

**The Degree of Practice of the Organizational Justice of Secondary School Principals in their Schools from the Teachers' Perspectives at AL Qunfutha Governorate**

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### **Abstract**

This study aimed at investigating the degree of practice of the organizational justice of secondary school principals in their schools from the teachers' perspectives. To achieve this goal, a questionnaire was designed and consisted of (28) items. These items were distributed on two domains: the procedural justice domain consisted of (15) items; and the interaction justice domain consisted of (13) items. The questionnaire was distributed on (426) male and female teachers. The study results revealed that the interacting justice domain ranked first with a mean (3.33), the procedural justice domain ranked secondly with a mean (3.32). Also, the results revealed that there were significant differences between the means of the subjects' responses due to their gender in favor of males. Further, there were significant differences between the means of the subjects' responses at all the domains of the organizational justice practiced by high schools' principals due to their academic qualifications in favor of bachelor and below.

***Key words: Practice Degree, Secondary School Principals, Organizational Justice***

## 1. Introduction:

The twentieth century has witnessed a great scientific development in different fields, including the educational one, which has raised the need for establishing a completely different educational system from the existing traditional systems. The new system is based on the rehabilitation of high-skilled cadres and the means to solve the educational problems facing them.

It is believed that the success of any educational institution lies in its ability to achieve its goals by depending on the quality of the human performance (Lee, 2000). However, the performance of the individuals is always affected by the justice practiced by the principals.

Organizational justice has received a considerable attention from researchers in human resources management and its organizational behavior, because of its great effect on the role in the work place. These studies showed that the awareness of the employees of the organizational justice greatly affects many institutions, including employee attitudes, which include job satisfaction and intentions of leaving work and organizational commitment, as well as their behavior at work (Coloski, 2003).

Balussiano and Salles (2012) have confirmed that the regulatory justice has significant benefits for both institutions and employees. These benefits include increased organizational trust and organizational commitment. The commitment of the administrative leader to professional conduct and system forms a perfect and a practical process that can be practiced by all educational administrators, requiring them to have an administrative behavior and moral deeds that belong to the community. One of the most important ethics that the leader must adhere to in justice is treating all the employees equally, without discrimination at work based on the color, type, religion or origin of the applicant.

Carolina (2005) has also stated that workers in administrative environments divide organizational justice into three categories of treatment. The first is the outputs they receive from the organization: distributive justice, which is the perceived equity of the employees of the organization from the distribution of resources of the institution.

Koopmann (2003) views that the distributive justice is divided into three types: **First: equity**: the returns are distributed to workers according to the degree of their contribution. The part-timer employee is not paid as the full-time employee.

**Second: equality**: where the returns are distributed equally among the workers. The distribution process is based on knowledge, skills and productivity, and everyone has equal opportunities.

**Third: the need**: where distribution is done according to the need, and this represents the official policies or processes on which these outcomes are distributed (Procedural Justice).

Procedural justice is meant by the extent to which individuals feel that the procedures and processes used to determine the rewards of achievement (Rego & Cunha, 2006). The justice of the distribution refers to the justice in the procedures that are followed in assigning the decisions to distribute the rewards and the third includes personal treatment with them (interactive justice), meaning the extent to which employees feel the fairness of the treatment they receive when the procedures are applied on them, and also the manner in which the administration acts towards individuals, (2000, Lee).

The importance of the organizational justice is to achieve the best achievement and optimal performance of employees as a result of their sense of equity and equality, and their impact clearly on the outcomes of the educational process.

The principals' justice affects teachers' behavior, which increases their collaboration and interaction positively at the formal and personal levels (Al-Bakar, 2012).

Rego & Cunha (2006) have emphasized that the elements of organizational justice are realized through the individuals in the institution need to understand the criterion of receiving and recognition the reward, developing several perspectives regarding their material and moral rewards, and acting on the basis of their understanding of the reality. Rahim (2000) has also noted that the practice of organizational justice managers in their educational institutions is positively reflected on the practices and performance of workers and teachers, and their high level of organizational awareness and professional motivation.

