
Organizational Justice in Algerian Universities: A Comparative Field Study with Models from Leading Arab and Foreign Universities

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Abstract:

This article explores the multifaceted concept of organizational justice, within the context of higher education institutions. It provides a critical assessment of how these dimensions are practically implemented in Algerian universities compared to leading Arab and international institutions.

The findings reveal notable shortcomings in Algerian universities, specifically in terms of distributive and procedural justice. Conversely, institutions such as the American University of Beirut and Harvard University exemplify mature organizational justice practices through clear accountability systems and equitable opportunity structures.

The study recommends adopting explicit and transparent organizational justice policies in Algerian universities, and adapting successful international models to the local context.

Keywords: Organizational justice; Higher education; Algerian universities; Comparative analysis; Institutional governance.

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1. Introduction :

Organizational justice is one of the fundamental pillars in establishing a healthy and motivating work environment across institutions of all types, notably higher education institutions. Justice in interpersonal treatment, resource distribution, and the formulation of administrative policies directly influences levels of job satisfaction, institutional loyalty, and both academic and administrative performance. The importance of organizational justice becomes even more pronounced in universities due to their strategic role in preparing skilled professionals and shaping the future of societies.

In the Algerian context, organizational justice keeps presenting a significant challenge in light of therapid transformations taking place within the national university system. This situation requires a critical examination of leading Arab and international experiences to identify shortcomings and successful practices, and to extract relevant insights and recommendations for improving justice practices within Algerian universities. Based on this backdrop, the following research problem emerges:

1.1. Research Problem:

Despite the various efforts made to modernize and develop the Algerian university system, organizational justice remains a contentious and widely debated issue- particularly given the growing sense of dissatisfaction reported by some university staff members. Regarding the experiences of pioneering Arab and international universities, a central question arises:

To what extent is organizational justice achieved in Algerian universities in comparison with their Arab and international counterparts? What are the points of convergence and divergence, and what lessons can be drawn to enhance its practice in Algerian universities?

From this central problem, several sub-questions can be formulated:

- What is the current state of organizational justice in selected Algerian universities?
- What are the key aspects of organizational justice in leading Arab and international universities?
- What are the similarities and differences between Algerian universities and their Arab and international counterparts with regard to organizational justice?
- What are the main obstacles that hinder the implementation of organizational justice within Algerian universities?
- What lessons can be drawn from comparative experiences to improve the current practices of organizational justice in Algerian universities?

1.2. Study Hypothese:

- Significant differences exist in the level of organizational justice between Algerian universities and leading Arab and international universities.

- Algerian universities face organizational and administrative obstacles that hinder the effective implementation of organizational justice.
- The experiences of leading universities can be leveraged to enhance organizational policies and practices within Algerian universities.

1.3. Importance of the Study:

- This study draws its significance from addressing one of the most sensitive and central issues in the management of university institutions which is organizational justice.
- It provides an analytical framework that may contribute to objectively and thoroughly diagnosing the state of organizational justice in Algeria.
- The study offers a scientific reference that can guide policymakers in the Ministry of Higher Education and university administrators in reviewing policies related to organizational justice.
- The findings of the study can contribute in the improvement of the organizational climate within Algerian universities through the effective implementation of organizational justice, ultimately fostering enhanced academic and professional performance.

1.4. Aims of the Study:

- To analyze the current state of organizational justice in Algerian universities.
- To examine and evaluate organizational justice models implemented in leading Arab and international universities.
- To conduct a scientific comparison between various global experiences.
- To identify the strengths and weaknesses of the Algerian model.
- To propose practical recommendations for enhancing organizational justice within Algerian universities.

1–5. Methodology, Approach, and Sample Population:

- Methodology and Approach:

This study adopts a comparative approach, which is particularly very suitable to our research objective of examining the concept of organizational justice and its degree of implementation within Algerian universities. The comparative approach begins with identifying the problem or subject of comparison- in our case, the extent to which organizational justice is applied and embodied in Algerian higher education institutions. The second step involves selecting the units or cases for comparison. Accordingly, we selected a sample of Algerian universities previously identified in the review of literature as demonstrating a relatively high level of organizational justice implementation. These institutions were then compared with universities- both Arab and international- that have been recognized in prior studies for their successful implementation of organizational justice. This diversification of the sample enhances the comprehensiveness and precision of the study's findings.

Moreover, it allows for a graduated learning process for Algerian universities: drawing first from the experiences of Arab institutions, which share similar socio-cultural environments, and subsequently from international universities, thereby facilitating a progressive alignment with global standards in organizational justice. The third phase of the comparative method entails defining the criteria and dimensions of comparison. In this study, we employed the expanded dimensions of organizational justice, incorporating informational justice alongside distributive, procedural, and interactional justice, as permitted by the available data. The fourth phase involved data collection, which was conducted through a review of previous studies and relevant documentation. Finally, the fifth phase consisted of gap analysis between the selected universities. This step, consistent with the comparative method, may be carried out using either quantitative or qualitative techniques. In our case, we employed a descriptive comparative analysis, focusing on qualitative examination of prior studies and institutional reports. This was facilitated through tabular representations to highlight differences and similarities across the cases under study.

- **The sample population and the motivations behind its choice:** The sample population consisted of a selection of universities identified in previous academic literature and institutional reports as exemplary models in the implementation of organizational justice. The sample was structured to include, Algerian Universities: A number of Algerian universities were selected based on clear indicators of their application of organizational justice principles, as local studies and scholarly sources have shown, Arab Universities: Arab universities were included in the study due to their prominence in prior research as entities that have adopted policies and procedures reflecting organizational justice, Foreign Universities: A set of foreign universities was chosen for their pioneering practices in this domain, as evidenced by international reports and scientific studies.

