

The Degree of Availability of Organizational Justice Dimensions among Faculty Members at Najran University

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Abstract

The study aimed to identify the degree of availability of the dimensions of organizational justice to the faculty members at Najran University from the faculty members' point of view, using the Study tool (questionnaire) on a random sample of faculty members at Najran University, there were 137 faculty members, representing 18.41% of the original community. The descriptive approach was used as it was appropriate to the subject of the study. The study also reached the following results: The degree of availability of organizational justice dimensions among faculty members at Najran University was (3.45) (agree), and with regard to the variables of the study, it appeared statistically significant differences between responses of faculty members according to the variable Gender (male and female) on all questionnaire axes, There are no statistically significant differences between responses of faculty members according to the variable Nationality (Saudi-Non-Saudi) on all aspects of the questionnaire, no statistically significant differences were found between responses of faculty members according to the variable Position (professor - assistant professor) about all questionnaire topics, There are statistically significant differences between responses of faculty members according to the variable years to expertise (less than 5 years - from 5 to less than 10 years - more than 10 years) about all questionnaire axes. The study also found a set of recommendations that contribute to achieving a high degree of organizational justice among faculty members.

Keywords: justice dimensions, questionnaire.

Introduction

Social organizations face many challenges resulting from demands for fair distribution in rights and duties. The organization's leaders play an important role in achieving justice within organizations and consolidating its meanings among workers, by achieving a fair balance between satisfying the needs of workers and achieving the goals of the organization. This contributes to establishing an organizational climate in which cooperation prevails. Initiative, confidence, support of others, participation, a deep sense of professional responsibility and self-accountability, and reaching high degrees of consolidating job satisfaction, which brings the organization high profitability in various aspects. (Al-Tabouli et al., 2015, 67)

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The historical origins of organizational justice go back to the world (Adams, 1963) where he called for justice and equality in the treatment of the individual in his job work, he believes that the determinant of the employee's efforts, performance, and job satisfaction is the equality and justice that he perceives in his work, and this theory is evident in the job satisfaction that the employee feels when he receives a reward, salary, and appreciation distributed equally among individuals and according to their professional merits. The theory of justice also depends on the ideas of inputs and returns for the employee. Inputs mean the person's worth, such as age, level of education, skill, and the amount of effort expended at work. As for returns, they are the rewards that the person receives, such as salary, appreciation, and promotion. In order to determine whether the distribution of rewards is fair, the employee compares the percentage of rewards he received with the percentage of what his colleague received. (Al-Amri; Issa, 2010, 187)

The importance of organizational justice becomes clear as it reveals the reality of the distributive system of salaries and wages in the organization, and achieves actual control and control in the decision-making process. It also reveals the prevailing organizational climate in the organization and shows the system of social, moral and religious values among employees. It also leads to determining the quality of the follow-up, control and evaluation system and the ability to activate the roles of feedback as well as abandoning destructive organizational policies based on bureaucracy. (Al-Masry; Al-Agha, 2018, 10)

Universities play a pivotal role in developing human societies, and to achieve their goals with high efficiency, a good organizational climate must be provided for the faculty member, as it represents one of the most important inputs to the educational process. The morale of the faculty member, the feeling of job satisfaction, and loyalty to the university are among the ways to achieve the goals of universities in providing... Distinguished education for students. The performance of an outstanding faculty member depends on the extent of the availability of organizational justice, whether in the material or moral aspects. Organizational justice represents one of the administrative principles calling for dealing with faculty members on the basis of justice and equality to reach a state of fairness in the treatment with which they are treated. By the university administration. (Al-Sharif, 2017, 191)

Many studies have addressed organizational justice in universities, especially by faculty members, including the following:

As for the study (Al-Ruwaili, 2021) (It aimed to reveal the relationship between organizational justice for leaders and stimulating administrative creativity among employees at Jouf University. The study used the descriptive approach, and the study sample consisted of 288 faculty and administrative staff members at Jouf University. The results showed that the extent of the availability of dimensions of organizational justice for leaders at Jouf University from the point of view of university employees was... To a large degree, and the extent to which the dimensions of administrative creativity are available among employees at Jouf University from the point of view of university employees was to a moderate degree. As for the study (Al-Otaibi 2021) (It aimed to identify the reality of practicing organizational justice at Shaqra University from the point of view of those working in the administrative apparatus. The study used the descriptive approach and the study was conducted on a sample of 276 employees. The results showed a high degree of practicing organizational justice. The study also showed the existence of a correlation between organizational justice and creativity. Administrative.

Also, some administrative leaders still use traditional methods in administrative work and neglect the human and ethical aspects of respect, fairness and a sense of justice, which negatively affects their performance and the achievement of their goals and requires searching for new ideas to benefit from them, because the topic of leadership represents the essence of the administrative process as well as the level of satisfaction and the sense of

justice. Compared to others, it affects the productivity of workers in the organization. (Al-Ta'an; Al-Obaidi, 2012, 192)

From the above, the problem of the study becomes clear to us in the following main question:

What is the degree of availability of the dimensions of organizational justice among faculty members at Najran University?

