

## Organisational Justice in Higher Education Institution: Perceptions of the Teaching Staff in the Faculty of Economics, Business and Management Sciences - Abdelhamid Mehri University-Constantine02

العدالة التنظيمية في التعليم العالي: من وجهة نظر الأساتذة الباحثين في كلية العلوم الاقتصادية، التجارية وعلوم التسيير - جامعة عبد الحميد مهري قسنطينة 02.

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### Abstract :

The objective of this study is to identify the degree of organizational justice perceived by the teaching staff in the Faculty of Economics, Business and Management Sciences at the University of Constantine02. The study sample included 100 teaching staff distributed among different departments of the faculty. A questionnaire was used as the main tool for data collection. The data collected was processed using the statistical analysis program SPSS and a set of statistical methods for data analysis such as mean, standard deviation, Cronbach Alpha, one-way analysis of variance.

The study findings revealed that there is an acceptable degree of Organizational Justice upon the following order: Interactional Justice with a large degree, Procedural Justice with a moderate degree, and Distributive justice with a low degree. The results of the study also revealed that, from the respondents' perspective, there are no statistically significant differences in terms of distributive justice attributed to the department factor, while there are statistically significant differences in terms of both procedural and interactional justice attributed to the department factor.

**Keywords :** organizational justice, distributive justice, procedural justice, interactional justice.

### ملخص :

تهدف الدراسة إلى التعرف على مستوى العدالة التنظيمية المطبقة في كلية العلوم الاقتصادية، التجارية وعلوم التسيير بجامعة قسنطينة 02، وهذا من وجهة نظر الأساتذة الباحثين. حيث اشتملت عينة الدراسة على 100 أستاذ موزعين على مختلف أقسام الكلية، هذا وقد تمت الاستعانة بالاستبيان كأداة رئيسية لجمع البيانات والتي تمت معالجتها باستخدام برنامج التحليل الإحصائي spss، تم الاعتماد في تحليل البيانات على مجموعة من الأساليب الإحصائية على غرار (الوسط الحسابي، الانحراف المعياري، ألفا كرونباخ، تحليل التباين الأحادي لتحديد الفروق...).

وقد كشفت نتائج الدراسة إلى وجود العدالة التنظيمية عموما بدرجة متوسطة وجاء ترتيب محدداتها كالتالي: العدالة التفاعلية بدرجة كبيرة، العدالة الإجرائية بدرجة متوسطة، والعدالة التوزيعية بدرجة منخفضة. كما أظهرت النتائج كذلك بأنه لا توجد فروق ذات دلالة إحصائية في آراء المبحوثين بخصوص العدالة التوزيعية تعزى لمتغير القسم، في حين أظهرت النتائج وجود فروق ذات دلالة إحصائية في آراء المبحوثين بخصوص كل من العدالة الإجرائية والتفاعلية تعزى لمتغير القسم.

الكلمات المفتاحية: العدالة التنظيمية، العدالة التوزيعية،

العدالة الإجرائية، العدالة التفاعلية

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## 1. INTRODUCTION

The University play an important role in the development of thought and knowledge. In order to achieve this role, it relies on its teaching staff which are considered fundamental for the success of the university objectives.

The source of strength and influence of the university depends the efficiency and creativity of its human resources, the teaching staff in particular; therefore, it becomes necessary to look for the main drivers that help to increase their satisfaction and motivate them to perform at ever higher levels. One of the most significant drivers for job satisfaction is the implementation of organizational justice.

Organizational justice is an important concept in the management of organizations. The lack of organisational justice has a perceptible impact on workers at both personal and performance levels and can lead to emotional exhaustion and inhibition of creativity. The perception of justice in the working place is the main factor affecting the employees' satisfaction and motivation, in the sense that workers who feel treated fairly are more likely to remain motivated to continuously improve their contribution to their organisation and hence, are committed to its objectives.

The purpose of this study is to shed light on the importance of implementing justice in the Faculty of Economics, Business and Management Sciences.

### 1-1 Study problematic:

Teaching staff in Algerian universities face many problems; some of them related to the absence of an available organizational climate, and some are related to the lack of fairness towards them. This is in addition to some of the problems facing them in the performance of academic and administrative functions, such as the preparation and dissemination of research, attending scientific conferences, habilitation.