Al-Khalidi and Salama (2014) have conducted a study aimed at identifying the organizational justice of the secondary school principals in Mafraq Governorate and its relation to the organizational loyalty of the teachers in these schools. The sample of the study was chosen randomly of (648) male and female secondary schools teachers. A questionnaire was used to achieve the objectives of the study. The study results showed that the implementation degree of the organizational justice by secondary school principals was medium. Also, the results showed that there were statistical significant differences due to gender variable in favor of females. There weren't any statistical significant differences due to academic qualification. There was a significant correlation between high organizational justice and organizational loyalty.

Burns and Dipaola (2013) have conducted a study aimed at exploring the relationship between the organizational justice, organizational citizenship and the students' achievement of the secondary schools. The study sample consisted of (1019) male and female students from different nationalities in Virginia. The tool of data collecting was a questionnaire. The results of the study revealed that there was a positive relationship between organizational justice and organizational citizenship behaviors in secondary schools. The study did not reveal any relationship between the organizational justice and student achievement.

Yilmaz and Altinkurt (2012) conducted a study about the nature of the relationship between school leadership behaviors in organizational justice and organizational trust. The study sample consisted of (271) secondary school teachers working in Kutahi district of Turkey. The results of the study revealed that there were high levels of organizational justice among secondary school principals and teachers. There was a high positive correlation between leadership behavior of school principals and teachers' perceptions of organizational justice and confidence in graduates.

Al-Humaidi (2012) study aimed at investigating the degree of practicing the organizational justice and the degree of organizational commitment and the level of job satisfaction in the secondary schools in Jeddah from the point view of each of the principals and teachers. The study sample consisted of (400) of all secondary school teachers. The study results showed that the degree practice of organizational justice was moderate and there were significant differences in the degree of principals' practice of organizational justice due to gender in favor of males. There were statistically significant differences due to academic qualifications in favor of (Bachelor) and experience variables in favor of years of

experience. There weren't any significant differences due to the other variables (specialization and social status).

Al-Maaytah (2005) conducted a study about the extent to which general secondary school principals in Jordan have managed organizational justice from the teachers' perceptions and the level of the teachers' organizational citizenship behavior. The study sample consisted of (72) principals, and (1010) male and female teachers. Two tools were used: a questionnaire of organizational justice and a questionnaire of organizational citizenship. The results of the study showed that the degree of the general secondary school principals' practice of organizational justice was medium. There were also statistical differences in organizational justice due to the academic qualification, in favor of (Bachelors). There was no statistical significant difference due to gender or experience.

Coloski (2003) has conducted a study on a sample of (408) middle school students in the United States of America. To achieve the objectives of the study, an organizational justice questionnaire was developed which included (29) items. The results revealed that there was a positive correlation between the students' feeling of not having justice at any level, the extent of the conflict and violence among the students. The results also revealed significant differences in their understanding of organizational justice due to gender, in favor of female, and class level in favor of high classes.

### **1.1 Comments on the Previous Studies:**

The previous studies focused on the organizational justice in various institutions. Most of them focused on the public schools, some of which have investigated the effect of the organizational justice on the students' achievement and the organizational loyalty. It also varied in its objectives and results. This study was similar to some studies in the use of the questionnaire as a tool data collecting. The researcher has benefited from previous studies in developing the tool of the current. The researcher -upon his knowledge- didn't find any like this study at Al Qunfutha Governorate at KSA.

### **2. Statement of the Problem:**

The researcher has noted through her working in the educational field that many teachers were not comfortable in their work, because of the absence of the organizational justice of their principals. Like these cases, encouraged the researcher to conduct this study.

### **3. Objectives of the Study:**

The current study aimed at achieving the following objectives:

1. To determine the degree of secondary school principals practice of the organizational justice in their schools from the teachers' perceptions.
2. To identify whether there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the responses of the teachers about the degree of practice of organizational justice of secondary school principals from the teachers' perceptions according to the following variables: gender, academic qualification and years of experience.

#### 4. Research Questions:

The two following research questions were formulated as follows:

1. What is the extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate?
2. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) among the subjects' responses on the organizational justice practiced by high schools' principals due to their gender, academic qualifications and experience variables?

