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EMPLOYING PERCEIVED EQUITY OF EDUCATIONAL SERVICE RECOVERY SYSTEMS TO IMPROVE AN ORGANIZATION'S REPUTATION AN EXPLORATORY STUDY OF THE OPINIONS OF A SAMPLE OF FACULTY MEMBERS AND STUDENTS IN PRIVATE COLLEGES IN THE MIDDLE EUPHRATES PROVINCES IN IRAQ

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ABSTRACT

The main objective of the study is to diagnose the nature of the relationship and influence between the perceived justice of educational services recovery systems and improving the reputation of the organization. From the main objective, several objectives emerged. Two main hypotheses were formulated from which sub-hypotheses were subjected to statistical tests. The research community was represented by the private universities/colleges in Iraq. The research sample was represented by the private universities/colleges in the central Euphrates provinces, and the questionnaire was the main tool where the statistical analysis (255 questionnaires for university professors related to the perceived justice variable of educational services recovery systems and the organization's reputation were distributed to students) and in order to process the data, many statistical methods were used, most notably (the arithmetic mean, standard deviation, and the simple correlation coefficient. A number of research consultations to be the limits of the study problem, as follows:

1. Does the management of the university / college in question have a future vision of the extent to which perceived justice will reflect on improving the reputation of the organization?

2. Can the perceived fairness of education recovery systems lead to the best results in improving the reputation of the organization?
3. What is the nature of the correlation and effect between the perceived justice of educational services recovery systems and improving the organization's reputation in the surveyed organizations?

The study was also built on a hypothetical scheme based on the foundations of the study problem. In testing its scheme, it was taken into account the use of a number of statistical methods that facilitated access to the study's positions. The study reached a set of conclusions, the most important of which is that workers realize the perceived justice of educational services recovery systems with their various dimensions in the workplace. To the stability of their mental health and the lack of intention to leave the organization.

INTRODUCTION

The subject of perceived justice is one of the important topics in the management field, researchers such as Adams paid attention to it since 1963 as it is one of the fundamental requirements to increase worker's job satisfaction level and since the perceived justice is seeking to bridge the gap between the objectives of the Organization and the workers' objectives, and it also offers faith and necessary trust for automatic cooperation of employees. One of the most important results of injustice is the lack of satisfaction of their work and thus the possibility of their low performance, and at the present time, many organizations and employees are complaining of the reduction in the level of career satisfaction, and among the reasons for that is the lack of perceived justice sensed by employees.

Depending on what was mentioned above, a hypothetical schema was built to determine the nature of the relationship between the perceived justice of educational services recovery systems and organization's reputation, and because of the limited local studies involved in the analysis of relationship between the perceived justice of educational services recovery systems and organization's reputation, the current study seeks to provide a hypothetical and field framework that depends on what researchers conduct in this field as well as analyzing the correlation and the effects of these variables and presenting suggestions for the organizations which are the study sample. And to achieve that, the study came in four sections, the first one dealt with search methodology, the second one dealt with the study theoretical framework while the third section talked about the study application aspect, and finally the fourth section reflected the study conclusions and recommendations.

FIRST SECTION: STUDY METHODOLOGY

First: Study Problem

The perceived justice is considered as a high human value, an important societal requirement, a lofty purpose, a moral commitment and a necessity of a priority in the scale of human values. Justice is required in any field of life, family and society and even in different public or private institutions.

Institutions of nowadays face a set of challenges resulting from the growing call to accomplish perceived justice in its different dimensions among employees due to its multiple human resources and their different knowledge backgrounds and economic culture since judging the success of institutions is reflected through the capability of their senior management to achieve justice requirements, and its ability to motivate employees to show their desired behaviors and what embodies their organizational performance in the organizations that they work for.

Private universities / colleges seek to improve their work and quality of services provided to outperform other competitive universities / colleges or staying on their position and perhaps the critical factor in this competition is the levels of justice and quality of educational services achieved by college / university.

Due to the growing interest in the concepts of the perceived justice and the reputation of the organization as some of the most important variables affecting the organizations on one hand and its reflections on the working environment on the other, the researcher wanted to highlight the reality of this subject in a sample of educational institutions represented by 16 private universities/colleges in the provinces of the Middle Euphrates (Holy Karbala, Najaf al-Ashraf, Diwaniyah, Babylon).

Depending on all above, the perceived justice of educational services recovery systems was chosen as a main variable, its role in improving the organization's reputation from which the study problem is forming in the following key question:

What is the role of perceived justice of educational services recovery systems in improving the organization's reputation? From these questions, the following sub-questions emerge:

1. Does the university / college administration have a future vision of the perceived justice reflection on their own organization's reputation?
2. Can the kinds of the perceived justice of educational services recovery systems lead to achieve the best results in improving the studied organization's reputation?
3. What is the nature of the correlation and impact of the perceived justice of educational services recovery systems and the organization's reputation in the studied organizations?

Second: Study Significance

The importance of the research is derived from the importance of the topic it deals with and the goals that the study seeks to achieve. This significance could be summarized in the following points:

1. The scarcity of studies, to the researcher's knowledge, which was interested in studying the variables of the study in one hypothetical model, indicates the existence of a knowledge gap that should be addressed.

