to conduct a study in government aided secondary school teachers.

On the other hand, a negative relationship that was found to exist between procedural justice and voice behaviour of employees; this is because it generated counterproductive voice behaviours which affected organisational growth (Mingzhegng et al., 2014).

It was therefore interesting to find the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District.

5.2.2 Relationship between Distributive Justice and Voice Behaviour of Teachers

The examination findings show that there was a solid positive connection between distributive equity and voice conduct in Government supported optional teachers in Kyadondo area, Wakiso region. The above findings are in agreement with the works of Adams (1965) in which he argues that distributive equity is related with voice conduct as far as choice results and dispersion of assets. The assets conveyed are both substantial (for example pay, stipends) or impalpable (for example acclaim, acknowledgment, appreciation). The view of distributive equity can be cultivated when results are seen to be similarly applied (Adams 1965). On the other hand, voice is a discretionary behaviour that an employee engages in to help the organisation without expecting extra reward (Morrison, 2011). It is therefore imperative to deduce that the employee who experiences distributive justice is more likely to exhibit voice behaviour than one who feels otherwise.

There are a number of explanations to the above results and one of them relates to the employees rewards. Teachers, in exchange to their contribution, expect to be rewarded accordingly. Some of the key rewards are promotions, training opportunities, allowances and salaries. The employees, based on the rewards they get, will respond through either putting less effort, provide just commensurate effort or engage in an extra-role contribution. Voice behaviour is an extra-role contribution that is beyond the employees' call of duty and that is beneficial. It is thus possible, when through distributive justice, employees are well rewarded, that they demonstrate voice behaviour.

5.2.3 Relationship between Interactional Justice and Voice Behaviour of Teachers

The study findings reveal that there was a strong positive correlation between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district. The regression analysis revealed that interactional justice had a moderate positive effect on voice behaviour of Government aided secondary school teachers in Kyadondo County, Wakiso District.

Studies done elsewhere, confirm that interactional justice has a strong positive correlation with voice behaviour. For instance, Bies & Shapiro (1987) argues that people judge fairness of the interpersonal treatment they receive. Greenberg (1993) looked at the contribution of interactional

justice on voice behaviour in terms of the quality of personal treatment, respect and sensitivity. According to Colquitt et al. (2001), honesty, respect and politeness increases interpersonal justice perception.

Further, in another contribution, Lam (2013) found that the attention the employees got from their leaders determined their possibility of being engaged in voice behaviour. This encourages leader's interactions with their followers to be facilitative of voice behaviour than others. In essence, it is possible to deduce that participatory management is one of those facilitative styles. This is so since a manager who subscribes to this form of management, accords the employee a warm attention and where their contribution is valued. As such the employees are more willing to exhibit voice behaviour in such an environment.

5.3 Conclusions

The study concludes the following on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District:

5.3.1 Relationship between Procedural Justice and Voice Behaviour of Teachers

The first objective was “to examine the relationship between procedural justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district”. The study concludes that procedural justice had a strong positive significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

5.3.2 Relationship between Distributive Justice and Voice Behaviour of Teachers

The second objective was “to examine the relationship between distributive justice and voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district”. The examination infers that distributive equity had a strong positive significant relationship with voice conduct in Government supported secondary school teachers in Kyadondo province, Wakiso locale.

5.3.3 Relationship between Interactional Justice and Voice Behaviour of Teachers

The third objective was “to examine the relationship between interactional justice and voice behaviour in Government aided secondary school teachers in Kyadondo County, Wakiso district”. The study concludes that interactional justice had a strong positive significant relationship with voice behaviour in Government aided secondary school teachers in Kyadondo county, Wakiso district.

5.4 Recommendations

The study recommends the following on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District:

5.4.1 Relationship between Procedural Justice and Voice Behaviour of Teachers

The Ministry of Education and Sports should ensure they follow consistent procedures when selecting teachers for promotion and other benefits. This instils a sense of procedural justice that promotes voice behaviour.

The school leaders like the head teachers and their deputies should ensure they follow the right procedures when making decisions relating to employees. This would ensure that their institution enshrines procedural justice which is vital for promoting voice behaviour.

5.4.2 Relationship between Distributive Justice and Voice Behaviour of Teachers

The Ministry of Education and Sports should ensure that the teachers are rewarded equitably and above other schools especially private and community schools. This would ensure that the employees perceive distribution justice as being practiced within their schools and this will consequently improve on the voice behaviour of teachers in the school.