The following sub-questions branch out from it:

1- What are the most important dimensions of organizational justice among faculty members?

2-What is the degree of availability of the dimensions of organizational justice among faculty members at Najran University from the faculty members' point of view?

3-Does There were statistically significant differences between the members of the study sample according to the variables (gender - academic degree).- Years' Experience)?

The importance of studying:

The importance of the study stems from the following:

A_ Theoretical importance: Through this study, the most important dimensions of organizational justice among faculty members are identified.

B- Practical importance: Through this study, the degree of availability of organizational justice dimensions among faculty members at Najran University is studied from the faculty members' point of view, with the aim of coming up with a set of recommendations and proposals that indicate increasing the degree of availability of organizational justice dimensions among faculty members at Najran University.

The goals of study

- This study aims to achieve the following:

1- Identify the most important dimensions of organizational justice.

2- Identifying the degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view.

3- Coming up with a set of recommendations aimed at raising the degree of availability of organizational justice dimensions among faculty members at Najran University.

The methodology study

In light of the objectives of the study, the study uses the descriptive approach in order to suit the subject of the study, and a questionnaire is constructed to collect data about the degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view.

The limits of the study:

Objective limits: addressed to the study the degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view.

Human limits: dish to Study tool on a sample of male and female faculty members it reached 137 faculty members, representing 18.41% of the original community.

Temporal boundaries: applied to Field study in the semester first For the year 1445e.

Spatial boundaries: The field study was applied to faculty members Najran University.

Terminology of study

Organizational justice Organizational Justice

Organizational justice means " Giving every individual within the organization what he deserves, as it is defined as achieving equality and integrity in the rights and duties that express the individual's relationship with the organization, and it is also known as employees' awareness of justice in the workplace through their relationship with the organization or the boss, and this affects their attitudes and behaviors at work (Al Kardam (Al-Badawi, 2017, p. 171)

It is employees' awareness of the methods followed in their organization, whether with regard to granting rewards or dealing with them according to the efforts made by them in a way that contributes to achieving their goals and the goals of the organization together (Fartas, Nahawi, 2018, p. 348) (Fartas, Nahawi, 2018, p. 348)). It is a human feeling and perception felt by the members of the organization within the framework of evaluations generated psychologically and administratively by making comparisons between the exchange values obtained by the members and the management of the organization. Organizational justice seeks to narrow the gap between the goals of the members and the goals of the organization and build motivating links to spread a positive organizational climate in the organization.

Theoretical framework:

Organizational justice is considered one of the determinants of organizational behavior due to its direct relationship to a large group of organizational variables that affect the success and development of organizations and their ability to achieve their goals efficiently and effectively. The lack of employees' sense of justice may result in a number of negative consequences, such as a low level of organizational commitment and low job satisfaction. And performance in general. As for employees' perception of justice, it leads to an increase in their confidence in the organization's management and an improvement in their behavior. The importance of justice is also due to the fact that organizational members use the perception of current justice in the organization to predict how they might be treated in the future, as it makes the organization's members feel that they are part of the organization and that they are appreciated. On the part of their leadership, in addition to confirming trust between the two parties. (Al-Issa, 2024, p. 2)

The importance of organizational justice:

The importance of justice and its vital role appears in providing the foundations of equality and integrity in rights and duties among all in accordance with the laws, regulations and instructions that express the individual's relationship with the organization and contribute to forming and forming the individual's personality, values, motives and tendencies with justice and credibility. Justice also constitutes the individual's internal motivation motivating production due to his feeling and confidence that he will achieve it. On his needs and achieving his desires with justice, security and stability, which reflects positively on his trust and belonging to his organization. Organizational justice is also one of the most important requirements for the organizational environment, which is considered the main driver for enhancing employees' confidence in their organization and pushing them to achieve and excel by providing a sound organizational environment suitable for completing the required work and tasks in the best possible way. The most accurate and high-quality methods achieve the satisfaction of all parties, which achieves greater employee satisfaction and reflects positively on their production and behavior. Organizational justice also represents an extension and reflection of the culture prevailing in society, which is reflected in its impact on all institutions of society and increases confidence in its institutions. (Darawasheh, 2017, 373)

The importance of organizational justice can be understood through the following (Qaqib, Al-Amri, 2023, pp. 6-7) :

- Evaluating the distribution system for salaries, wages, and financial returns applied in the institution.
- Organizational justice is behaviorally reflected in satisfaction with superiors, decision systems, commitment, and organizational loyalty.
- It works to strengthen job security for workers in organizations.
- It contributes to limiting and reducing behavior of neglect, deviance, and hostility towards society and organizations as a result of the absence of justice.
- Organizational justice reduces the level of conflict within the organization, as the disparity in performance evaluation standards and the lack of distributive or transactional fairness is considered one of the most important causes of conflict within the organization.