2. Due to the novelty of the subject, other studies should be conducted on the theoretical and applied levels as the Iraqi organizations lack such a kind of studies.
- 3- Due to the importance of the higher education sector in Iraq, which is a vital sector, it plays an active role in bringing clear scientific and social transformations that serve society.
- 4- To enrich the Iraqi and Arab local library with a scientific contribution within the virtual relationship among variables, and adding an integrative conceptual framework for the relationship of the perceived justice of educational services recovery systems in improving the reputation of the organization

Third: Study Objectives

The main objective of the study is to diagnose the nature of the relationship and the impact between the perceived justice of educational services recovery systems and the improvement of the reputation of the organization and from the main objective, several goals emerge:

- 1- Revealing the level of the perceived justice of its different dimensions (distributional, procedural, interactive).
- 2- Identifying, through the sample's answers, the possible link correlations between the main variables and Sub-dimensions.
3. Determining the degree of potential impact of perceived justice dimensions in improving the organization's reputation on one hand, and the ownership rights of the mark on the other.
4. To reach recommendations that will help decision makers follow the proper approach and method of the perceived justice, which contributes in improving the reputation and competitiveness of the Organization.

Fourth: Study Schema

The systematic treatment of the study problem in the light of its theoretical framework and its field contents requires a design of a virtual diagram that represents an explanation of the topics under study and the link correlation and influence among its components and variables in order to determine the intellectual and cognitive framework that should be covered first, as the hypothetical model provides an expression of the idea of the study and the relationship to be studied (Hair et al, 2014:66) The figure below shows the study hypothetical model.

Fifth: Study Hypotheses

The first main hypothesis: There is a positive and significantly linking relationship between the perceived justice of educational services recovery systems and the reputation of the organization, from it, the following sub-hypotheses emerge:

- ✓ There is a positive and significantly linking relationship between the dimension of distributional justice and the dimensions of the reputation of the organization.
- ✓ There is a positive and significantly linking relationship between the dimension of procedural justice and the dimensions of the reputation of the organization.
- ✓ There is a positive and significantly linking relationship between the dimension of interactive justice and the dimensions of the reputation of the organization.

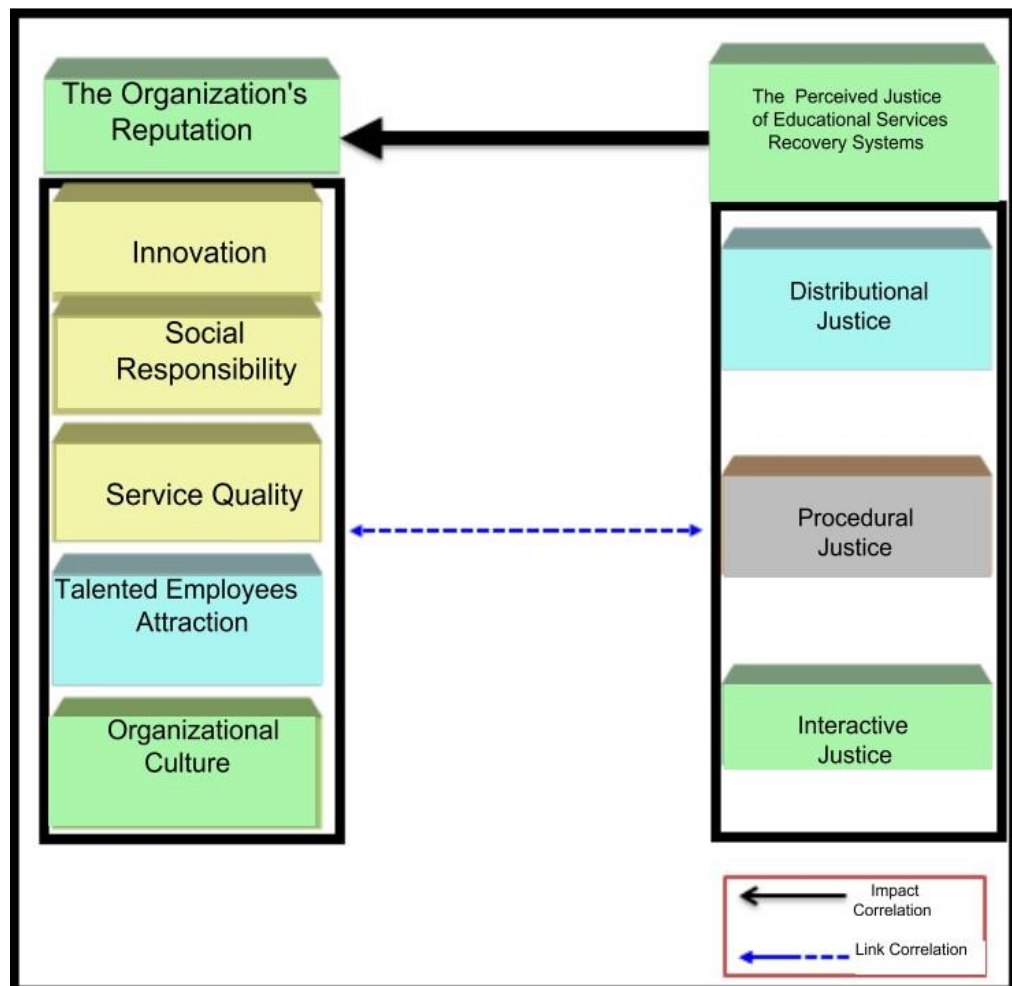


Figure 1. The study hypothetical schema

The second main hypothesis: There is a significantly impact relationship of the perceived justice of educational services recovery systems on the reputation of the organization, from it, the following emerge:

- ✓ There is a relationship of a positive and significantly impact of the distributional justice dimension on the reputation of the organization.
- ✓ There is a relationship of a positive and significantly impact of the procedural justice dimension on the reputation of the organization

- ✓ There is a relationship of a positive and significantly impact of the interactive justice dimension on the reputation of the organization.

Sixth: Description of The Study Sample

After a random sample of (255) university teachers were chosen from various private universities and colleges as being the study sample, it was necessary to identify the demographic and personal characteristics of that sample. Table (2) shows the highlights of these characteristics as the following:

A. **Gender:** The statistical results listed in the table above showed that the percentage of males (91%) is higher than that of females which is (9%) and this indicates that private universities and colleges depend on males more than females in their teaching staff.

B. **Marital status:** The statistical results listed in the table above showed that the percentage of the married (91%) is higher than that of singles which is (9%) and this indicates the social stability of the university academic staff.

C. **Age category :** The statistical results listed in the table above showed that most sample members are in (30-40) age category, it's (51%), then comes (41-50) age category at second place of (27%), this indicates that the members of those two categories are having youthful enthusiasm and the high desire to serve the educational faculty, while (20 - 31) and more age category comes at third place of (18%), and then (51) and more age category comes at the fourth place of (4%), as this category members are experts having high academic skills as well as their ability to diagnose and distinguish the field level of the research variables and sub-items.

D. **Scientific title:** The statistical results listed in the table above showed that most of the samples had a scientific title (teacher), they are (50%), while (assistant teacher) reached (34%) whereas those who are doctor teachers reached (7%). Assistant doctor teachers reached (5%), meanwhile those who are professors and professor doctors reached (3%) and (2%) respectively.

E. **Actual service period:** The statistical results in the table showed that (45%) of the sample members have a university service of (1 to 5 years), this indicates that most of the sample members are the young academic staff members and capable of progressing and promoting the educational field, and the second place went to those who have (11- 15) years of service forming (40%), while the third place is occupied by those who have (1 to 10) years of service forming (10%) of individuals who have a significant experience in the field of academic education service, while the fourth place goes to those who have university service of (5%) year of the individuals who have a significant experience in the field of academic education service.

Seventh: Study Scales

In all questionnaire measurements, 5-point Likert scale was used (strongly agree, agree, agree to some extent, disagree, and strongly disagree): Table 3, and that is one of the most applicable methods in the field of administrative and social sciences.

Table 2. Research Sample Teachers' Characteristics

Trait	Category	Number	Percentage
Gender	male	232	91%
	female	23	9%
Total		255	100%
Marital status	married	247	97%
	single	8	3%
Total		255	100%
Age category	20-30	51	20%
	31-40	130	51%
	41-51	69	27%
	51 and older	5	2%
Total		255	100%
Scientific title	Assistant teacher	84	33%
	Teacher	128	50%
	Doctor Teacher	18	7%
	Assistant Doctor Teacher	13	5%
	Professor	7	3%
	Professor Doctor	5	2%
Total		255	100%
Actual service period	1-5 years	115	45%
	5-10	25	10%
	11-15	102	40%
	More than 15	13	5%
Total		255	100%

Source: Prepared by the researcher depending on the questionnaire outputs.

Table 3. A description of the Questionnaire Parts

Variable	dimension	Number of items	Used scale source
PJERS	Distributional justice	4	(Rego&Cunha,2006:7) Yassine et al., 2014
	Procedural justice	6	
	Interactive justice	6	
REOR	Innovation	5	Al-Thalimi 2016 (Friedman.2009) (Mirvis . 2011)
	Social Responsibility	5	
	Service Quality	5	
	Talented Employees Attraction	5	
	Organizational Culture	5	

THEORETICAL FORMWORK

First: Perceived Justice of Educational Services Recovery Systems

The Concept of Perceived Justice of Educational Services Recovery Systems

The perceived justice represents an organizational phenomenon and a relative concept, due to the importance of the impact of justice or injustice in the workplace which could lead to declining levels of organizational performance, no matter how powerful were the rest of the elements of the administrative process, and that is one of the important organizational variables that affects functional performance of employees on one hand and the performance of the organization on the other. Whenever the employees feel injustice, there will be several negative results. Otherwise, the rise of employees' justice feeling increases their trust in the management of the organization and their conviction of the ability to get their rights which all mean that they promote individual behaviors after being sure of the sovereignty of justice and then trust the organization. (Zayed, 2006: 12) Perceived justice is considered as one of the features of organizations that seek to shift from being traditional to become democratic, and this represents one of the essential values that contributes in individuals' behavior development towards the better. (Stephens & Cobb, 1999:23) Service repair can exceed mere customer satisfaction to increase it and then earn new customers and generate greater loyalty in the current ones.