There is need for regular parties and get togethers for teachers and the school leaders. This will enable the teachers to open up and raise their voices during their happy moments. Presents and gifts should be awarded whenever teachers provide vital information to the schools.

5.4.3 Relationship between Interactional Justice and Voice Behaviour of Teachers

The school heads should indiscriminately relate and integrate with employees particularly teachers. This will instill a sense of interactional justice that is important for enhancing voice behaviour of teachers especially promotive voices.

There is need for school leaders to hold meetings with teachers in the atmosphere of respect. The school leaders should acknowledge the good works exhibited by the teachers and this will have a positive impact on the teachers. This consequently resulted into positive voices from the teachers in secondary schools.

5.5 Recommendations

The study will provide new knowledge on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. This study shows gaps in effecting organizational justice in secondary schools which consequently has a bearing on voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. This will result into capacity building programs for teachers to encourage them to exercise promotive and prohibitive voices that brings about increased school performance.

5.6 Areas for Further Research

The study findings focused on the relationship between organisational justice and voice behaviour in Government Aided Secondary School teachers in Kyadondo County, Wakiso District. The study did not look at private and community schools since it was outside the study scope. There is likelihood that voice behaviour of teachers in private schools is different from those of government aided secondary schools. In this case, there is need for a comparative study on the organisational justice and voice behaviour of teachers in private secondary schools within Kyadondo County, Wakiso District.

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APPENDIX 1: QUESTIONNAIRE

UGANDA CHRISTIAN UNIVERSITY

P.O. BOX 4, MUKONO

FACULTY OF BUSINESS AND ADMINISTRATION

Ref..... Date.....

Dear sir/madam,

I am NYAPENDI EZERESI student of Uganda Christian University, pursuing Bachelors' Degree in Human Resource Management. As a requirement for the successful completion of the course, I am carrying out a research on the topic **“The role of organizational justice in fostering voice behavior a case study of Government aided secondary schools in Kyadondo county Wakiso district.”**

All the information you will provide in this questionnaire will be treated utmost confidentiality and be used for the academic purposes only.

INSTRUCTIONS

(Please tick the box that expresses your level of satisfaction on the study variables)

SECTION A: Background characteristic of the Respondent

Please tick the most appropriate items of your choice

1. Gender of the respondent

Male ☐

Female ☐

2. Age of respondent

18-29 years ☐

30-39 years ☐

40-49 years ☐

50-60 year ☐

60 years and above ☐

3. Education level

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

Others specify.....

4. Marital status

Single ☐

Married ☐

Widow ☐

Widower ☐

5. Years of service in Government Aided secondary schools

10+ years ☐

8-10years ☐

4-8years ☐

3-4years ☐

1-2years ☐

Below 1year ☐

SECTION B:

In this section, you will be required to rate your opinion based on our Likert scale as follows;

SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree and SA=Strongly agree.

1. Procedural justice in Government Aided Secondary Schools

	SD	D	NS	A	SA
a) I am always able to express my views and feelings during decision making at my workplace.					
b) I am always able to influence over the outcome arrived at by these procedures.					
c) The procedures used to make decisions in my organization are constantly applied.					
d) The procedure used to make decisions is always free from bias.					
e) The process used in arriving					

at decisions in my organization is always based on accurate information.					
f) The process of making decisions in my organization always hold ethical and moral standards.					

2. Descriptive justice in Government Aided Secondary Schools

	SD	D	NS	A	SA
a) The rewards I receive always reflect the effort I have put in my work.					
b) The rewards I receive are always appropriate for the work I complete.					
c) The rewards I receive reflect my contribution to the organization.					
d) The rewards I receive are justified given my performance.					

3. Interactional justice in Government Aided Government Secondary Schools

	SD	NS	A	SA
a) My leader always treats me in a polite manner.				
b) My leader always treats me with dignity.				
c) My leader always treats me with respect.				
d) My leader always refrains from improper remarks.				

4. Employee voice behavior

	SD	NS	A	SA
a) I actively develop and make recommendations on issues that affect our workplace.				

b) I encourage others in our group to get involved in issues that impact us all.				
c) I share my opinions about work issues with colleagues, even if they differ from the majority.				
d) I stay informed about topics where my input could benefit our workplace.				
e) I actively engage in issues that affect the quality of our work life within the the workplace.				
f) I propose new project ideas or suggest procedural changes to improve our work.				

5. Is there anything you think I should have added to this questionnaire? If yes, please specify

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THANK YOU FOR ATTEMPTING.