From this reality, there was a need to find a solution to those problems that lead to lower the satisfaction of the teaching staff, as well as their performance. This could be achieved through creating the right climate and an enabling environment that promote equity and justice at all levels. So the question that arises here is:

### **What is the level of organizational justice perceived by the teaching staff in the Faculty of Economics, Business and Management Sciences at the University of Constantine 02?**

To answer this question, the following questions might need to be asked:

- \* What is the level of organizational justice in terms of distributive justice?
- \* What is the level of organizational justice in terms of procedural justice?
- \* What is the level of organizational justice in terms of interactional justice?
- \* Do the teaching staff' opinions vary with regard to the level of organizational justice attributed to the department factor

### 1-2

#### *Hypothesis:*

**H<sub>1</sub>:** The level of organizational justice (in terms of distributive, procedural, and interactional justice) is high at the Faculty of Economics, Business and Management Sciences.

**H<sub>2</sub>:** There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the respondents' opinions about organisational justice attributed to the department factor.

- \* **H<sub>21</sub>:** There are no statistically significant differences in the respondents' opinions about distributive justice attributed to the department factor.
- \* **H<sub>22</sub>:** There are no statistically significant differences in the respondents' opinions about procedural justice attributed to the department factor.
- \* **H<sub>23</sub>:** There are no statistically significant differences in the respondents' opinions about interactional justice attributed to the department factor.

**1-3 Study Objectives:**

The study had four objectives:

1. Identify the reality of *distributive* justice in the Faculty
2. Identify the reality of *procedural* justice in the Faculty
3. Identify the reality of *interactional* justice in the Faculty
4. Identifying the differences between the teaching staff' opinion about organizational justice attributed to the department factor.

**1-4 Study Significance:**

This study will provide information to the academic management leaders of Algerian universities regarding the level of the organizational justice, and thus develop plans and programs to improve its implementation, if needed.

**1-5 Research Methodology:**

In order to attain reliable results, a descriptive and analytical approach was used, in addition to a survey via a questionnaire as the main tool for data collection. A sample of 100 teaching staff was randomly drawn from the different departments of the faculty. The SPSS program was used to analyse data and perform statistical tests.

**1-6 Previous Studies :*****Jason Cheng-Cheng Yan & -Pei Cho, Chia Nan(2017)- Organizational Justice In Higher Education: Perceptions Of Taiwanese Professors And Staffs.***

This research first reviews the related literature to identify internal factors in the concept of organizational justice in higher education. The author designed a survey questionnaire to assess professors' perceptions of organizational justice at their universities. The author sent out the questionnaires to Taiwanese professors with different research expertise at different universities. This research divided organizational justice into distributive justice, procedure justice, interpersonal justice, and information justice. Ultimately, 180 valid questionnaires were collected and analyzed. Four background variables (gender, age, position, and institutional type) showed statistical correlations with organizational justice in Taiwan's higher education institutions. (Yang, 2017, pp. 231-240) .

***\* Nosheena Tahseen& Muhammad Saeed Akhtar (2015)- Effect of Organizational Justice on Faculty Trust in University Education Faculties.***

The study was aimed to find out the effect of organizational justice on faculty trust in university teacher-education faculties in the Punjab province of Pakistan. The sample of the study comprised of 285 teacher-educators of twelve universities, eight in public and four in the private sector, offering at least masters degree program in Education. Stratified proportionate random sampling was used to select the sample. The instruments of data collection were adapted for the study based on Organizational Justice Scale (OJS) by Neihoff and Moorman, and Faculty Trust Scale (FTS) by Hoy and Tachannen-Moran. Two hundred thirty eight teacher-educators with a return rate of 83.5% responded. Data collected through the survey were analysed applying descriptive, correlation, and regression analysis. The results of the study showed that organizational justice on the whole and each of its dimension viz. distributive justice, procedural justice, and interactional justice, significantly and positively predicted faculty trust. Furthermore, no significant difference was found between public and private universities with regards to the effect of organizational justice on faculty trust. (Akhtar, June 2015, pp. 26-41).

