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The current research aimed to identify the extent to which kindergarten leaders (administrators and supervisors) practicing organizational justice and propose some recommendations for applying organizational justice by kindergarten leaders. Data collection tool was a questionnaire - prepared by the researcher -. The research sample consisted of (284) kindergarten teachers from kindergarten, Minia Educational Administrations, from the nine centers of Minia Governorate. Findings of the study revealed that organizational justice among kindergarten leaders from the Perspective of teachers was achieved at a low level. The research sample suggested a number of suggestions for achieving organizational justice among kindergarten leaders, In addition the research proposed some recommendations for achieving organizational justice among kindergarten leaders.

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Abstract

The current research aimed to identify the extent to which kindergarten leaders (administrators and supervisors) practicing organizational justice and propose some recommendations for applying organizational justice by kindergarten leaders. Data collection tool was a questionnaire - prepared by the researcher -. The research sample consisted of (284) kindergarten teachers from kindergarten, Minia Educational Administrations, from the nine centers of Minia Governorate. Findings of the study revealed that organizational justice among kindergarten leaders from the Perspective of teachers was achieved at a low level. The research sample suggested a number of suggestions for achieving organizational justice among kindergarten leaders, In addition the research proposed some recommendations for achieving organizational justice among kindergarten leaders.

Keywords: Organizational Justice, Kindergarten Leaders.

Introduction

Organizational justice is one of the most important organizational variables affecting on one hand, the efficiency of the employee's job performance and on the other hand, the performance of the organization as a whole. Thus, when employees lack justice, job satisfaction will be decreased, organizational citizenship behaviors and organizational commitment will be low and consequently leads to low job performance in general. In contrast, a higher sense of justice among employees increases their confidence in the management of the organization and in role increases their conviction of accessing their rights; further elevating an individual's behavior after assuring the rule of justice and in consequence trusting the organization. (Zaied, A., 2006, 12)

Accordingly, the current research will investigate the degree of practicing organizational justice among kindergarten leaders and will propose some recommendations to be applied practically into the kindergarten working environment.

Research Problem:

Concerning this, the application of justice, values of integrity and impartiality in the organization represents the most important prerequisites for forming staff positive attitudes and behaviors. Moreover, it is a necessary basis for raising the capacity of this organization to be more adapted to the surrounding changes and events. Accordingly, achieving justice among employees is one of the most important

challenges facing contemporary organizations because of the diversity of their human resources, their different cultures, knowledge, and economic backgrounds. (Abu Tayeh, B., 2012, 147)

So that, through the work of the researcher as a kindergarten teacher, she noticed that teachers feel a low sense of kindergarten leaders' justice- managers and supervisors- with them whether in dealing or in the distribution of burdens, costs, tasks and rewards (material or moral); or in decision making and procedures. In this context, studies as Radi, B. (2008) and Al- Sukkar, A. (2013) have shown that employees' sense of organizational justice affects their job performance and its' improvement. Additionally, the study of Bostanci, A. (2013) and Buluc, B.& Gunes, M. (2014) and Çoğaltay, N.& Karadağ, E. (2016) also confirmed that it affects employees' organizational commitment as well as their performance of organizational citizenship behaviors. This is also obvious through the results of Podaskoff, N. P, et al (2009), as well as working to develop the institutional work as illustrated by the study of Mohamed, S. (2015).

Concerning the importance of applying kindergarten leaders organizational justice, because of its impact on teachers' performance, the researcher reviewed the literature and related studies that dealt with organizational justice and noted the scarcity of studies which addressed this issue in kindergarten stage- according to the researcher knowledge- instead some studies dealt with other stages such as Erkutlu, H. (2011) and Gafari, P.& Bidarian, S. (2012) which addressed the university stage as well as El-Hendawy, Y. (2006) which concentrated on the secondary stage, in addition to Yilmaz, K& Tasdan, M. (2009) study that dealt with the primary stage.

Hence, the problem of the current research was identified in the following questions:

1. What is the reality of practicing organizational justice among kindergarten leaders (administrators- supervisors) in its three dimensions (distributive, procedural, interactional) from the perspective of teachers?
2. What are the suggestions for achieving organizational justice among kindergarten (administrators and supervisors) leaders from the perspective of teachers?