The selection of these universities was guided by several key considerations: The availability of reliable studies and reports detailing their experiences with organizational justice, enabling a comparative analysis to be applied, Representation across different institutional levels (national, Arab, and foreign) allowing the observation of cultural and administrative differences, The inclusion of leading universities in this field to serve as benchmarks from which Algerian universities may draw insights for development and reform, The possibility for scientific comparison across diverse contexts (Algerian, Arab, and foreign) in terms of organizational justice practices and outcomes.

A purposive sampling technique was employed, where universities were selected based on objective criteria related to their prominence in implementing organizational justice, as documented in the literature review.

1.6. Review of Literature:

This study intersects with several prior researches, notably:

- **Abu Rub (2021)** conducted a study at the University of Jordan that focused on interactional justice and demonstrated its role in fostering institutional belonging among academic staff.
- **Irfan Ullah Khan et al (2023)** , Role of Organizational Justice in Linking Leadership Styles and Academics' Performance in Higher Education, This study aimed to examine the relationship between leadership patterns (transformational and transactional) and academic performance, with organizational justice as a mediating variable. Data were collected from academics at Pakistani universities using a convenience sampling method. The analysis employed CFA and Hayes Process for mediation modeling. The findings revealed that organizational justice partially mediates the relationship between leadership styles and academic performance. The authors recommended fostering fair and transparent leadership behaviors to enhance academic staff performance.
- **Gollagari et al (2024)**, Organizational Justice, Job Satisfaction and Academic Rank This study investigated the mediating role of job satisfaction between organizational justice and institutional commitment, and the role of academic rank. A sample of 285 employees from public universities in Ethiopia was analyzed using a moderated mediation SEM model, supplemented by NCA and non-linearity tests. The results indicated that job satisfaction mediates the relationship between justice and commitment, while academic rank moderates the link between satisfaction and commitment. The study recommended implementing fair initiatives to enhance academic staff satisfaction and loyalty in public institutions.
- **Jaurigue (2024)** , Organizational Justice and Faculty Engagement in State Universities and Colleges as Related to Productivity, This study explored the relationship between organizational justice, faculty engagement, and productivity. A random sample of 240 faculty members from Iloilo State was surveyed using validated questionnaires and analyzed via SPSS. The findings showed high levels of perceived justice and engagement, and very high productivity. Organizational justice was significantly and positively associated with both engagement and productivity, and engagement itself was positively linked to productivity. The study recommended promoting justice-oriented policies to enhance faculty engagement and productivity.
- **Chun Yip Henry Ho (2024)** , A One-Year Prospective Study of Organizational Justice and Work Attitudes: An Extended Job Demands-Resources Model, This longitudinal study examined how four dimensions of organizational justice (procedural, distributive, informational, and interactional) influence work attitudes such as affective commitment and job engagement, using an extended JD-R model. The mediating role of organizational identity was also assessed over a one-year period. The results demonstrated that organizational justice directly enhances organizational identity, which in turn fosters greater commitment and engagement. The study recommended that institutions strengthen justice across all four dimensions (procedural, distributive, informational, and interactional).

Based on the reviewed recent studies, we identified key points of convergence and divergence in relation to our own research, as follows:

- **Points of Convergence:**

All studies, including ours, converge on the conclusion that organizational justice constitutes a fundamental driver of various institutional variables, whether positively or negatively. Moreover, each study relies on academic data and employs either quantitative or descriptive analytical methods.

- **Points of Divergence:**

- **Technical:** The reviewed studies adopted complex analytical models involving mediation and multiple variables, whereas our study focused on a single variable within a descriptive comparative framework.
- **Contextual:** While several of the recent studies concentrated on specific Asian or African countries, our study offers a broader comparative scope by examining both Arab and Western university contexts.

2. Conceptual Framework of the Study:

2.1 Definition of Organizational Justice:

Organizational justice means "the extent to which individuals within organizations, including universities, perceive fairness in the distribution of resources, decision-making processes, interpersonal treatment, and administrative procedures. It encompasses equity, transparency, and impartiality in dealing with all members of the academic institution." (Rajm, 2018, pp. 15-16)

2.2. Importance of Organizational Justice in Universities

The importance of organizational justice can be summarized as follows:

- **Enhancement of academic and administrative performance:** Organizational justice contributes to improved efficiency and functional effectiveness among staff and students.
- **Increase in job satisfaction:** A sense of fairness fosters stronger commitment to the institution among its employees.
- **Strengthening institutional belonging:** Fair treatment promotes loyalty toward the university and reduces resignation rates.
- **Conflict management:** Justice Mechanisms reduce disputes among various stakeholders within the university.
- **Building a positive educational environment:** Organizational justice ensures a healthy climate for innovation and development.

2.3 Objectives of Organizational Justice:

The goals of organizational justice within university contexts include:

- Ensuring equal opportunities for all stakeholders.
- Improving the quality of relationships between administration, staff, and students.
- Reducing discrimination and bias in decision-making processes.
- Promoting transparency and accountability in university operations. (Mokhtar, 2021, pp. 481-485)

2.4 Types of Organizational Justice:

The following categories are comprised in Organizational justice:

- **Distributive Justice:** Relates to fairness in the allocation of resources and rewards within the university.
- **Procedural Justice:** Focuses on the integrity and transparency of decision-making procedures.
- **Interactional Justice:** Refers to the quality of interpersonal treatment, including respect and recognition.
- **Informational Justice:** Involves sharing essential information with university members and clearly explaining decisions.

