

The impact of organizational justice on the smart organization: the mediating role of organizational learning in Saudi universities (Shaqra University is a model)

أثر العدالة التنظيمية على المنظمة الذكية: الدور الوسيط للتعلم التنظيمي في الجامعات السعودية (جامعة شقراء نموذجاً)

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Abstract:

The aim of the current study was to investigate the mediation role of organizational learning (OL) in Saudi universities in relationship between organizational justices (OJ) on the smart organization (SO). The data were gathered from the academic staff members at Shaqra University. Selecting the sample was randomly design from the staff population of Shaqra University, that among of (60) members. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is (0.866), Descriptive and analytical research methodology was used to collect data and to analyses the extent to which (OJ) impact on (SO), throw (OL) in the Shaqra University ,the questionnaires' reliability was also tested and they were reliable due to Cronbach's Alpha coefficient of (0.79), and (0.87) respectively. Data analysis was carried out by using the statistical program package (SPSS 23) and (AMOS23). The results showed that there was a significant correlation between Organizational justice (OJ) and smart Organization (SO). Furthermore, there is direct impact of organizational justice (OJ) dimensions on the smart organization (SO) at Shaqra University. In addition there is The indirect effect of organizational justice (OJ) on the smart organization (SO), with the presence of organizational learning, which indicates the mediating role played by organizational learning (OL) in the impact of organizational justice (OJ) in the smart organization (SO) at Shaqra University.

Key Words: *Organizational Justice (OJ), Organizational Learning (OL), Smart Organization (SO)*

المستخلص:

تهدف الدراسة الحالية هو التحقيق في دور الوساطة للتعلم التنظيمي (OL) في الجامعات السعودية في العلاقة بين الفضاة التنظيميين (OJ) على المنظمة الذكية (SO). تم جمع البيانات من أعضاء هيئة التدريس في جامعة شقراء. تم الاختيار بناء على تصميم عينة عشوائية من موظفي جامعة شقراء من بين (60) عضواً. مقياس (كايزر-ماير-أولكين) لكفاية أخذ العينات (KMO) هو (0.866)، وقد تم استخدام منهجية البحث الوصفي والتحليلي لجمع البيانات وتحليل مدى تأثير (OJ) على (SO) و (OL) في جامعة شقراء، كما تم حساب موثوقية الاستبيانات وكانت موثوقة بسبب معامل ألفا كرونباخ البالغ (0.79) و (0.87) على التوالي. تم إجراء تحليل البيانات باستخدام حزمة البرامج الإحصائية (SPSS 23) و (AMOS23). أظهرت اهم النتائج وجود علاقة ارتباطية كبيرة بين العدالة التنظيمية (OJ) والمنظمة الذكية (SO). علاوة على ذلك، هناك تأثير مباشر لأبعاد العدالة التنظيمية (OJ) على المنظمة الذكية (SO) في جامعة شقراء. بالإضافة إلى ذلك هناك التأثير غير المباشر للعدالة التنظيمية (OJ) على المنظمة الذكية (SO)، مع وجود التعلم التنظيمي، مما يدل على الدور الوسيط الذي يلعبه التعلم التنظيمي (OL) في تأثير العدالة التنظيمية (OJ) في المنظمة الذكية (SO) في جامعة شقراء.

الكلمات المفتاحية: العدالة التنظيمية، المنظمة الذكية، التعلم التنظيمي

Introduction:

One of the most important elements for the success of universities is the presence of qualified staffs. In which the staffs have an important role in the effective management of educational activities. Organizations around the world are facing demands so they require learning at work environment with greater speed, lower cost, the most effective and flexible workforce to daily changes (Kessels, 2001). In other words, fairness and consideration of ethical rules in decisions taken, practices, and distribution of resources positively affect the performance of staffs (Cheung & Law, 2008; Akar, 2018; Duffield & McCuen, 2000). In an organizational setup, justice is about the social norms and rules administering how results (for example, punishments and rewards) ought to be distributed, what are procedures utilized for settling on such distribution decisions, and how individuals are dealt with relationally (Bies & Tripp, 1995). The concept of justice is considered within the framework of a social change. When deciding whether the organization they work in is fair or not, employees often compare the contribution/reward rates of other employees working in similar conditions with their achievements (Judge & Colquitt, 2004). Whereas, the emergence of the smart organization as a contemporary concept, which emphasized the research and development processes in the various organizations, and then took this concept gradually from within the organization to include after that the development of the organization as a whole for the necessity acquired from within the organizations, so this concept developed until it became a comprehensive representation of the smart organization. (Teresko ,2006).

Organizational learning was employed in organizations the first time by March & Simon (1958) (Falconer, 2006) and then with Argyris & Schon's ideas in 1970, the term organizational learning proposed in management literature (Pawlowsky, 2001). Another point of view says that the organization is called a learning organization that trains employees by creating, acquiring, and transferring knowledge and changing activities to provide new knowledge and understanding (Muhammad et al., 2016).

While Huber (2007) considers four stages for organizational learning; acquisition of knowledge, dissemination of information, Interpretation of Information and Institutional memory. Jerz-Gomez Cespedes-Lorente and (Valle-Cabrera 2005) also determine these four components for organizational learning capability; managerial obligation, system vision, openness, knowledge exchange and integration. (Chiva) presented a conceptual model of organizational learning capabilities that is include the following five dimensions; Experimentation, Interaction with the external environment, Participative decision making, Risk taking, Dialogue, (Chiva et al. (2007).

The aim of this paper is to evaluate the extent to which organizational justices (OJ) impact smart organization(SO), and also to explain impact organizational justices (OJ)with dimensions (Distributive justice(DJ), Procedural justice(PJ), and Reactive justice(RJ)),on smart organization(SO) with its dimensions (Understanding the environment(UE), Transfer of Resources (TR), and continuous education(CE)), throw organizational learning(OL) with its dimensions (The acquisition of knowledge (AK), Distribute information(DI), Interpretation of information(II), Organizational memory(OM) .

The first field: methodology and previous studies

Firstly: The study Problem:

The problem of the study depends on that the concept of organizational justice (OJ), the smart organization (SO), and the mediating role of organizational learning (OL) are among the modern concepts, and the results reached by the researchers, which the researcher believes that there is a gap between these concepts, which formed an incentive for the researcher to study them and try to apply them to Saudi educational institutions. The researcher expected an actual application of organizational justice, because of its positive impact on the smart organization in Saudi educational institutions, in order to ensure the continuity of its competitiveness in the labor market, through learning organizational structure for faculty members, as indicated by some previous studies such as;(Folger & Greenberg, 1985)• (Mubashar& Musharraf& Khan & Butt•2022)• (Chiva, 2013)• (Khalid& Petra& Fakhra& Syed, 2021)). Because previous studies did not address the mediating role of organizational learning in the impact of organizational justice on the smart organization, and as a result it requires educational institutions, including university educational institutions in the Kingdom of Saudi Arabia, to determine that effect between organizational justice and the smart organization, and the mediating role of organizational learning.

Secondly:Question of the study:

The purpose of the study can be achieved through the following questions- :

1. What is the effect organizational Justice (OJ) dimensions (Distributive justice, Procedural justice, and Reactive justice), on smart organization (SO) dimensions (Understanding the environment, Transfer of Resources, and continuous education) of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions?

