A STUDY OF PRINCIPALS' PRACTICES ON ORGANIZATIONAL JUSTICE IN EDUCATION DEGREE COLLEGES

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Abstract

This study intended to investigate principals' practices on organizational justice perceived by teacher educators in Education Degree Colleges. Participants were 150 teacher educators and 4 principals, selected by using a purposive sampling method. Both quantitative and qualitative methods were used in this study. Questionnaires were used for teacher educators' expectations on organizational justice practised by principals and principals' practices perceived by teacher educators. The reliability coefficient (Cronbach α) was 0.97 for the questionnaire of teacher educators' expectations and 0.85 for the questionnaire of principals' practices on organizational justice. Descriptive statistics, Independent Samples *t* test and Paired Samples *t* test were used to analyse the collected data. Quantitative findings revealed that teacher educators highly expected on principals' practices on overall organizational justice in Education Degree Colleges. However, principals moderately practised on overall organizational justice perceived by teacher educators. There were significant differences in the principal's practices on organizational justice according to their personal factors. Moreover, the qualitative study analysed the principals' responses to open-ended questions. According to qualitative findings, principals answered that they practised organizational justice such as providing rewards to teacher educators for their contributions to the organization, and distributing tasks based on teacher educators' skills and qualifications. Further, they considered teacher educators' opinions, expressed respect to teacher educators' suggestions, and provided the detailed information from different media to all teacher educators.

Keywords: organizational justice

Introduction

Education plays a central role in the nation's social and economic development. The kind of education needed today requires teachers to be high-level knowledge workers who constantly advance their own professional knowledge and that of their profession (OECD, 2012). Dr. Khin Zaw (2001) mentioned that "No educational system can ever be better than its teachers. No teacher, regardless of race, creed or grade, can emerge fully qualified from an inferior teacher education program". Further, the National Education Strategic Plan (NESP) (2016-2021) stated the priorities for teacher reform undertaken by the Myanmar Government. The Ministry of Education is making efforts to strengthen teacher education in Myanmar and reform teacher education training programs. In implementing teacher education reform, principals and teacher educators are also key change agents in Education Degree Colleges.

The problem of quality in the education system is that human resource studies need to be improved in educational institutions. To use human resources more efficiently, organizations should give more attention to the organizational justice concept. In a fairly located environment, members/workers have positive attitudes towards organizations and contribute to the organization to achieve its goals (Tang and Gilbert,1994).

Educational institutions should provide adequate consideration to organizational justice to increase the performance, productivity, and commitment of teacher educators. As educational leaders, principals must consider the importance of organizational justice. If teacher educators perceive low organizational justice perceptions, their job satisfaction and organizational citizenship behaviours will be low. Therefore, this study is focused on a study of principals' practices on organizational justice in Education Degree Colleges.

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Significance of the Research

Professionals have great interest in organizational justice because it ensures equal opportunities and outcomes for all people (Gracia, 2015). Greenberg (1990) stated that organizational justice is required both for the personal satisfaction of individuals and organizations in a way to fulfil their functions effectively.

The literature reflects that previous research studies on organizational justice have targeted higher education institutions, universities, primary schools, and secondary schools. Nevertheless, there is still a research gap on organizational justice in teacher education and training, especially in Myanmar. Therefore, this study intended to study the principals' practices on organizational justice in Education Degree Colleges. This research results will benefit the policymakers in the Ministry of Education to identify the extent of principals' practices in Education Degree Colleges and will provide suggestions for achieving organizational justice among principals in Education Degree Colleges.

Aims of the Research

Main Aim

- To study the principals' practices on organizational justice in Education Degree Colleges

Specific Aims

1. To identify the degree of teacher educators' expectations on principals' practices on organizational justice in Education Degree Colleges
2. To investigate the extent of the principals' practices of organizational justice perceived by teacher educators in Education Degree Colleges
3. To study the differences in the principals' practices on organizational justice according to their personal factors

Research Questions

1. To what extent do teacher educators expect on principals' practices of organizational justice in Education Degree Colleges?
2. To what extent do the principals practise organizational justice from teacher educators' perceptions in Education Degree Colleges?
3. Are there any significant differences in the principals' practices on organizational justice according to their personal factors?