Michael & Bharadwaj defined it as a "case in which the consumer faced a problem and was satisfactorily solved, the consumer then classifies his/her satisfaction to be equal or greater than his/her satisfaction in case there were no problem at all (Michael & Bharadwaj.1992.191) Hart, Heskett, and Sasser described the concept of service repair as the good repair can convert frustrated and angry clients into sincere ones, and create more sincerity than if things went smoothly in the first place (Hart&Heskett, .1990.148.) Service failures occur when provided services are less than customers' expectations. Service failure cases differ from product failure. Several researchers dealt with the subject of perceived justice, in this field, many concepts were mentioned which expressed different viewpoints, and the most outstanding ones are illustrated in Table (4).

Table 4. The Concept of Perceived Justice

Source	Definition
Johnston&fernell.1991.267	The service provider's work and strive to exit from service failure and deal with it.
Bell&Zemke.2003.34	The process of planning to return customers affected to satisfaction with the organization after the failure of the provided service.
Johnston.2005.213	The means used by the organization to maintain beneficiaries from their services after failure cases.

Gronroos.2007.56	The procedures adopted by the organization to compensate customers for their losses due to service failure.
Chahal&Dev.2014.69	The way service providers are dealing with service failure during the service recovery path (i.e. how to provide service).

Through what was mentioned, the researcher thinks that the perceived justice for educational services recovery systems is carried out when the organization (university / college) deals with students through a life cycle of three phases, first of which is the entrance phase in which the students are possible clients the university is working on winning them through providing best offers. The second phase is the attendance phase, in which the students are already clients of the university / college, while the third phase is the exit phase, and in the light of all this, the University / College must provide the best educational services and treat failures that these services can be exposed to and offer apology or compensation to those who are affected from these failures.

Dimensions Of the Perceived Justice of Educational Services Recovery Systems

The perceived justice of educational services recovery systems can be measured through the following dimensions:

- a. **Distributional justice:** The interpretation of this part is largely based on the theory of justice provided by Adams, which refers to the perceived justice of outputs or results that the individual obtained for the work that he/she did. (McDowall & Fletcher, 2004: 10). (Folger&Konovsky,1989:115) defined distributional justice as the degree of feeling generated by workers towards the justice of values weather financial or non-financial they receive from the Organization.
- b. **Procedural justice:** It refers to the methods used by organizations to deal with the problems resulted while providing services, these methods have aspects such as the ability to access, timing, speed and adaptation with the consumer or beneficiary of the services provided by the organization (Ismali .. 2016.4). (Al-Kurawi, Al-Shimari. 2015. 256) believed that procedural justice is related to the mechanism in which the results are distributed and not the result itself, i.e., it represents the principles of identifying the roles of those who take part in the administrative decision- making process, the presence or absence of procedures in fact is the basic truth that affects justice perceiving and procedures can be put in a way that increases employees' contribution in the decision-making process or in decreasing the bias and errors that can occur in decision-making process to become an example of this procedures, procedural justice requires applicable rules that working individuals should be informed about inside the organization and they should be fairly applied to everyone. As for service recovery, procedural justice represents the services beneficiaries' perception of the stages that service providing and procedures go through, and finally the required processes to recover service as procedural justice focuses on the results that should be got to. (Ismali ..et Al. 2016 .4).

c. **Interactive justice:** Interactive justice is interested in the behavior of the organization management when dealing with the rest of the employees and this type of justice is related to the workers' sense of justice when dealing with the organization management that they work for, and under justice, what is called interactions justice could be listed, they refer to respect others or accuracy in dealing with them. Khashali said that: ((interactive justice is related to the extent of the worker's perceiving of his/her relationship with his/her manager through the manager's respectful and friendly treatment and the manager should take in consideration the worker's personal demands and the manager should care about his/her interest and include him/her in knowing the results of the decisions that are related to his/her job and the justifications or logical reasons behind taking those decisions.)) (Joda, 2010: 310).

Second: The Reputation of The Organization

The Concept of The Reputation of The Organization

The reputation of the organization is considered as a specified source of the organization and is inimitable or uncopyable and it accumulates slowly over the years and is closely linked to the history of the organization. The reputation of the organization is a multifaceted term that has a different meaning in all disciplines and from different perspectives, for example strategists see the reputation of the organization as a source of competitive advantage, but for accountants it is an unspecified preference or a kind of fame whose value fluctuates in the markets. Generally, the reputation of the organization is defined as a set of perceptions and evaluations of all concerned stakeholders with regard to performance, products and services, individuals, organizations, etc. (Wiedmann & Buxel 145:2005). (Dowling (105:1993.) believes that the organization's reputation is equivalent to the organization's image, but he adjusted this description by suggesting that reputation represents the overall impression about the organization. (Olins, 12:1990) indicated that the organization's reputation includes everything the organization does and relates to itself, within four axes that represent its main activities: (products and services, what it manufactures and what it sells, the environment surrounding the organization, information about its activity and how it is described and spread by the behaviors of the organization's members (individuals working in the organization), as they deal with each other and with others. Table (5) shows the concept of the organization's reputation according to some of authors and researchers.