Dimensions of organizational justice:

The main dimensions of organizational justice are divided into the following: (Al-Hiti, 2014, 23) ((Al-Omari, Hawamdeh, 2015, 73)) ((Al Kardam, Al-Badawi, 2017, 184-188)))

- **Distributive justice** Distributive Justice It relates to the extent to which employees realize that rewards, including salaries, wages, and resources, are distributed fairly, meaning the fairness of the distribution of resources and opportunities that workers obtain, that is, the fairness of outputs. It is considered one of the most important dimensions of organizational justice, as it is concerned with the extent to which an individual realizes the fairness of the outputs that he obtains from the currency to which he belongs, and it represents the distribution of output. Work in the organization, which is represented by income, rewards, promotion, tasks and responsibilities, as well as the fair distribution of organizational resources and opportunities, where business results are evaluated according to a distributive leader based on the principle of equality and fairness, so returns are distributed according to the level of importance, and equality focuses on the principle of distributing returns regardless of gender and color. And race. Distributive justice includes two aspects:

A - **Material aspect:** through which external and internal justice is achieved, as external justice is achieved by comparing the wage rates of the institution with its counterparts in other institutions, while internal justice is achieved by taking into account that the individual receives a wage equivalent to what others in the institution who have the same skill level receive. experience, level of qualification, and perform the same job.

B- **Social aspect:** It expresses the personal treatment of the individual who receives the rewards by decision makers.

- **Procedural justice** Procedural Justice: It relates to the extent to which employees are aware of the clarity of policies and procedures related to determining allocations. This is related to the decision-making procedures in the organization, meaning the fairness of the procedures used in making decisions that affect individuals. There are a number of standards that are relied upon in realizing procedural justice, which are fairness in dealing with individuals and impartiality. Inclination toward one individual over others, accuracy in information before making procedural decisions, and correction in the event of filing appeals and complaints from individuals, do not enable personal interest to influence the course of the decision-making process.

- **Fairness of transactions (interactive) Treatment Justice** It is related to the level of fairness and implementation of the organization's policies, that is, the extent to which employees feel the fairness of the treatment they receive when procedures are applied to them. It is also related to the way managers' deal with subordinates with a degree of

credibility, respect, and the quality of interaction followed by decision makers. The quality also includes two aspects: the treatment of individuals by superiors and the extent to which the institution provides employees with sufficient, accurate, and important information and provides an appropriate explanation of administrative decisions and practices to the individuals affected by them. The importance of fair dealing appears in that the acceptable or logical justification that the institution provides regarding its decisions leads to awareness of Higher justice on the part of employees, and is influenced by three important factors: the involvement of employees in making decisions that affect them, the ability to understand the reasons behind making a particular decision, and the degree of clarity of expectations regarding the criteria that will be used to judge a particular decision.

- Informational justice: It refers to the individual's awareness of the fairness of the information used as a basis for making decisions and the fairness in disseminating and accessing it.

- Evaluative justice Evaluation Justice It refers to the individual's awareness of the fairness of the principles and standards used in evaluation and the fairness of their application in the organization. It means the degree to which the employee feels integrity and transparency in the administrative evaluation of his performance and behavior at work, which leads to an increase in his degree of satisfaction with the evaluation systems and their fairness.

- Moral justice: It means the degree to which the employee feels justice stemming from the organization's organizational and civilizational beliefs and values compared to his colleagues at the same administrative and organizational level.

Field study:

- Aim of the study:

The field study aims to reveal:

- Identifying the degree of availability of organizational justice dimensions among faculty members at Najran University from the viewpoint of faculty members and university leaders.

- From Through the results, a set of recommendations are reached that are useful in developing Dimensions of organizational justice among faculty members at Najran University from the perspective of faculty members and university leaders.

- The study sample:

The study tool (questionnaire) was applied to a random sample an actress from Faculty members At Najran University, where the original population of the sample reached (744) faculty members, the questionnaire link was distributed electronically and made available for application for 30 days during the first semester of the academic year 1445 AH. Responses came from 137 faculty members, representing 18.41% of the original population. The following tables show the distribution of characteristics of the study sample of faculty members according to the various study variables.

Table (1) Distribution of the study sample according to the gender variable (male–feminine)

percentage	the sample	Study population	variable
10.01	85	549	Males
26.66	52	195	Females
18.41	137	744	sentence

Table 1 shows the distribution of the study sample according to gender variables (male–Female) as the study sample of males amounted to 85, representing 10.01% of the 549 male faculty members, while the study sample of females reached 52, representing 26.66% of the 195 female faculty members.

Table (2) Distribution of the study sample according to the nationality variable (Saudi–Non-Saudi)

percentage	the sample	Study population	variable
9.63	32	332	Saudi
25.48	105	412	Non-Saudi
18.41	137	744	sentence

Table (2) shows the distribution of the study sample according to the nationality variable (Saudi–Non-Saudi) The study sample was 32, representing 9.63% of the 332 Saudi faculty members, while the study sample was 105, representing 25.48% of the 412 non-Saudi faculty members.