#### 5. The Significance of the study:

The significance of the study lies in its results that could benefit the policy makers in the Ministry of Education - Saudi Arabia to identify the degree of the organizational justice practicing among the principals of the secondary schools in the Governorate of Al Qunfudah. Further, it is hoped that principals can improve the practice degree of their organizational justice in their schools.

#### 6. Limitation of the Study:

- The current study was limited only to teachers in public high schools in Al Qunfutha Governorate.
- Objective was restricted to the organizational justice.
- Place and Time: The current study was conducted in Al Qunfuthah governorate in the academic year 1440/1441.

#### 7. Procedural Definitions:

**Organizational Justice:** is "the way in which an individual judges the fairness of the method used by the manager in dealing with him at both the job and the human level. It is a relative concept that is determined in the light of what is understood by the employees about honesty, integrity and objectivity of the outputs and procedures in the institution" (Abu-Nada, 2007) ". Procedurally, it is defined as the organizational practice degree received by the principals of secondary schools from the teachers' perceptions in Al Qunfuthah Governorate.

#### 8. Methodology and Procedures

##### 8.1 The study population

The study population was consisted of all high schools teachers' for the academic year 1439/1440. They were estimated by (2346) male and female teachers according to the Ministry of Education statistics..

##### 8.2 The study sample

The researcher selected the study sample randomly from the study population. The sample was consisted of (426) male and female teachers, from them (217) male, and (202) female teachers. The sample was distributed according to the study variables as shown in table 1.

**Table 1: Frequencies of the Distribution of the Study Sample According to its Variables**

The Variables	Levels	Frequencies	Percentage
Gender	Male	199	46.71%
	Female	227	53.29%
Experience	Less than 5 Years	138	32.39%
	5 - 10 Years	126	29.58%
	More than 10 Years	162	38.03%
Academic Qualification	Bachelor and Less	306	71.83%
	More than Bachelor	120	28.17%
Total		426	%100.00

### 8.3 Instrument of the study

To measure the extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate, the study employed a questionnaire. The questionnaire was consisted of (28) items, distributed to two domains: the procedural justice domain consisted of (15) items; and the interaction justice domain consisted of (13) items.

### 8.4 Validity of the Instrument:

The validation of the instrument was conducted by asking a jury of university instructors to give their remarks about the questionnaire. Their suggestions were taken into consideration in modifying it.

### 8.5 Reliability of the Instrument:

To achieve the reliability of the instrument, the researcher chose a pilot sample consisting of (32) teachers. The researcher administrated the questionnaire on them. The researcher applied the Cronbach Alpha method. The reliability of the questionnaire domains ranged between (0.86 – 0.89) and (0.90) for the whole questionnaire.

### Variables of the Study

These study variables are as the following:

#### 1. The intermediate variables:

- **Gender:** It has two levels: (male, female).
- **Experience:** It has three levels: (Less than 5 years, 5-10years and more than 10 years).
- **Academic Qualification:** It has two levels: (bachelor and less and more than bachelor).

2. **The dependent variable:** The extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate.

### 9. Methods of Data Analysis

Statistical Package for the Social Sciences: SPSS software was used to test the questions of this study. The data were analysed by using the following statistics:

1. Descriptive statistics: such as the means, standard deviation, frequencies and percentages were used.
2. Three -way-MANOVA test.
3. Scheffe' test.

### 10. Results of the study

The study results were presented according to the study questions.

**The first question is: "What is the extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate?"**

To answer this question, descriptive statistics (means and standard deviations) of the sample subjects' on the extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate were computed. The results were presented in Table 2.

**Table 2: Means and Standard Deviations of the extent of the organizational justice practiced by high schools' principals from teachers' perspectives in Al Qunfuthah governorate**

#	The Domains	Mean*	Std. Dev.	Rank
1	The Procedural Justice	3.32	.69	2
2	The Interacting Justice	3.33	.63	1
<b>Total</b>		3.32	.62	==

- Out of (5).

