

The Extent of Having Interactive Justice in Jordanian Private Universities in the Fields of Communication and Leadership

Dr. Ibrahim Ali Al-baher Dr. Israa Abdallah mohammad

Abstract

The present study aimed to explore the extent of having interactive justice in Jordanian private universities in the fields of communication and leadership. The sample consists from 220 faculty members. Those faculty members were selected through using the stratified random sampling method. The descriptive survey-based approach was adopted. To meet the study's goals, a questionnaire was developed. The validity and reliability of the questionnaire were measured. It was found that the extent of having interactive justice in Jordanian private universities is moderate. It was found that there are statistically significant differences – at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes which can be attributed to gender. The latter differences are for the favor of females. It was found that there isn't any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes which can be attributed to faculty. It was found that there isn't any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes which can be attributed to academic rank. The researchers recommend providing much attention to interactive justice by the management of Jordanian private universities. They recommend conducting studies in a periodical manner about the work conditions of faculty members. They recommend conducting studies in a periodical manner about the social, psychological, and developmental problems faced by faculty members.

Keywords: interactive justice, private universities

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Introduction:

Higher education plays a significant role in enabling societies to achieve advancement and development. That may be attributed to the significant role of universities in serving and developing societies. Universities develop societies through conducting studies in various areas. All the relevant requirements must be met for enabling higher education institutions to enjoy their rights and do their duties. These institutions must do their duties in a climate involving justice, integrity and equality between employees. Justice, integrity and equality must be provided to employees in accordance with the relevant rules, systems, and regulations that govern the relationship between the employees and their institutions. Having justice shall motivate employees to carrying out their job duties efficiently and effectively.

Having interactive justice enables organizations to achieve all their goals. That applies regardless of the type of the organization and the sector it is operating in. Having interactive justice shall facilitate the way the management deals with the employees. It shall facilitate the way the employees carry out their duties and tasks. It shall increase the job satisfaction of employees and promote love for their work. It shall create an organizational climate dominated by love.

Interactive justice has been receiving much attention by the schools specialized in management and human behavior. That is because those scholars believe that there is a significant relationship between employees' job satisfaction from one hand and extent of having interactive justice and extent of awareness about their problems and needs from another hand. The employee's perception for his/her value at the workplace is affected by the extent of attention provided to him/her by the management. It is affected by his/her interests and attitudes. It shall affect his/her social and psychological alignment and integration in the workplace environment. It shall affect his/her desire to avoid committing errors when doing work tasks. It shall affect his/her desire to keep holding his/her job.

Many studies suggest that it is important to explore the reality of interactive justice in institutions. Conducting studies about this reality shall enable institutions to carry out effective measures for making reforms and handling weaknesses. It shall enable institutions to carry out effective measures for improving the psychological health and morale of staff. Carrying out such measures shall positively affect the extent of meeting the organizational goals. It shall positively affect the extent of meeting the employees' needs.

Interactive justice involves the degree to which the manager deals with respect and appreciation with his/her employees. It involves to the degree to which the manager respect the employees' rights and share with them information about the issues that concern them. It involves to the degree to which the manager applies the decisions to the employees fairly. It involves to the degree to which the manager allows the employees to hold discussions with his/her. It involves to the degree to which the manager adopts objective criteria when promoting them. It involves to the degree to which the manager provides employees' affairs with attention. It involves to the degree to which the manager holds discussions with the employees about the results of the decisions that may affect their

work (Al-Sukar, 2013).

Statement of the Problem:

Each educational institution seeks achieving the highest level of interactive justice in all the divisions and departments. It seeks achieving that to ensure that the highest levels of performance efficiency and effectiveness are achieved. It seeks achieving that to improve the employees' performance. It can achieve interactive justice through promoting justice, showing respect to the opinions of employees. It can achieve interactive justice through holding discussions with employees about their opinions. Achieving interactive justice shall ensure that employees shall interact positively with each other. It shall ensure that the general and specific goals shall be met. It shall make each employee feels that he/she plays a significant role in making the organizational achievements. The researchers of the present study noticed that the interactive justice levels vary from one Jordanian private university to another. Such variation may be attributed to the variation between Jordanian private universities in terms of the leadership style. The dominant leadership style in these universities is represented in the authoritative leadership style. The latter variation may be attributed to the fact that the dominant communication pattern is the vertical one. It may be attributed to having poor team management and depriving employees from opportunities to participate in major activities. These things negatively affect the extent of interaction between management and employees. They negatively affect the nature of the dominant relationship in educational institutions in general and the Jordanian private universities in particular. They shall decrease the extent to which faculty members love the university they work at (Al-Omari and Al-Hawamdeh, 2015, Issa and Al-Omari, 2009 and Al-Sharbaji (2015). In the light of the aforementioned, the present study aimed to explore the reality of interactive justice in Jordanian private universities in the fields of communication and leadership. To be more specific, the present study aimed to answer the following questions:

Q.1. What is the extent of having interactive justice in Jordanian private universities in the fields of communication and leadership from the perspective of faculty members?