Table (3) Distribution of the study sample according to the academic rank variable (professor–Associate Professor–Assistant Professor)

percentage	the sample	Study population	variable
35.71	20	56	Mr
20.64	45	218	Associate Professor
15.31	72	470	Assistant Professor
18.41	137	744	sentence

It is clear from table (3) Distribution of the study sample according to the academic rank variable (professor–Associate Professor–Assistant Professor) where the study sample was 20, representing 35.71% of the 56 teaching staff with the rank of professor, while the study sample was 45, representing 20.64% of the 218 teaching staff with the rank of associate professor, while the study sample was 72, with a proportion of 15.31. % of faculty members with the rank of assistant professor.

Schedule (4) Distribution of the study sample according to the variable of years of experience (less than 5 years–From 5–10 years–more than 10 years)

percentage	the sample	variable
5.83	8	Less than 5 years
18.97	26	From 5 – 10 years
75.18	103	More than 10 years
100%	137	sentence

Table 4 shows the distribution of the study sample according to the years of experience variable (less than 5 years).–From 5–10 years–More than 10 years), as the study sample was 8, representing 5.83% of faculty members with less than 5 years of experience, while the study sample was 26, representing 18.97% of faculty members with 5 years of experience.–10 years, while the study sample was 103 with more than 10 years of experience.

By displaying the distribution tables for the study sample variables, it becomes clear to us that the proportions of the variables represent the original community of faculty members,

which contributes to achieving the desired goals of applying the questionnaire and contributes to the results being produced in a way that expresses the study community.

Study tool:

The study tool was a questionnaire directed to faculty members at Najran University, and the number of its phrases (41) phrase, the phrases were distributed to six And as shown in the following table:

Schedule (5) Distribution of questionnaire phrases

Phrase numbers	Number of phrases	Interviewer	M
1- 7	7	Distributive justice	1
8-13	6	Procedural justice	2
14-23	10	Fairness of transactions	3
24-29	6	Information justice	4
30 – 35	6	Evaluative justice	5
36-41	6	Moral justice	6
	41		

It is clear from the table (5) there is a lack of balance between the numbers of statements in each axis, as imposed by the questionnaire's axes.

Honesty of arbitrators:

The researcher presented the study questionnaire to a group of education professors as arbitrators, This is to express an opinion on the suitability of the questionnaire for faculty members, and the extent to which the statements represent each of the axes. The percentage of agreement of the judges on Y The extent of representation of these phrases, such that the phrases that obtained a percentage of agreement are retained 90% More, and some phrases were modified according to what the arbitrators suggested, and the questionnaire reached its final form (41) phrase.

Calculate the stability factor:

Reliability was calculated using Cronbach's alpha equation and is shown in the following table:

Schedule (6) the reliability value of the Cronbach's alpha reliability coefficient for the questionnaire and its axes

Stability value	Dimensions	M
.918	Distributive justice	1
.847	Procedural justice	2
.911	Fairness of transactions	3
.890	Information justice	4
.915	Evaluative justice	5
.915	Moral justice	6
.977	The questionnaire as a whole	

It is clear from the table (6) The reliability value is through the Cronbach's alpha reliability coefficient for the questionnaire as a whole (.977) It is a high reliability coefficient that can be relied upon in applying the study tool.

Table no (7) Divide into Likert scale categories Pentagram(limits of average responses)

Category boundaries		Category	M
to	from		
1.80	1.00	Very disagree	1
2.60	1.81	not agree	2
3.40	2.61	neutral	3
4.20	3.41	OK	4
5.00	4.21	Very agree	5

The length of the range was used to obtain an objective judgment on the average responses of the study sample items, after processing them statistically.

Field study results and their interpretation:

First: To answer the first question of the field study, which is: What The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view? This is evident from the responses of the study sample about: The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view According to the axes of the field study as follows:

1- What is the degree of availability?(Distributive justice) among the study sample of faculty members at Najran University. Table (8) shows the following:

It is clear from table (8) Responses of the study sample of faculty members aboutThe first axis(Distributive justice)

Schedule (8) Responses of the study sample aboutThe first axis (distributive justice)

M	ferries	Responses					Relati ve weight	Approv al level	Ranki ng
		Ver y agre e	O K	neutr al	not agre e	Very disagr ee			
1	The teaching load is distributed among faculty members in a fair manner.	24	44	14	41	14	3.16	neutral	2
2	Responsibilities are distributed among members in a fair manner.	13	38	23	49	14	2.90	neutral	5
3	Committee membership	15	53	20	45	4	3.21	neutral	1

	s in the department are distributed fairly.								
4	Incentives are distributed fairly among members.	6	24	24	36	47	2.31	neutral	7
5	There are fair grounds for participation in attending scientific conferences externally and internally.	7	31	35	29	35	2.60	OK	6
6	Attendance at training courses is distributed among members in a fair manner.	11	51	25	23	27	2.97	neutral	4
7	Academic leaders are selected among members according to fair criteria.	7	41	51	24	14	3.02	neutral	3
	Total						2.88	neutral	

It is clear from the table (8The average responses of the study sample are about The first axis (distributive justice) It came with a degree (2,88) (neutral), and came T phrase(Committee memberships in the department are distributed fairly(As the highest response degree)3.21)(Neutral) This indicates that members are less convinced that academic leaders distribute memberships to members in an equal manner. And phrase(Incentives are distributed fairly among members(as least responsive) 2.31)(Neutral), which indicates the lack of belief among members that incentives are distributed fairly among members, and this differs from a study(Al-Kordam, Al-Badawi, 2017)It indicated that the degree of distributive justice appeared to a large extent. Which emphasizes the necessity of striving to raise the degree of distributive justice among faculty members at Najran University by improving training for academic leaders.