Research Objective: The current research aims to identify the extent to which kindergarten leaders (administrators and supervisors) practicing organizational justice and propose some recommendations for applying organizational justice by kindergarten leaders.

Research Significance: The significance of the current research lies in the following:

- Organizational justice is one of the most prominent administrative issues that have seen interest recently, given its profound impact on the development of organizations - especially kindergartens - and achieving their goals efficiently and effectively; as in order for kindergartens to develop, kindergarten leaders should practice organizational justice and teacher should feel it; as it reflects on the performance of kindergarten teachers in the work environment.
- The scarcity of researches addressing organizational justice in the educational field, especially in kindergarten, according to the researcher knowledge, that it will open prospects for researchers and those who interesting this field to conduct future studies in this area.

- Come up with suggestions for achieving organizational justice among kindergarten leaders from the perspective of her teachers.

Research Terms:

- **Organizational Justice:** "is the method followed by kindergarten leaders(administrators and supervisors), which is characterized by integrity, fairness, and equality whether in terms of distributing roles, tasks, assignments and rewards (material/ moral) " distributive justice"; or the procedures associated with the work " Procedural justice" ; or personal interactions and dealings " interactional justice, which is reflected in practicing teachers organizational citizenship behaviors.
- **Distributive Justice:** "The degree to which kindergarten teachers feel fair about their outputs, which may be in the form of (distribution of resources, decisions, wages, promotion, incentives, rewards...), for their efforts at work, in comparison of her peers."
- **Procedural Justice:** "The degree to which kindergarten teachers feel fairness of the procedures followed by the kindergarten leaders in making decisions related to determining the outputs (evaluation of teachers' performance, appointment, promotion, transfer, assignment, sanctions, rewards, conflict resolution among teachers ...")
- **Interactional Justice:** "The degree to which kindergarten teachers feel fairness about the treatment they receive from their leaders when applying procedures and making decisions about work."
- **Kindergarten leaders:** "Categories of educators who hold the following functions: kindergarten manager and acting on her behalf of (school manager of her kindergarten, or the kindergarten deputy manager, or the first kindergarten teacher), and kindergarten supervisor.

Research Methodology: The current research used the descriptive approach.

The Research Sample: The research sample consisted of (284) kindergarten teachers, from kindergartens in Minia Educational Administrations, from the nine centers of Minia Governorate.

Research Tool: Current research tool is a questionnaire - prepared by the researcher - which included three dimensions: distributive justice and taking six items, procedural justice and taking ten items, interactional justice and taking ten items. The questionnaire also included an open question about the suggestions for achieving organizational justice among kindergarten leaders from the perspective of her teachers.

Scientific parameters of Research Tool: The scientific parameters of the research tools were calculated as follows:

- **Validity of research tool:**

- Content Validity: The researcher presented the questionnaire in their initial form to a group of experts in the fields of education and kindergartens consisting of (17) experts, as indicated in table no. (1).

Table (1)
Percentage of Expert Viewpoints on the reality
of Organizational justice Questionnaire (n = 17)

Dimensions	items								
	Item number	1	2	3	4	5	6	7	
Distributive justice	Frequency	16	17	15	15	9	17	16	
	percentage	94%	100%	88%	88%	53%	100%	94%	
	Item number	8	9	10	11	12	13	14	15
Procedural justice	Frequency	9	16	17	15	14	14	15	14
	percentage	53%	94%	100%	88%	82%	82%	88%	82%
	Item number	16	17	18	19				
	Frequency	7	14	16	17				
	percentage	41%	82%	94%	100%				
	Item number	20	21	22	23	24	25	26	27
Interactional justice	Frequency	14	15	14	16	17	15	14	17
	percentage	82%	88%	82%	94%	100%	88%	82%	100%
	Item number	28	29	30					
	Frequency	15	7	16					
	percentage	88%	41%	94%					
	Item number								

As shown in Table (1): The percentage of expert viewpoints on the questionnaire ranged from (41% : 100%) Thus, all terms were approved for obtaining more than 70% of the expert agreement, and the phrases (n.)5,8,16,29 were omitted for having less than 70%.

