Abstract

Title of the Study: the Application of Organizational Justice in Public Schools for Girls in Makkah.
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Objectives of the Study:
-To identify the reality of the application of organizational justice in public schools for girls in Makkah according to the following dimensions:
-To Identify the differences in the study sample response of the Application of Organizational Justice degree including its (dimensions) in Public Schools for Girls in Makkah according to variances (educational level, job title, qualifications and experience).

Methodology:
This methodology used in the study is the Descriptive survey approach; field study was conducted on a stratified random sample of elementary, middle, and high schools in Makah, by 10%.
The tool designed and used in this field study (a questionnaire) contained general data in the first part, while the second part contained (40) items distributed to the four dimensions.
The Statistical package (SPSS) was used with the following statistical methods: the correlation coefficient Pearson, cronbach alpha coefficient, frequencies, percentages, averages, standard deviation, analysis of variance (ANOVA), T. Test., and scheffe test.

The main findings of the study:
Statistical analysis of the data showed a number of results which are listed as follows:
1- School principals’ degree of implementation of the dimensions of organizational justice (distributive, procedural and evaluational) in public schools in Makkah from the viewpoint of the teachers was moderate, with the following means for the dimensions: procedural justice (3.33), evaluational justice (3.18), and distributive justice (3.05).
2- The (interactional justice) dimension is the only one of the organizational justice dimensions which received responses of a high degree of implementation among school principals in Makah with a relatively high average year account (3.52).
3- There are statistically significant differences between average responses of the sample in the degree of application of organizational justice in public schools for girls according to the educational level variable (pertaining to the interactional justice dimension only).
4- There are significant differences between responses of the sample in the degree of application of organizational justice according to the variable named job title (pertaining to the evaluational justice dimension only).
5- The study showed statistically significant differences between the response of the sample in the degree of implementation of organizational justice according to the variable of educational qualification in three dimensions of organizational justice, namely: (distributive justice), (procedural justice), and (evaluational justice).
6- the study showed a statistically significant differences between the responses of the sample in the degree of implementation of organizational justice in public schools for girls according to the experience variable with three dimensions for organizational justice, namely: (distributive justice), (interactional justice), and (procedural justice).

Important recommendations:
First: Recommendations for the department of education officials and educational supervision to achieve organizational justice in schools:
1- Setting objective criteria and standards for the selection of school principals, with certain qualities, skills, and ethics.
2- Holding training sessions to inform school principals about the importance of organizational justice in schools with emphasis on the training of principals before and during their service.
3- Setting guidelines and parameters about labor regulations and grievance and complaint procedures for the teachers while making sure they receive these guidelines upon appointment.
4- Holding training sessions to educate and inform the teachers of their legal rights and career obligations.
5- Developing a monitoring system for principals’ application of justice, reinforcing the system of principal auditing by senior educational supervisors, and referring the matter to the ministry of education and investigating when necessary
6- Providing (a job description) for each teacher according to her specialization upon appointment.
Second: Recommendations for school principals to support the organizational justice in school:
1- Setting clear and specific criteria for financial and spiritual incentives for teachers according to their achievements while promoting the notion of (contribution), rather than random distribution of these incentives.
2- Continuous monitoring of the teachers by the principal - whether in bonuses or incentives or promotion or the like in the department of educational administration and supervision.
3- Providing opportunities for professional and self development of teachers and providing equal opportunities for them to do so such as in training courses or opportunities for postgraduate studies.
4- Distributing activities and non-formal assignments with equality and objectivity among the teachers and taking into account the teaching load and difficulty of the subject taught.
5- Giving teachers the freedom of expression and providing explanations and justifications for decisions made for teachers which boosts their self-confidence, thus giving them confidence in the administration.