Table 2 shows that domain number 2 "The Interacting Justice" ranked first with a mean (3.33), and standard deviation of (0.63). Domain number 1 "The Procedural Justice" ranked secondly with a mean (3.32) and standard deviation of (0.69).

This may due to the equal standards that the principal use to evaluate the employees performance, and the equal method in distributing the tasks according to the qualifications of the teachers. These principals' behaviors' form a respectful manner with the teachers which inspire the cooperation among them. In additional to that, the principal shows the strengths and weaknesses in each teacher's performance.

In the other side, most principals delegate some of their authorities to the teachers. They explain the assessment criteria to the teachers in advance when they want evaluating them. Also, the principals try to convince the teachers that all the taken-decisions would serve the work and they build training programs depending on the results of the teachers' needs.

This result goes with Koopmann (2003) views, Al-Maaytah (2005) study results, Al-Humaidi (2012) study results and Al-Khalidi and Salama (2014). But this result differs from Yilmaz and Altinkurt (2012) study which reached that there are high levels of organizational



justice among secondary school principals and teachers in Kutahi district. This deference may be due to the places differences between the two studies.

Then the researcher computed the descriptive statistics (means and standard deviations) of the sample subjects' on the organizational justice domains' items, as follows:

### 1) The First Domain: The Procedural Justice Domain

Descriptive statistics (means and standard deviations) of the sample subjects' responses on the extent of the procedural justice domain items were computed. The results were shown in table (3).

**Table (3): Descriptive statistics (means and standard deviations) of the sample subjects' responses on the extent of the procedural justice domain items**

#	The Items	Means*	Standard Deviations	Rank
10	The principal behaves in a respectful manner with the employees when he takes a decision belong to them.	3.95	0.62	1
6	The principal evaluates clearly the performance for all the employees.	3.89	0.80	2
25	The principal distributes the tasks according to the qualifications of the teachers.	3.52	0.82	3
11	The principal inspires the cooperation among teachers as well as the team work.	3.41	0.89	4
24	The principal shows the teachers' tasks and duties.	3.41	0.84	5
26	The principal shows the strengths and weaknesses in his employees' performance.	3.38	0.84	6
9	The principal establishes positive rapport among the employees in the school.	3.23	0.87	7
5	The principal distributes the duties among the teachers fairly.	3.19	0.87	8
17	The principal shows interest in the employees' rights when taking a decision that interests them.	3.19	0.90	9
28	The principal lets the employees feel the justice in having rewards.	3.14	0.91	10
16	The principal considers the employees conditions when taking any decision that belong to them.	3.08	0.94	11

21	The principal discusses with the teacher any decision belongs to that teacher.	2.99	0.96	12
1	The principal distributes rewards among the employees according to effort and performance.	2.93	0.90	13
<b>The domain as whole</b>		3.32	.69	=

- Out of (5).

Table (3) shows that item # (10) says: "The principal behaves in a respectful manner with the employees when he takes a decision belong to them" ranked firstly with mean (3.85), and standard deviation (0.62). Item # (6) says: "The principal evaluates clearly the performance for all the employees" ranked secondly with mean (3.89), and standard deviation (0.80). While item # (1) says: "The principal distributes rewards among the employees according to effort and performance" ranked finally with mean (2.93), and standard deviation (0.90).

## 2) The Second Domain: The Interacting Justice Domain

Descriptive statistics (means and standard deviations) of the sample subjects' responses on the extent of the interacting justice domain items were computed. The results were shown in table (4).