2.5. Dimensions of Organizational Justice:

The dimensions of organizational justice can be summarized as follows:

- Fairness in recruitment and promotions.
- Balance in financial distribution and rewards.
- Inclusive participation in decision-making.
- Strengthening open communication channels.
- Ensuring accountability and transparency. (Abdelkader Khalifa, 2016, pp. 160-162)

2.6 Methods for Achieving Organizational Justice in Universities:

This can be summarized as follows:

- Establishing clear policies through the formulation of transparent and comprehensible regulations for all stakeholders.
- Objective evaluation procedures by applying clear and impartial criteria for performance appraisal.
- Effective communication through the creation of open channels for information sharing and dialogue.
- Promoting stakeholder participation by involving faculty and students in decision-making processes that affect their future.
- Offering training programs by fostering a culture of justice through workshops and professional development initiatives. (Mahmoud, 2018, p. 126)

3. Applied Framework of the Study:

3.1 The State of Organizational Justice in Algerian Universities:

The assessment of organizational justice in Algerian universities may be approached by analyzing its different forms, as identified in various academic studies as follows:

3.1.1 The State of Distributive Justice in Algerian Universities:

Distributive justice is related to the allocation of resources and rewards- such as promotions, salaries, grants, senior positions, and academic opportunities. Findings suggest that many employees express dissatisfaction regarding **the lack of transparency in the distribution of privileges**, which are at times granted based on loyalty and personal relationships rather than competence and merit. This perceived injustice **fosters a sense of discrimination and marginalization among staff, leading to frustration and disengagement.**(bouznit kenza, 2021, pp. 256-257)

A more detailed breakdown of this form of justice can be presented as follows:

- **Inequitable Allocation of Resources:** Some universities **exhibit favoritism in academic promotions**, where personal affiliations appear to outweigh objective criteria such as scholarly publications and teaching experience. Similarly, disparities exist in access to international conferences and research grants, which are occasionally awarded based on personal networks rather than academic merit.
- **Salary and Bonus system:** Many faculty members report disproportionately low salaries in relation to their teaching and administrative responsibilities. Moreover, both material and moral incentives are often absent, with research achievements and academic excellence rarely rewarded in ways that encourage sustained scholarly engagement. (Bakr, 2018, p. 60)

3.1.2. Procedural Justice in Algerian Universities:

Procedural justice pertains to the fairness of the rules and processes through which organizational decisions are made, such as those concerning promotions, recruitment, performance evaluations, and task allocation. In many Algerian universities, weak governance structures and the absence of clear, consistent decision-making mechanisms undermine procedural justice. Moreover, some administrative procedures are characterized by subjectivity or susceptibility to external pressures, which fosters distrust between staff and administration and perpetuates a culture of skepticism and grievance.

This form of justice can be discussed in details below:

- **Bureaucracy and Procedural Complexity:** Administrative delays pose a significant challenge in Algerian universities, where decision-making processes are often protracted. This results in setbacks such as delayed faculty promotions and research grant disbursements. Moreover, a lack of transparency undermines procedural fairness, as decisions related to appointments or task distribution are frequently made without clear, standardized criteria- contributing to perceptions of injustice.

- **Limited Participation in Decision-Making:** Most of the times, teachers are excluded from meaningful

involvement in academic decision-making, with institutional choices rarely informed by their input. This exclusion diminishes their sense of belonging. Moreover, administrative centralization places authority in the hands of a narrow group, limiting institutional responsiveness and adaptability to the needs of both faculty and students.(Al-Zagh, 2020, pp. 40-45)

3.1.3. Interactional Justice:

It refers to the method of interpersonal treatment that staff members receive from administrators, particularly in terms of respect, recognition, and communication. Significant disparities exist across Algerian universities: while some institutions foster positive and open communication, others lack even the most basic mechanisms for dialogue and consultation. Such deficiencies can undermine the overall organizational climate- especially when staff members have the feeling of disrespect or exclusion from the decision-making process.

A more detailed analysis of this dimension of justice is discussed in the following:

- **Ineffective Communication between Administration and Faculty:** The absence of effective dialogue often results in administrative decisions being inadequately conveyed to academic staff, creating confusion and lack of trust. Moreover, instances of unequal treatment have been reported, as certain teachers are favored based on syndicat affiliations or personal connections.
- **Unmotivating Work Environment:** A lack of non-material recognition contributes to low morale, as the efforts of high-performing academics are overlooked, and underperforming members don't receive constructive feedback to develop themselves. Furthermore, favoritism in task and privilege allocation- driven by personal relationships- further diminishes institutional morale.

3.1.4. Informational Justice:

Informational justice refers to the equal right of all members of the academic community to access, use, produce, and distribute information, while also ensuring digital rights and privacy protections. This may be illustrated through the following:

- **Digitalization and Information Accessibility:** Algerian universities have made notable progress in the digital field; as a Digital City in was established Constantine, with 400 spaces dedicated to innovative entrepreneurs- an initiative that enhances both informational access and innovation.
- **“Zero-Paper” Policy:** Many universities have adopted a “Zero Paper” approach, streamlining administrative and academic procedures by shifting to digital platforms. This has facilitated easier access to information and improved institutional efficiency.
- **Digital Repositories:** Efforts are underway to establish digital repositories that provide students and researchers with open access to academic research and scientific resources. While there are ongoing initiatives to develop legal frameworks to safeguard digital privacy, the implementation of such mechanisms

continues to face practical challenges, though. (Al-Rabiah, 2018, pp. 90-95)

3.2. Analysis of Organizational Justice in Algerian Universities: Common Patterns, Strengths, and Weaknesses:

Some Algerian universities have demonstrated notable progress in the implementation of organizational justice compared to others. For example, University of Algiers 1 is distinguished through the development of transparent evaluation systems; University of Constantine was recognized for its emphasis on distributive justice via equitable scholarship allocation; and University of Oran earned distinction by introducing policies aimed at combating discrimination among both staff and students.