***\* Titrek, O. (2009)- Employees' organizational justice perceptions in Turkish schools.***

Titrek studied levels of organizational justice in Turkish schools. The sample comprised 1016 staff selected from seven schools and employed a scale measuring perception of fairness of interpersonal treatment. The results showed that the greatest shortcomings in organizational justice behaviour in Turkish schools are related to the behaviour of managers

toward employees. the study recommended standardization of policies and procedures in order to ensure equity for all employees, education of managers regarding fair management practices, and eradication of any factors that generate a "fear culture." (Titrek, 2009, pp. 605-620) .

**\* Sultan GhalebAldaihani&Shaima Essa Alansari (2016)- Teacher Perspective on the Reality of Organizational Justice for Public Schools in Kuwait.**

This study aimed to identify the degree of organizational justice perceived by teachers in public education schools of Kuwait in relation to experience, nationality, teaching level, and education district. The study sample included 1,203 teachers representative of all teaching levels found in Kuwaiti schools. The study employed a descriptive approach, using a two-section questionnaire to measure the teachers' perspectives on the existing degree of distributive and interactional justice within the educational system. The validity and reliability of the questionnaire were verified before its application. The study data was analysed by using a set of statistical methods including one-way analysis of variance, t-test, and Pearson correlation. The results indicated that non-Kuwaiti teachers perceive a greater degree of organizational justice than teachers in the Kuwait public education system. Distributive and interactional justice received a medium rating, with a correlation degree of 536. (Alansari, June 2016, pp. 350-361).

**2- LITERATURE REVIEW**

**2-1 Organizational Justice:**

The first focus on organizational justice was based upon the equity theory, which holds that workers bring inputs to an organization, such as education, effort, experience, willingness, etc. So for the mentioned inputs, employees expect their supervisors/ managers fair outcomes, such as pay, treatment, promotions, special awards, organizational recognition, honest feedback, and fair and accurate performance evaluations. (Seyed Abbas Heidari, 2012 , p. 6460).

The organizational justice concept goes back to the theory of justice when (Adam, 1964), assumed that the individuals compares and balancing between the rate of recourses they gets and obtained with the resources that obtained by others, (from the same resources), at that moment they feel with equity and justice, or not. Perceiving absence of justice may leads to increasing tensions, and negative impact at the organization, (Diab, 2015, p. 188)

The organizational justice means, giving every worker what it's worth, or it's the way that the managers used in dealing with the workers at the level of humanitarian and functional. It's also defined as the method in which the individual governs the justice of the way the director deals with him at both levels: a relative concept determined in the light of the staff member's perception of the integrity and objectivity of the outputs and procedures within the organization" (JAMMAL, 2017, p. 951). The organizational justice is also obtained as a result of workers perceptions of the fairness of decisions made and acted upon by the organization, the equity of the procedures employed in the decision-making process, and the quality of personal treatment received by employees and managers (Alansari, June 2016, p. 351) - in other words, and the awareness of staff and administrators of the three aspects of organizational justice: distributive, procedural, and interactional.

So, the organizational justice is an important variable and influential in the administration, operations, and it's considered as a potential variable to affected on the efficiency of employees job performance in organizations. Studies have indicated that the feelings of organizational justice generates a feeling of loyalty towards the organization.

**2-2 Dimensions of Organizational Justice:**

There are many studies that have focused on the dimensions of organizational justice. In this study the researcher used three dimensions: distributive justice, procedural justice, and interactional justice. (Srivastava, 2015, pp. 668-669)

**- Distributive Justice:**

Distributive justice is one of the oldest forms of justice and is a conceptualization based on the equity theory of Adams. The concept of distributive justice refers to the fairness of outcomes that people receive in the workplace for compensation such as wages or promotion opportunities.