Limitations of the Study

This study is limited to four Education Degree Colleges due to time constraints. The populations in this study were principals and teacher educators from the selected Education Degree Colleges. Therefore, the findings of this study could not cover any other Education Degree Colleges and Universities.

Theoretical Framework

As a theoretical framework of this research, it is based on Adam's Equity Theory. Organizational justice is a perception of members about what is fair and unfair in the organization where they work. The early development of organizational justice study can be traced through Adams' Theory of Equity. The equity theory postulates that organizational justice is a motivation for workers to have fair treatment, where the principle of justice is to balance between inputs and outputs of the individual (Adam ,1965).

In this study, an analysis of principals' practices of organizational justice will be conducted in terms of four dimensions of organizational justice (Colquitt, 2001): distributive justice, procedural justice, interpersonal justice and informational justice. These dimensions were described in brief as follows:

***Distributive Justice*:** Colquitt (2001) defined distributive justice as the fairness associated with the decision related to the distribution of resources within an organization. Distributive justice is based on Adams' Theory of Equity, and refers to a fairness of output accepted by someone. Outputs include salary, benefit, work status, and other variables accepted by organization if compared to personal attributes such as effort, education background, experience, skill, age, social status (Hiariey, 2020).

***Procedural Justice*:** Procedural justice was suggested by Thibaut and Walker (1975) based on their observation of individual conflict. Procedural justice refers to employees' judgments of fairness of all organizational policies, management, and procedures leading to taking decisions (Colquitt, 2001).

***Interpersonal Justice*:** Interpersonal justice refers to the level to which employees within an organization are treated with politeness, respect, and dignity by supervisors (Colquitt, 2001).

Informational Justice: Informational justice refers to the perception of whether an employer is providing timely and adequate information and explanation. (Colquitt,2001).

Definition of Key Terms

Organizational Justice

Organizational justice is a judgment made by the members/workers of an organization about the fairness of distributing outcomes, processes of allocating outcomes and interpersonal relationships at the workplace (Greenberg, 1990).

Methodology

Research Method

In this study, a mixed method research design was used, involving a quantitative method to investigate teacher educators' expectations and the principals' practices on organizational justice perceived by teacher educators, and a qualitative method to acquire insight into principals' perceptions on their own practices on organizational justice.

Sample

The target population was teacher educators and principals from 25 Education Degree Colleges. Samples were selected by a purposive sampling method. The 150 teacher educators and 4 principals from the selected 4 Education Degree Colleges participated in this study.

Instrumentation

After the thorough review of the literature. two sets of questionnaires were developed for quantitative data collection: one for teacher educators and other for principals.

Questionnaire for teacher educators included two parts: the first part for teacher educators' demographic data, the second part for investigating the teacher educators' expectations and principals' practices on organizational justice. The first part included 5 items for demographic data of teacher educators and the second part involved 41 items regarding four dimensions of

organizational justice practiced by principals such as distributive justice, procedural justice, interpersonal justice, and informational justice. Teacher educators were requested to response these items based on their expectations and principals' practices on organizational justice through the use of four-point Likert scales: (1= never expect, 2 = sometimes expect, 3 = often expect, 4 = always expect), and (1 = never practise, 2 = sometimes practise, 3 = often practise, 4 = always practise).

Questionnaire for principals included 6 items concerning demographic data of principals. These data were used to investigate the variations on principals' practices on organizational justice according to their personal factors. 9 open-ended questions were used for qualitative data collection.

The internal consistency using Cronbach's Alpha coefficient was used to measure the consistency among the items. The reliability coefficient or Cronbach's alpha of the questionnaire for teacher expectations on organizational justice was 0.97 and of the questionnaire for principals' practices on organizational justice was 0.85.