2. What is the effect organizational Justice (OJ) dimensions (Distributive justice, Procedural justice, and Reactive justice), on Understanding the environment (UE), of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions?
3. What is the effect organizational Justice (OJ) dimensions (Distributive justice, Procedural justice, and Reactive justice), on Transfer of Resources (TR), of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions?
4. What is the effect organizational Justice (OJ) dimensions (Distributive justice, Procedural justice, and Reactive justice), on continuous education (CE) of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions?

Thirdly: Objectives of the Study;

This study seeks to achieve the following goals:

1. Measuring the level of organizational justice at Shaqra University and the level of organizational learning.
2. Analyzing the impact of organizational justice on the smart organization through the mediating role of “organizational learning” at Shaqra University.
3. Measuring the differences, if any, in the opinions of the study sample towards the smart organizations of Shaqra University.
4. Providing recommendations to researchers and those interested in the study sector that would enhance their knowledge and try to add to the theoretical study literature in this field.

Fourthly :Significance of the Study:

1. To highlight the role that (OJ), can play in achieving the goals of universities through the expected (SO), (OL).
2. (OJ) enables the university to distinguish itself from its counterparts, thus ensuring its sophistication and continuity.
3. Identify requirements for applying (OJ), dimensions to contribute to raising their (SO), throw (OL).
4. The results of this study and its recommendations may contribute to suggesting new research directions in the field of (OJ), (SO), (OL) for Saudi higher education institutions.
5. Presenting a model and testing it according to the Analysis of Moment of Structures (AMOS) method through the paths of the variables, and the nature of the relationships that link them. Which is one of the most important statistical methods with high accuracy in the test.

Fifthly: Study Model:

Figure No. (1)

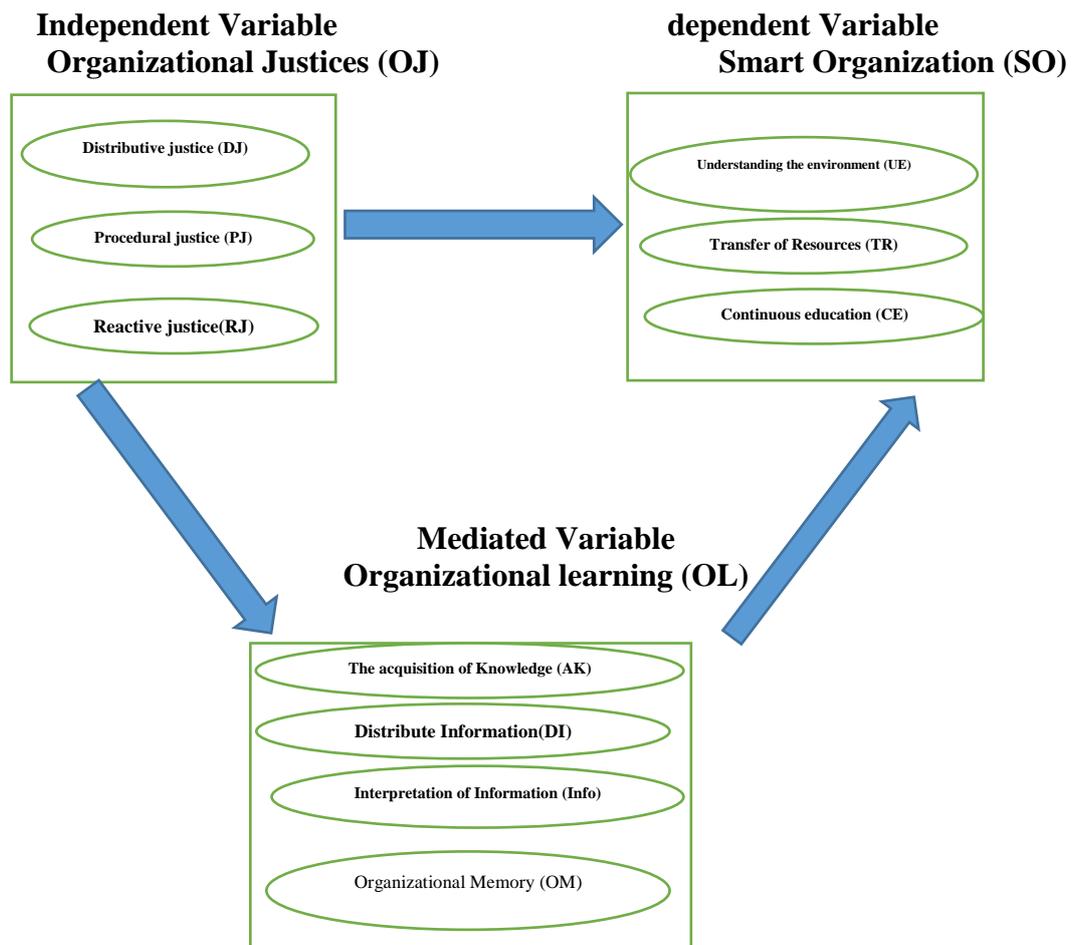


Figure no. (1): Conceptual model for “dimensions of organizational justice, smart organization, and organizational learning”

Sixth: Previous Studies:

Study variables represented in the independent variables (dimensions (OJ)) and the dependent variable (dimensions of (SO)), mediating role within (OL)

Table no. (1):
Model References

Study Variables	References Adaptation
Organizational Justice (OJ) (Independent Variable):	
Distributive justice	AbdHalim& Shatha& Bahkia& Alias(2021)
interactional justice, Procedural justice, Distributive justice	(Al Halbus& Tehseen& Hamid&Afthanorhan,2018)
interactional justice, Procedural justice, Distributive justice	(Folger & Greenberg, 1985).
interactional justice, Procedural justice, Distributive justice	(Mubashar& Musharraf& Khan & Butt•2022)

Organizational Justice	(Sedat 2021)
Reactive justice, Procedural justice, Interactional Justice, Organizational Justice	(Khalil& Sharaf,2014)
distributive justice, procedural justice, transactions justice , justice evaluation, ethical justice	(Mohamed bouklia 2011)
Organizational Justice	(Ivan&Yuning&Macpherson,2022)
Distributive Justice, Procedural justice ,Interactional justice	(Wahda,2020)
Smart Organization (SO) (Dependent Variable):	
Strategic Vision ,Common destiny , The desire for change , Heart ,Harmony and harmony ,Developing knowledge Performance pressure	(Albrecht,2002)
interactional justice, Procedural justice	(R. Folger & Greenberg, 1985).
Achieving goals, The resource transfer process, Understanding the environment	Matheson & Matheson (2001) (Schwanner, 2009).
Organizational learning(OL) (mediated Variable):	
Gaining knowledge ,Interpretation of information , Distribution of information ,Organizational memory	(Huber,1991 Lopes et al, 2004)
Is the process that examines how the organization can develop knowledge in order to guide its actions	(March & Levert, 1988)
The process of detecting and correcting errors.	(Argyris & Schon, 1978)
A process through which organizations are changed or modified to mental models, rules, processes or knowledge, maintaining or improving their performance.	(Chiva, 2013)
Experience, vision results, development of capabilities, drawing appeals	(Smith 1999)
Identify information that seems appropriate to learning, identify media exchange and dissemination of knowledge, fill new knowledge with existing knowledge systems, convert knowledge or transfer it to work	(pawlowsky,2001)
Acquisition of Knowledge, Distribute Information, Interpretation of Information, Organizational Memory	Luis& Wei & Devaki& Christopher,2012
Organizational learning	(Khalid& Petra& Fakhra& Syed,2021)

The Second Field:Literature Review:

Firstly : Organizational justice (OJ):

(Al Rawashdeh, 2013), he believes that organizational justice is the employees images of the quality in workplace. Organizational justice includes procedural justice and distributive justice according to (Usmani & Jamal, 2013). Organizational justice is classified to three, procedural, distributive, and interactional justice judges for over 30 years have been concentrated on this territory (Cohen-Charash & Spector, 2001; Colquitt et al., 2001; Cropanzano & Greenberg, 1997). As indicated (Albrech 2002), also it is the ability to profoundly influence how to think about the use of knowledge in order to develop competitive strategies at the local and global level (Quinn, 2005).