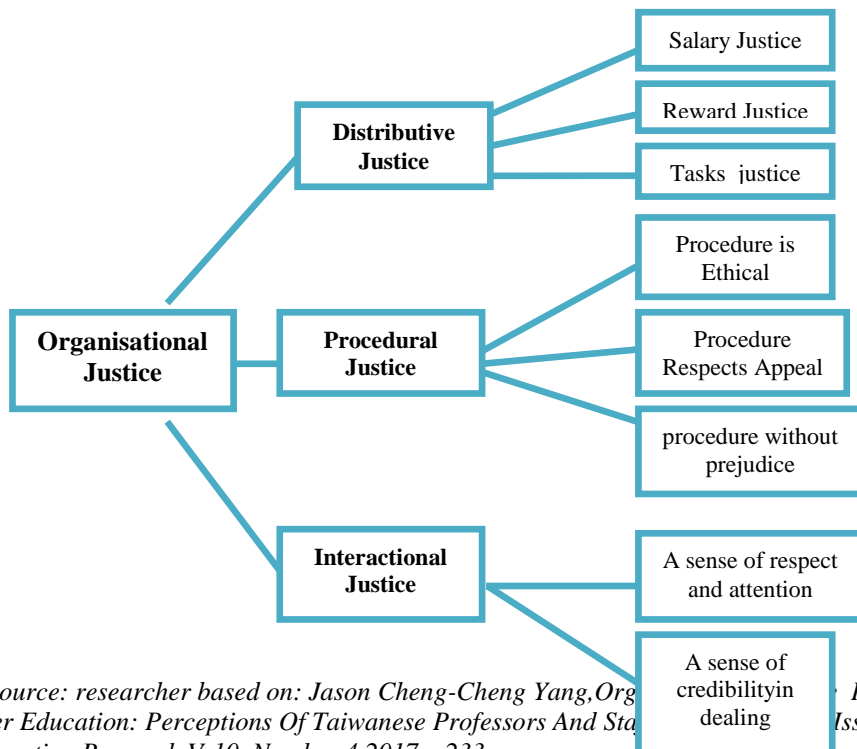
**- Procedural Justice:**

Procedural justice is the extent to which the dynamics of the decision process are judged to be fair. According to Folger & Greenberg (1985), procedural justice can be defined as the fairness of the procedures used to determine the outcomes that employees receive; meaning that when employees perceive that the treatment they receive is based on fair procedures in determining employee outcomes, they may tend to be more motivated and perform better.

**- Interactional /Relational Justice:**

The literature on employee-employer relations shows that an employee expects the organization to treat him/her with respect, dignity, honesty and to extend equal treatment to all members. According to Folger and Cropanzano,(1998), interactional justice relates to the quality of relationships between individuals within organizations.

**Figure 01:** Dimensions of Organizational Justice



*\*source: researcher based on: Jason Cheng-Cheng Yang, Org Higher Education: Perceptions Of Taiwanese Professors And Sta in Education Research, V:10, Number 4, 2017, p233.*

**3- Methodology**

**3-1 Population and sample Study :**

The study population consisted of all the 214 teaching staff with academic ranks (Assistant professor B, assistant professor A, Lecturer B, Lecturer A, professor), working in the Faculty and distributed among three departments (Economics Department, Business Department and Management Department).

The sample of the study was stratified among the 3 departments and taken randomly from the study population. It consisted of 100 teaching staff distributed as follows: 34 from the Economics Department, 34 from the Management Department, and 32 from the Business Department.

### 3-2 *Study Collecting Tool*

In order to achieve the objectives of the study, we relied on data gathered from primary and secondary sources:

- a- **Secondary data:** has been collected from literature, research work and theses.
- b- **Primary data:** has been collected through field study using questionnaires. These questionnaires consist of two parts. **Part I:** includes demographics (gender, age, experience, rank of the teaching staff, and department). **Part II:** consists of 17 statements representing the three major dimensions of organizational justice (Distributive Justice, Procedural Justice, Interactional Justice).

### 3-3 *Measurement of Variables/Indicators*

The measurement of each variable is based on a 5-point Likert scale, ranging from:

- \* 5 = strongly agree (very positive);
- \* 4 = agree (positive);
- \* 3 = neutral (usual);
- \* 2 = disagree (negative);
- \* to 1 = strongly disagree (very negative).

To be able to categorize the average value of the variables of organizational justice, the Likert scale can be divided into class intervals, ranging from:

- \* 4.2-5 = strongly agree (very positive);
- \* 3.4-4.2 = agree (positive);
- \* 2.6-3.4 = neutral (usual);
- \* 1.8-2.6 = disagree (negative);
- \* to 1-1.8 = strongly disagree (very negative).