Procedure

First, the relevant literature concerning organizational justice was explored. The instrument was developed to collect the required data under the guidance of the supervisor. Then, to ensure the content validity of the instrument, expert opinions were taken from 10 experienced teachers from the Department of Educational Theory and Management, Yangon University of Education. For qualitative study, open-ended questions were constructed by the guidance of the supervisor and the content validity was examined by experienced teachers. After taking expert validity, the pilot testing for the instruments was conducted in December 2021. The modified instruments were distributed to all participants of the four Education Degree Colleges. After two weeks, the instruments were recollected with the assistance of the respective principals.

Data Analysis

The collected data were systematically analysed by using the Statistical Package for the Social Sciences (SPSS) software version 23. Descriptive statistics, independent samples *t*-test and Paired samples *t* Test were used to analyse the data. Descriptive analysis was used to compute means and standard deviations for each item, each dimension of organizational justice. Independent samples *t* Test was used to compare means and to determine any differences in the principals' practices of organizational justice according to their demographic data. Paired samples *t* Test was conducted to find out the differences between the degree of teacher educators' expectations and the extent of principals' practices on organizational justice.

The data obtained from the open-ended questions were analysed to reveal the similarities and differences in the findings.

Findings

Quantitative Research Findings

The analysis of the collected data was intended to investigate the degrees of teacher educators' expectations on organizational justice practised by principals, and the extent of principals' practices on organizational justice from teacher educators' perspectives. Also, the gap between the degrees of teacher educators' expectations and the extent of principals' practices on organizational justice was identified. Further, variations in the principals' practices on organizational justice according to their personal factors were studied.

Investigating the Degree of Teacher Educators' Expectations on Organizational Justice Practised by their Principals

Table 1. Means and Standard Deviations of Teacher Educators' Expectations on Organizational Justice   (N=150)

Dimensions of Organizational Justice	Mean (SD)	Remark
Distributive Justice	3.55 (.57)	highly expect
Procedural Justice	3.48 (.55)	highly expect
Interpersonal Justice	3.59 (.54)	highly expect
Informational Justice	3.47 (.56)	highly expect
Teacher Educators' Expectations on Overall Organizational Justice	**3.52 (.50)**	**highly expect**

Scoring Direction: 1.00-1.75=not expect at all   2.51-3.25=moderately expect
                                       1.76-2.50=somewhat expect   3.26-4.00=highly expect

According to Table 1, The mean values of teacher educators' expectations on distributive justice, procedural justice, interpersonal justice and informational justice practised by principals were 3.55, 3.48, 3.59 and 3.47 respectively. Moreover, the overall mean value for teacher educators' expectations on organizational justice was 3.52.

Investigating the Extent of Principals' Practices on Organizational Justice Perceived by Teacher Educators

Table 2 Means and Standard Deviations of Principals' Practices on Organizational Justice Perceived by Teacher Educators   (N=150)

Dimensions of Organizational Justice	Mean (SD)	Remark
Distributive Justice	3.20 (.67)	moderately practise
Procedural Justice	3.12 (.67)	moderately practise
Interpersonal Justice	3.30 (.69)	highly practise
Informational Justice	3.22 (.66)	moderately practise
Principals' Practices on Overall Organizational Justice	**3.21 (.64)**	**moderately practise**

Scoring Direction: 1.00-1.75=not practise at all   2.51-3.25=moderately practise
                               1.76-2.50=somewhat practise   3.26-4.00=highly practise

According to data in Table 2, principals highly practised on interpersonal justice because of its mean value (Mean=3.30) and moderately practised on distributive justice, procedural justice, informational justice as their mean values were 3.20, 3.12 and 3.22. Moreover, it can be found that principals moderately performed on overall organizational justice, as the overall mean value was 3.21.