**Table (4): Descriptive statistics (means and standard deviations) of the sample subjects' responses on the extent of the interacting justice domain items**

#	The Items	Means*	Standard Deviations	Rank
27	The principal delegate some of his authority to the teachers.	4.08	0.64	1
2	The principal is aware to solve the organizational problems among teachers fairly.	3.57	0.74	2
3	The principal explains the assessment criteria to the teachers in advance.	3.52	0.92	3
4	The principal tries to convince the teachers that all the taken-decisions would serve the work.	3.48	0.88	4
15	The principal discusses with the teachers the results of his decisions.	3.46	0.91	5
14	The principal builds the training programs depending on the results of their performance.	3.33	0.87	6
12	The principal supports the teachers to make self-evaluation.	3.31	0.92	7
13	The principal evaluates the teacher upon his performance and achievements during the academic year.	3.30	0.89	8

7	The principal gives the teachers the chance to complain of his decisions.	3.28	0.97	9
18	The principal considers the special conditions of the teachers when taking any decisions that interests them.	3.26	0.94	10
23	The principal executes all the decisions related to the teachers with no exceptions.	3.18	0.90	11
8	The principal provides illustrative information about the decisions he takes.	3.09	0.92	12
19	All the teachers' tasks suit them.	3.04	0.97	13
20	The principal takes a decision depending on the information he collects in advance.	2.95	0.92	14
22	The principal expresses his impressions about the work progress frankly.	2.94	0.92	15
<b>The domain as whole</b>		3.32	.69	=

- Out of (5).

Table (4) shows that item # (27) says: "The principal delegate some of his authority to the teachers" ranked firstly with mean (4.08), and standard deviation (0.64). Item # (2) says: "The principal is aware to solve the organizational problems among teachers fairly" ranked secondly with mean (3.57), and standard deviation (0.74). While item # (22) says: "The principal expresses his impressions about the work progress frankly" ranked finally with mean (2.94), and standard deviation (0.92).

**The second question is: "Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) among the subjects' responses on the organizational justice practiced by high schools' principals due to their gender, academic qualifications and experience variables?"**

To answer this question, descriptive statistics (means and standard deviations) of the subjects' responses on the extent of the organizational justice practiced by high schools' principals according to the study variables were computed as follows:

#### A) According to the Gender Variable:

**Table 5: Means and Standard Deviations of the extent of the organizational justice practiced by high schools' principals according to their gender**

The Domains	Gender	N	Mean*	Std. Deviation
The Procedural Justice	Male	199	3.12	.695
	Female	227	3.51	.691
The Interaction Justice	Male	199	3.18	.619
	Female	227	3.47	.642
Total	Male	199	3.15	.612
	Female	227	3.50	.626

**B) According to the Academic Qualifications Variable:****Table 6: Means and Standard Deviations of the extent of the organizational justice practiced by high schools' principals according to their academic qualifications**

The Domains	Academic Qualifications	N	Mean*	Std. Deviation
The Procedural Justice	Bachelor and Below	306	3.49	.722
	High Studies	120	3.17	.611
The Interaction Justice	Bachelor and Below	306	3.45	.652
	High Studies	120	3.19	.573
Total	Bachelor and Below	306	3.47	.643
	High Studies	120	3.18	.549

**C) According to the Experience Variable:****Table 7: Means and Standard Deviations of the extent of the organizational justice practiced by high schools' principals according to their experiences**

The Domains	Experiences	N	Mean*	Std. Deviation
The Procedural Justice	Less than 5 Yrs	138	3.22	.775
	5 – 10 Yrs	126	3.44	.699
	More than 10 Yrs	162	3.24	.600
The Interaction Justice	Less than 5 Yrs	138	3.25	.603
	5 – 10 Yrs	126	3.48	.614
	More than 10 Yrs	162	3.23	.667
Total	Less than 5 Yrs	138	3.24	.657
	5 – 10 Yrs	126	3.46	.614
	More than 10 Yrs	162	3.23	.583

Tables 5, 6, 7 show that there are observed differences between the means of the subjects' responses on the extent of the organizational justice practiced by high schools' principals according to their gender, academic qualifications and experiences. To test the significance of these differences, three-way-MANOVA test was used; the results are presented in Table 8.