The three sorts of judges are identified with others, different examinations have demonstrated that the free in their relationship to subordinates states of mind (Colquitt et al., 2001).

The exploration of an organizational justice started with distributive equity the appearance of decency of results that workers got (Adams, 1965). The early research demonstrates that worker's feels of imbalance distributive are related with out of line, dissatisfaction with, for example, pay advancement of results (De Coninck , J. B & Stilwell, 2004; Folger & Konovsky, 1989).in this study we depend on ((Byrne, 2005) (Gadi, 2016)) presented a conceptual model of organizational justice that is include the following three dimensions;

1. Distributive justice (DJ):

Distributive justice can be defined as the perception of employees about the fair or unfair distribution of benefits (Folger & Cropanzano, 1998). It is the distribution of responsibilities, rights, and benefits considering the skills and contributions of employees. Distributive justice refers to the fairness of outcomes or final decisions in comparison to what others receive (Deutsch, 1985). Distributive justice relates to the perception of reasonable and equitable organizational results (like advantages, salaries, work appraisals, bonuses, and allocation of shifts, occupational restraint, and position assignments) (Greenberg, 1982; Griffin & Hepburn, 2005). According to (Usmani & Jamal, 2013), (Cropanzano et al., 2007), the dimensions of distributive justice include, Equity, Equality and Need Equity; Rewarding employees based on their contributions (Cropanzano et al., 2007).

2. Procedural Justice (PJ):

Procedural justice refers to the fairness of policies or processes used to make or implement decisions and distribute outcomes (Thibaut & Walker, 1975). Also is referred to as employees' perception of fair procedures or methods for decision-making (Folger & Greenberg, 1985). (Johan et al., 2013), stated that procedural justice is the fairness of the procedures used in the organizations to determine the employee's outcomes. Refers to the perceived fairness of the procedures used to make allocation decisions and distribute the outputs (Alexander and Ruderman, 1987).

3. Reactive Justice (RJ):

Reactive justice is concerned with the communication of information and the sufficiency of explanations given in terms of their specificity, timeliness and truthfulness (Bies and Moag, 1986).

Refers to perceived fairness of interpersonal treatment (Nadiri and Tanova, 2010). It is formed of two constituents; interpersonal and informational justice. Interpersonal justice is concerned with the way managers treat their subordinates and the response of these subordinates (Cohen-Charash and Spector, 2001).

Secondly: Smart Organization (SO):

Smart organization is an organization that exploits the true potential of the total mental powers that any organization possesses in exploiting the available resources at the highest energy. (Albrech 2002)The concept of smart organizations includes continuous surveying and adaptation processes with the environment more than the survey that is done through annual planning and review. Rather, a continuous process includes the efforts of strategic managers aimed at creating a successful harmonization between the organization and the environment by developing competitive advantages by relying on organizational intelligence and focus. On the principles of smart organizations. (Finkelstein & Jackson 2005).

Whereas, the emergence of the smart organization as a contemporary concept, which emphasized the research and development processes in the various organizations, and then took this concept gradually from within the organization to include after that the development of the organization as a whole for the necessity acquired from within the organizations, so this concept developed until it became a comprehensive representation of the smart organization. (Teresko ,2006)

There are many designations for a smart organization, including high performance organizations, distinguished organization and sustainable organizations. (Mohhammadi & Babae) 2015. It is the ability to profoundly influence how to think about the use of knowledge in order to develop competitive strategies at the local and global level (Quinn, 2005).

These dimensions were the most appropriate by previous researchers in their studies, and most researchers agree that these dimensions are the essence of using the smart organization and distinguish it from others, and represent the essential and main characteristics of the field of smart organization. To achieve the goals of building smart organizations through the organizational learning that individuals possess in organizations, and the dimensions are considered appropriate for the study community targeted in this study and the faculty members at Shaqra University in the Kingdom of Saudi Arabia.

The researcher believe presented a conceptual model of smart organization that is include the following three dimensions:

1. Understanding the Environment (UE):

Understanding the environment, it means knowing the environment in which the organization operates through (strategic perspective, systems thinking, and understanding

of uncertainties Matheson & Matheson (20001, p 50).It is intended to monitor and distribute information from the internal and external environment of the concerned persons in the organization. (Wheelen & hunger, 2010, p52). It refers to the perception of business environments by organizations, because these organizations operate in an environment surrounded by ambiguity, competition and great risks (Schwanin, 2009). Organizations usually deal with an ambiguous environment in terms of the degree of complexity and uncertainty striving to understand their environment in which they operate, and this understanding means that they perceive complexity and uncertainty in ways Facilitate effective decision making. (Matheson & Matheson, 1998, 122).The organization's development a set of strategic options and new and alternative ways of working in advance to achieve its goals (Daft, 2000, 279).

2. Transfer of Resources (TR):

The process of transfer of resources is "the process of obtaining various resources from the external environment of cash, assets, buildings, etc. and employing them for the benefit of the organization in achieving the basic and important objectives of its work." (Schwanin, 2009).

3. Continuous Education (CE):

The learning process used in the organization, that is, how individuals learn within the organization and what happens because of the continuous interaction of individuals with each other during the learning process, which results in their acquisition of experiences and skills in the long run. (Lee & Tsai Continuous education: mean here by continuous education, is to continue acquiring knowledge, through experience that leads to a continuous change of behavior. (Buchanan & Huczynski, 2004). Continuous learning refers to the process of continually acquiring knowledge through experience that leads to a continuous change in behavior. (Buchanan & Huczynski, 2004).

Thirdly : Organizational Learning (OL):

Organizational Learning is adopting the learning culture is an effective strategy to augment organizational performance. Learning organizational is a continuous process where people in the Organizations continuously expand their knowledge to create desired results and improve the organization's standard (Kavalic et al., 2021).The process of troubleshooting and correcting them. (Argris & Schon,1978), It is a set of possible behaviors made up of knowledge acquisition, distribution, interpretation, and organizational memory(Huber,1991), Learning organizational(OL) is a continuous change cycle and has three stages; deep learning cycle, learning infrastructure, and results. The deep learning cycle focuses on fundamental organizational learning both collectively and individually. Learning infrastructure is to learn from the deep learning cycle and results to achieve measurable outcomes. In such organizations, the behavior of team members is modifying for creating change (Bates & Khasawneh, 2007).It is a method or principle that achieves

strategic renewal within the organization. (Clarke & Wilcockson, 2001), A dynamic process of creating and acquiring knowledge integration aimed at developing resources and capabilities That contribute to better organizational performance (Morales & Montes, 2006), the process of acquiring new knowledge or understanding the experience gained to set the standards of the organization and procedures in ways designed to reduce gaps in performance and maximize performance Future successes. (Olav, 2012), A process by which organizations change or modify mental models and norms and processes or knowledge, to maintain or improve their performance (Chiva, 2013).