Q.2. Is there any are statistically significant differences – at the statistical significance level of ($\alpha \leq 0.05$)- between the respondents' attitudes which can be attributed to (gender, faculty and academic rank)?

The Study's Significance:

The significance of the present study is listed below:

1)-Theoretical significance: The present study provides researchers with a theoretical framework about interactive justice and the way of promoting it.

2)-Practical significance: The present study enriches the knowledge of academic leaders and the developers of policies and strategies at the Jordanian Ministry of Higher Education and Scientific Research. It enables those leaders and developers to promote collaboration and cooperation among the staff in Jordanian universities. It enables those leaders and developers to promote belonging among the staff in Jordanian universities. It enables Jordanian universities to meet their goals. It promotes compliance among such staff with the rules and regulations issued by the academic leaders.

Definition of Terms:

Interactive justice: It refers to one's perceptions for the way his/her superiors at work treat him/her (Al-Omari and Al-Hawamdeh, 2013, 73).

Private universities: They refer to non-profit higher education institution. They are owned and run by individuals or private institutions. Thus, they aren't run by the government. They comply with the higher education-related rules issued by the government. They carry out three functions; teaching students, conducting scientific research, and serving society (Al-Baher, 2016).

The Study's Limits:

The limits of the present study are listed below:

Human limits: The present study sampled several faculty members who work in Jordanian private universities.

Temporal limits: The present study was conducted during the academic year (2019/2020).

The spatial limits: The present study was conducted in Jordanian private universities

Previous Studies:

Through this part, the researchers reviewed the relevant previous studies. Some of these studies are conducted in English language and others are conducted in Arabic language. The studies below are arranged in accordance with the year of publication (i.e. from the oldest to the most recent ones):

Al-Omari and Issa (2010) aimed to explore the dominant organizational models in Jordanian universities and their relationship with organizational justice from the faculty members' perspective. The sample consists from 500 faculty members. It was found that the organizational justice level in Jordanian universities is moderate from the faculty members' perspective. It was found that there is a statistically significant positive relationship between the

dominant organizational models in Jordanian universities and organizational justice. It was found that there is a statistically significant difference between the respondents' attitudes towards the dominant organizational model which can be attributed to the type of university. The latter difference is for the favor of ones working in private universities.

Muzumdar (2012) aimed to explore the impact of interactive justice on the behavioral decision. He conducted a comparison between procedural, distributive, and interactive justice in terms of impacts. He used a survey to collect data from several organizations. He conducted MANOVA analysis and distributive analysis to assess the impacts of the types of justice.

Al-Sukar (2013) aimed to analyze the impact of interactive justice on job performance from the perspective of managers who work at Jordanian ministries. A descriptive analytical approach was adopted. The sample consists from 173 managers. It was found that the respondents have moderate attitudes towards interactive justice. It was found that the respondents have moderate attitudes towards job performance. It was found that there is a positive relationship between interactive justice and job performance.

Dawood (2015) aimed to explore the reality of organizational justice and its dimension. He aimed to explore the reality of job performance and its dimension. He aimed to explore the levels of organizational justice and job performance from the faculty member's perspective at Kafer Al-Sheikh University. The sample consists from all the faculty members who work at the latter university ($n=725$ faculty members). It was found that the extent of giving financial and moral incentives to the faculty members is moderate. It was found that the extent of engagement of faculty members in setting academic plans and developing curricula is moderate.

Al-Omari and Al-Hawamdeh (2015) aimed to explore the extent of promoting organizational justice by the administrative bodies and academic leaders in Jarash University. The sample consists from 128 administrators and 124 faculty members. It was found that the extent of promoting organizational justice is moderate from the administrators' perspective. The latter result doesn't apply to distributive justice. For instance, it was found that the extent of promoting distributive justice is low. It was found that the extent of promoting organizational justice is moderate from the faculty members' perspective. It was found that there are significant differences between the respondents' attitudes which can be attributed to the position. The latter differences are for the favor of the faculty members.