3.2.1. Common Patterns in the Experience of These Algerian Universities:

The experience of the three above-mentioned universities has shown the following:

- In terms of Distributive Justice:
 - Free education for all Algerian students.
 - Efforts to provide university housing for students with financial hardship.
- In terms of Procedural Justice:
 - The LMD (Licence'Bachelor'- Master-Doctorate) system aims to promote transparency in student evaluation.
 - Jury committees are established to ensure fairness in degree conferral.
- In terms of Interactional Justice:
 - The presence of complaint offices in universities such as Oran.
 - Occasional absence of dialogue between university administration and students.

Despite these efforts, we should mention that Algerian universities still face systemic challenges such as overcrowding, which negatively affects educational quality, and administrative bureaucracy, which hinders timely resolution of institutional issues. ((Education, 2022)

Drawing upon the common features observed across Algerian universities, several strengths and weaknesses emerge regarding their pursuit of organizational justice among which.

3.2.2. Weaknesses:

They can be summarized as follows:

- The absence of a standardized and fair performance evaluation system, despite ongoing efforts.
- Administrative bureaucracy and multilayered decision-making processes, which obstruct smooth access to rights.
- Limited administrative training among university leadership, resulting in reliance on personal discretion rather than modern governance models.
- Lack of transparency in both internal and external recruitment and promotion competitions.

- Prevalence of traditional management cultures and the overall weakness of modern university governance structures.

3.2.3. Positive Practices and Institutional Strengths:

These can be summarized as follows:

- The existence of model initiatives at institutions such as the University of Algiers 1, University of Constantine, and University of Oran, which have introduced internal monitoring committees and electronic complaint systems to enhance transparency.
- Implementation of digital evaluation tools aimed at minimizing evaluative bias and fostering objectivity.
- Noticeable tendencies among younger university leadership to involve stakeholders—especially academic staff—in the decision-making process.
- Ongoing investment in digital infrastructure, by including flagship projects like the Digital City and business incubators, which contribute to innovation and information accessibility.
- Adoption of paperless policies (“Zero Paper”) in administrative and academic operations, to facilitate processes and improving efficiency.
- Increased information accessibility through the development of digital repositories and electronic libraries.
- Advancement of university information systems, such as the integration of e-learning platforms (e.g., Moodle) and Enterprise Resource Planning (ERP) systems, exemplified by HouariBoumediene University of Science and Technology “ESTHB”.
- Launch of electronic portals in universities such as Tlemcen and Constantine Universities, providing students with convenient access to academic schedules and examination of results.
- Use of official communication groups- such as WhatsApp and Telegram- for timely dissemination of information among teachers and students, particularly during the COVID-19 pandemic.
- The provision of free higher education. (Fatiha Balour, 2015, pp. 100-108)

3.2.4. Major Challenges to the Implementation of Organizational Justice in Algerian Universities:

Based on various studies that dealt with the application of organizational justice in Algerian higher education institutions, the following key barriers have been identified:

- **Administrative Bias:** A tendency among some university administrations to make decisions perceived as unfair or influenced by favoritism.
- **Lack of Transparency:** Limited disclosure of institutional information, particularly concerning hiring and promotion processes, which often rely more on personal relationships than on merit.
- **Limited Resources:** Insufficient funding leads to decisions that lack equity, along with inequitable allocation of resources across departments.

- **Resistance to Change:** Certain individuals oppose new policies, compounded by the restricted involvement of staff members in decision-making processes.
- **Weak Monitoring and Evaluation Systems:** Absence of modern assessment tools and limited integration of advanced information systems hinders the promotion of organizational justice.
- **Centralization and Bureaucracy:** Excessively centralized decision-making and complex administrative layers slow down implementation and reduce policy effectiveness.
- **Ineffective Complaint and Grievance Mechanisms:** Academic staff and employees face difficulties in filing complaints or receiving fair responses.
- **Lack of Clarity Around Opportunities:** Ambiguities regarding academic and financial opportunities contribute to a sense of inequality within the university community.
- **Underinvestment in Human Resource Development:** Scarcity of professional development and academic promotion opportunities, along with weak administrative training programs that could otherwise foster justice.
- **Poor Communication Channels:** Absence of effective platforms for communication between staff and administrative leadership. (Mohammed, 2016, pp. 101-105)
- **Weak Technological Infrastructure :** Many universities face frequent internet outages and inefficient digital services.
- **Platform Fragmentation:** The use of different management systems across universities complicates adaptation for both students and faculty.
- **Limited Student–Administration Dialogue:** A lack of official communication channels makes it difficult for students to voice concerns or submit suggestions.
- **Uneven Application of Informational Justice:** Varying levels of digital transformation across institutions result in unequal access to information.
- **Insufficient Digital Literacy Programs:** A shortage of training initiatives aimed at enhancing students' and faculty members' informational culture and digital competencies.
- **Weak Data Privacy Protections:** The lack of effective systems to safeguard digital privacy and personal data in online academic environments. (Issa, 2019, pp. 80-85).