Organizational learning helps to integrate the fad and the goals among thousands of responses in order to ensure that the goals are achieved. (Martinette et al, 2006).

They noted that organizational learning enhances learning processes in order to improve individual and collective knowledge in the organization and understanding. Learning focuses on the design of organizations to facilitate learning among the organization's members and thereby improve collective adaptation. (Li et al., 2000). Learning organizational (OL) is always connected with new changes, and learning is the only main thing that helps survive in the business world. The experience and learning arches are used as the learning measure. They are considered a multi-dimensional and multifaceted concept that builds many surrounding sub-processes at the individual, team, and institutional levels (Rehman et al., 2019).

Crises will more resilient to good organizational learning (Starbuck, 2017). Organizational learning present as important elements of the dimensions such as desire, discipline, decision-making, and alignment (Wetzel & Tint, 2019; Urban & Gaffurini, 2018).

The importance of organizational learning through the benefits are as follows:

1. Gives the individual self-confidence to complete the work without relying on others.
2. Works to win over the individual and develop the current one.
3. Facilitates the implementation of the necessary change in the working life of the individual.
4. Developing the behavioral aspects that qualify him for leadership positions, which open the doors to him for the future.

The researcher believe presented a conceptual model of Organizational learning (OL) that is include the following four dimensions:

1. The Acquisition of Knowledge (AK):

The process of knowledge they have gained through education, training and experience, Knowledge acquisition consists of five components: Innate learning 'inherited', learning by experience, learning through tradition, learning on the basis of pain, research and observation). (Huber, 1991).

2. Distribute Information (D INF):

In order to learn, organizations require mechanisms to collect, analysis, and store and disseminate information throughout the organization. (Amitay et al, 2005)

3. Interpretation of Information (I Info):

It is the process through which the meaning of the information is given and the process of translating events that the organization learns happens when you can and the development of common concepts. (Huber, 1991).

4. Organizational Memory (OM):

The aim is to facilitate and organize knowledge within a specific course for the purpose of acquiring organizational skills and competencies, identifying media, sharing and disseminating knowledge, filling new knowledge with existing knowledge systems, transferring knowledge or transferring it to work. (Ochoa et al. 2009)

Organizational Learning (OL):

Adopting the learning culture is an effective strategy to augment organizational performance. Learning (organizational) is a continuous process where people in the organizations continuously expand their knowledge to create desired results and improve the organization's standard (Kavalic et al., 2021). According to a definition, it is the procedure of refining activities over better understanding and knowledge. Learning in an organization occurs when a group member faces any problem and learns about it in their organization. In a sense, individuals first learn about problems and then share them in their organization (Kumar, 2005). The organizational effort to remain competitive, learning is considered as a dynamic force for the academic and economic stability and rapid transition towards their tasks and obligations (Gülhan& Zafer, 2015). The organizations where people learned through their own experience inevitably become the learning organization. The organization, which is said to be a learning organization, is not about the continued existence, but it is only about adaptive learning in the environmental change (Milia & Birdi, 2010). When individuals share learning within an organization, the organization becomes a learning organization. There are three Organizational Learning (OL) levels; the first is the individual level, the second is the grouping level, and the third is the organization level (Gunsel et al., 2011). Thus, learning new things and implementing novel ideas are the critical success factors for organizational performance and success (Hartono et al., 2017).

The conceptual model of the relationship between organizational justice and organizational learning with smart organization in the drawing are the following;

The Acquisition of Knowledge (AK):

Refers to the process through which an organization obtains information from internal and external sources (Huber, 1991). In addition, organizations may acquire information through

feedback from past actions that sheds light on the effectiveness of possible future actions (Duncan & Weiss, 1979) during single- or double-loop learning (Argyris & Schon, 1978).

Distribute Information (D Info):

Refers to the processes through which individuals, groups, or different units of the organization share data and information among themselves (Huber, 1991). Research on learning curves also highlights the importance of sharing or distributing information for productivity improvement (Adler, 1990).

Interpretation of Information (I Info):

Information interpretation (I Info) is the process through which organizations make sense of new information that they have acquired and disseminated (Levinthal & March, 1993; Weick, 1979). Weick describes interpretation in terms of an enactment selection- retention model of sense making, wherein organizational members interpret organizational realities through a mutual negotiation of cognitive maps. Information interpretation helps reduce equivocality and thus is critical in developing the shared understanding that leads to organizational learning (Daft & Weick, 1984).

Organizations geared toward exploitation, for instance, may have interpretation processes that predispose them to certain forms of information acquisition and distribution, making it hard for them to gather, distribute, and interpret other types of information that might trigger explorative activities (Gupta, Smith, & Shalley, 2006).

Organizational Memory (OM):

Learning can be transient if the organization fails to capture the information or knowledge that it generates during the process of information acquisition, distribution, and interpretation. Knowledge needs to be embedded in a repository so that it displays some persistence over time (Argote, McEvily, & Reagans, 2003).

The results of this process are embodied in the form of standard operating procedures, routines, and scripts (Levitt & March, 1988; Nelson & Winter, 1982).

Fourthly : Hypotheses:

X₁: There is a significant relationship between organizational Justice (OJ) dimensions ,and smart organization (SO) dimensions of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

X_{1.1}: There is a significant relationship between organizational Justice (OJ) dimensions ,and Understanding the Environment (UE) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

X_{1.2}: There is a significant relationship between organizational Justice (OJ) dimensions ,and Strategic Vision (TR) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

X_{1.3}: There is a significant relationship between organizational Justice (OJ) dimensions ,and Continuous Education (CE) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

Third Field : Practical Aspects

Firstly : Population and sample of the study:

The original population for this study is all the persons whom were accounted (1770), who works at Shaqra the original population for this study is academic staff member at Shaqra University in kingdom of Saudi Arabian. The researcher used the simple random sampling to select the persons whom (137) persons. A Likert scale was used for all of the items, and they were rated on a one (“strongly disagree”) to five (“strongly agree”) scale unless otherwise indicated. The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage.

Secondly: Sources of data collection and information:

The current study is based on two sources:

1. Secondary sources; the researcher sought in this aspect to analyze the content through the analysis of the opinions of the researchers who wrote in the field of study variables. On this side, the researcher uses books and journals
2. Primary source; In this aspect“ the researcher resorted to the questionnaire as the main tool for the study, as it is the main technique in collecting the data for the phenomenon to be subjected to classification, treatment, testing, analysis and presentation.

Thirdly: Measure of Sampling Adequacy:

In this study, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett’s test of sphericity were used to determine the appropriateness of the factor analysis. A degree of sampling adequacy that characterizes the ratio of the squared correlation between

The variables to the squared partial correlation between the variables is known as Kaiser Meyer-Olkin (KMO) test (Field, 2013). Its value ranges from zero to one. A lower value of KMO indicates that the sum of partial correlations is larger than the sum of correlations. This is an indication of diffusion in the correlations’ pattern, which means the use of factor analysis is inappropriate (Norusis, 2008). Conversely, higher values of KMO indicate that the correlations’ pattern is relatively compact and the use of factor analysis

would give reliable results (Field, 2013). Several studies reported that the KMO value should be above the acceptable threshold of 0.50 (Kaiser, 1974, Norusis, 2008, Field, 2013). However, the level of acceptance of the KMO value varies depending on the KMO value, as shown in Table no (2).