From all above, it can be said that the organization's reputation is the assessment that the foundation obtains from the parties which are related to the organization, it is considered as one of the intangible assets that achieves a competitive feature for the sake of the organization's success and continuity.

The Importance of the Organization's Reputation

The organization's reputation could be measured through the following dimensions:

- 1) **Innovation:** Innovation is essential for the development and competitiveness of organizations and is achieved not only through the products and services provided, but also through conducting administrative practices characterized with innovation. Organizations must adopt administrative models of innovations that contain the processes of organizational innovation based on professional competences and administrative skills and their impact in administrative decision-making. (Nogueira&Marques. 2008.237).
- 2) **Social Responsibility:** When organizations make determined efforts to develop eco-friendly and high-quality products, customers tend to create a positive image of the organization, because they believe that the organization's activities are socially desirable, so social responsibility of the organizations can be a reliable signal to stakeholders, thus the social responsibility signal will enable different stakeholders to believe that the organization will provide value to society (Lee et al, 2017:3).
- 3) **Service Quality:** It refers to the range of characteristics and features of a flawless product or service that affects its ability to meet customers' needs (Razak 2016.61.).
- 4) **Talented Employees Attraction:** In knowledge economy, organizations need to attract and retain people who know a lot, and organizations work on building internal and external relationships to attract talented people, and the debate became huge about talents, especially regarding to the search for something that is already difficult to find, as well as the accompanied financial costs, which can make it difficult to attract or retain talented people (Hoffman. 2010:30).
- 5) **Organizational Culture:** Organizational culture became an acceptable and priority aspect in many organizations and among many managers, many managers consider culture to be an important asset. (Hoffman.2010:30).

Table 5. Definitions for the concept of the organization's reputation improvement

Source	Concept
Dowling. 2004:20	Reputation represents the general appreciation for the organization, which shows whether people see the organization's work as negative or positive.
Orzekauskas& Smaiziene.2007:93	Reputation is the implicit force that shapes the views of parties with an organized interest through strengthening the external factors of individual perception of stakeholders and the long-term interaction between internal and external factors, details and organization's orientation.
Werner.2011:2	Reputation is the assessment that the organization receives from the parties related to the organization and the credibility that the organization has in all transactions
Clark and Montgomery 1993	The image that main stakeholders have for the organization which includes information on how the organization is compared to its rivals

Gotsi and Wilson 2001	The organization's reputation represents the comprehensive long-term evaluation of the organization by stakeholders
Rindov et al 2005	It is the organization's ability to create a value compared to the rivals
Teodoresco and Marcellis. 2021 :7	Reputation is one of the most important intangible assets (properties) as organizations seek to maintain their significant and active role in the growth and survival of the organization in the crises that they may be exposed to.
Almeida and Coelho. 2016: 15	Reputation is one of the most important intangible properties that could achieve the organization's competitive feature.
Brammer et al.2006:1	The organization's reputation represents the sensory perception of the organization's past actions and future prospects that describe its overall attraction compared to the main rivals.

Practical Aspect of The Study

Symbolization and Description

This Item aim at detecting three variables represented in the independent variable (perceived justice of educational services recovery systems) in three actual dimensions (distributonal justice, procedural justice, and interactive justice), and the dependent variable (organization's reputation) in five actual dimensions (innovation, social responsibility, service quality, talented employees attraction and administrative culture), thus, in order to reach precise and objective results and to build a clear vision for the reader, a set of symbols should be used to refer to the variables, dimensions and items under study. See table (6).

Table 6. Symbolization and description for the study variables

Variables	Dimension	Number of items	Symbol
Perceived justice of educational services recovery systems (PJERS)	Distributonal justice	4	PJA
	Procedural justice	6	PJB
	Interactive justice	6	PJC
Organization's Reputation (REOR)	Innovation	5	REA
	Social Responsibility	5	REB
	Service Quality	5	REC
	Talented Employees Attraction	5	RED
	Administrative Culture	5	REE

Natural Distribution Test

The results of table (7) show the data involved in analyzing the study variables under study (Perceived justice of educational services recovery systems and the reputation of the organization) follow the natural distribution, the table indicates that the results of the study can be generalized to the studied community, as well as accepting the null hypothesis which is that (the data under study follows the natural distribution at a significance level greater than (0.05) , and to reject the substitutional hypothesis which is that (the data under study does not follow the natural distribution at a significance level greater than (0.05).