3.3. Overview and Analysis of Organizational Justice Practices in Leading Arab and International Universities:

3.3.1. Organizational Justice in Leading International Universities:

3.3.1.1. Harvard University:

Harvard has distinguished itself in the domain of organizational justice by adopting well-defined policies that promote transparency and equal opportunity. A general hallmark of its approach lies in the creation of

independent committees to oversee academic justice. Key features include:

- In terms of distributive Justice:
 - *Scholarships*: Harvard operates a need-blind admission policy, offering generous financial aid packages. Families earning less than \$85,000 annually are exempt from tuition fees.
 - *Resource Allocation*: Through its "Harvard College" model, the university equitably distributes resources across departments, ensuring all units receive adequate research funding.
- In terms of procedural Justice:
 - *Admission Transparency*: Admission criteria are clearly communicated, and all applications undergo multi-stage review by independent committees.
 - *Complaint Resolution*: The "Office of Dispute Resolution" allows a community member to report discrimination or misconduct, ensuring neutral investigations.
- In terms of interactional Justice:
 - *Open Dialogue*: An "Open Door Policy" encourages direct communication between staff, students, and university leadership.
 - *Participatory Leadership*: Programs such as the "Harvard Staff Council" provide employees with a formal voice in decision-making.

Despite all these efforts, Harvard faces ongoing criticism regarding salary disparities among teachers- particularly between the humanities and fields like medicine or engineering.

3.3.1.2. Oxford University:

In General, Oxford University has demonstrated leadership in the field of organizational justice by developing precise and fair evaluation systems based on academic performance, which strengthened the sense of justice.

The details include the following:

- In terms of Distributive Justice:
 - *Oxford Bursaries program*: Financial aid is extended to low-income students, with particular attention to geographic and social diversity.
 - *Resource Redistribution*: The "College Wealth Sharing" system redistributes endowments to less wealthy colleges to promote equal opportunity.
- In terms of Procedural Justice:
 - *Independent student appeals committees*: They give students the right to appeal grades, disputes, and disciplinary decisions.
 - *Transparent Governance*: The University Council includes student and staff representatives in strategic decision-making.

- In terms of Interactional Justice:

- *Tutorials System*: Oxford fosters close, mutual respectful interactions between students and faculty through its one-on-one tutorial model.

- *Diversity Initiatives* like “Oxford for Oxfordshire” that promotes integration with the local community.

However, Oxford keeps facing criticism over its historical preference for elite secondary schools like Eton, despite recent improvements in access.

3.3.1.3. Stanford University:

Stanford stands out for its participatory governance culture, involving both staff and students in university decision-making. Key features include:

- In terms of Distributive Justice:

- *Tuition Waivers*: Families earning under \$150,000 are exempt from tuition costs.

- *Research Funding*: Allocation of research resources through the “Stanford Research Office” is merit-based and innovation-driven, regardless of the faculty.

- In terms of Procedural Justice:

- *The “Openness in Research” policy*: It ensures transparency in evaluating and funding research proposals.

- *Grievance Resolution*: The “Ombuds Office” provides confidential, informal mediation in student-administration disputes.

- In terms of Interactional Justice:

- *Feedback-Oriented Culture*: Regular evaluations from students and staff of the fairness of interpersonal treatment.

- *Inclusion Initiatives*: Programs like “Stanford IDEAL” aim to promote equity and inclusion, especially for minorities.

Despite these strengths, Stanford has been criticized for the influence of external funding (particularly from tech companies) on academic-decisions independence. (Muhammad, 2023, pp. 55-60)

A cross-institutional analysis highlights key shared practices in advancing organizational justice among the international universities:

- *Digitization of Procedures*: Adoption of digital systems (e.g., Harvard’s “MyHarvard”) to ensure procedural transparency and efficiency.

- *The Focus on Diversity and Inclusion*: All three universities uphold clear policies that support equity for minority groups.

- *Ongoing assessment*: The publication of annual reports on organizational justice, exemplified by Stanford’s *Diversity Annual Report*.

3.3.2. Key Features of Leading Arab Universities in Organizational Justice Implementation:

3.3.2.1. King Saud University (Saudi Arabia):

King Saud University has distinguished itself in promoting organizational justice through several initiatives, notably:

- Establishing an electronic grievance system that addresses administrative issues efficiently and transparently.
- Implementing performance-based incentives tied to agreed-upon periodic evaluations.
- Reenforcing communication between leadership and staff via regular meetings and workshops.

To be more specific, it is clarified in the following:

- **Distributive Justice:**

- *Scholarships*: The university grants merit-based scholarships (e.g., "Internal Scholarship Program"), including financial support for housing and transportation.
- *Resource distribution*: The "Colleges of Excellence" system distributes funding across academic departments based on performance and quality criteria.

- **Procedural Justice:**

- *Transparent Admissions*: Criteria for admission into graduate programs are publicly available on the university's official website, reviewed by specialized committees.
- *Grievance Mechanisms*: The Deanship of Student Affairs facilitates the submission of complaints regarding evaluations or administrative decisions.

- **Interactional Justice:**

- *Dialogue Initiatives*: Programs such as the "Student-Administrator Forum" foster direct communication between students and university leadership.
- *Equality Measures*: The university actively promotes the employment of women in academic positions, particularly within the sciences and medical faculties.