Table no. (2)
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)		0.915
Bartlett's Test of Sphericity	Approx. Chi-Square	8447.915
	Df	1378
	Sig.	0.000

Source: Prepared by the researcher, based on the outputs of the spss program
The (KMO) test, in table no. (2) Shows as a criterion for Measure of Sampling Adequacy size to perform the factor analysis. We find that the value of (KMO) amounted to (0.915), which is greater than the minimum of (0.50) which indicates the sufficiency of the sample size is appropriate.

Fourthly: Description of the study sample:

The study sample respondents are changes according to the following characteristics:

Table no. (3)

The frequency distribution for the study respondents according to the characteristics

Variable	Classes of variable	Number	Percent
Gender	Female	39	28.5 %
	Male	98	71.5%
Total		137	100%
Qualification	PhD	102	74%
	M.Sc.	35	26%
Total		137	100%
Age	Less than 30 years old	10	7.3%
	30 to less than 40 year	48	35%
	40 to less than 50 year	52	38%
	More than 50 year	27	19.7%
Total		137	100%
Years of Experience	Less than 5 year	15	10.9%
	5 to less than 10 year	45	32.8%
	10 to less than 15 year	37	27%
	More than 15 year	40	29.2%
Total		60	100%

Source: Prepared by the researcher, based on the outputs of the spss program
Fifely: Alpha Cronbach of the Questionnaire:

Stability test: The study relied to test the stability of the study tool on the coefficient of (Cronbach, Alpha), which takes values ranging from zero to one correct, if there is no

stability in the data, the value of the coefficient is equal to zero. The results of the stability test for the study axes are as follows:

Coefficient of stability of internal consistency of the elements of the questionnaire (Cronbach alpha scale)

Table .no (4)

Dimensions	Vocabulary of the study axes	No.of item	Cronbach Alpha
organizational Justice (OJ)	Distributive Justice (DJ)	5	0.843
	Procedural Justice (PJ)	5	0.844
	Reactive Justice (RJ)	4	0.911
organizational learning (OL)	Understanding the Environment (UE)	5	0.939
	Transfer Of Resources (TR)	5	0.943
	Continuous Education (CE)	5	0.899
	The Acquisition of Knowledge (AK)	5	0.922
smart organization (SO)	Distribute Information (D Info)	5	0.878
	Interpretation of Information (I Info)	5	0.876
	Organizational Memory (OM)	5	0.929
	Overall	-	0.943

Source: Prepared by the researcher, based on the outputs of the spss program

The results are shown in the table with the number (4) for the stability test: that the values of (**Alpha Cronbach**) for all the phrases of the axis (questionnaire) is greater than (70%). This means that the values show the high degree of internal stability of all phrases, whether for each phrase separately, or at the level of all phrases of the scale, where the value of **Alpha Cronbach** for the total scale (0.943), which is a high stability, and then it can be said that the measures on which the study relied to measure the phrases of all dimensions have the internal stability of their phrases, where the reliability of (70%), and therefore enables us to rely on these answers to achieve the objectives of the study and analyze its results.

Sixly: The analysis Methods:

The methods of research were causal correlation and path analysis, for analyses of variance were used. Data analysis was carried out by using the statistical program package (SPSS 23) and (amos23).

Results:

Testing the hypotheses of the study:

To test the hypothesis of the study, the current study sought to examine the impact of talent management on organizational prowess in the presence of organizational trust as an intermediate variable, and to verify the conformity of the proposed model, a set of conformity indicators were extracted, the value of (Cmin/Df (calculated) was 2.48, which is significant at the level of (0.05). The value of (GF), which is a solvency index Quality value (0.977), comparative harmonization index (CFI) value (0.996), and the square root of the averages of approximate error (RMSEA) value (50.08). We note that all suitability values fall within the range of acceptable range, and in table (5), and the following figure (2) summarizes these results.

Table .no (5)

Indicator	Ideal Range of the Indicator	Results of the study
(Chi square)	Chi square is not a function, a high value indicates a bad match	2.487
(GFI): Represents matching quality	When the GFI > 0.9, represents a better match	0.966
Root mean squares of approximate error	(RMSEA) ∙ (0.05-0.08)	0.105
(CFI):Represents a comparative matching index	When (CFI > 0.90), it represents the best match	0.991

Source: Prepared by the researcher, based on the outputs of the spss program

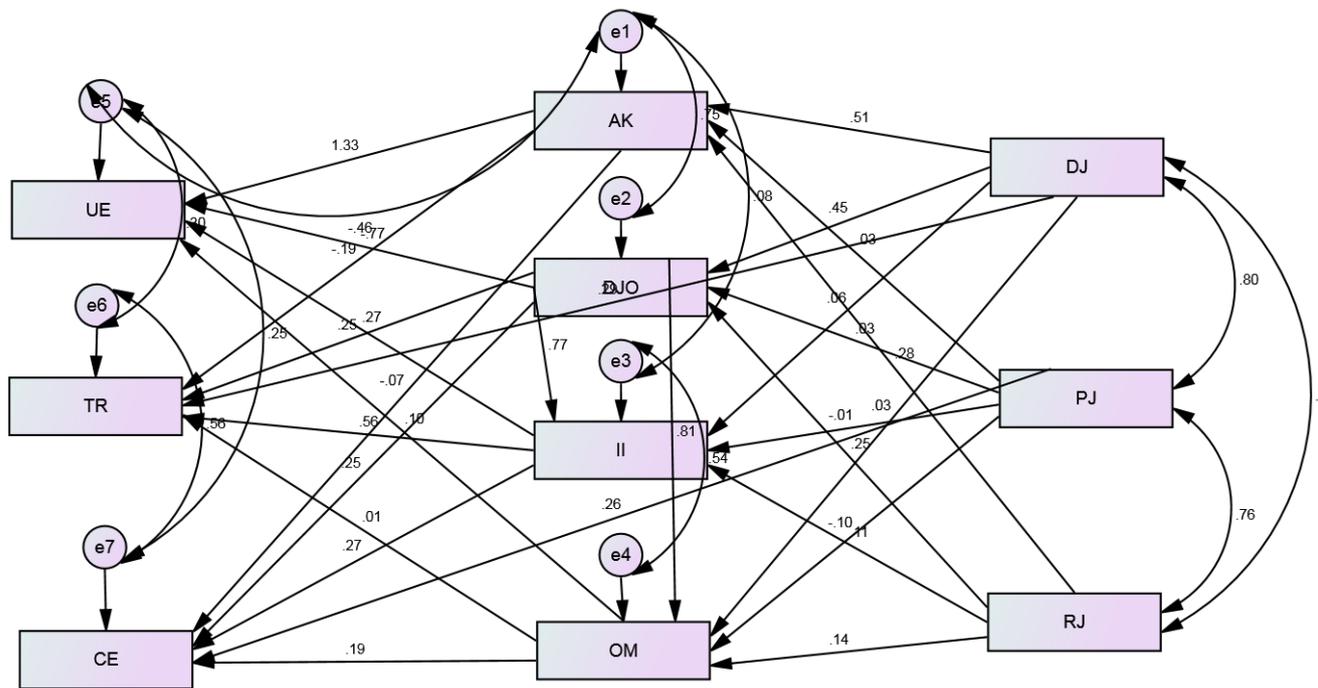


Figure (2): A model that illustrates the variable (organizational learning) mediates the relationship between the independent variable (organizational justice) and the dependent variable) the smart organization.