Al-Sharbaji (2015) aimed to explore the relationship between organizational justice and organizational commitment. He aimed to explore the relationship between organizational, distributive, procedural and interactive justice from one hand and organizational commitment from another hand. He aimed to explore the relationship between organizational, emotional, ongoing and normative commitment from one hand and organizational justice from another hand. The sample consists from 285 faculty members. It was found that emotional commitment has been receiving much attention by faculty members. It was found that the relationship between the study's variables are positive. It was found that the higher the organizational justice level is, the higher the organizational commitment shall be.

Darawsheh (2017) aimed to explore the organizational justice level in Jordanian universities. He aimed to explore the relationship between the organizational justice and organizational trust in Jordanian universities. The sample consists from 378 faculty members. A thirty-two item questionnaire was used for collecting data. It was found that the organizational justice level is moderate. It was found that the organizational trust level is high. It was found that there are significant differences between the respondents' attitudes towards organizational justice which can be attributed to faculty and academic rank. The latter differences are for the favor of the professors and the ones who work in public universities. It was found that there isn't any significant difference between the respondents' attitudes towards organizational justice which can be attributed to gender. It was found that there isn't any significant difference between the respondents' attitudes towards organizational trust which can be attributed to faculty, gender and academic rank. It was found that there is a positive significant relationship between organizational justice and organizational trust.

Khan and Kamal (2017) aimed to explore the impact of the perceived organizational justice on employees' performance, commitment and motivation. It was found that organizational justice plays a significant role in raising employees' performance, productivity and commitment. It was found that the perceived organizational justice plays a significant role in improving the outcomes of the processes.

Arqawi (2018) aimed to explore the level of interactive justice in the Palestinian Technical University. He aimed to explore the relationship between the interactive justice and organizational commitment among the staff of the latter university. A questionnaire was used for collecting data. It consists from 22 items. The sample consists from 105 employees. It was found that interactive justice has a statistically significant impact –at the statistical significance level of ($\alpha=0.05$) on the organizational commitment among the staff of the latter university. The latter researcher recommends exerting more effort by the latter university to promote interactive justice among the heads of departments. He recommends employing democratic mechanisms for making decisions related to faculty members.

Al-Hadad (2018) aimed to develop a proposed vision for promoting organizational justice in Ibb University.

He aimed to explore the reality of organizational justice in Ibb University. He aimed to explore the significance of promoting organizational justice. He aimed to explore whether there are significant differences between the respondents' attitudes towards reality and significance which can be attributed to gender, academic qualification, job level and experience. The sample consists from 192 faculty members. It was found that the organizational justice level is low. It was found that the significance of promoting organizational justice is high.

The similarities and differences between the present study and the aforementioned studies

The aforementioned studies assisted the researchers of the present study in determining the methodology, variables, and statistical methods of the present study. They assisted the researchers of the present study in developing the theoretical framework and the instrument of the present study. To be specific, the study's instrument was developed based on the studies conducted by Darawsheh (2017), Al-Sharbaji (2015) and Al-Hadad (2018). Similar to the present study, several studies target a similar population. Similar to the present study, Darawsheh (2017), and Dawood (2015) target similar variables (e.g. gender, and academic rank). However, the present study is the only one that sheds a light on interactive justice in Jordanian private universities.

Method and procedures

The survey descriptive approach was used to achieve the study objectives.

Study Population: The study population consisted of all faculty members in private Jordanian universities, whose number is (3166), and Table (1) shows the distribution of the study population according to the variables of the study.

Table (1): The distribution of society according to the study variables

Variables	Category	No.	Total
Gender	Male	2242	3166
	female	924	
Academic rank	professor	399	3166
	Co-professor	676	
	Assistant Professor	1552	
	Teacher	539	
College type	Humanity	1891	3166
	Scientific	1275	

Source: Ministry of Higher Education and Scientific Research, 2019.

The study sample

According to the Stephen Thompson equation, the minimum size of the random stratified sample representing the community was calculated at the significance level ($\alpha \leq 0.05$), and it was (215) faculty members. In anticipation of the waste in the sample, the actual sample size was determined (220) faculty members. The researcher distributed the questionnaire to the study sample, which is present in six Jordanian private universities distributed over three regions, namely: the northern region and includes the University of Jedra, the University of Jerash, the Central Region and includes the University of Applied Sciences, the Arab University of Amman, the southern region and includes the Isra Private University, and the American University In Madaba, (220) questionnaires were retrieved from (300) questionnaires, and Table (2) shows the distribution of the representative study sample, which was extracted according to the Thompson equation according to the study variables.