Differences between the Degree of Teacher Educators' Expectations and the Extent of Principals' Practices on Organizational Justice Perceived by Teacher Educators

Table 3　　Comparison between the Degree of Teacher Educators' Expectations and the Extent of Principals' Practices on Organizational Justice Perceived by Teacher Educators　　　　　　　　　　　　　　　　　　　　　　　　　　(N=150)

Dimensions of Organizational Justice	Mean (SD)		*t*	*df*	*p*
	Expectations	Practices			
Distributive Justice	3.55(.57)	3.20(.67)	6.17	149	.000***
Procedural Justice	3.48(.55)	3.12 (.67)	6.80	149	.000***
Interpersonal Justice	3.59(.54)	3.30 (.69)	5.38	149	.000***
Informational Justice	3.47(.56)	3.22 (.66)	4.92	149	.000***
Overall Organizational Justice	**3.52(.50)**	**3.21(.64)**	**6.36**	**149**	**.000***

Note: ***$p < 0.001$,　Scoring Direction:
　　　Degree of Expectations　　　　　Extent of Practices
　　　1.00-1.75=not expect at all　　　1.00-1.75=not practise at all
　　　1.76-2.50=somewhat expect　　　1.76-2.50=somewhat practise
　　　2.51-3.25=moderately expect　　2.51-3.25=moderately practise
　　　3.26-4.00=highly expect　　　　3.26-4.00=highly practise

　　　Table 3 shows that there were significant differences between the level of teacher educators' expectations and the level of principals' practices on all domains of organizational justice and overall organizational justice at $p<0.001$ level. Based on the results of the paired samples *t* test analysis, it was found that the mean values of the level of teacher educators' expectations were higher than the mean values of the level of principals' practices on overall organizational justice, *t* (149) = 6.36, $p<0.001$. A clearer understanding can be seen in Figure 1.
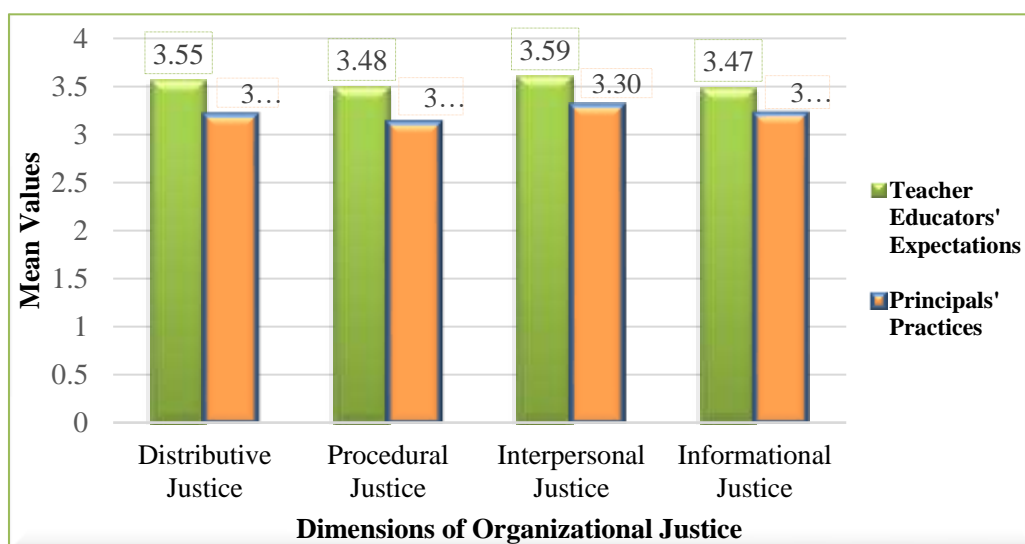

Figure 1　　Mean Comparisons between Teacher Educators' Expectations and the Principals' Practices on Organizational Justice

　　　Figure 1 presents that the mean values of the levels of teacher educators' expectations were higher than that of principals' practices on all dimensions of organizational justice such as distributive justice, procedural justice, interpersonal justice and informational justice.