2- What is the degree of availability?(Procedural justice) among the study sample of faculty members at Najran University? Table (9) shows the following:

It is clear from table (9) Responses of the study's sample of faculty members around The second axis (procedural justice)

Schedule (9) Responses of the study sample around The second axis (procedural justice)

M	ferries	Responses					Relative weight	Approval level	Ranking
		Very agree	OK	neutral	not agree	Very disagree			
8	There are clear criteria for determining wages among members.	10	29	31	34	33	2.62	neutral	6
9	There is a guide for distributing teaching and administrative work in light of clear criteria.	7	39	49	24	18	2.94	neutral	4
10	The faculty member's performance is evaluated according to clear and specific criteria.	4	74	27	12	20	3.21	neutral	3
11	There are clear systems and regulations to organize the work of the department.	19	66	27	10	15	3.46	OK	2
12	There are regulations governing members' participation in scientific conferences.	3	49	38	18	29	2.84	neutral	5
13	There are regulations governing	31	62	18	19	7	3.66	neutral	1

	research projects.								
							3.21	neutral	

It is clear from the table (9) The average responses of the study sample around The second axis (procedural justice) It came with a degree (3.21) (neutral), and came T phrase (There are regulations governing research projects (As the highest response degree(3.66)(Neutral) This indicates the lack of conviction among faculty members in applying the regulations governing the distribution of research projects among faculty members. And phrase (There are clear criteria for determining wages among members) as the least responsive (2.62)(Neutral), which indicates the lack of conviction among faculty members in applying fair standards to determine wages. This differs with the study (Al-Sharif, 2017), where the degree of procedural justice among faculty members was (Agree), which indicates the need to emphasize academic leaders' commitment to standards, procedures, and regulations. In distributing research projects as well as determining wages.

3- What is the degree of availability?(Fairness of dealings) among the study sample of faculty members at Najran University? Table (10) shows the following:

It is clear from table (10) Responses of the study's sample of faculty members On the third axis (fairness of transactions)

Schedule (10) Responses of the study sample about The third axis (fair dealings)

M	ferries	Responses					Relative weight	Approval level	Ranking
		Very agree	OK	neutral	not agree	Very disagree			
14	Administrative decisions are applied to all members fairly and equally.	20	46	49	15	7	3.41	OK	7
15	Promotion takes place according to clear and specific criteria for all members.	40	66	24	3	4	3.98	OK	1
16	The department chair encourages all members to submit new ideas.	27	70	30	3	7	3.78	OK	3
17	There are clear criteria upon which wages	9	31	31	26	40	2.58	neutral	9

	are determined.								
18	Faculty participate in making decisions and making them fairly.	7	58	43	19	10	3.24	neutral	8
19	The department operates in a team spirit.	21	59	30	20	7	3.48	OK	6
20	Human relations are taken into account by the department head.	35	61	25	9	7	3.78	OK	3
21	Functional errors are addressed by the department head in an academic manner.	26	74	27	3	7	3.79	OK	2
22	Any decision regarding work is discussed by the department head.	18	78	17	9	15	3.54	OK	4
23	The department head accepts opinions that differ from his own.	20	63	36	3	15	3.51	OK	5
							3.50	OK	

It is clear from the table (10) The average responses of the study sample are about The third axis (fair dealings) It came with a degree (3.50) (OK), and came T phrase (Promotion takes place according to clear and specific criteria for all members (As the highest response degree) 3.98) (Agree) This indicates an increase in faculty members' conviction in applying academic standards for promotion to all members, and this is consistent with a study (Al-Ruwaili, 2021), And phrase (There are clear criteria upon which wages are determined (as least responsive) 2.58) (Neutral), which indicates the lack of belief among members in applying clear standards for determining wages.

4- What is the degree of availability? (Informational justice) among the study sample of faculty members at Najran University? Table (11) shows the following:

It is clear from table (11) Responses of the study's sample of faculty members About the fourth axis (informational justice)

Schedule (11) Responses of the study sample about Fourth Axis (Information Justice)

M	ferries	Responses					Relative weight	Approval level	Ranking
		Very agree	OK	neutral	not agree	Very disagree			
24	All information related to carrying out the work required of me is clarified.	15	84	24	7	7	3.67	OK	2
25	All updates and functional requirements are viewed at the same time they are issued.	3	70	46	11	7	3.37	neutral	5
26	The department head is keen to communicate information to all members in the same manner.	23	85	16	6	7	3.81	OK	1
27	The department head presents my performance evaluation results.	16	57	26	18	20	3.22	neutral	6
28	The department head discusses work with members transparently.	26	64	24	16	7	3.62	OK	4
29	The department	37	58	7	25	10	3.63	OK	3

	head encourages members with outstanding performance.								
							3.55	OK	

It is clear from the table (11) The average responses of the study sample are about Fourth Axis (Information Justice) It came with a degree (3.55) (OK), and came T phrase (The department head is keen to communicate information to all members in the same manner(As the highest response degree)3.81)(Agree) This indicates that the level of transparency among department heads is high. And phrase (The department head presents my performance evaluation results(as least responsive)3.22)(Neutral), which indicates that members are less convinced that there will be clarification of the results of the faculty member’s performance evaluation.