Table (2): The sample is distributed according to the study variables

Variables	Category	No.	Total
Gender	Male	34	220
	female	186	
Academic rank	professor	12	220
	Co-professor	24	
	Assistant Professor	106	
	Teacher	78	
College type	Humane	51	220
	Scientific	169	

Study instrument

The study instrument was developed by referring to theoretical literature and some previous studies, such as the Darawsheh Study (2017) and the Dawood Study (2015), in order to achieve the study goals and answer its questions. The study instrument initially consisted of (32) paragraphs, and in its final form it is (29) paragraphs distributed in two areas: the communication field and it consists of nine paragraphs, and the field of leadership style and is fourteen paragraphs. To verify the validity of the instrument, the content validity has been applied, As

it was presented in its initial form to (10) of the arbitrators specialized in the educational administration, and they were asked to express an opinion in the paragraphs of the study instrument in terms of drafting the paragraphs, and the extent of their suitability for the field in which they were placed, either by agreeing to them or modifying their formulation or deleting them because they are not important, and it was taken Their comments regarding the amendment, deletion, addition, and merging of paragraphs, as they counted paragraphs to (29) paragraphs.

To verify the stability of the instrument, the internal consistency coefficient was used according to the Cronbach Alpha equation to extract the stability of the study instrument according to the fields, and Table (3) shows the coefficients of the stability of the instrument fields:

Table (3): Cronbach Alpha stability coefficients for the fields of the study instrument

No.	fields	Cronbach Alpha
2	Communication	0.92
1	Leadership	0.96

Table (3) shows that the stability coefficients were acceptable. To judge the degree of availability of interactive justice in private Jordanian universities, the following measure was adopted: a low degree of availability (2.33 or less), an average degree of availability (2.34-3.67), and a high degree of availability (3.68 or more).

The results of the study and its discussion

Results related to answering the first question, which reads: What is the degree of interactive justice in private Jordanian universities from the viewpoint of faculty members in light of communication and leadership?

To answer this question, arithmetic averages and standard deviations were calculated for the responses of the study sample members in general and for each field of study, and Table (4) shows that.

Table (4): Arithmetic means, standard deviations, and ranking for the degree of interactive justice in private Jordanian universities from the viewpoint of faculty members

No.	Fields	Arithmetic mean	Standard deviation	arrangement	degree of availability
2	communication	3.79	0.81	1	High
1	Leadership	3.55	0.91	2	moderate
Total		3.57	0.71	moderate	

It is noted from Table (4) that the degree of availability of interactive justice prevailing in private Jordanian universities was medium, as the arithmetic mean (3.57) and a standard deviation (0.71). The first rank came in the field of communication, with an arithmetic mean (3.79) and a standard deviation (0.81), and the last rank came the field of driving style with an arithmetic mean (3.55) and a standard deviation (0.91). As for the paragraphs for each field, the results were as follows:

1. Field of Communication: The arithmetic mean, standard deviations and ranks were calculated for the paragraphs of this field, and Table (5) shows that:

Table (5): arithmetic mean, standard deviations, order and grade in the field of communication are in descending order

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
3	The department's administrative communications are flexible	3.95	0.92	1	High
5	The department head is exerting efforts to reduce communication barriers between faculty members	3.94	1.03	2	High
2	Communication between the department head and faculty is accomplished very quickly	3.93	0.91	3	High
4	The communication channels are open in all directions	3.92	1.03	4	High
1	The department's communication system contributes to achieving the department's goals	3.87	0.94	5	High
6	The information exchanged through the department's communication methods is accurate	3.81	0.95	6	High
8	Communication between the department and the other departments in the college is smooth	3.74	0.97	7	High

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
9	The department's communication system is keen to provide the information necessary for decision-making	3.71	1.00	8	High
7	The higher administrative levels can be contacted without hindrance	3.57	1.18	9	moderate
Total		3.82	0.77	High	

It is noted in Table (5) that the degree of availability of interactive justice in private Jordanian universities in the field of communication came high, with the exception of one paragraph that was medium, as the arithmetic mean (3.82) and a standard deviation (0.77), and the paragraphs of the field came high, as the arithmetic mean ranged between (3.95 - 3.57), paragraph (3) stated in the first rank which states "Administrative communications in the department are flexible" and in a high degree, and in the last rank paragraph (7) which states "It is possible to contact the higher administrative levels without obstacles" and attributes The researchers attributed this to the confidence of the department head in the faculty members in his department, and their ability to Interaction with him, and that contact applies in all directions horizontally, as well as provide a high degree of affection and intimacy between the head of the department and faculty.