Source: Prepared by the researcher, based on the outputs of the spss program

Main hypothesis:

X₁: There is a significant relationship between organizational Justice (OJ) dimensions, and smart organization (SO) dimensions of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions

To verify the existence of an effect of organizational justice in the smart organization at Shaqra University, in the presence of organizational learning as a mediating variable, the results of the statistical analysis in Table (6),figure (2) showed a statistically significant effect of organizational justice in the smart organization at Shaqra University, with the presence of organizational learning as a mediating variable, where the value of (Cmin), (24.874), which is significant at the level (0.05) and degrees of freedom (DF = 10). The quotient of Cmin/Df is (2.487) and is statistically significant. The value of (GFI), (0.966), where the fit is considered perfect when the value is close to the correct one. The comparative harmonization index (CFI), the value was (0.991), which is close to the value of the whole one. The value of the Approximate Mean Square Root Index (RMSEA) was (0.105). The direct impact of organizational justice on the smart organization at Shaqra University was (0.532), and this indicates that organizational justice has an impact on the smart organization at Shaqra University, and therefore an increase in interest in organizational justice would generate an impact on the smart organization at Shaqra University. Organizational learning on the smart organization at Shaqra University was (0.384), and this confirms that organizational learning has an impact on the smart organization, and therefore an increase in interest in organizational learning would generate

an impact on the smart organization. Likewise, the direct impact of organizational justice on organizational learning at Shaqra University was (1.067), this indicates that organizational justice has an impact on organizational learning, and therefore an increased interest in organizational justice would generate an impact on organizational learning.

The indirect effect of organizational justice on the smart organization at Shaqra University, with the presence of organizational learning, was a mediating variable (0.410), which indicates the mediating role played by organizational learning in the impact of organizational justice in the smart organization of Shaqra University.

The value of the critical path (T) for the path of (organizational justice and smart organization) was (11.740), and (7.793) for the path of (organizational learning and smart organization), and (8.457) for the path of (organizational justice and organizational learning), which is the same. Significance at the level (0.05), and this result indicates that there is an effect of organizational justice in the smart organization of Shaqra University, with the presence of organizational learning as a mediating variable, as an increase in interest in organizational justice would generate an effect on the smart organization and organizational learning of Shaqra University. As a result, the hypothesis is accepted which states that: There is a significant relationship between organizational Justice (OJ) dimensions ,and smart organization (SO) dimensions of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions

Table no.(6)

Path analysis test results to verify the impact of organizational justice in the smart organization in the presence of organizational learning

Statement	organizational justice on the smart organization in throw organizational learning		
T Calculated	11.740	7.793	8.457
The path	OJ \rightleftarrows SO	SO \rightleftarrows OL	OL \rightleftarrows OJ
Indirect Effect	0.410		
Direct Effect	0.532	0.384	1.067
RMSEA	0.105		
CFI	0.99		
GFI	0.97		
CMIN	24.88		
DF	10		
CMIN/DF	2.487		
Sig	0.000	0.000	0.000

GFI	:	Goodness of Fit index must Proximity to one	The need to bring the result closer to the correct one
CFI	:	Comparative Fit Index must Proximity to one	The need to bring the result closer to the correct one
RMSEA	:	Root Mean Square Error of Approximation	Its value must be limited between (0.08) and(0.05)
OJ	:	Organizational Justice	
SO	:	Smart Organization	
OL	:	Organizational Learning	

In order to verify the impact of organizational Justice (OJ) dimensions, on smart organization(SO) dimensions, at Shaqra University of Saudi Arabian in the presence of organizational learning (OL) dimensions, the main hypothesis was divided into three sub-hypotheses, as follows:

X_{1.1} There is a significant relationship between organizational Justice (OJ) dimensions, and Understanding the Environment (UE) of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions.

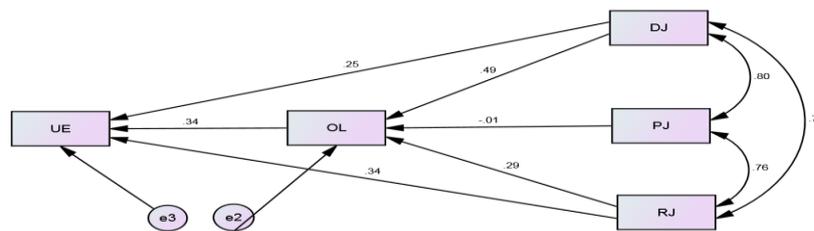


Figure no. (3): The model of the relationships between organizational Justice (OJ) dimensions, and Understanding the Environment (UE), through organizational learning (OL) dimensions

Source: Prepared by the researcher, based on the outputs of the spss program

To verify the existence of an effect of organizational justice dimensions in the smart organization dimensions at Shaqra University, in the presence of organizational learning dimensions ,as a mediating variable, the results of the statistical analysis in table (7) , and figure (3) showed a statistically significant effect of organizational justice in the smart organization at Shaqra University, with the presence of organizational learning as a mediating variable, where the value of (Cmin), (0.423), which is significant at the level (0.05) and degrees of freedom (DF = 1). The quotient of Cmin/Df is (0.423) and is statistically significant. The value of (GFI, (0.999), where the fit is considered perfect when the value is close to the correct one. The comparative harmonization index (CFI), the value of was (1.000), which is close to the value of the whole one. The value of the Approximate Mean Square Root Index (RMSEA) was (0.000).

The direct impact organizational Justice (OJ) dimensions, as (Distributive Justice (DJ) on organizational learning(OL) is (1.863),and Procedural Justice (PJ) on organizational learning(OL) , is (-0.065), also Reactive Justice (RJ) on organizational learning(OL)is(1.146), and this indicates that organizational justice dimensions has an impact on the organizational learning(OL)at Shaqra University, and therefore an increase in interest in organizational justice would generate an impact on the organizational learning(OL)at Shaqra University. also the direct impact organizational learning(OL) on Understanding the Environment (UE), is (0.093), and Distributive Justice (DJ) on Understanding the Environment (UE) is (0.249), also Reactive Justice(RJ) on Understanding the Environment (UE) is (0.336) , and this indicates that organizational

learning(OL) dimensions, and Distributive Justice (DJ) , and Reactive Justice(RJ) has an impact on the Understanding the Environment (UE) at Shaqra University, and therefore an increase in interest in organizational learning(OL) dimensions, and Distributive Justice (DJ) , and Reactive Justice(RJ) would generate an impact on the Understanding the Environment (UE).