Validity of internal consistency: The researcher applied the questionnaire to a sample of (30) thirty kindergarten teachers, as tables 2, 3 and 4 respectively indicated.

Table (2)
The Correlation Coefficients between the Degree of Each Statement
and the Total Degree of The Dimension Belonging (n = 30)

Dimensions	items							
Distributive justice	Item number	1	2	3	4	5	6	
	Frequency	0.75	0.68	0.69	0.70	0.89	0.89	
Procedural justice	Item number	7	8	9	10	11	12	13
	Frequency	0.72	0.67	0.64	0.72	0.72	0.79	0.82
	Item number	14	15	16				
	Frequency	0.87	0.87	0.73				
Interactional justice	Item number	17	18	19	20	21	22	23
	Frequency	0.86	0.87	0.83	0.86	0.78	0.87	0.83
	Item number	24	25	26				
	Frequency	0.86	0.83	0.83				

(r) tabulated value at the significant level (0.05) = 0.361.

As shown in Table (2): The correlation coefficients between the degree of each statement and the total degree of the dimension belonging to ranged from (0.64 : 0.89), which were statistically significant referring to the questionnaire internal consistency validity.

Table (3)
Correlation Coefficients between the Degree of each Statement and the Total Score of the
Questionnaire (n = 30)

Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient	Item number	Correlation Coefficient
1	0.62	6	0.89	11	0.70	16	0.80	21	0.78
2	0.54	7	0.61	12	0.77	17	0.89	22	0.84
3	0.60	8	0.60	13	0.84	18	0.84	23	0.75
4	0.84	9	0.59	14	0.89	19	0.75	24	0.89
5	0.89	10	0.70	15	0.89	20	0.77	25	0.89
26	0.88								

(r) tabulated value at the significant level (0.05) = 0.361.

As shown in Table (3): Correlation coefficients between the degree of each statement and the total score of the questionnaire ranged from (0.54 : 0.89), which were statistically significant referring to the questionnaire internal consistency validity.

Table (4)

The Correlation Coefficients between the Total Scores of each Dimension and the Total Questionnaire Score (n = 30)

N	Dimensions	Correlation Coefficient
1	Distributive justice	0.94
2	Procedural justice	0.97
3	Interactional justice	0.97

(r) tabulated value at the significant level (0.05) = 0.361.

- **As shown in Table (4):** The correlation coefficients between the total scores of each dimension and the total questionnaire score ranged from (0.94:0.97), which were statistically significant correlation coefficient indicating the internal consistency of the questionnaire.
- **Determine the reliability of the first tool (the reality of organizational justice questionnaire):** as in table No. (5).

Table (5)

Reliability Using Cronbach's Alpha Coefficient of Questionnaire(n=30)

Dimensions	alpha coefficient
Distributive justice	0.84
Procedural justice	0.90
Interactional justice	0.95
Total degree	0.96

As shown in Table (5): The alpha coefficients of the questionnaire ranged from (0.84 : 0.96), which were statistically significant coefficients indicating the reliability of the questionnaire.

Statistical methods for processing research results: The researcher used percentage, correlation coefficient, alpha coefficient of Cronbach, estimated degree, average response rate, the researcher satisfied the level of significance at the level (0.05). The researcher used also SPSS to calculate some statistical coefficients.

Discussion and interpretation of the results:

- 1- **Answer the first question: What is the reality of practicing organizational justice among kindergarten leaders (administrators- supervisors) in its three dimensions (distributive, procedural, interactional) from the perspective of teachers?**

Table (6)

Estimated degree and Average of Response Ratio for Sample Viewpoints for Questionnaire Items of Organizational Justice (First Dimension: Distributive Justice) (n = 284)

N	items	response			Estimate d degree	Average of response ratio
		Achieve d Significa ntly	Achieve d Modera tely	Achie ved at a Low Level		
kindergarten leaders (administrators and supervisors) playing the following:						
1	considering the appropriateness of rewards and incentives to the teacher's experience.	2	174	108	462	0.54
2	Determining the incentives is related to the efforts of the teachers in job performance.	5	160	119	454	0.53
3	Distributing responsibilities and duties to teachers with justice.	4	180	100	472	0.55
4	Considering teachers' conditions, when allocating the additional workloads and tasks.	2	163	119	451	0.53
5	Involving teachers in kindergarten training courses, fairly.	4	182	98	474	0.56
6	considering the consistence of the functional status of the teacher with the scientific degree obtained.	5	178	101	472	0.55
The total degree of the dimension					2785	0.54
Minimum Confidence = 0.62		Maximum Confidence = 0.72				

