The Reflection Of Perceived Justice of Educational Services Recovery Systems On Brand Equity
A Survey Study Of A Sample Of Viewpoints Of Educational Faculty Members And Students In Private Colleges In The Middle Euphrates Provinces In Iraq

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Abstract: *The study main objective is to diagnose the nature of the relationship and impact between the perceived justice of educational services recovery systems and brand Equity. From the main objective several goals emerged and two main hypotheses were derived from which sub-hypotheses emerged that were subject to statistical tests. The study community was the private universities/colleges in Iraq while the study sample was the private universities/colleges in the Middle Euphrates provinces. (255) questionnaires about the perceived justice for the educational services recovery systems and the brand Equity which were given to students. In order to process the data, many statistical methods were used, the most highlighted of which are (arithmetic mean, standard deviation and simple correlation coefficient) and depending on that, a number of searching consultations were determined to be the boundaries of the study as the following:*
1.   Does the university / college management have a futuristic vision about the extent of a perceived justice reflection on the brand Equity?
2.   Can the perceived justice for the educational services recovery systems lead to achieve the best results in improving the brand Equity?
3.   What is the nature of the correlative relationship and impact between the perceived justice of the educational services recovery systems and the brand Equity in the studied organizations?

The study was also built on a hypothetical schema on the basis of the anchors of the study's problem and objectives. A number of statistical methods were used to test its schema, these methods facilitate access to the study attitudes and the study reached a set of conclusions, the most important of which is that workers are aware of the existence of the perceived justice of the educational services recovery systems in their different dimensions on the work site, that leads them to be integrated into the organization, their commitment and their job satisfaction, and even their psychological health stabilization with no intention to leave the organization.

I. 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 brand Equity, and because of the limited local studies involved in the analysis of relationship between the perceived justice of educational services recovery systems and brand Equity, 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.

II. 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.

Depending on all above, the perceived justice of educational services recovery systems was chosen as a main variable, its role in improving brand Equity 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 brand Equity? From this questions, the following sub-questions emerge:
1. Does the university / college administration have a future vision of the perceived justice reflection on their own brand Equitys?
2. Can the kinds of the perceived justice of educational services recovery systems lead to achieve the best results in improving their own brand Equitys?
3. What is the nature of the correlation and impact of the perceived justice of educational services recovery systems and the brand Equitys 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 importance of the study lies in the vital subject addressed, which is the role of a perceived justice of educational services recovery systems in improving the brand Equitys, and its attempt to provide scientific foundations that the sample organizations (private universities/colleges in the Middle Euphrates provinces) can depend on in light of clarification of the perceived justice and its kinds and the amount of change that it can do to the brand Equitys of the universities/colleges of the study sample.
2. The scarcity of studies, as far as the author knows, that were interested in studying the study variables in one default sample, and this indicates a knowledge gap that should be bridged.
3. This research can be useful in several aspects, its results could be useful on the field level of the studied institution as well as applying and generalizing them on the level of other institutions.

Third: Study objectives

The main objective of the study is to diagnose the nature of the correlation and impact between the perceived justice of educational services recovery systems and to improve the brand Equity, and from the main objective, other several goals emerge:
1. To form a hypothetical framework about the concept of the perceived justice and its types as well as identifying the reputation of the organization and the brand Equitys.
2. To detect the level of perceived justice in its different dimensions (distributional, procedural, and interactive).
3. Through the sample's answers, possible correlations between the main variables and sub-dimensions could be identified.

Fourth: Study schema

The methodological processing of the problem in the light of its theoretical framework and its field contents requires a hypothetical schematic design that represents the subjects under study and correlation and impact among their components and variables aiming at identifying intellectual and cognitive framework that should be covered first, the hypothetical model offers a vision expressing the idea of the study and the correlation that will be studied (HAIR et al, 2014: 66) and the schema below presents the study hypothetical model.
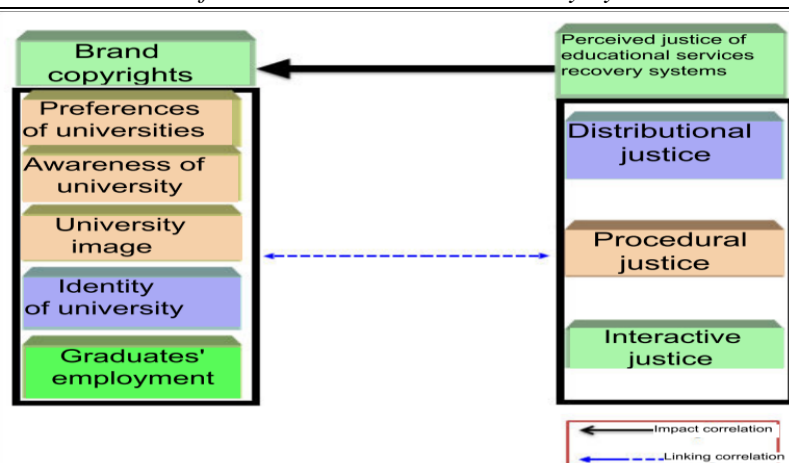
Figure (1) The study hypothetical schema