The indirect effect of organizational justice dimensions on the Understanding the Environment (UE) at Shaqra University, with the presence of organizational learning (OL) dimensions, was a mediating variable (0.103), which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice(OJ) dimensions in the Understanding the Environment (UE) at Shaqra University. The value of the critical path (T) for the path of organizational justice (OJ) dimensions and organizational learning (OL) dimensions ,and Understanding the Environment (UE), which is the same Significance at the level (0.05), and this result indicates that there is an effect of organizational justice(OJ) dimensions in the Understanding the Environment (UE), of Shaqra University, with the presence of organizational learning(OL) as a mediating variable, as an increase in interest in organizational justice(OJ) would generate an effect on the Understanding the Environment (UE), and organizational learning(OL) at Shaqra University .As a result, the hypothesis is accepted which states that: There is a significant relationship between organizational Justice (OJ) dimensions ,and Understanding the Environment (UE) of employees at Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

Table no. (7)

Path analysis test results to verify the impact of organizational justice in the understanding the environment in the presence of organizational learning

Statement	Distributive Justice Procedural Justice Reactive Justice, on Understanding the Environment , Through organizational learning					
T Calculated	4.567	-0.126	2.951	4.941	4.398	3.069
The path	DJ → OL	PJ → OL	RJ → OL	UE → OL	UE → DJ	UE → RJ
Indirect Effect	0.103					
Direct Effect	1.863	-0.065	1.146	0.093	0.249	1.863
RMSEA	0.000					
CFI	1.000					
GFI	0.990					
CMIN	0.42					
DF	1					
CMIN/DF	0.423					
Sig	0.000	0.899	0.003	0.000	0.002	0.000

Source: Prepared by the researcher, based on the outputs of the spss program

GFI	:	Goodness of Fit index must Proximity to one	The need to bring the result closer to the correct one
CFI	:	Comparative Fit Index must	The need to bring the result closer to the

	Proximity to one	correct one
RMSEA	: Root Mean Square Error of Approximation	Its value must be limited between (0.08) and(0.05)
DJ	: Distributive Justice	Organizational justice dimensions
PJ	: Procedural Justice	
RJ	: Reactive Justice	
OL	: Organizational Learning	
UE	: Understanding the Environment	Smart Organization dimension

X_{1.2} There is a significant relationship between organizational Justice (OJ) dimensions, and transfer of resources (TR) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions.

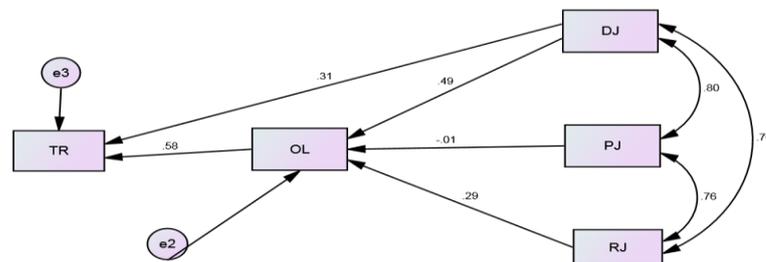


Figure no. (4): The model of the relationships between organizational Justice (OJ) dimensions, and transfer of resources (TR), through organizational learning (OL) dimensions

Source: Prepared by the researcher, based on the outputs of the spss program

To verify the existence of an effect of organizational justice on transfer of resources (TR) at Shaqra University, in the presence of organizational learning as a mediating variable, the results of the statistical analysis in Table (8), and figure (4) showed a statistically significant effect of organizational justice in the smart organization at Shaqra University, with the presence of organizational learning as a mediating variable, where the value of (Cmin), (7.878), which is significant at the level (0.05) and degrees of freedom (DF = 2). The quotient of Cmin/Df is (3.939) and is statistically significant. The value of (GFI) was (0.978), where the fit is considered perfect when the value is close to the correct one. The comparative harmonization index (CFI), the value of was (0.989), which is close to the value of the whole one. The value of the Approximate Mean Square Root Index (RMSEA) was (0.147).

The direct impact of organizational Justice (OJ) dimensions, as (Distributive Justice (DJ) on organizational learning(OL) is (1.863),and Procedural Justice (PJ) on organizational learning(OL) , is (-0.065), also Reactive Justice (RJ) on organizational learning(OL)is(1.146), and this indicates that organizational justice dimensions has an

impact on the organizational learning(OL)at Shaqra University, and therefore an increase in interest in organizational justice would generate an impact on the organizational learning(OL)at Shaqra University. Also the direct impact of organizational learning (OL) on transfer of resources (TR), was (0.165), and this indicates that organizational learning (OL) has an impact on the transfer of resources (TR) at Shaqra University, and therefore an increase in interest in organizational learning (OL) would generate an impact on the transfer of resources (TR) at Shaqra University. Also the direct impact of Distributive Justice (DJ) on transfer of resources (TR) was (0.341), and this indicates that Distributive Justice (DJ) has an impact on the transfer of resources (TR) at Shaqra University, and therefore an increase in interest in Distributive Justice (DJ) would generate an impact on transfer of resources (TR) at Shaqra University.

The indirect effect of organizational justice(OJ) dimensions on the transfer of resources (TR) at Shaqra University, with the presence of organizational learning (OL)dimensions, was a mediating variable (0.164), which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice(OJ) dimensions in the transfer of resources (TR) at Shaqra University. The value of the critical path (T) for the path of organizational justice (OJ) dimensions and organizational learning (OL) dimensions ,and transfer of resources (TR), which is the same Significance at the level (0.05), and this result indicates that there is an effect of organizational justice(OJ) dimensions in the transfer of resources (TR), of Shaqra University, with the presence of organizational learning(OL) as a mediating variable, as an increase in interest in organizational justice(OJ) would generate an effect on the transfer of resources (TR), and organizational learning(OL) at Shaqra University. As a result, the hypothesis is accepted which states that: There is a significant relationship between organizational Justice (OJ) dimensions, and transfer of resources (TR) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions.

Table no. (8)

Path analysis test results to verify the impact of organizational justice in the transfer of resources (TR) in the presence of organizational learning

Statement	Distributive Justice Procedural Justice Reactive Justice, on transfer of resources (TR), Through organizational learning				
T Calculated	4.567	-0.126	2.951	8.632	4.676
The path	DJ \rightleftarrows OL	OL \rightleftarrows PJ	OL \rightleftarrows RJ	TR \rightleftarrows OL	TR \rightleftarrows DJ
Indirect Effect	0.164				
Direct Effect	1.863	-0.065	1.146	0.165	0.341
RMSEA	0.147				
CFI	0.99				
GFI	0.978				
CMIN	7.88				
DF	2				
CMIN/DF	3.943				
Sig	0.000	0.899	0.003	0.000	0.000

Source: Prepared by the researcher, based on the outputs of the spss program

GFI	:	Goodness of Fit index must Proximity to one	The need to bring the result closer to the correct one
CFI	:	Comparative Fit Index must Proximity to one	The need to bring the result closer to the correct one
RMSEA	:	Root Mean Square Error of Approximation	Its value must be limited between (0.08) and (0.05)
DJ	:	Distributive Justice	Organizational Justice dimensions
PJ	:	Procedural Justice	
RJ	:	Reactive Justice	
OL	:	Organizational learning	
TR	:	Transfer Of Resources	Smart Organization dimension

X_{1.3} There is a significant relationship between organizational Justice (OJ) dimensions, and Continuous Education (CE) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions.