As shown in Table (6): The average of response ratio of the research sample on first dimension items: distributive justice ranged between (0.53 : 0.56), Where the total ratio of all items were less than minimum confidence interval indicating that they achieved at a low level, in addition The total ratio of the dimension was (0.54), which was less than minimum confidence interval, indicating that it was achieved at a low level in the reality of distributive justice, and this may be due to the small number of kindergarten teachers which may lead to more burden pressure and responsibilities on some teachers, lack of budget that allows for the allocation of rewards and financial incentives for teachers and the lack of follow – up committees by the general department of kindergartens to verify the extent to which kindergarten leaders apply distributive justice. This finding is in consistent with the study of Mahmoud, H.& Barakat, S.

(2006), and the study of Al Harahsheh, M.& Al-Kharbasha, M. (2012) which concluded that distributive justice is poorly applied.

Table (7)

Estimated Degree and Average of Response Ratio for Sample viewpoints for Questionnaire Items of Organizational Justice

(Second Dimension: procedural justice) (n = 284)

N	items	response			Estimated degree	Average of response ratio
		Achieved Significantly	Achieved Moderately	Achieved at a Low Level		
kindergarten leaders (administrators and supervisors) playing the following:						
7	Allowing teachers to express their opinions before making decisions about work.	2	194	88	482	0.57
8	Make decisions objectively, without bias.	7	146	131	444	0.52
9	Follow-up the subordinates' implementation of decisions on an ongoing basis.	4	191	89	483	0.57
10	Applying administrative procedures and decisions to female teachers in accordance with specific and fair criteria, without prejudice.	5	151	128	445	0.52
11	Flexibility in implementing decisions related to kindergarten work.	1	197	86	483	0.57
12	Following fair standards and criteria when writing the performance reports necessary for the functional upgrade of the teachers.	1	168	115	454	0.53
13	Teach teachers about their performance standards and reports.	6	184	94	480	0.56
14	Encouraging teachers' contributions to improve kindergarten performance.	3	179	102	469	0.55
15	Respecting justice when resolving disputes between teachers.	1	169	114	455	0.53
16	Taking fair action when accounting offenders.	5	179	100	473	0.56
The total degree of the dimension					4668	0.55
		Minimum Confidence = 0.62		Maximum Confidence = 0.72		

As shown in Table (7): The average of response ratio of the research sample on second dimension items: procedural justice ranged between (0.52 : 0.57), Where the total ratio of all items were less than minimum confidence interval indicating that they achieved at a low level, in addition The total ratio of the dimension was (0.55), which was less than minimum confidence interval, indicating that it was achieved at a low level in the reality of procedural Justice, and this may be due to poor kindergarten leaders' perception about the significant impact of procedural justice feeling on teacher performance and the lack of interest of the Ministry in field research that addresses procedural justice and the extent to which it is achieved by kindergarten leaders as well as how to achieve it and this result is in consistent with the study of **Ahmed,A. (2003)** , and the study of **Ahmed,A.(2012)**, which showed that procedural justice is poorly applied.

Table (8)

Estimated Degree and Average of Response Ratio for Sample Viewpoints for Questionnaire items
Organizational Justice
(Third Dimension: Interactional Justice) (n = 284)

N	items	response			Estimat ed degree	Average of respons e ratio
		Achieve d Significa ntly	Achieve d Moderat ely	Achie ved at a Low Level		
kindergarten leaders (administrators and supervisors) playing the following:						
17	Treating teachers friendly and with respect, in the work environment.	35	145	104	499	0.59
18	Considering the functional rights and duties of teachers, without discrimination.	5	169	110	463	0.54
19	Building good social relations in kindergarten, based on respect of teachers' feelings.	3	163	118	453	0.53
20	Making decisions in a way that preserves teachers' dignity.	9	173	102	475	0.56
21	Discussing teachers about the effects and consequences of decisions related to kindergarten work.	3	179	102	469	0.55
22	Democratically deal with all teachers, without discrimination.	6	158	120	454	0.53
23	Clarify standards and working rules for all teachers, without exception or discrimination.	3	188	93	478	0.56