2. The field of leadership: Arithmetic mean, standard deviations, order and degree of availability for the paragraphs of this field were calculated, and Table (6) illustrates this.

Table (6): Arithmetic mean, standard deviations, order and degree of availability in the driving field

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
2	Academic leadership in the department acts as a representative of the faculty at external meetings	3.98	0.89	1	High
8	The academic leadership in the department encourages continuous communication with the faculty	3.90	1.01	2	High
7	The academic leadership in the department seeks to implement the instructions carefully	3.81	0.89	3	High
1	The academic leadership in the department retains all (powers and powers) when making decisions	3.79	0.96	4	High
5	The academic leadership in the department takes into consideration the capabilities and capabilities of the faculty members when distributing academic responsibilities to them	3.76	1.03	5	High
12	Academic leadership in the department provides faculty feedback on academic issues	3.69	0.96	6	High
11	Academic leadership in the department takes the views of different faculty members when solving problems	3.68	0.97	7	High
10	The academic leadership in the department strives to meet the needs of the faculty member positively	3.55	1.06	8	moderate
9	The academic leadership in the department provides opportunities for faculty members to develop their capabilities	3.53	1.16	9	moderate
14	Academic leadership in the department (powers and powers) is delegated to faculty members to facilitate assignments	3.47	1.05	10	moderate
13	The academic leadership in the department meets with each member of	3.13	1.21	11	moderate

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
	the faculty separately to know his problems				
3	The academic leadership in the department depends on the method of participation in its dealings with the faculty members	2.86	1.30	12	moderate
4	The academic leadership in the department consults constantly with the faculty	2.66	1.36	13	moderate
6	Academic leadership in the department is a time consuming discussion of a faculty member on academic work topics	2.44	1.34	14	moderate
Total		3.44	0.57		moderate

It is noted in Table (6) that the degree of availability of interactive justice in private Jordanian universities from the viewpoint of faculty members in the field of leadership style came average, as the arithmetic mean reached (3.44) and a standard deviation (0.57), and the arithmetic mean ranged between (3.98 - 2.44) Paragraph (2) stated in the first rank, which states, "The academic leadership in the department behaves as a representative of the faculty at external meetings." The researchers attribute this to the academic leadership in the department having the ability to act and the good management of matters and their wide knowledge of their conditions in the department, which has generated confidence among the faculty members in the ability of academic leadership in the department to represent them and claim their rights, and in the last rank paragraph (6) which states "Academic leadership in the department is a time-consuming discussion by a faculty member on academic work issues",

Results related to answering the second question, which states: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic mean for the responses of the study sample individuals towards the degree of availability of interactive justice in the private Jordanian universities due to the variables (gender, college type, and academic rank)

This question was answered as follows:

- a. Gender variable: Arithmetic mean and standard deviations were calculated, and a t-test according to the gender variable. Table (7) shows that.

Table (7): Arithmetic mean, Standard Deviations, and (t-test) according to the gender variable

Fields	gender	No.	Arithmetic mean	standard deviations	T value	Sig.
Communication	Female	186	3.86	0.77	2.745	**0.006
	Male	34	3.61	0.86		
	Total	220	3.73	0.81		
Leadership Style	Female	186	3.65	0.89	3.349	**0.001
	Male	34	3.31	0.89		
	Total	220	3.48	0.89		
Total marks	Female	186	3.63	0.82	2.559	**0.011
	Male	34	3.43	0.83		
	Total	220	3.53	1.65		

**** The difference is statistically significant at the significance level ($\alpha \leq 0.05$).**

To determine whether the differences between the means were statistically significant at the level of significance ($\alpha \leq 0.05$) t-test was applied, as the results in Table (7) indicate the presence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) depending on the gender variable Based on the calculated value of (T) as it reached (2.559) and the level of significance (0.011), and for the benefit of females with evidence of their high arithmetic mean, the researchers attribute this to the need of women in the department for a higher degree of interaction and respect for their views, and the department's conviction of the woman's ability to do With the duties and duties entrusted to her as a faculty member.