**Table 8: Three-way-MANOVA test Results for the Differences between the Means of the Subjects' responses on the extent of the organizational justice practiced by high schools' principals according to their gender, academic qualifications and experiences**

Variables	Domains	Sum of Squares	df	Mean Square	F	Sig.
Gender	The Procedural Justice	5.624	1	5.624	11.717	.000*
	The Interaction Justice	4.872	1	4.872	12.365	.000*
	Total	6.024	1	6.024	15.811	.000*
Academic Qualifications	The Procedural Justice	4.551	1	4.551	9.481	.000*
	The Interaction Justice	5.388	1	5.388	13.675	.000*
	Total	4.117	1	4.117	10.806	.000*
Experiences	The Procedural Justice	12.678	2	6.339	13.206	.000*
	The Interaction Justice	8.018	2	4.009	10.175	.000*
	Total	12.264	2	6.132	16.094	.000*
Error	The Procedural Justice	202.08	421	0.480		
	The Interaction Justice	165.874	421	0.394		
	Total	160.401	421	0.381		

- Significant at ( $\alpha = 0.05$ ).

Table 8 shows that:

- 1) There are significant differences between the means of the subjects' responses on all the extent of the organizational justice domains practiced by high schools' principals due to their gender in favor of (Males).

This may be because the nature of people. Females usually follow the rules and regulations in a strict way more the males. Females don't care about the organizational justice; they care about implementing the rules.

This result goes with Al-Humaidi (2012) study results. But this result differs from Al-Maaytah (2005) study results which reached that there isn't statistical significant difference due to gender. This deference may be due to the places differences between the two studies.

- 2) There are significant differences between the means of the subjects' responses on all the extent of the organizational justice domains practiced by high schools' principals due to their academic qualifications in favor of (Bachelor and Below).

This may be because of the teachers who hold academic qualifications (high studies) know more about the organizational justice than teachers who hold academic qualifications (Bachelor and below), because of their high studies in the universities.

This result goes with Al-Humaidi (2012) study results, Al-Maaytah (2005) study results. But this result differs from Al-Khalidi and Salama (2014) study. This deference may be

due to the differences places between the two studies. This study was conducted in KSA, while Al-Khalidi and Salama study conducted in Jordan.

- 3) There are significant differences between the means of the subjects' responses on all the extent of the organizational justice domains practiced by high schools' principals due to their experiences. To test the sources of these differences, Scheffe' test was used. The results were shown in table (9).

**Table (9): Scheffe' test results for the differences between the means of the extent of the organizational justice domains practiced by high schools' principals according to their experiences**

The Domains	Experiences		Less than 5 Yrs	5 – 10 Yrs	More than 10 Yrs
		Means	3.22	3.44	3.24
The Procedural Justice	Less than 5 Yrs	3.22		0.22*	0.02
	5 – 10 Yrs	3.44			*0.20
	More than 10 Yrs	3.24			
The Interaction Justice	Experiences	Means	3.25	3.48	3.23
	Less than 5 Yrs	3.25		0.23*	0.02
	5 – 10 Yrs	3.48			*0.25
	More than 10 Yrs	3.23			
Total	Experiences	Means	3.24	3.46	3.23
	Less than 5 Yrs	3.24		0.22*	0.01
	5 – 10 Yrs	3.46			*0.23
	More than 10 Yrs	3.23			

\* Significant at ( $\alpha \leq 0.05$ )

Table (9) shows that there are significant differences at ( $\alpha \leq 0.05$ ) between the means of (5 – 10 Yrs) experiences and mean of (Less than 5 Yrs, More than 10 Yrs) experiences, in favor of (5 – 10 Yrs) experiences.

This may be because the teachers with long years of experience don't care about the principals' style in leading the school. They get their respect from their long years of teaching in schools. In the other hand, the teachers with poor years of experience fight to gain some achievements to expand the principals' respect.

This result goes with Al-Humaidi (2012) study results but it differs from Al-Maaytah (2005) study results which reached that there was no statistical significant difference due to experience. This deference may be due to the places differences between the two studies.

## 11. Recommendations:

In the light of the study results, the researcher derived the following recommendations:

- 1) Conducting training courses for the principals in organizational justice principles and procedures to be applied at schools.
- 2) Principals have to consider the employees conditions when taking decision that belong to them.
- 3) Principals have to take their decisions depending on the information they collect in advance.
- 4) Conducting more studies about the organizational justice in other educational institutes as private schools, colleges and universities.

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