### 3-4 *Analytical procedure*

Data from 100 questionnaires were analyzed using SPSS version 20. Descriptive statistical analysis was used to describe the respondents' demographics and to evaluate the level of organizational justice perceived by them. The statistical methods used in this study include: Means, Standard Deviations, Cronbach Alpha, and one-way ANOVA.

#### 3-5 *study fields:*

- \* **Spatial field:** This study was conducted in the Faculty of Economics, Business and Management Sciences at the University Abdelhamid Mehri Constantine 02.
- \* **Temporal field:** The field research started on 25/09/2019 by handing over 100 questionnaires. The completed questionnaires were recovered on 01/10/2019.
- \* **Human field:** The human sphere represents all individuals included in the study, In this study we included teaching staff working in various departments within the faculty;.

#### 3-6 *Reliability Test*

Reliability test is an assessment of the degree of consistency between multiple measurements of a variable. Cronbach's alpha is the most widely used measurement tool with a generally agreed lower limit of 0.6. Table (1) below indicates Cronbach's alpha test results:

**Table (1): Cronbach Alpha Test Results**

Dimension	Value of Alpha	Level scale
Distributive Justice	0.754	Good
Procedural Justice	0.871	Excellent
Interactional Justice	0.847	Excellent
Organizational justice	0.901	Excellent

\*source: researcher, based on SPSS program outcomes

The results in the table above indicate the following:

- The value of alpha for the **Distributive Justice** dimension=0.754
- The value of alpha for the **Procedural Justice** dimension= 0.871
- The value of alpha for the **Interactional Justice** dimension= 0.847
- The value of alpha for the all dimensions (**Organizational justice**)= 0.901

As can be seen from this table, all the alpha coefficients were above the required level of 0.6, which indicates the stability in the instrument of the study.

#### 4- Findings and Discussion

##### 4-1 Description of Demographics and Personal Factors of the Respondents:

Table (2) below presents the frequency distribution of the respondents' demographic profile in terms of gender, age, experience, academic rank and department.

**Table (2):** Socio-demographic data of the sample

Variables		Frequencies
Gender	Male	33
	Female	67
Age	< 30 years	5
	30-40 years	80
	41-50 years	12
	≥ 50 years	3
Experience	< 5 years	18
	5-10 years	42
		40
Academic Rank	Assistant Professor B	1
	Assistant Professor A	37
	Lecturer B	30
	Lecturer A	22
	Professor	10
Department	Management Department	34
	Economics Department	34
	Business Department	32

source: researcher, based on SPSS program outcomes

The sample consisted of 100 respondents, most of whom were females (67%) and (33%) males; with the largest age group between 30-40 years (80%), followed by those aged between 41-50 years (12%). (5%) were under 30 years, and (3%) were 50 years old or over. In terms of experience, (42%) of the respondents have an experience ranging from 5 to 10 years, followed by those with more than 10 years experience; the remaining (18%) of the respondents have less than 5 years experience.



Regarding the rank of the teaching staff, (37%) are assistant professors A, (30%) are lecturers B, (22%) are lecturers A, (10%) are professors, and just (1%) are assistant professor B.

(34%) of the respondents are affiliated to the Management Department, another (34%) are affiliated to the Economics Department and (32%) are affiliated to the Business Department.

**4-2 Evaluation of organizational justice in the Faculty of Economics, Business and Management Sciences.**

**4-2-1 The evaluation of organizational justice in terms of Distributive Justice:**

The descriptive statistics for the perceptions regarding distributive Justice are presented in Table (03).