Variations of the Extent of Principals' Practices on Organizational Justice according to their Personal Factors

Table 4 Independent Samples *t* Test Results of Principals' Practices on Organizational Justice Grouped by Gender (Perceived by Teacher Educators)   (N=150)

Variables	Gender	N_1	N_2	Mean	SD	*t*	*df*	*p*
Distributive Justice	Male	1	39	3.41	.58	2.30	148	.023*
	Female	3	111	3.12	.68			
Procedural Justice	Male	1	39	3.33	.57	2.35	148	.020*
	Female	3	111	3.04	.69			
Interpersonal Justice	Male	1	39	3.49	.54	2.30	87.93	.024*
	Female	3	111	3.23	.72			
Informational Justice	Male	1	39	3.39	.51	2.07	91.75	.041*
	Female	3	111	3.17	.70			
Principal Practices on Overall Organizational Justice	**Male**	**1**	**39**	**3.40**	**.52**	**2.25**	**148**	**.026***
	Female	**3**	**111**	**3.14**	**.66**			

Note: **p < 0.05, N_1= number of principals, N_2= number of teacher educators*

According to Table 4, there were significant differences in all dimensions of organizational justice practised by principals according to their gender. The male principal performed differently from the group of female principals on the overall organizational justice practice, *t* (148) = 2.25, *p*<0.05.

Table 5 Independent Samples *t* Test Results of Principals' Practices on Organizational Justice Grouped by Age (Perceived by Teacher Educators)   (N=150)

Variables	Total Services	N_1	N_2	Mean	SD	*t*	*df*	*p*
Distributive Justice	≤55 years	2	80	3.28	.65	1.60	148	ns
	>55 years	2	70	3.10	.69			
Procedural Justice	≤55 years	2	80	3.22	.62	2.01	148	.046*
	>55 years	2	70	3.00	.71			
Interpersonal Justice	≤55 years	2	80	3.42	.65	2.32	148	.022*
	>55 years	2	70	3.16	.71			
Informational Justice	≤55 years	2	80	3.34	.66	2.35	148	.020*
	>55 years	2	70	3.09	.64			
Principals' Practices on Overall Organizational Justice	**≤55 years**	**2**	**80**	**3.31**	**.60**	**2.20**	**148**	**.029***
	>55 years	2	**70**	**3.09**	**.66**			

Note: *ns= no significance, *p < 0.05, N_1= number of principals, N_2= number of teacher educators*

According to Table 5, the group of principals who were 55 years and under 55 years of age performed differently from the group of principals who were above 55 years of age on three dimensions of organizational justice such as procedural justice, interpersonal justice, and

informational justice, but not on distributive justice. Based on the results of principals' practices on overall organizational justice, it was found that there was a significant difference between the practices of two age-groups of principals, t (148) = 2.20, $p < 0.05$.

Table 6 Independent Samples *t* Test Results of Principals' Practices on Organizational Justice Grouped by Academic Qualifications (Perceived by Teacher Educators (N=150)

Variables	Academic Qualifications	N_1	N_2	Mean	SD	t	df	p
Distributive Justice	M.A., M.Sc.	3	111	3.12	.68	-2.30	148	.023*
	M.Ed.	1	39	3.41	.58			
Procedural Justice	M.A., M.Sc.	3	111	3.04	.69	-2.34	148	.020*
	M.Ed.	1	39	3.33	.57			
Interpersonal Justice	M.A., M.Sc.	3	111	3.23	.72	-2.30	87.93	.024*
	M.Ed.	1	39	3.49	.54			
Informational Justice	M.A., M.Sc.	3	111	3.17	.70	-2.07	91.75	.041*
	M.Ed.	1	39	3.39	.51			
Principals' Practices on Overall Organizational Justice	**M.A., M.Sc.**	**3**	**111**	**3.14**	**.66**	**-2.25**	**148**	**.026***
	M.Ed.	**1**	**39**	**3.40**	**.52**			

Note: *$p < 0.05$, N_1= number of principals, N_2= number of teacher educators

Table 6 presents that there were significant differences between the principal who got M.Ed. degree and the principals who got M.A. or M.Sc. degree in their practices on all dimensions at $p < 0.05$ level. Moreover, there was a significant difference between two groups of principals in overall organizational justice practices, t (148) = -2.25, $p < 0.05$.