24	Considering teachers' needs of, when making decisions related to work.	8	164	112	464	0.54
25	Informing teachers of any formal or social activities, prior to their implementation.	11	184	89	490	0.58
26	Encourage female teachers to conduct and publish scientific research and work-related studies.	10	195	79	499	0.59
The total degree of the dimension					4744	0.56
Minimum Confidence = 0.62			Maximum Confidence = 0.72			

As shown in Table (8): The average of response ratio of the research sample on third dimension: Interactional Justice ranged between (0.53 : 0.59), Where the total ratio of all items were less than minimum confidence interval indicating that they achieved at a low level, in addition The total ratio of the dimension was (0.56), which was less than minimum confidence interval, indicating that it was achieved at a low level in the reality of Interactional Justice, and this may be due to the preoccupation of kindergarten leaders with actions that are more important than the human side (in their view), in addition to the weak training courses offered to kindergarten leaders on interactive justice, and how to achieve them and this result is in consistent with the study of Mahmoud, H.& Barakat, S. (2006), and the study of Al-Harabsheh, M.& Al-Kharbasha, M. (2012) which showed that procedural justice is was week.

Through what is presented above about the reality of the organizational justice dimensions; it is clear that the ratio of the organizational justice as a whole was (0.55), which was less than the minimum confidence level. This result is in consistent with the study of Abu Tayeh, B. (2012), the study of Shetwi, A. (2011) which confirmed the weakness of organizational justice.

Table (9)

Estimated Degree and Average of Response Ratio for Sample Viewpoints in Organizational Justice (n = 284)

N	Dimension	Estimated degree	Average of response ratio	Rank
1	Distributive justice	2785	0.54	3
2	Procedural justice	4668	0.55	2
3	Interactional justice	4744	0.56	1
The total degree of the questionnaire		12197	0.55	
Minimum Confidence = 0.62		Maximum Confidence = 0.72		

As shown in table (9): The average of response ratio of the research sample on Organizational Justice dimensions ranged between (0.54 : 0.56), that in the first rank was the dimension of (Interactional Justice), while in the last rank was (Distributive Justice).

2- Answer the second question: What are the suggestions for achieving organizational justice among kindergarten leaders from the perspective of teachers?

Table (10)

Frequency and percentage of sample Viewpoints suggestions to achieve Organizational Justice (n = 284)

N	suggestions	Frequency	percentage
1	Providing leadership training courses on organizational justice, and their significance in improving teachers' performance.	201	70.77
2	Producing bulletins on organizational justice for kindergarten leaders on an ongoing basis.	142	50.00
3	Establishing criteria to assess the extent to which kindergarten leaders practice organizational justice.	154	54.23
4	Providing incentives and rewards (material / moral) to kindergarten leaders who apply organizational justice.	176	61.97
5	Setting standards for accountability of offenders of kindergarten leaders and those who fail to implement organizational justice.	162	57.04

As shown in Table (10): The percentage of opinions of the research sample for achieving Organizational Justice ranged between (49.65% : 70.77%); It came in the first rank (Providing leadership training courses on organizational justice, and their significance in improving teachers' performance); while in the last rank was (Producing bulletins on organizational justice for kindergarten leaders on an ongoing basis).

Research Recommendations

- o Paying the general administration of kindergartens attention to the extent to which kindergarten leaders apply organizational justice in actual reality.
- o Involve kindergarten leaders in training courses, seminars, conferences and organized meetings related to organizational justice, its importance and how to implement it.
- o Providing books, magazines and scientific references on organizational justice for kindergarten leaders.
- o Encouraging kindergarten leaders to conduct research and scientific studies on organizational justice.
- o Providing a system of incentives and rewards to encourage leaders who apply organizational justice in practice.

Setting standards for accountability of offenders of kindergarten leaders and those who fail to implement organizational justice.

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