5- What is the degree of availability?(Evaluative justice) among the study sample of faculty members at Najran University? Table (12) shows the following:

It is clear from table (12) Responses of the study’s sample of faculty members About the fifth axis (evaluative justice)

Schedule (12) Responses of the study sample about The fifth axis (evaluative justice)

M	ferries	Responses					Relative weight	Approval level	Ranking
		Very agree	OK	neutral	not agree	Very disagree			
30	Evaluation procedures apply to all members without exception.	31	65	31	3	7	3.80	OK	1
31	It allows the faculty member to discuss periodic evaluations transparently.	8	68	32	19	10	3.32	neutral	5
32	There is a clear guide to the rules and procedures for evaluating members in the department.	23	83	12	12	7	3.75	OK	2
33	You have confidence in	27	72	18	13	7	3.72	OK	3

	the evaluation score by the department.								
34	Performance is evaluated in light of the burdens assigned to it.	22	53	34	12	16	3.38	neutral	4
35	All work completed is monitored by the department head.	19	85	21	5	7	3.75	OK	2
							3.62	OK	

It is clear from the table (12) The average responses of the study sample are about The fifth axis (evaluative justice) It came with a degree (3.62) (OK), and came T phrase (Evaluation procedures apply to all members without exception) (As the highest response degree) 3.80 (Agree) This indicates that members are convinced that the evaluation is applied to everyone with the same degree of fairness. And phrase (It allows the faculty member to discuss periodic evaluations transparently) (as least responsive) 3.32 (Neutral) which indicates that members are less convinced that the evaluation discussion is taking place.

6- What is the degree of availability? (Moral justice) among the study sample of faculty members at Najran University? Table (13) shows the following:

It is clear from table (13) Responses of the study's sample of faculty members On the sixth axis (moral justice)

Schedule (13) Responses of the study sample about Sixth Axis (Moral Justice)

M	ferries	Responses					Relative weight	Approval level	Ranking
		Very agree	OK	neutral	not agree	Very disagree			
36	All members are treated with respect.	62	62	6	3	4	4.27	Very agree	1
37	Member comments are received without sensitivity from the department head.	35	71	16	6	9	3.85	OK	4
38	The department's decisions	44	70	16	3	4	4.07	OK	2

	comply with the profession's ethical code.								
39	The personal, psychological and social circumstances of the members are taken into account by the department head.	35	72	13	10	7	3.86	OK	3
40	Scientific disagreements among members in the department are handled judiciously.	37	62	24	10	4	3.86	OK	3
41	The department head appreciates the work he has contributed to the department and college.	40	59	17	12	9	3.79	OK	5
							3.95	OK	

It is clear from the table (13) The average responses of the study sample are about Sixth Axis (Moral Justice) It came with a degree (3.95) (OK), and came T phrase (All members are treated with respect (As the highest response degree) 2.27) (Very agree) This indicates an emphasis on the high level of ethical dealings by the department head. And phrase (The department head appreciates the work he has contributed to the department and college (as least responsive) 3.79) (Agree), which indicates the academic leaders' appreciation for the work done by the faculty member. This is consistent with the study (Al-Ta'an, Al-Obaidi, 2021), which confirms that the degree of availability of this axis is high, which indicates an emphasis on the behaviors of distinguished ethical academic leaders and the strengthening of these behaviors, which will be reflected in the performance levels of faculty members.

By presenting the results of the study on the responses of the study sample of faculty members regarding the degree of availability of dimensions of organizational justice among faculty members at Najran University, the score came at (3.45) (agree), and this indicates that academic leaders have achieved the dimensions of organizational justice to a large degree, which confirms the The levels of interaction with faculty members increase the

faculty member's motivation to work through his sense of achieving organizational justice, and this is reflected in his performance and completion of work.

Second: And to answer the question a question The second is for field study and he Are there any statistically significant differences about...Responses of the study sample from faculty members about The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view? According to the following variables:

- Gender (male - female)
- my Nationality is Saudi–Non-Saudi)
- Years of experience (less than five years - from five to ten - from ten or more)
- Academic rank (Professor - Assistant Professor - Instructor)

This is evident by conducting an analysis of variance of the study sample's responses on the following study variables:

1- Are there statistically significant differences in the responses of the study sample of faculty members? Around The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view According to gender (male - female)? This is evident by conducting a t-test for the responses of the study sample, as stated in the table (14)

Schedule (14) The arithmetic mean, standard deviation, and "t" value And its significance for the questionnaire axes according to the gender variable (male - female)