Despite these efforts, King Saud University faces ongoing challenges, including slow administrative procedures in certain faculties and limited student participation in strategic decision-making. (University, 2023)

3.3.2.2. University of Kufa (Iraq):

The University of Kufa has demonstrated leadership in advancing organizational justice, as it pioneered in:

- Strengthening interactional justice by improving relations between administration and faculty members.
- Promoting open and direct dialogue with administrative leadership.
- Developing administrative leadership plans through targeted training in equitable human resource management.

To be more specific, it is clarified in the following:

- **Distributive Justice:**

- *Student Support:* The university provides monthly salaries to graduate students, particularly in scientific disciplines.
- *Laboratory Distribution:* Laboratory equipment and materials are allocated equitably across faculties, despite financial constraints.

- **Procedural Justice:**

- *Examination Committees:* Independent monitors are appointed to uphold the integrity of examinations.
- *Appeal Mechanism:* Students can request grade reviews through the faculty dean's office.

- **Interactional Justice:**

- *Support for Marginalized Groups:* Particular attention is given to students from isolated provinces.
- *Discussion Forums:* Faculty-student roundtables are organized to address academic and administrative concerns.

Despite these initiatives, the University of Kufa continues to face challenges related to administrative corruption and lack of resources. (Education, 2020)

3.3.2.3. Palestinian Universities:

Palestinian universities have demonstrated a commitment to advancing organizational justice through the following practices:

- Adoption of policies that promote transparency in the distribution of resources and rewards.
- Establishment of clear promotion criteria based on performance and competence.
- Implementation of incentive programs to motivate staff and encourage teamwork.

To be more specific, it is clarified in the following:

- **Distributive Justice:**

- *Scholarships for students:* Financial aid programs targeting students in need (particularly in universities across the West Bank and Gaza) are supported by international organizations.
- *Research Funding:* Student-led research projects receive support through the Palestinian Scientific Research Fund.

- **Procedural Justice:**

- *Student Elections:* Such as student union elections by the Student Council at Birzeit University.
- *Promotion Transparency:* Faculty evaluations are conducted by academic committees based on research output and teaching performance.

- **Interactional Justice:**

- *Academic Freedom Protection:* Upholding academic freedom despite ongoing political challenges.

- *Psychological Support programs*: Counseling programs designed to assist students affected by occupation-related stress.

Despite these efforts, Palestinian universities continue to face critical challenges due to political instability, which undermines the continuity of the educational process, as well as insufficient funding that hinders equitable opportunity distribution. (Muhammad, 2023, pp. 55-60)

3.3.2.4. University of Andalus (Yemen):

The University of Andalus has demonstrated a clear commitment to advancing organizational justice through several initiatives, most notably:

- Improving its internal information systems to ensure employees' easy access to institutional policies and procedures.
- Enhancing transparency through the regular publication of administrative decisions and evaluation outcomes.

A review of Arab university practices reveals a set of recurring and common challenges in implementing organizational justice, including:

- Bureaucracy and slow procedures.
- Limited financial and human resources.
- Instances of administrative corruption.
- Weak student participation in strategic decision-making.

To effectively address these challenges, Arab universities should consider the following strategies:

- Allocate sufficient resources to support the application of organizational justice.
- Establish effective mechanisms to receive and respond to complaints from staff and students.
- Promote transparency and fairness across all administrative levels.
- Enhance distributive justice: Develop clear, transparent standards for resource and reward allocation.

Moreover, it is important to base reward systems on job performance rather than personal relationships or favoritism.

- Enhance interactional justice by organizing training programs for administrative leaders to strengthen communication skills and mutual respect as well as to foster open dialogue and regular engagement between staff and administration through periodic meetings and open discussions.
- Enhance informational justice by providing accurate and transparent information about policies, decisions, career development opportunities and ensure that faculty and staff can easily access administrative information.
- Enhance the culture of organizational justice through the establishment of specialized committees to

oversee the implementation of organizational justice and to raise awareness of the value of organizational justice through workshops and seminars.

- Open interaction and ensure that top management believes in and actively supports justice-related initiatives.
- Regularly update policies and procedures based on employee feedback.
- Reenforce Procedural Justice through Involving staff and teachers in decision-making processes.
- Conduct periodic surveys to assess staff satisfaction with organizational justice and analyze results to employ them for the development of more effective administrative practices.
- Give special interest for motivation by designing incentive programs that highlight financial and symbolic rewards, and shed light on outstanding contributions.
- Adopt advanced information systems to measure performance, distribute resources, and provide institutional data access.

3.4. Comparative Study:

3.4.1. Comparison Between Algerian and Arab Universities:

This comparison may be illustrated by identifying both the similarities and differences in their application of organizational justice.

- **Similarities:**

The common similarities between Algerian and other Arab universities regarding the implementation of organizational justice can be summarized as follows:

- **Free or Subsidized Education:** Both systems provide access to either free or publicly supported education for students (e.g., Saudi Arabia, Algeria).
- **Bureaucratic Challenges:** Both suffer from slow administrative procedures and inefficiencies.
- **Funding Constraints:** Limited financial resources due to the number of enrolled students.
- **Differences:**

The differences in organizational justice practices between Algerian and Arab universities are presented in the following table:

Table 2: A comparison between Algerian and Arab Universities

The criterion	Algerian Universities	Arab Universities (Such as Saudi Arabia)
Scientific Research	Weak research funding	More investment in research (King Saud University as an example)
Infrastructure	Old infrastructure in some universities	Developed laboratories (especially in the Middle East)

Independence	Centralized Oversight by the Ministry of Higher Education	Independent Governance in Some universities (like private Saudi universities)
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Source: Prepared by the researcher based on multiple reports.