Table 7. The test of the natural distribution of the variables under study

Standards		Perceived justice	Organization's reputation
Size of sample		255	255
Poisson distribution parameter	Arithmetic mean	4.015	4.054
	Standard deviation	0.688	0.704
Statistic of (Kol-Smi) test		0.082	0.089
Significance value (P.value)		P > 0.05	P > 0.05

Stability of Measurement Tool

Shown results indicate that the variables under study (perceived justice of educational services recovery systems and the reputation of the organization) and their dimensions obtained a positive link coefficient with a good force between the odd and even parts of the questionnaire (34) with a force of (0.789), with strong individual half segmentation of its coefficient (0.976), and with strong even half segmentation of its coefficient (0.972) so as the results stabilize at a Spearman Brown correlation strength of (0.882), so that the variables under study express Guttman Split-Half Coefficient of (0.882) indicating consistency of the items and dimensions of the measuring tool with the stability conditions of Cronbach's alpha coefficient.

The results of the table below show the stability of variable items (the reputation of the organization) in actual five dimensions (innovation, social responsibility, service quality, talented employees attraction and administrative culture) distributed over (25) items, to refer to the Cronbach's alpha coefficient of (0.972), with a stability towards the dimensions of the variable that ranges between (0.868) for the administrative culture to (0.927) for the dimension of innovation , to stabilize with the stability condition of Cronbach's alpha coefficient.

Description of the Study Variables

The Independent Variable (Perceived Justice of Educational Services Recovery Systems)

The results of table (9) showed that the variable of perceived justice of educational services recovery systems obtained a high agreement by a number of members of the studied sample and with a relative interest of (80%), referring to the keenness of the studied sample to respect the requirements of customers and provide top notch services and with an arithmetic mean of (4.02) and standard deviation of (0.688) so that the studied sample can build interactive justice among the members of the studied sample and can ensure maintaining and applying correct procedures in a way that contributes in preventing any complaints or violations towards the studied sample. The results of the study showed that the dimension of the interactive justice obtained the highest relative attention of the study sample of (83%), indicating the orientation of the studied sample to interact with customers in order to understand their requirements and work to meet them as much as possible, they also indicate the existence of a high agreement of the studied sample with a fairly high arithmetic mean of (4.13) and with a standard deviation of (0.684), this is due to the orientation of the study sample members to make double efforts in order to understand the requirements of their colleagues. On the other hand, the results showed that items of the dimension of the interactive justice obtained the agreement of the study sample with a high arithmetic mean ranged between (4.04-4.22) to indicate a relative interest of (81%-84%) showing the keenness of the studied sample to obtain the knowledge necessary to answer the explanations of customers objectively and interestingly and with a fluctuating standard deviation between (0.90-0.826) so that the studied sample gains customer's satisfaction and loyalty towards them.

Table 8. Cronbach's alpha coefficients

variable	Dimension	Number of items	Cronbach's alpha coefficient for each dimension	The researcher's decision
Perceived justice of educational services recovery systems	Distributional justice	4	0.835	Its items meets stability condition
	Procedural justice	6	0.913	Its items meets stability condition
	Interactive justice	6	0.890	Its items meets stability condition
	Cronbach's alpha coefficient of Perceived justice of		0.951	Its items meets stability condition

	educational services recovery systems			
Organization's Reputation	Innovation	5	0.927	Its items meets stability condition
	Social Responsibility	5	0.907	Its items meets stability condition
	Service Quality	5	0.909	Its items meets stability condition
	Talented Employees Attraction	5	0.914	Its items meets stability condition
	Administrative Culture	5	0.868	Its items meets stability condition
	Cronbach's alpha coefficient of the organization's reputation			0.972
Correlation coefficient between the two questionnaire parts		0.789		Strong
Half segmentation coefficient	34	od	0.976	Its items meets stability condition
	34	even	0.972	Its items meets stability condition
Spearman Brown coefficient		0.882		Strong
Guttman Split-Half Coefficient		0.882		Strong

The results indicate that the dimension of the distributional justice gained the third place among the dimensions of perceived justice with a relative interest of (78%) showing the interest of the studied sample in dealing with the problems of the authority as they occurs and this supports the agreement of the studied sample with a high arithmetic mean of (3.9) and a standard deviation of (0.774), the results also indicate that items of the dimension of the distributional justice gained a relative interest ranging between (77%-81%) indicating the keenness of the studied sample to minimize the losses caused by external conditions as much as possible and this indicates the studied sample agreement with a high arithmetic mean ranged between (4.04-3.82) and a standard deviation of (1.049-0.819).

Table 9. The Statistical Description of The Perceived Justice of Educational Services Recovery Systems

Dimension	Arithmetic mean	Standard deviation	Relative interest	Availability level	Importance rank
Distributional justice	3.9	0.774	78%	Good	Third
Procedural justice	4.02	0.774	80%	Good	Second
Interactive justice	4.13	0.684	83%	Good	First
Perceived justice of educational services recovery systems	4.02	0.688	80%	Good	***

Dependent Variable (The Organization's Reputation)

It is noted from the results of table (10) that the variable of the reputation of the organization obtained a high agreement for a number of members of the studied sample and with a relative interest of (81%), indicating the keenness of the studied sample to ensure that the granted authority to officials are equivalent to the size of their responsibilities and with a high arithmetic mean of (4.05) and a standard deviation of (0.704) so that the studied sample can focus on the cultural values and customs of the organization by focusing on the quality of service provided to the targeted customers and ensuring the achievement of social responsibility towards offering and maintaining the environment's requirements.