Fifth : Study hypotheses

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

✓ There is a positive and signficantly linking relationship between the dimension of distributional justice and the dimensions of the brand Equitys.

✓ There is a positive and signficantly linking relationship between the dimension of procedural justice and the dimensions of the brand Equitys.

✓ There is a positive and signficantly linking relationship between the dimension of interactive justice and the dimensions of the brand Equitys.

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

✓ There is a relationship of a positive and signficantly impact of the distributional justice dimension on the brand Equitys.

✓ There is a relationship of a positive and signficantly impact of the procedural justice dimension on the brand Equitys.

✓ There is a relationship of a positive and signficantly impact of the interactive justice dimension on the brand Equitys.

Sixth: Description of the study sample

After a random sample of (255) university teachers was 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:

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.

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%) (years) of individuals who have a significant experience in the field of academic education service.

Seventh: Study measurement tools

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 (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	
TROW	University preferences	5	(Soud: 2015)
	Awareness for university	5	
	Image of university	8	
	Identity of university	5	
	Graduates' employment	4	

III. THEORETICAL FORMWORK

The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no punctuation following the equation. All equations are numbered and referred to in the text solely by a number enclosed in a round bracket (i.e., (3) reads as "equation 3"). Ensure that any miscellaneous numbering system you use in your paper cannot be confused with a reference [4] or an equation (3) designation. (10)

First: perceived justice of educational services recovery systems

1. **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.

2.   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 AI. 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: Brand Equitys

1.   The concept of brand Equitys

It is known that the emergence of "brand Equitys" in marketing literature is the result of the attempt to determine the relationship between customers and trademarks.(Wood, 2000. 32.). Brand Equitys include a kind of value added to products that helps increase and preserve the interests of companies and their long-term capabilities. (Chen.2008.33). Over the past two decades, a great deal of researches dealt with different aspects of brand Equitys; the brand Equitys was accepted in general as a critical success factor to distinguish between companies and service providers from its competitors. High-level brand Equitys are related to outstanding performance, including ongoing price raise, non-flexible price sensitivity, high market shares, and successful expansion in new business, competitive cost structures, and high profitability, all of which are contributing in the competitive advantage of companies (48 Vazquez et al.2002 ،Keller and Lehmann 2003.26). There are several definitions for trademark Equitys which are clarified in table (5)

Table (5) Definitions for trademark Equitys

Researcher	Definition
Farquhar (1989.5)	**Added value given by the product trademark**
Aaker (1991.102	**A fundamental group of trademark origins and requirements associated with the trademark, its name and symbol that adds to or puts from the value provided by a product or service for a company and / or the customers of that company.**
Keller (1993.8)	**The various effect of the awareness of the trademark on consumer response to brand marketing.**
Vazquez et.al(2002.31)	**The benefit that is connected by the consumer by using and consuming the trademark.**
Ailawadi et.al(2003.6)	**The outcome of the results achieved for a product that carries its trademark name compared to those that may accumulate if the product itself doesn't carry a name for the trademark "**
Yasin et al(2007)	**Consumer preference towards a axial trademark in terms of their preference and purchase intention and choosing between brands in the product category, which offers the same level of product advantages as consumers see.**
Khan et al .2009.43	**A registered logo or name or symbol the seller really has an exclusive right to own.**
Lloyd.2007.42	**The trademark represents the hidden connection between the organization and stakeholders.**
Bickerton.2000.45	**One of the company's assets which is very precious and is essentially associated with internal factors of the organization such as its strategy and culture and externally such as its competitive position and reputation.**
Hubanic . 2009 . 21	**Information symbolic embodiment related to services and products provided by the organization under a specific name or formula.**

The researcher believes that the trademark represents one of the most significant
 intangible assets of the organization, the outstanding trademark means:
-       The additional value obtained by the product or service
-       A larger market share and more profit and larger cash flow
-       Culture that spreads in society
-       Larger distinction for the organization products and services.
-       Representing the pulsing heart for marketing services and products.