Significance level	T value	Females		Males		Interviewer
		standard deviation	Average	standard deviation	Average	
function	5.22	6.14	16.596	6.42	22.411	Distributive justice
function	5.48	5.72	15.923	4.05	20.517	Procedural justice
function	7.53	9.12	29.653	4.56	38.494	Fairness of transactions
function	6.77	6.16	18.057	2.95	23.364	Information justice
function	5.61	5.94	18.865	3.74	23.517	Evaluative justice
function	5.34	6.24	20.826	3.98	25.494	Moral justice
function	6.88	36.36	119.92	21.29	153.800	The questionnaire as a whole

It is clear from Table (14) that there are statistically significant differences between responses Faculty members according to for a variable Gender (male and female) on all axes of the questionnaire. This indicates that the study sample of male and female faculty members did not agree on all axes of the questionnaire, which confirms that the level of awareness of male faculty members about the dimensions of organizational justice differs from that of females.

2- Are there statistically significant differences in the responses of the study sample of faculty members? Around The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view According to the variable nationality(Saudi- not Saudi)?This is evident by conducting a t-test for the responses of the study sample, as stated in the table (15)

Schedule (15) The arithmetic mean, standard deviation, and "t" value. Its significance for the questionnaire axes depends on a variable Nationality(Saudi- not Saudi)

Significance level	T value	Non-Saudi		Saudi		Interviewer
		standard deviation	Average	standard deviation	Average	
Non-functional	.130	6.77	20.161	7.41	20.343	Distributive justice
Non-functional	.124	5.19	18.742	5.48	18.875	Procedural justice
Non-functional	- 1.81	7.42	35.809	9.12	32.937	Fairness of transactions
Non-functional	-.834	4.87	21.552	5.93	20.687	Information justice
Non-functional	-.622	4.68	21.904	6.70	21.250	Evaluative justice
Non-functional	-.338	4.89	23.809	7.03	23.437	Moral justice
Non-functional	-.679	30.17	141.981	39.08	137.531	The questionnaire as a whole

It is clear from Table (15) that there are no statistically significant differences Between responsesFaculty members according toFor a variablemy Nationality is Saudi–Non-Saudi) on all axes of the questionnaire. This indicates agreement among the study sample of faculty members on all axes of the questionnaire.

3- Are there statistically significant differences in the responses of the study sample of faculty members?aroundThe degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view AccordingFor variable aFor the position of (professor - professor).participant–Assistant Professor)? This is evident from a one-way analysis of variance (ANOVA) to indicate the differences between groups as stated in Table (1).6

Schedule (16(One-way analysis of variance)ANOVA) to indicate differences between groups From a sample of faculty members according toFor variable aFor the position of (professor - professor).participant–Assistant Professor)

Significance level	The value of "F"	Mean squares	Degrees of freedom	Sum of squares	Source of variance	painInterview
Not a sign	.259	12.466	2	24.933	Between groups	Distributive justice
		48.159	133	6453.344	Within groups	
			135	6478.277	Total contrast	

Significance level	The value of "f"	Mean squares	Degrees of freedom	Sum of squares	Source of variance	painInterview
Not a sign	.095	2.633	2	5.266	Between groups	Procedural justice
		27.841	133	3730.719	Within groups	
			135	3735.985	Total contrast	
Not a sign	.255	16.152	2	32.304	Between groups	Fairness of transactions
		63.314	133	8484.061	Within groups	
			135	8516.365	Total contrast	
Not a sign	1.166	30.613	2	61.227	Between groups	Information justice
		26.253	133	3517.956	Within groups	
			135	3579.182	Total contrast	
Not a sign	.010	.284	2	.568	Between groups	Evaluative justice
		27.485	134	3682.994	Within groups	
			136	3683.562	Total contrast	
Not a sign	.510	15.208	2	30.415	Between groups	Moral justice
		29.814	134	3995.044	Within groups	
			136	4025.460	Total contrast	
Not a sign	.094	100.384	2	200.769	Between groups	The questionnaire as a whole
		1062.364	134	142356.764	Within groups	
			136	142557.533	Total contrast	

It is clear from the table (16)no statistically significant differences Between responses Faculty members according to For variable For the position of (professor - professor),participant–Assistant Professor) About all Questionnaire axes, which indicate

The study sample of faculty members agreed on all criteria, and this is consistent with the study.

4- Are there statistically significant differences in the responses of the study sample of faculty members? Around The degree of availability of organizational justice dimensions among faculty members at Najran University from the faculty members' point of view For years of experience (less than 5 years - from 5 to less than 10 years - more than 10 years)? This is evident from a one-way analysis of variance (ANOVA) to indicate the differences between groups as stated in the table (17)

Schedule (17(One-way analysis of variance)ANOVA) to indicate differences between groups of a sample of faculty members for years of experience (less than 5 years - from 5 to less than 10 years - more than 10 years)