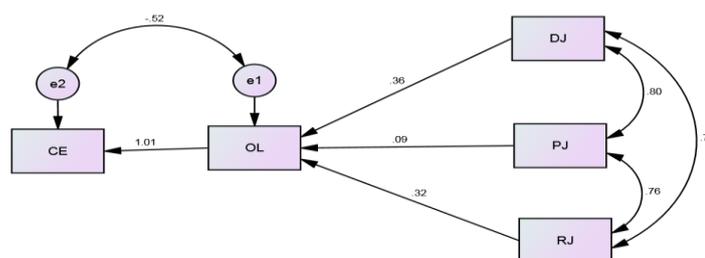


Figure no. (5): The model of the relationships between organizational Justice (OJ) dimensions, and continuous education (CE), through organizational learning (OL) dimensions.

Source: Prepared by the researcher, based on the outputs of the spss program

To verify the existence of an effect of organizational justice in the smart organization at Shaqra University, in the presence of organizational learning as a mediating variable, the results of the statistical analysis in Table (9), and figure (5) showed a statistically significant effect of organizational justice in the smart organization at Shaqra University, with the presence of organizational learning as a mediating variable, where the value of (Cmin), (6.170), which is significant at the level (0.05) and degrees of freedom (DF = 2). The quotient of Cmin/Df is (3.085) and is statistically significant. The value of (GFI), (0.983), where the fit is considered perfect when the value is close to the correct one. The comparative harmonization index (CFI), the value of was (0.992), which is close to the value of the whole one. The value of the Approximate Mean Square Root Index (RMSEA) was (0.124).

The direct impact of organizational Justice (OJ) dimensions, as (Distributive Justice (DJ) on organizational learning(OL) is (1.384), and Procedural Justice (PJ) on organizational learning(OL) , is (0.437), also Reactive Justice (RJ) on organizational learning(OL) is (1.269), and this indicates that organizational justice dimensions has an impact on the organizational learning(OL) at Shaqra University, and therefore an increase in interest in organizational justice would generate an impact on the organizational learning(OL) at Shaqra University.

The direct impact of organizational learning (OL) on the continuous education (CE) at Shaqra University was (0.277), and this indicates that organizational learning (OL) has an impact on the continuous education (CE) at Shaqra University, and therefore an increase in interest in organizational learning (OL) would generate an impact on the continuous education (CE), at Shaqra University.

The indirect effect of organizational justice (OJ) dimensions on the Continuous Education (CE) at Shaqra University, with the presence of organizational learning (OL) dimensions, was a mediating variable (0.143), which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice (OJ) dimensions in the Continuous Education (CE) at Shaqra University. The value of the critical path (T) for the path of organizational justice (OJ) dimensions and organizational learning (OL) dimensions ,and Continuous Education (CE), which is the same Significance at the level (0.05), and this result indicates that there is an effect of organizational justice(OJ) dimensions in the Continuous Education (CE), at Shaqra University, with the presence of organizational learning(OL) as a mediating variable, as an increase in interest in organizational justice(OJ) would generate an effect on the Continuous Education (CE), and organizational learning(OL) at Shaqra University. As a result, the hypothesis is accepted which states that: There is a significant relationship between organizational Justice (OJ) dimensions ,and Continuous Education (CE) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .

Table no. (9)

Path analysis test results to verify the impact of organizational justice in the Continuous Education in the presence of organizational learning

Statement	Distributive Justice Procedural Justice Reactive Justice, on Continuous Education, Through organizational learning			
T Calculated	3.882	0.987	3.742	12.087
The path	DJ \rightleftarrows OL	PJ \rightleftarrows OL	RJ \rightleftarrows OL	CE \rightleftarrows OJ
Indirect Effect	0.140			
Direct Effect	1.384	0.437	1.269	0.277
RMSEA	0.124			
CFI	0.926			
GFI	0.986			
CMIN	6.178			
DF	2			
CMIN/DF	3.097			
Sig	0.000	0.324	0.000	0.000

Source: Prepared by the researcher, based on the outputs of the spss program

GFI	:	Goodness of Fit index must Proximity to one	The need to bring the result closer to the correct one
CFI	:	Comparative Fit Index must Proximity to one	The need to bring the result closer to the correct one
RMSEA	:	Root Mean Square Error of Approximation	Its value must be limited between (0.08) and(0.05)
DJ	:	Distributive Justice	Organizational Justice dimensions
PJ	:	Procedural Justice	
RJ	:	Reactive Justice	
OL	:	Organizational Learning	
CE	:	Continuous Education	Smart Organization dimension

Fourth feild: Discussions and Recommendations

Firstly: Discussion:

1. Analysis of results of main hypothesis shows that there is a significant relationship between organizational justice (OJ) dimensions, with smart organization (SO) of employees of Shaqra University of Saudi Arabian This result agrees with the study of (judge & Colquitt, 2004). And there is direct impact of organizational justice (OJ) dimensions on the smart organization at Shaqra University .Also there is The indirect effect of organizational justice (OJ) on the smart organization (SO), with

the presence of organizational learning, which indicates the mediating role played by organizational learning (OL) in the impact of organizational justice (OJ) in the smart organization (SO) at Shaqra University.

2. The results of first sub hypothesis shows that: there is significant relationship between organizational learning (OL) dimensions, with smart organization (SO) of employees of Shaqra University of Saudi Arabian. This result agrees with the study of (gulhan&zafer, 2015). In addition, there is direct impact of organizational learning (OL), and Distributive Justice (DJ), and Reactive Justice (RJ) on Understanding the Environment (UE). Also there is indirect effect of organizational justice dimensions on the Understanding the Environment (UE) at Shaqra University, with the presence of organizational learning (OL)dimensions,, which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice(OJ) dimensions in the Understanding the Environment (UE) at Shaqra University
3. The results of second sub hypothesis shows that: there is significant relationship between Organizational justice (OJ) dimensions of, with organizational learning (OL) of employees of Shaqra University of Saudi Arabian. In addition, there is direct impact of organizational learning (OL) and Distributive Justice (DJ) on transfer of resources (TR). there is indirect effect of organizational justice(OJ) dimensions on the transfer of resources (TR) at Shaqra University, with the presence of organizational learning (OL)dimensions), which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice(OJ) dimensions in the transfer of resources (TR) at Shaqra University.
4. The results of third sub hypothesis shows that :there is significant relationship between organizational Justice (OJ) dimensions ,and Continuous Education (CE) of employees of Shaqra University of Saudi Arabian, through organizational learning (OL) dimensions .also there is direct impact of organizational Justice (OJ) dimensions, and organizational learning(OL) on Continuous Education (CE). There is indirect effect of organizational justice (OJ) dimensions on the Continuous Education (CE) at Shaqra University, with the presence of organizational learning (OL) dimensions, which indicates the mediating role played by organizational learning (OL) dimensions in the impact of organizational justice (OJ) dimensions in the Continuous Education (CE) at Shaqra University

Secondly: Recommendation;

1. The study focused on staff members in public university, which limits the scope of generalization. Thus, it is suggested that future studies conduct the study in private university, or other industries, as different results might be obtained.
2. Enhance the dimensions of the organization justice in the Shaqra University by working to improve the Distributive Justice, Procedural Justice and Reactive Justice.
3. The researcher recommends university administrations to pay attention to the elements of organizational justice, and organizational learning, for their direct impact on the smart organization

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