The results of the study showed that the organizational culture dimension obtained the first place with a relative of interest (%84) indicating that the studied sample was heading towards possessing values that distinguish it from other universities beside having a high agreement of the studied sample with a rather high arithmetic mean of (4.19) and a standard deviation of (0.655) and this is due to the university's quest to build a culture that supports innovation and teamwork in order to maintain the reputation and the place of the organization. On the other hand, the results showed that the items of the organizational culture achieved the agreement of the studied sample with a high arithmetic mean of ranges between (4.07-4.29) to settle at a relative interest of (81%-86%) so that the studied sample can invest opportunities to develop its educational staff and work experience with an oscillating standard deviation between (0.774-0.858) so that the studied sample can maintain its values and traditions.

This variable ended up when the dimension of the attraction of talented employees obtained the last place with an agreement of (78%) of the members of the studied sample and with an arithmetic mean of (3.92) to indicate that the

studied sample seeks to create the right innovative climate in order to attract the right talents to develop its performance, and with a standard deviation of (0.811). Meanwhile, the items of the dimension of talented employees attraction gained an arithmetic mean which is towards an agreement that ranges between (3081-3099) with a standard deviation of (0.874-1.02), indicating the interest of the studied sample between (76%-80%) towards encouraging active authorities to conduct discussion sessions which aim at investing and identifying talented and intellectual energies in a way that contributes to the development of the reputation and organizational status.

Table 10. The statistical description for the variable of the organization's reputation

Dimensions	Arithmetic mean	Standard deviation	Availability level	Relative importance %	Ranks of dimensions
Innovation	3.96	0.903	Good	79%	Fourth
Social Responsibility	4.04	0.771	Good	81%	Third
Service Quality	4.17	0.733	Good	83%	Second
Talented Attraction	3.92	0.811	Good	78%	Fifth
Organizational Culture	4.19	0.655	Good	84%	First
General Average of the Organization's Reputation	4.05	0.704	Good	81%	

Study Hypotheses

The first main hypothesis: This hypothesis states that **(there is a positive and significant correlation between the aware justice of educational service recovery systems and the reputation of the organization)**

The first main hypothesis: This hypothesis states that (there is a positive and significant correlation between the perceived justice of educational services recovery systems and the reputation of the organization). The results of table (11) show that increasing perceived justice of educational services recovery systems improves the reputation of the organization, indicating the consistency and harmony of the studied sample's answers to the relationship between the perceived justice of educational services recovery systems and the reputation of the organization and the strength of this correlation according to (Cohen et al., 1983) scale is (0.889) at a level of significance lower than (0.01). Moreover, increasing the level of the perceived justice improves the relationship with the dimension of the organization's reputation between (0.741-0.852) for the dimensions of social responsibility and innovation respectively, indicating the

interest of the studied sample in improving its social responsibility in order to ensure a high-level perceived justice.

Table 11. Correlation Between the Perceived Justice of Educational Services Recovery Systems and The Reputation of The Organization and The Dimensions of Each One of Them.

	Distributional justice	Procedural justice	Interactive justice	Perceived justice	Innovation	Social responsibility	Service quality	Talented employees' attraction	Organizational culture	Organization' s reputation
Distributional justice	1									
Procedural justice	.808**	1								
Interactive justice	.730**	.802**	1							
Perceived justice	.920**	.944**	.906**	1						
Innovation	.819**	.787**	.754**	.852**	1					
Social responsibility	.689**	.655**	.714**	.741**	.763**	1				
Service quality	.752**	.792**	.792**	.842**	.807**	.760**	1			
Talented employees attraction	.702**	.707**	.733**	.771**	.799**	.764**	.758**	1		
Organizational culture	.748**	.775**	.780**	.830**	.779**	.767**	.835**	.774**	1	
Organization' s reputation	.819**	.818**	.830**	.889**	.921**	.893**	.913**	.905**	.807**	1

The second main hypothesis: This hypothesis says that **(There is an impact correlation of a significance level for the perceived justice of the educational services recovery systems on the organization's reputation)**

The results of table 12 showed that increasing the study sample's interest in the perceived justice of educational services recovery systems leads to improve the organization's reputation in a standard weight of (0.960) and reduce the standard error to (0.070) with a critical value of (13,714), indicating that the dimensions of the perceived justice of educational services recovery systems contributed in interpreting (0.539921) of the requirements that control the organization's reputation.