B. College type variable: arithmetic mean, standard deviations, and (t-test) were calculated according to the college type variable, and Table (8) shows that.

Table (8): arithmetic mean, Standard Deviations, and (t-test) according to the variable of the college type

Fields	College type	No.	Arithmetic mean	standard deviations	T value	Sig.
Communication	Scientific	169	3.73	0.77	-1.777	0.076
	Humane	51	3.88	0.86		
	Total	220	3.80	0.81		
Leadership Style	Scientific	169	3.52	0.89	-0.757	0.449
	Humane	51	3.59	0.89		
	Total	220	3.55	0.89		
Total marks	Scientific	169	3.53	1.64	-1.284	0.200
	Humane	51	3.63	1.67		
	Total	220	3.58	1.65		

****The difference is statistically significant at the significance level ($\alpha \leq 0.05$).**

To determine whether the differences between the means were statistically significant at the level of significance ($\alpha \leq 0.05$) t-test was applied, as the results in Table (8) indicate that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) according to a variable The type of college is based on the calculated value of (T) as it reached (-1.284) and the level of significance (0.200), as the difference was in favor of the scientific colleges with evidence of their high arithmetic mean, and the researchers attribute this to the prevailing leadership style that is characterized by democracy and consultation, which was reflected in the high level of participation The faculty members of the scientific colleges in communication, in addition to the permanence of Alto Pray the faculty members in the academic department of the scientific colleges, because their courses intersect with each other, which forces them to avoid complexity in communicating and interacting with each other on the one hand and with the department's administration on the other hand, which makes the department's administration be more knowledgeable about the level of difficulties and obstacles that are exposed She has a faculty member in the department, which calls for her - Department of the Department - to take care of a faculty member and provide him with the capabilities and allow him to participate in seminars and external courses through the placement of a faculty member for such matters, which contributes to the advancement of his academic and living standard

A. Academic rank variable: The mean and standard deviations were calculated according to the variable of the academic rank, and Table (9) shows that.

Table (9): arithmetic mean and standard deviations according to the variable of the academic rank

Fields	Academic rank	No.	arithmetic mean	standard deviations
Communication	professor	12	3.81	0.60
	Co-professor	24	3.90	0.89
	Assistant Professor	106	3.77	0.81
	Teacher	78	3.67	0.80
	Total	220	3.78	0.77
Leadership Style	professor	12	3.58	0.95
	Co-professor	24	3.67	0.96
	Assistant Professor	106	3.56	0.87
	Teacher	78	3.33	0.86
	Total	220	3.53	0.91
Total marks	professor	12	3.61	1.59
	Co-professor	24	3.69	1.73
	Assistant Professor	106	3.54	1.61
	Teacher	78	3.46	0.84
	Total	220	3.57	1.44

It is noted from Table (9) that there are apparent differences between the arithmetic mean, according to the variable of the academic rank, as those in the category (professor) got the highest arithmetic mean of (3.69), and those in the category (associate professor) came second with the Arithmetic mean (3.61), and in the last rank came from those in the (teacher) category, where the arithmetic mean was (3.46), and to determine whether the differences between the averages were statistically significant at the level of significance ($\alpha \leq 0.05$), a variance analysis was applied (One Way ANOVA), and the results of the analysis of variance as shown in Table (10).

Table (10): The Scheffe test for the dimensional differences due to the academic rank variable

Academic rank	mean Arithmetic	professor	Co-professor	Assistant Professor	Teacher
		3.61	3.69	3.54	3.45
professor	3.61	-	0.955	0.954	0.710
Co-professor	3.69	0.955	-	0.497	*0.256
Assistant Professor	3.54	0.954	0.497	-	0.835
Teacher	3.45	0.710	0.256	0.835	-

The statistically significant difference D is at ($\alpha \leq 0.05$)

It appears from Table (10) that the difference came: for the benefit of the members of the teaching staff who are in the category (associate professor) when compared to the members of the teaching staff who are in the category (teacher).

Recommendations:

The researchers of the present study recommend:

- 1) Providing much attention to interactive justice by the management of Jordanian private universities. The researchers recommend conducting studies in a periodical manner about the work conditions of faculty members. They recommend conducting studies in a periodical manner about the social, psychological, and developmental problems faced by faculty members.
- 2) Improving the systems of financial and moral incentives. The researchers recommend rewarding the employees who make distinguished achievements. They recommend valuing the employees who exert much effort.

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