2.   The importance of the brand Equitys

The trademark is of great importance for the product and customer to reduce the perceived risk of the customer and it is regarded as a promise to the customer according to his/her expectation towards the brand.
(Blain.2005.20). As for (Cho. 2011.11), he indicated that the trademark has a great deal of importance that it grants for that brand, and that is done through:
1.   It helps to clarify the identity of the product and services that the organization provides.
2.   It works on reducing the cost of the advertisement because the customer is more aware because of his trademark.
3.   It works on increasing profits achieved by the organization because the customer is prepared to pay even if the prices of service provided by the organization rise in order to obtain his trademark.
4.   The trademark works on protecting the organization's products because it offers the legal protection for the product from fraud.
(Jobber.2004.35) selected a range of benefits achieved by the brand for the consumer and organization as the following:
As for the organization, the trademark works on promoting the financial value of the organization and to affect the consumer's perceptions and preferences, and obstruct competitors.
As for (Kashkul. 2010.56) quoting from (Kotler & Armstrong.2009. 489) that the trademark imposes
challenging decisions to be taken by producers, and figure (14) showed the main brand strategy decisions.

IV. PRACTICAL ASPECT OF THE STUDY

1. 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 (distributional justice, procedural justice, and interactive justice), and the fourth variable (brand Equitys) in five actual dimensions (university preferences, awareness for university, image of university, identity of university, and graduates' employment), 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)	**Distributional justice**	**4**	PJA
	Procedural justice	**6**	PJB
	Interactive justice	**6**	PJC
Brand Equitys (TROW)	**University preferences**	**5**	TRA
	Awareness for university	**5**	TRB
	Image of university	**8**	TRC
	Identity of university	**5**	TRD
	Graduates' employment	**4**	TRE

2. 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 brand Equitys) 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

Brand Equitys		Perceived function	Brand Equitys
Size of sample		255	**255**
Arithmetic mean	Poisson distribution parameter	4.015	**3.882**
Standard deviation		0.688	**0.752**
Statistic of (Kol-Smi) test		0.082	**0.068**
Significance value (P.value)		**P > 0.05**	P > 0.05

3. Stability of measurement tool

Shown results indicate that the variables under study (perceived justice of educational services recovery systems and brand Equitys) and their dimensions obtained a طردي 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 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 (brand Equitys) in actual five dimensions (university preferences, awareness for university, image of university, identity of university, and graduates' employment) distributed over (27) items, to refer to the Cronbach's alpha coefficient of (0.927), (0.874) for the dimension of graduates' employment, (0.925) for the dimension of the university identity, to stabilize with the condition of Cronbach's alpha stability coefficient.

Table (8) Cronbach's alpha coefficients

variable	Dimension	Number of items	Cronbach's alpha coefficient for each dimension
Perceived justice of educational services recovery systems	Distributional justice	4	0.835
	Procedural justice	6	0.913
	Interactive justice	6	0.890
		0.951	
Brand Equitys	University preferences	5	0.889
	Awareness for university	5	0.907
	Image of university	8	0.920
	Identity of university	5	0.925
	Graduates' employment	4	0.874
		0.972	

Correlation coefficient between the two questionnaire parts			0.972
Half segmentation coefficient	34	odd	0.976
	34	even	0.972
Spearman Brown coefficient			0.882
Guttman Split-Half Coefficient			0.882

4. 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. 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 (Brand Equitys)

The results of table (10) showed that the variable of the brand Equitys is moving towards the agreement of the studied sample at a high level and with a relative interest of (78%) indicating that the interest of the studied sample in developing its image compared to its competitors by improving the confidence and building a good impression among its customers, and that was supported by the arithmetic mean of (3.88) and a standard deviation of (0.752) indicating the interest of the studied sample in employing good talented graduates.

The results of the study indicate that the dimension of university image of gained the first place with good relative interest of (80%) pointing to the interest of the studied sample to build good impressions and high credibility among its customers in order to ensure the creation of a positive perception in the customer's mind and this leads to the high arithmetic mean of (3.99) and a standard deviation of (0.731), which shows the orientation of the studied sample towards making significant contributions to the community by creating a positive experience for the customer. On the other hand, the results showed that the items of the dimension of the university image achieved the agreement of the study sample with a high arithmetic mean that ranged between (3.84-4.12) to show the level of good interest of the sample between (77%-82%) pointing out the keenness of the studied sample to build a better image than its competitors and a fluctuating standard deviation between (1.039 -0.806) so that the studied sample can maintain the excellent services provided to its customers.