**Table (03):** Descriptive Statistics for the Perceptions regarding theDistributive Justice indicator

N O	Items	Mean Values	Standard Deviation	Degree of agreement
1	Monthly salary is commensurate with my academic qualifications s.	2.48	1.01	Low
2	Monthly salary is proportional to my work experience.	2.45	0.98	Low
3	the financial incentives I get are appropriate.	2.35	0.92	Low
4	All the teaching staff have the opportunity to benefit equally of Internships	2.67	1.20	Average
5	Job duties are distributed equitably among professors	3.40	1.21	High
6	My work schedule is fair compared to other colleagues	3.41	1.07	High
7	All the teaching staff have equal opportunity to hold administrative positions	2.59	0.99	Low
	All the items	2.76	0.67	Almost low

**source:** researcher, based on SPSS program outcomes.

Based on the table findings, the degree of agreement with the items regarding the *Distributive Justice indicator* ranged between high and low; the mean values ranged between 2.35 (the financial incentives I get are appropriate) and 3.41 (My work schedule is fair compared to other colleagues). The degree of agreement with the first, second, third and seventh items was low, which indicates an overall state of dissatisfaction among the teaching staff; the majority of them believe that their wages and incentives are not commensurate with their qualifications and work experience, They also believe that there is no justice regarding the holding of administrative positions in the faculty. On the other



hand, we observe a high degree of agreement with the fifth and sixth items, meaning that there is a fairness in the distribution of job tasks among the teaching staff.

Overall, the total mean score of distributive Justice was 2.76, which indicate that the level of distributive justice in the faculty is almost low.

4-2-2 **The evaluation of organizational justice in terms of Procedural Justice:**

The descriptive statistics for the perceptions regarding procedural Justice are presented in Table (04).

**Table (04):** Descriptive Statistics for the Perceptions regarding theProcedural Justice indicator

N O	Items	Mean Values	Standard Deviation	Degree of agreement
1	All the teaching staff are listened to before any decision is made.	2.66	0.85	Average
2	The head of department clarifies the content of decisions to the teaching staff and provide them with details about it	3.28	1.10	Average
3	The head of department opens the field to object to the decisions he makes.	3.23	0.93	Average
4	Decision procedures of meeting are transparent and open at my faculty	3.79	0.92	High
5	Decisions are applied to all the teaching staff without prejudice	3.40	1.06	High
	All the items	<b>3.27</b>	<b>0.76</b>	Average

**source:** researcher, based on SPSS program outcomes

Based on the table findings, the degree of agreement with the items regarding the *procedural Justice indicator* ranged between high and average; the mean values ranged between 2.66 (All professors heard before any decision is made) and 3.79 (Decision procedures of meeting are transparent and open at my faculty).

The degree of agreement with the fourth and the fifth items was high, meaning that they fall within the ‘agree’ area on the Likert scale. The item “Decision procedures of meeting are transparent and open at my faculty” came first, with a mean score of 3.79, followed by the item “Decisions are applied to all the teaching staff without prejudice” with a mean score 3.40. These results indicate that the overwhelming majority of the faculty teaching staff think that there is transparency in the decision-making procedures at the faculty, and that the decisions are applied to everyone without prejudice

On the other hand, we observe an average degree of agreement with the first three items, meaning that they all fall within the ‘neutral’ area on the Likert scale. This means that only an average percentage of the sample believe that their opinion is heard before making a decision, and that their head of department opens the way for them to challenge any decision.

Overall, the total mean score of procedural Justice was 3.27, this indicates that the level of procedural justice in the faculty is generally moderate.

4-2-3 **The evaluation of organizational justice in terms of Interactional Justice:**

The descriptive statistics for the perceptions regarding Interactional Justice are presented in Table (05).

**Table (05):** Descriptive Statistics for the Perceptions regarding the Interactional Justice indicator

N O	Items	Mean Values	Standard Deviation	Degree of agreement
1	The administration treats me with respect and dignity	4.17	0.82	High
2	Teaching staff in different positions are treated equally at my faculty	3.51	1.08	High
3	There is mutual respect between the teaching staff and the official (Head of Department, Secretary General, Dean ...)	4.01	0.84	High
4	The Head of Department is careful before making any decisions and examines the impact of his results on my future career.	3.49	0.93	High
	All the items	3.80	0.76	High

**source:** researcher, based on SPSS program outcomes

Based on the table findings, the degree of agreement with the items regarding Interactional Justice indicator was high (means score ranged between 3.49-4.17), meaning that they all fall within the ‘agree’ area on the Likert scale. The results indicate that the majority of the faculty teaching staff agree that there is a justice in dealing with them. We are observing an overwhelming agreement with the statements regarding the way the administrators and officials deal with the teaching staff.