Based on the table, we can see notable differences between Algerian and other Arab universities in terms of research output, infrastructure development, and independence from state institutions. Arab universities tend to have greater independence from state control, generally possess more advanced infrastructure and demonstrate higher levels of investment in scientific research than their Algerian counterparts.

3.4.2. Comparison Between Algerian and International Universities (e.g., Harvard, Stanford):

The differences in organizational justice practices between Algerian and International universities are presented in the following table:

Table 3: A comparison between Algerian and International Leading Universities

The criterion	Algerian Universities	International leading universities
Funding	Relying on government funding	Diversified funding sources (donations, investments, patents)
Teaching quality	High student density with limited resources	Low student/ teacher ratio with abundant resources
Procedural justice	Centralized bureaucracy	Transparent digital systems (e.g., Harvard's admissions infrastructure)
Innovation	Limited support for entrepreneurship	Business incubators and entrepreneurial support (e.g., Stanford StartX)

Source: Prepared by the researcher based on multiple reports.

The table highlights significant gaps between Algerian and foreign universities in terms of funding, teaching quality, procedural justice, and innovation. Foreign universities benefit from diversified funding sources, whereas Algerian universities rely primarily on government support. Moreover, Algerian institutions face high student-to-faculty ratios, in contrast to the comparatively low student density observed in foreign universities. Additionally, while Arab universities are characterized by bureaucratic and centralized administrative structures, foreign universities adopt transparent digital systems. These universities also extensively engage with entrepreneurs and business incubators, which remain relatively limited in Algerian universities.

3.4.3. A Comparative Analysis of Algerian, Arab, and Foreign Universities:

The following table presents the organizational justice differences between Algerian, Arab, and foreign universities, according to the different types of justice.

Based on the table, and in terms of distributive justice, foreign universities allocate resources based on performance and scientific research, whereas Arab universities are transitioning toward transparent electronic systems. However, resource allocation in Algerian universities is predominantly influenced by power dynamics

and interpersonal connections. Concerning procedural justice, foreign universities apply clear and independent decision-making criteria. Arab universities have made progress in enhancing transparency, though inconsistencies remain. Algerian universities, however, suffer from a marked lack of transparency, particularly in promotion and recruitment practices.

Table 4: Differences between between Algerian, Arab, and foreign universities in terms of the implementation of Organizational justice

The criteria	Foreign Universities	Arab Universities	Algerian Universities
Distributive justice	Allocation of resources based on performance and research	Moderate improvement through transparent digital systems	Unbalanced distribution influenced by personal connections and influence
Procedural Justice	Clear and independent criteria of decision making	Improved transparency with occasional exceptions	Lack of transparency in promotions and recruitment
Interactional Justice	Interactive environment encouraging stakeholder involvement	Enhanced communication policies	Weak communication between administration and academics
Informational Justice	Available information due to Comprehensive and regularly updated reports	Improvement in information publishing through university websites	Limited information about individual rights and grievance procedures

Source: prepared by the researcher based on the previous data.

In terms of interactional justice, foreign universities foster participatory environments that encourage decision-making engagement. Arab universities prioritize improved communication policies, while the Algerian ones continue to suffer from weak interaction between administration and academic staff.

Finally, when it comes to informational justice, foreign universities ensure the regular provision of information through updated institutional reports. Arab universities are improving information dissemination via their websites, whereas Algerian universities still struggle with limited access to information about individual rights and grievance procedures.

3.4.4. Analysis of Structural and Operational Gaps in Algerian Universities and Proposed Solutions:

- **Funding Gap:** Algerian universities face a persistent challenge stemming from their complete reliance on government funding. A viable solution lies in establishing university endowment funds, modeled after practices in American higher education institutions.
- **Scientific Research Gap:** Algerian universities suffer from a limited presence in internationally published research. One proposed solution involves incentivizing publication in indexed journals through financial rewards.
- **Administrative Gap:** Decision-making processes in Algerian universities remain highly centralized. Adopting the “entrepreneurial university” model- such as that of King Abdullah University of Science and Technology- could offer greater institutional autonomy and innovation.

- **Infrastructure Gap:** Many Algerian university laboratories lack adequate equipment. Strategic partnerships with technology firms- like Huawei's agreements with African universities- may help bridge this gap through resource-sharing and technical support.

3.5. Lessons for Algeria from Successful Models:

- **From Saudi Arabia:** The *Foreign Scholarship Program* serves: as a compelling model, Algeriacouldestablishsimilar initiatives targeting high-achievingstudents.
- **From Europe:** The *Erasmus+ Program* exemplifies successful student exchange. Strengthening partnerships with Mediterranean universities would promote mobility and international collaboration.
- **From the United States:** *Philanthropic Endowments* represent a sustainable funding mechanism. Encouraging wealthy alumni to contribute to their alma mater could support university development.
- **Additional Insights from Comparative Institutions:**
 - Enhancing research investment through partnerships with the private sector;
 - Improving infrastructure by adopting smart financing models;
 - Introducing digital systems to streamline administrative processes (e.g., electronic admissions);
 - Advancing transparency by publishing clear regulations on promotions and appointments, implementing digital tracking systems, and issuing regular reports on hiring, promotions, and bonuses.
 - Enhance academic autonomy by forming independent committees to review administrative and financial decisions.
 - Activate participatory governance mechanisms by involving faculty members and students in decision-making processes through advisory councils.
 - Promote informational justice by publishing regular performance reports on universities and ensuring broad public accessibility.
 - Implement performance evaluation indicators to annually assess the achievement of organizational justice.
 - Reform institutional policies by periodically reviewing administrative regulations and enhancing internal governance frameworks.
 - Training and Awareness: Promote understanding of organizational justice by conducting targeted training programs for university administrators and staff, encouraging meaningful participation in decision-making processes.
 - Internal Communication Enhancement: Improve internal dialogue by institutionalizing regular meetings between management and staff, and expanding electronic communication channels.
 - Technological Advancement: Adopt human resource information systems that facilitate equitable distribution of opportunities, alongside implementing periodic electronic surveys to monitor employee

satisfaction.