Significance level	The value of "f"	Mean squares	Degrees of freedom	Sum of squares	Source of variance	Dimension
D	18.168	690.979	2	1381.958	Between groups	Distributive justice
		38.032	134	5096.319	Within groups	
			136	6478.277	Total contrast	
D	15.238	346.129	2	692.258	Between groups	Procedural justice
		22.714	134	3043.728	Within groups	
			136	3735.985	Total contrast	
D	9.092	508.817	2	1017.633	Between groups	Fairness of transactions
		55.961	134	7498.732	Within groups	
			136	8516.365	Total contrast	
D	13.654	302.968	2	605.935	Between groups	Information justice
		22.188	134	2973.247	Within groups	
			136	3579.182	Total contrast	
D	10.292	245.238	2	490.476	Between groups	Evaluative justice

Significance level	The value of "f"	Mean squares	Degrees of freedom	Sum of squares	Source of variance	painInterview
		23.829	134	3193.086	Within groups	
			136	3683.562	Total contrast	
D	3.541	101.021	2	202.043	Between groups	Moral justice
		28.533	134	3823.417	Within groups	
			136	4025.460	Total contrast	
D	13.655	12067.233	2	24134.465	Between groups	The questionnaire as a whole
		883.754	134	118423.068	Within groups	
			136	142557.533	Total contrast	

It is clear from Table (17) that there are statistically significant differences between the responses of faculty members according to the years of experience variable (less than 5 years - from 5 to less than 10 years - more than 10 years) on all axes of the questionnaire, and to indicate the direction of the significance of the differences on these Axes: The post-comparison test was used using the Scheffé method, and Table (18) shows this.

Schedule (18) The direction of the significance of the differences between the groups of the faculty members sample according toFor years of experience (less than 5 years - from 5 to less than 10 years - more than 10 years)Using the Scheffé equation

Direction of comparisons			Averages	Years of Experience	Interviewer
More than 10	From 5–10	Less than 5 years			
			20.00	Less than 5 years	Distributive
	-	6.73*	26.73	From 5–10	
	8.15*	1.42	18.57	More than 10	
			20.50	Less than 5 years	Procedural justice
	-	2.69	23.19	From 5–10	
	5.66*	2.97	17.52	More than 10	
			34.00	Less than 5 years	

		6.76	40.76	From 5–10	Fairness of transactions
	6.96*	.19	33.80	More than 10	
			20.00	Less than 5 years	Information justice
		5.69*	25.69	From 5–10	
	5.33*	.35	20.35	More than 10	
			22.00	Less than 5 years	<i>Evaluative justice</i>
		3.61	25.61	From 5–10	
	4.85*	1.24	20.75	More than 10	
			24.00	Less than 5 years	Moral justice
		2.19	26.19	From 5–10	
	3.11*	.92	23.07	More than 10	
			140.50	Less than 5 years	The questionnaire as a whole
		27.69	168.19	From 5–10	
	34.09*	6.40	134.09	More than 10	

It is clear from the table(18)The direction of differences between sample members According For years of experience (less than 5 years - from 5 to less than 10 years - more than 10 years) All aspects of the questionnaire and the questionnaire as a whole were as follows: There are differences between the responses of the sample’s faculty members according to the job variable as follows: There are differences between the experience variables in favor of (5-10 years), and this shows that those with moderate experience have a greater sense of organizational justice.

Field study results: The results of the field study were as follows:

- 1- The degree of availability of organizational justice dimensions among faculty members at Najran University was (3.45) (agree).
- 2- There are statistically significant differences between responses Faculty members according to for a variable Gender (male and female) on all questionnaire axes.
- 3- There are no statistically significant differences between responses Faculty members according to for a variable my Nationality is Saudi–Non-Saudi) on all aspects of the questionnaire.
- 4- No Statistically significant differences were found Between responses Faculty members according to For variable a For the position of (professor - professor).participant–Assistant Professor) About all Questionnaire topics.
- 5- that it There are statistically significant differences Between responses Faculty members according to For the variable years to expertise(less than 5 years - from 5 to less than 10 years - more than 10 years) About all Questionnaire topics.

Recommendations:

- Attention is paid to raising the level of performance of administrative leaders at Najran University, including department heads, college deans, and college deans from administrative aspects, by passing training courses on the latest management methods, with the aim of achieving the maximum degree of organizational justice for faculty members.
- Attention is paid to following up on the implementation of regulations and laws regarding the distribution of teaching hours, administrative burdens, and committee memberships in a way that ensures the achievement of organizational justice among university faculty members.
- Paying attention to implementing transparency and accounting systems when determining wages and excellence rates for faculty members and distributing rewards for supervisory work and administrative burdens in a way that ensures the achievement of justice among faculty members at the university, as this is reflected in the level of work motivation among faculty members.
- Taking into account the achievement of organizational justice among faculty members when attending special scientific conferences, which contributes to raising the level of academic performance of the faculty member instead of restricting it to Saudi faculty members only.
- Taking into account the achievement of organizational justice among faculty members by attending specialized training courses, which contributes to raising the level of the faculty member's administrative performance and in quality systems, instead of restricting it to Saudi faculty members.
- Taking into account achieving organizational justice when distributing supported research projects, which contributes to increasing the motivation of faculty members to raise their research level in order to achieve excellence for the university in the aspect of scientific research.

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