Overall, the total mean score of interactional Justice was 3.79, which means that the teaching staff’s attitude toward this indicator was positive.

**4-2-4 Overall assessment of the organizational justice in the faculty**

Through this section we will try to assess the dimensions of organizational justice combined.

**Table (06):** Arithmetic means and standard deviations for the total areas of organizational justice

NO	Indicators	Mean Values	Standard Deviation	Rank	Importance level
1	<b>Distributive Justice</b>	2.76	0.67	3	Almost low
2	<b>Procedural Justice</b>	3.27	0.76	2	Moderate

3	Interactional Justice	3.80	0.76	1	High
Total Arithmetic Mean		3.28	0.63	-	Moderate

source: researcher, based on SPSS program outcomes

It is clear from Table (06) that the overall mean of the application of principles of organizational justice has reached 3.28 and standard deviation 0.63, and the importance level is moderate.

The results showed that the faculty members attributed the highest mean score to *interactional justice* (with an arithmetic mean of 3.80 & a standard deviation of 0.76), followed by *Procedural Justice* (with an arithmetic mean of 3.27 & a standard deviation 0.76). *Distributive Justice* came at the last rank with (with an arithmetic mean of 2.76 & a standard deviation 0.67).

The results revealed that the majority of the teaching staff think that interactive justice is highly implemented in their faculty, and average implementation of procedural justice, whereas the implementation level of distributive justice was low and unsatisfactory. **So, the hypothesis which stipulates that there is a high degree of organizational justice at the faculty is rejected.**

**4-3 Analysing the variance (ANOVA) to test differences in the teaching staff's opinions towards organizational justice attributed to the department variable.**

*Table 07:* The (ANOVA) analysis of organizational justice dimensions due to department variable.

Dimensions of OJ	Department variable	Mean value	Sum of squares	Averages squares	(F) value	Significance level
Distributive- j	Management Department	2.79	0.449	0.225	0.486	0.617
	EconomicsDepartment	2.64				
	Business Department	2.67				
Procedural- j	Management Department	3.51	3.276	1.638	2.936	0.050
	EconomicsDepartment	3.09				
	Business Department	3.45				
Interactional -j	Management Department	4.05	3.582	1.791	3.197	0.045
	EconomicsDepartment	3.61				
	Business Department	3.71				

source: researcher, based on SPSS program outcomes

Table (07) Shows the (ANOVA) analysis of organizational justice dimensions due to the department variable.

Regarding distributive justice, we observe that the significance level is (in the value of 0.617), which means that from the respondents' perspective, there's no difference in terms of distributive justice attributed to the department variable. This may be due to the apparent convergence of mean values. This indicates that the teaching staff share a similar view of distributive justice, regardless of their faculty department affiliation. **So the first sub-zero hypothesis is accepted.**

Regarding procedural justice, we observe that the significance level is, which means that from the respondents' perspective, there's a difference in terms of procedural justice attributed to the department factor. The main differences are between the Management Department and the Economics Department. The teaching staff within the Management Department provide a better appreciation of procedural justice than those within the

Economics Department who tend to perceive a lower sense of justice. **So the second sub-zero hypothesis is rejected.**

Regarding interactional justice, we observe that the significance level is (in the value of 0.045), which means that there's a difference in terms of interactional justice attributed to the department variable. The main differences are between the Management Department and the Economics Department. The teaching staff within the Management Department tend to perceive a higher sense of interactional justice than those within the Economics Department. **So the third sub-zero hypothesis is rejected.**

**\* Discussion and Conclusion:**

The current study aimed to identify the status of organizational justice in the Faculty of Economics, Business and Management Sciences at the University of Constantine02. The study concluded that organizational justice exists to a moderate extent from the teaching staff's point of view. The perceived level of interactional justice exceeded that of distributive and procedural justice by a large margin.

Another result is that, from the respondents' perspective, there's no difference in terms of distributive justice attributed to the department factor. However, the respondents think that there's a difference in terms of procedural and interactional justice attributed to the department factor. These differences are always present between the Management Departments and the Economics Department. This suggests that the teaching staff within the Management Department provide a better appreciation of procedural and interactional justice than those within the other departments of the faculty who tend to perceive a lower sense of justice.

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