Table 7   Independent Samples *t* Test Results of Principals' Practices on Organizational Justice Grouped by Total Services (Perceived by Teacher Educators)(N=150)

Variables	Total Services	N_1	N_2	Mean	SD	t	df	p
Distributive Justice	≤35 years	3	111	3.12	.68	-2.30	148	.023*
	>35 years	1	39	3.41	.58			
Procedural Justice	≤35 years	3	111	3.04	.68	-2.34	148	.020*
	>35 years	1	39	3.33	.57			
Interpersonal Justice	≤35 years	3	111	3.23	.72	-2.30	87.93	.024*
	>35 years	1	39	3.49	.54			
Informational Justice	≤35 years	3	111	3.17	.70	-2.07	91.75	.041*
	>35 years	1	39	3.39	.51			
Principals' Practices on Overall Organizational Justice	**≤35 years**	**3**	**111**	**3.14**	**.66**	**-2.25**	**148**	**.026***
	>35 years	**1**	**39**	**3.40**	**.52**			

Note: *$p < 0.05$, N_1= number of principals, N_2= number of teacher educators

According to Table 7, statistically significant differences were found in all dimensions of organizational justice practised by principals according to their total services. The principal whose total services were above 35 years performed differently from principals whose total services were 35 years and under 35 years in their practices on overall organizational justice, t (148) = -2.25, $p<0.05$.

Table 8   Independent Samples t Test Results of Principal Practices on Organizational Justice Grouped by Administrative Services (Perceived by Teacher Educators) (N=150)

Variable	Total Services	N_1	N_2	Mean	SD	t	df	p
Distributive Justice	≤5 years	3	111	3.12	.68	-2.30	148	.023*
	>5 years	1	39	3.41	.58			
Procedural Justice	≤5 years	3	111	3.04	.68	-2.35	148	.020*
	>5 years	1	39	3.33	.57			
Interpersonal Justice	≤5 years	3	111	3.23	.72	-2.30	87.93	.024*
	>5 years	1	39	3.49	.54			
Informational Justice	≤5 years	3	111	3.17	.70	-2.07	91.75	.041*
	>5 years	1	39	3.39	.51			
Principals' Practices on Overall Organizational Justice	**≤5 years**	**3**	**111**	**3.14**	**.66**	**-2.25**	**148**	**.026***
	>5 years	**1**	**39**	**3.40**	**.52**			

Note: *$p < 0.05$, N_1= number of principals, N_2= number of teacher educators

According to Table 8, there were significant differences between the principals whose administrative services were above 5 years and the principals whose administrative services were 5 years and under 5 years in their practices on all dimensions of organizational justice at $p<0.05$ level. Based on the results of the overall practices on organizational justice, the principal whose administrative services were above 5 years performed differently from the principals whose administrative services were 5 years and under 5 years, t (148) = -2.25, $p<0.05$.

Qualitative Research Findings

Principals' responses to open-ended questions were presented as qualitative findings.

Question (1)   As a principal of an Education Degree College, do you think the practice of organizational justice is important? Why?

Principals answered that the practices of organizational justice in Education Degree Colleges is important because practices of justice build trust and respect between principals and teacher educators (n=2, 50%). Without justice, staff's negative emotions will interfere with the working process, and they will not perform effectively administrative tasks (n=2, 50 %).

Question (2)   As a principal of an Education Degree College, how do you practise to be just in recognising teacher educators' efforts and performance?

Principals reported that they provided rewards to teacher educators who contributed to organizational success, encouraged teacher educators who has fewer efforts and motivated them to improve their performance (n=1, 25%), conducted evaluation process on teachers educators' performances in an objective way for job promotions (n=1, 25%), distributed the incentives to apply teacher educators' knowledge and skills (n=1, 25%), and set the criteria for teacher educators' job performance, and appraised them with defined criteria (n=1, 25%).