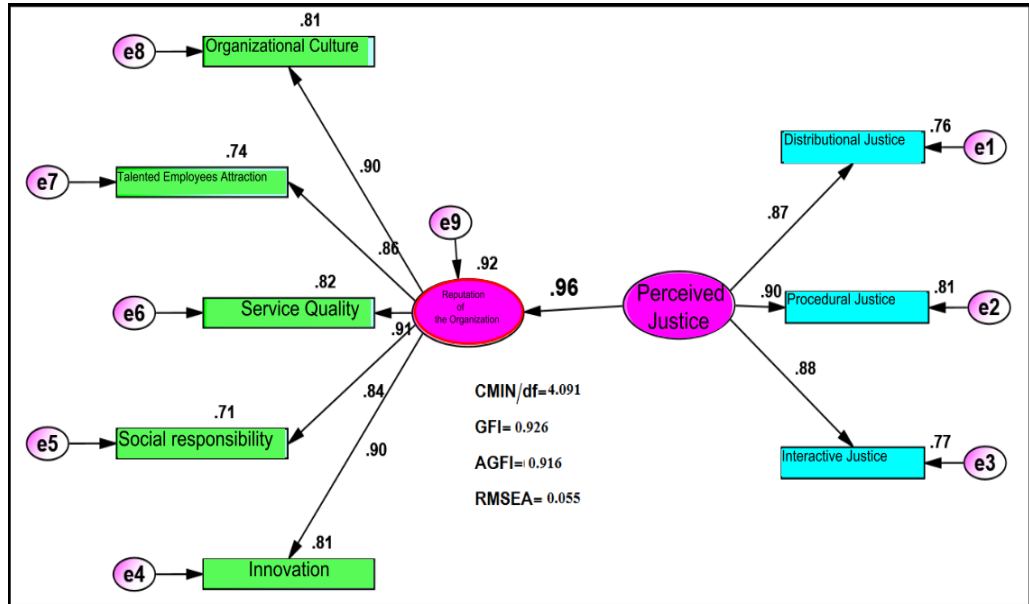


Figure 2. The Standard Model for The Perceived Justice of Educational Services Recovery Systems in The Organization's Reputation

Table 12. The Results of The Impact of The Perceived Justice of Educational Services Recovery Systems on The Organization's Reputation

Path	Standard weights	Standard error	Critical value	Coefficient Of determination R ²	Probability (P)
Perceived Justice of educational services systems ---> Organization's Reputation	0.960	0.070	13.714	0.921	0.001

CONCLUSIONS AND RECOMMENDATIONS

First: Conclusions

1. Increasing the perceived justice of the educational services recovery systems leads to the improvement of the organization's reputation. This indicates the consistency and harmony of the study sample's answers to the relationship between the perceived justice of the educational services recovery systems and the reputation of the organization.
2. The variable of the organization's reputation achieved a totally balanced arithmetic mean of (4.05) and a standard deviation of (0.704) with a relative importance reached (81%), and these statistical results indicate that the variable of the organization's reputation gained a high degree of significance according to the answers of individuals of the research sample, and this reflects the field importance of this variable for the

- private universities and colleges of the research sample as it is the main source that helps these universities to provide a climate that achieves innovation and ethical commitment and provides the requirements of the projects adopted by civil society organizations.
3. When workers realize the existence of organizational justice and its different dimensions in the workplace, this will lead to their integration into the organization, their commitment, their sense of job satisfaction and, beyond that, the stability of their psychological health and the lack of intention to leave the organization, and therefore this will positively reflect on the improvement of the organization's reputation internally and eventually improving it externally with stakeholders, but if the workers realize the organization's lack of justice, this may lead to adverse consequences that lead to negative reply and responses of the workers such as reducing their efforts at work, their dissatisfaction and deviant work behavior towards co-workers, supervisors and organization.
 4. The research showed the importance of organizational justice, as it is a valuable and important topic for the success of organizations, although the practical aspect showed weakness in some sub-variables of the main variable.
 5. The brand is an indispensable cornerstone of the organization's competitive position, due to its ability to gain customer's trust, which is the foundation of the organization's success.

Second: Recommendations

1. To care for innovation, embracing innovative people at work, and developing employees' innovative skills through constant objective evaluation and motivation, as well as excellence to reach superiority.
2. We recommend that the management of the organization should be keen to reward the outstanding individuals at work financially and significantly as some kind of motivation.
3. It is important for the university/college to follow up on their reality of justice and developing appropriate treatments for the failures of its managements in this field, through emphasizing that all employees are treated fairly, consistently and unbiasedly by adopting an open-door policy between them and employees to listen to their views and to deal seriously with complaints submitted by them and study these complaints and develop appropriate treatments for them and adopt a system of incentives and rewards linked to performance, in order to reflect the feeling of individuals that the efforts in their organizations are met by its management in terms of fair standard in providing incentives and rewards.
4. It is necessary for college deans as well as department heads and direct supervisors to understand the importance of positive interaction with the teaching staff in terms of treatment with respect, appreciation, sincerity and putting their rights among the main concerns of the faculty, because it may lead to the perception of the teaching staff as a fair treatment they receive when applying the procedures.
5. It is necessary for the college faculty to involve the teaching staff in the decision-making process and provide the information and clear

justifications on which those decisions were made, and the reason for this is when the teaching staff is involved and the information is provided correctly, they are more willing to implement the decisions.

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