- **Administrative Decentralization:** Delegate authority to faculties and departments to enhance responsiveness and institutional flexibility

3.6. Proposal for an Organizational Justice Model in Algerian Universities:

To effectively implement organizational justice within Algerian universities and apply the recommendations derived from comparative institutional experiences, the following foundational principles must be emphasized as core pillars of any successful organizational justice model:

- **Conducting a Comprehensive Evaluation:** Analyze the current state of justice within the university.
- **Developing a Strategic Action Plan:** Set clear priorities and define key areas that require improvement.
- **Implementing Transparent Policies:** Establish clear and consistent systems for recruitment, evaluation, and reward distribution.
- **Creating Independent Oversight Committees:** Ensure continuous monitoring of justice implementation.
- **Fostering Effective Communication:** Establish dedicated channels for complaints and suggestions that ensure inclusive feedback and institutional responsiveness.
- **Developing a National Charter for Organizational Justice:** Introduce a standardized framework across higher education institutions, outlining principles for equitable resource allocation, performance evaluation, and promotion practices.
- **Enhancing University Stakeholder Participation (Teachers, administrators, students):** To engage actively in institutional decision-making processes to ensure procedural fairness.
 - **Strengthening Ethical Oversight:** Improve appeal and grievance mechanisms by activating independent ethics committees within universities.
 - **Organizing Continuous Training courses:** To promote a fair organizational culture and inform stakeholders of their rights and responsibilities.
 - **Leveraging International Best Practices:** Initiate partnership agreements and knowledge exchanges with leading universities to incorporate global governance and institutional justice models.

Algerian universities that have yet to adopt this approach may begin gradually by prioritizing transparency and involving all stakeholder groups in decision-making processes.

4. Conclusion:

Addressing organizational justice within the university environment is more than a mere academic indulgence; rather, it constitutes a vital entry point for understanding institutional dynamics, enhancing performance quality, and ensuring a stable occupational climate.

4.1 Study Findings: This study has come to a number of findings:

- An analysis of Algerian universities revealed several weaknesses in their implementation of organizational justice, most notably the absence of a fair and systematic performance evaluation framework. Additional challenges include bureaucracy, limited administrative training, lack of transparency, and weak governance practices. Nonetheless, a gradual shift toward digital transformation is noticeable through the development of digital repositories, electronic portals, and the adoption of online evaluation tools.
- The analysis of the selected Arab and foreign universities has led us to the conclusion that Arab universities exhibited various approaches to justice implementation: emphasizing scholarships, laboratory distribution, and protection of academic freedom, while simultaneously grappling with uneven challenges such as administrative inefficiency, corruption, resource scarcity, funding limitations, and restricted participation. Conversely, foreign universities demonstrated more consistent strengths, notably in resource diversification, open dialogue, transparent governance, and the establishment of grievance mechanisms. However, they faced difficulties as well, such as elite-focused admissions policies, external funding pressures affecting academic autonomy, and discrepancies in faculty remuneration.
- pronounced gap between theoretical principles and practical implementation. Bureaucracy and favoritism remain major obstacles to achieving equity within the university system. Nonetheless, serious reforms in transparency, communication, and resource distribution could greatly enhance the academic environment—ultimately improving the quality of education and research in Algeria. Most of the disparities identified were linked to funding mechanisms, research output, administrative inefficiencies, infrastructure limitations, institutional autonomy, and innovation capacity.
- This study also highlighted a series of persistent challenges facing Algerian universities, chief among them: administrative bias, lack of transparency, limited resources, weak oversight mechanisms, inadequate grievance procedures, underdeveloped infrastructure, and deficiencies in leadership and human resource development.
- the findings underscore the urgent need for Algerian universities to embrace administrative decentralization in order to foster greater institutional autonomy. Furthermore, diversifying funding sources through strategic partnerships and investment initiatives, while enhancing quality by prioritizing research and infrastructure development, should be core components of future reform efforts.

4.2 Recommendations:

- implementing transparent criteria for promotions and task distribution, and improving communication mechanisms between university administration and faculty members. These proposals aim to boost the operational efficiency of Algerian universities and increase their competitiveness at both regional and

international levels. Organizational justice in Algerian universities suffers from deep-rooted structural and cultural imbalances that necessitate comprehensive and fundamental reforms.

- The study has effectively addressed the central research problem by demonstrating the urgent need to revise the administrative and organizational frameworks and adopt modern governance approaches to ensure a more equitable and motivating academic environment. In contrast, the universities included in the comparative analysis exhibit relative stability, which can be attributed to rational administrative practices founded on transparency, accountability, and participatory decision-making. Algerian universities require substantial improvements to align with global standards; however, there remains a sense of optimism thanks to the presence of competent individuals within the Algerian academic system who could lead meaningful reforms-provided that genuine and strong political and administrative will exists.

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