Question (3)   As a principal of an Education Degree College, how do you make teacher educators realise that the job decisions are just?

According to the principals' responses, they collected accurate and reliable facts and data from teacher educators before making job decisions, obtained group agreement for important tasks (n=1, 25%), explained all teacher educators about the procedures and plans in detail (n=2, 50%), allowed teacher educators to express their opinions and suggestions for improving teaching practices in meeting and made final decisions representative to their ideas (n=1, 25%).

Question (4)   In what ways do you implement the administrative tasks with justice in Education Degree College?

Principals answered that they tried to understand the strengths and weaknesses of individual teacher educators in assigning the tasks (n=2, 50%), allocated the duties and responsibilities based on teacher educators' skills and experiences, monitored and supported them if needed (n=1, 25%), involved everyone in implementing organizational developmental plans, decreased centralised system and gave autonomy to control their work and monitored their progress (n=1, 25%).

Question (5)   To ensure interpersonal justice, how do you interact with teacher educators in discussing the school-related issues?

Principals responded that they considered the teacher educators points of views (n=2, 50%), used two-way communication in discussing the school related matters, and gave constructive feedback on their ideas, (n=1, 25%), demonstrated respect and value on teacher educators' expressions, and actively listened to everyone suggestions and opinions (n=1, 25%).

Question (6)   How do you practise justice in sharing the relevant information to teacher educators in Education Degree College?

According to the principals' responses, they announced the information on the notice board (n=1, 25%), released the detailed information from different media to all teacher educators (n=1, 25%), assigned the professors to provide the update news and information to teacher educators from their respective departments (n=2, 50%).

Question (7)   As a principal of an Education Degree College, do you face any challenges in performing the workloads and tasks with justice? If so, discuss.

Principals answered that they faced challenges because some teacher educators requested private chance for their personal gain when working with others, and their emotions will interrupt the working environment (n=1, 25%), some teacher educators took no responsibility and less committed to their works that led to have burdensome on others, and it was difficult to manage

them to be just (n=1, 25%), collaboration between teacher educators was low (n=1, 25%) , and one principal answered that there was no difficulty in doing tasks with justice in the workplace (n=1, 25%),

Question (8)   How could you achieve organizational justice in taking actions for changes and improvement of your degree college?

Principals answered that they could apply the democratic ways, make decisions based on agreements of most people, and respect ideas of the minority people (n=1, 25%), practise shared decision-making style for organizational development (n=1, 25%), develop the quality assurance team, design the working plan, set criteria for performance appraisal, record the individual performance and data for continuous professional development, give appropriate rewards on teacher educators' efforts and contributions (n=1, 25%), and develop trust between principal and teacher educators, enhance collaboration in workplace (n=1, 25%).

Conclusion and Discussion

Organizational justice is important in the workplace because perceptions of justice in organizations affect the performance of members and the development of organizations. To achieve the goals of teacher education in Myanmar, teacher educators must give more efforts and more commitment to the organization, and principals should practise organizational justice in the working environment. Therefore, this study aimed at investigating principals' practice on organizational justice in Education Degree College.

The results of the study indicated that teacher educators reported that principals moderately practised on three domains organizational justice such as distributive justice, procedural justice and informational justice, however, principals highly practiced on interpersonal justice. The qualitative results supported this finding. According to the principals' responses to open-ended questions, they considered teacher educators' opinions, used two-way communication in discussing the school related matters, and expressed respect and value on teacher educators' points of views. They also reported that practices of justice build trust and respect between principals and teacher educators. Lind (1988) demonstrated that employees' perceptions of organizational justice increased their trust in their supervisors. Moreover, principals responded that injustice caused staff's negative emotions that will interfere with the working process, and administrative tasks will not be performed effectively. Adam's Equity Theory (1965) suggested that employees give various favourable or unfavourable reactions according to their perceptions on organizational outcomes in the work environment.