The dimension of the university's preferences gained the last place with an agreement of (75%) of the members of the studied sample and with an arithmetic mean of (3.77) to indicate that the studied sample seeks to build a prestigious and distinguished trademark that remains in the minds of the customers who deal with it, with a standard deviation of (0.819), while the items of the dimension of university's preferences achieved an arithmetic mean heading towards the agreement between (3.64-3.9) and a standard deviation of (1.036-0.848),

pointing to the interest of the studied sample between (73%-78%) towards encouraging active facilities to deal with the studied sample by providing preferences that convince the customer not to go to other universities.

Table (10) The statistical description for the brand Equitys

Dimensions	Arithmetic mean	Standard deviation	Availability level	Relative importance %	Ranks of dimensions
University preferences	3.777	0.819	Good	75%	Fifth
Awareness for university	3.68	0.845	Good	77%	Third
Image of university	3.99	0.731	Good	80%	First
Identity of university	3.84	0.913	Good	77%	Fourth
Graduates' employment	3.96	0.834	Good	79%	Second
General average of brand Equitys	3.88	0.752	Good	785	

5. Study hypotheses

The first main hypothesis : This hypothesis says that (**there is a positive linking correlation between the perceived justice of educational services recovery systems and the brand Equitys.**)

The results of table 11 indicate that the increased perceived justice of educational services recovery systems improves the brand Equitys, this indicates the consistency and harmony of the study sample answers to the relationship between the perceived justice of educational services recovery systems and the reputation of the organization with a strong relationship of (0.680) and at a significance level less than (0.01)[1]. In addition, increasing the level of the perceived justice improves the relationship towards the dimensions of the brand Equitys between (0.546-0.686) for the graduates' employment and the university's image indicating that the studied sample is interested in attracting talented graduates in order to ensure high-level of perceived justice.

Table (11) : Correlation between the perceived justice of educational services recovery systems and the brand Equitys and dimensions of both of them

	Distributional justice	Procedural justice	Interactive justice	Perceived justice of educational services recovery	University preferences	Awareness for university	Image of university	Identity of university	Graduates' employment	Brand Equitys
Distributional justice	1									
Procedural justice	.808**	1								
Interactive justice	.730**	.802**	1							
Perceived justice of educational services recovery systems	.920**	.944**	.906**	1						
University preferences	.696**	.589**	.519**	.654**	1					
Awareness for university	.521**	.681**	.520**	.623**	.839**	1				
Image of university	.572**	.610**	.733**	.686**	.811**	.823**	1			
Identity of university	.565**	.524**	.539**	.587**	.788**	.698**	.788**	1		
Graduates' employment	.480**	.506**	.532**	.546**	.733**	.688**	.778**	.853**	1	
Brand Equitys	.624**	.640**	.622**	.680**	.918**	.890**	.920**	.914**	.895**	1

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[1] the significance level value (0.01) was adopted depending on the outputs of (SPSS) statistical package

The second main hypothesis: This hypothesis says that (**there is an impact correlation of a significance level for the perceived justice of educational services recovery systems on the brand Equitys**)

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 brand Equitys in a standard weight of (0.734) and reduce the standard error to (0.048) with a critical value of (15,292), indicating that the dimensions of the perceived justice of educational services recovery systems contributed in interpreting (0.539) of the requirements that control the brand
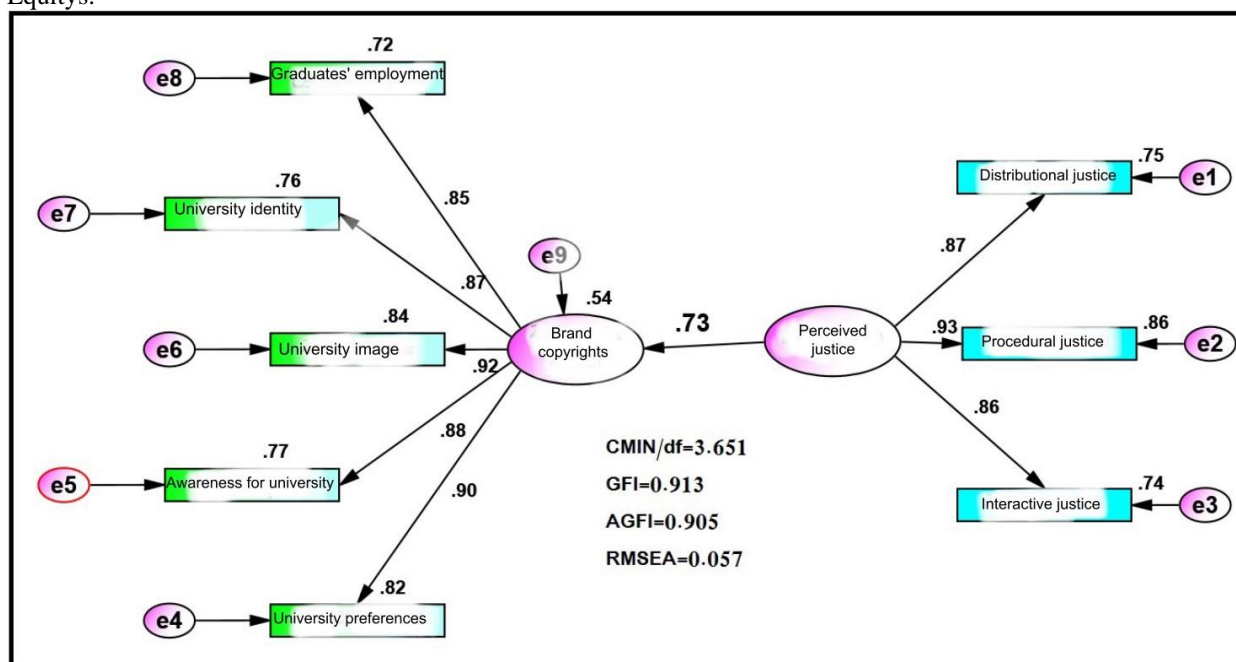
Equitys.