Moreover, this study investigated the differences in the extent of principals' practices on organizational justice according to their personal factors such as gender, age, academic qualifications, total services and administrative services. The results of the study showed that the mean value of male principal was significantly higher than the mean values of female principals in the practices on organizational justice. Therefore, it can be concluded that male principals practised Organizational Justice more than female principals in Education Degree Colleged. Moreover, it was found that the mean values of the group of principals who were 55 years and under 55 years of age are higher than that of principals who were above 55 years of age on the overall organizational justice practices. Therefore, it can be noted that principals who were 55 years and under 55 years practised organizational justice more than principals who were above 55 years of age.iz

Furthermore, the results of the principals' practices on organizational justice grouped by academic qualifications demonstrated that the mean value of principal who got M.Ed. degree are higher than that of principals who got M.A. or M.Sc. degree in all dimensions of organizational practiced organizational justice more than the principals who were M.A. M.Sc. degree holders. In addition, the principal whose total services were above 35 years showed significantly higher mean value than that of principals whose total services were 35 years and under 35 years in their practices on organizational justice. Therefore, it can be analysed that principal whose total services were above 35 years practised organizational justice more than principals whose total services were 35 years and under 35 years. Finally, it was found that the mean values of the principal whose administrative services above 5 years were higher than that of principals whose administrative services were 5 years and under 5 years in their organizational justice practices. It can be analysed that the principal who had above 5 years of administrative services practised organizational justice more than principals who had 5 years and under 5 years of administrative services.

Regarding teacher educators' expectations, it was found that teacher educators highly expected principals to practice on all four dimensions of organizational justice. Therefore, principals need to be aware of the teacher educators' expectations and improve their organizational justice practices in order to meet their practices with teacher educators' expectations in Education Degree Colleges.

However, principals reported that they faced challenges in performing the tasks with justice that some teacher educators sought particular opportunity for their personal gain, and their grievances interrupted the working processes. Furthermore, they answered that some teacher educators were less responsible and had less commitment to their tasks that led to have burdensome on others, and so it was difficult to be just among teacher educators. Therefore, it should be questioned how principals address challenges faced in practising organizational justices in Education Degree Colleges. This can be one research question for future studies.

Recommendations

In the light of the study results, the following suggestions and recommendations were drawn to be considered to improve the organizational justice practices. Principals should:

- Interact with teacher educators from different departments equally.
- Treat teacher educators in different positions fairly.
- Express concerns for teacher educators' dignity.
- Not provide more support to teacher educators who are relatives or friends of principals than others.
- Discuss teacher educators about their professional experiences in a respectful manner.
- Distribute the rewards according to teacher educators' effort and performance.
- Give appropriate opportunities for the professional development needs of each teacher educator.
- Allow teacher educators to challenge the job decisions made by the principal for fixing mistakes and ensure justice.
- Consider teacher educators' voices for the development of organization.
- Assign the tasks and duties based on teacher educators' conditions and performance.
- Resolve the disputes between teacher educators with respect to justice.
- Release detailed information of professional development activities to all teacher educators, regardless of their positions.
- Provide job-related information in a timely-manner.

Need for Further Research

This research was conducted in selected four Education Degree Colleges. The conclusions were drawn based on the findings from the limited research setting. Therefore, further study should be expanded in other Education Degree Colleges to make more generalisations in the context of Education Degree Colleges. This study intended to study the principals' practices on organizational justice only in Education Degree Colleges. Further studies should be conducted to investigate the principals' organizational justice practices at Basic Education Schools, and the leaders' practices on organizational justice at Higher Education Institutions.

In this study, a mixed method research design involving questionnaire survey and open-ended questions was used. Further research should be conducted to study the principals' practices on organizational justice by using another qualitative method, such as an interview technique. The present study examined the extent of principals' practices on organizational justice in Education Degree Colleges. The researchers should explore the challenges faced by principals in practising organizational justice in workplace and coping strategies. This study is concerned with principals' practices on organizational justice perceived by teacher educators. Further studies should be explored the impact of organizational justice practices on teacher educators' work attitudes and students' learning achievement.

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