Figure (2) the standard model for the perceived justice of educational services recovery systems in the brand Equitys

Table (12) The results of the impact of the perceived justice of educational services recovery systems on the brand Equitys

Path			Standard weights	Standard errors	Critical value	Coefficient Of determination R^2	Probability (P)
Perceived Justice of educational services systems	**--- >**	**Brand Equitys**	**0.734**	**0.048**	**15.292**	**0.539**	0.001

V. CONCLUSIONS AND RECOMMENDATIONS

A conclusion section must be included and should indicate clearly the advantages, limitations, and possible applications of the paper. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extentions. (10)

First: Conclusions

1.	The suggested hypothetical model achieved a certain amount of agreement after been chosen, thus, it could be accepted within the structural statistical correlation, and then the chosen version is adopted.

2.	When workers realize the existence of organizational justice in its different dimensions in the workplace, this will lead to their integration into the organization, their commitment, their sense of job satisfaction, and even leads to stabilize their psychological health and not having any intention to leave the organization. Therefore, this will be reflected positively on improving the reputation of the organization internally and thus improving it externally among stakeholders, but if workers realize that the organization does not have justice or has lack of it, that may lead to reverse consequences affecting negatively on the workers' response and reactions, such as reducing their work efforts, dissatisfaction, and depraved work behavior towards co-workers, supervisors and the organization.

3.	Through some of the interviews conducted by the researcher with the research sample, we find that there is grumbling and regret for some of the wrong practices by the deanships of colleges especially when nepotism is adopted instead of merits for positions to manage the scientific departments or provide rewards and incentives.

4.	The research showed the importance of organizational justice, as it is regarded as a major and important aspect of success for organizations, although the practical aspect showed a weakness in some of the sub-variables of the main variable.

5. The brand is considered as an unreplaceable fundamental cornerstone to support the organization's competitive position for its ability to gain customer's trust, which is the cornerstone of the organization's success.

Second: Recommendations

1. There is a necessity for the deans of colleges, heads of departments and direct supervisors to understand the importance of positive interaction with the teaching staff such as respectful treatment, appreciation, sincerity and making their rights among the basic concerns of the deanship of colleges, because it may lead the teaching staff to realize fair treatment that they receive when the procedures are applied.

2. To give a kind of freedom for the teaching staff to express their viewpoints regarding the decisions of their concern, in terms of decisions, procedures and mechanisms related to their salaries and rewards and the assessment of their performance.

3. It is important for the university/college's deanships to follow-up the status of justice in them and put appropriate treatments for the failures of their departments in this field, through emphasizing that all employees are treated fairly, consistently and without prejudice by adopting an open-door policy with employees to listen to their viewpoints and deal seriously with their complaints and study them and put appropriate treatments for them and build a system of incentives and rewards that are related to their performance, in order to reflect the feeling of individuals that efforts in their organizations are met by an administration that takes on the standard of justice in providing incentives and rewards.

4. To emphasize linking tangible and moral requirements with the achievement of the perceived justice, without making them subject to whims and deeds which are far away from honesty and workers' rights.

5. To establish a neutral unprejudiced thought for the high administration and chairmen of work, because of its positive impact on the success of the work and eventually the success of the organization.

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