Justice in Education: Experience of Teacher Candidates Enrolled in Primary School Education Program*

Research Article

Omur GURDOGAN BAYIR¹, Tuba CENGELCI KOSE², Muyesser CEYLAN³

¹Anadolu University, Faculty of Education, Department of Primary Education, Eskişehir, Turkey, ORCID: 0000-0002-7455-7237

²Anadolu University, Faculty of Education, Department of Turkish and Social Sciences Education, Turkey, ORCID: 0000-0002-9193-4313

³Anadolu University, Faculty of Education, Department of Education Management, Eskişehir, Turkey, ORCID: 0000.0001-7830-2584

To cite this article: Gurdogan-Bayir, O., & Cengelci-Kose, T., & Ceylan, M. (2021). Justice in education: Experience of teacher candidates enrolled in primary school education program, *International Online Journal of Educational Sciences*, 13(2), 413-431.

ARTICLE INFO	ABSTRACT
<p><i>Article History:</i></p> <p>Received: 25.08.2020</p> <p>Available online: 21.04.2021</p>	<p>The aim of this study, in which a qualitative method-based phenomenological pattern was used, is to analyze the views and experience of teacher candidates of primary school education program about being fair. For this purpose, the relevant data were collected from the third and fourth-year students of a public university in Turkey in three steps. In the first stage, 93 teacher candidates were asked to draw a picture describing the concept of "justice" in education. The second stage of the data collection procedure was composed of writing down why they used the image(s) in their drawings, and in the third stage, randomly selected 12 students were interviewed for a more in-depth investigation in a focus-group interview. The data of the study were analyzed through content analysis method. According to the findings of the study, it was possible to discuss the teacher candidates' understanding the concept of justice, their personal experiences in terms of justice, their opinions about the characteristics of a fair teacher, and their understanding of how justice can be taught. In general, the results of the study show that the teacher candidates explain justice in three dimensions such as non-discrimination, equality and righteousness. Moreover, the teacher candidates explained their experience of justice in two dimensions such as experiences of justice in a fair environment and experiences of injustice in an unfair environment. In the light of the results obtained in the study, it can be advised to incorporate the subject of teaching the significance of justice in teacher education programs and to conduct applied researches on reflecting the significance of justice in the classroom environment.</p>
	<p>© 2021 IOJES. All rights reserved</p>
	<p>Keywords:</p> <p>Justice, fair teacher, teacher education, teacher candidates, primary school education</p>

* This article consists of a part of the project no 1805E135 entitled Fair Teachers for Fair Classes, supported by Anadolu University scientific research projects.

¹ Corresponding author's address: Anadolu Üniversitesi Faculty of Education, Department of Primary Education, Eskişehir, TURKEY

Telephone: +9 0 222 335 05 80

e-mail: ogurdogan@anadolu.edu.tr

DOI: <https://doi.org/10.15345/iojes.2021.02.006>

Introduction

Law and justice emerge as important factors that play a significant role in the life of individuals in terms of ensuring the social life to function in smoother way, as well as providing social control and social sustainability. In small-scale societies with similar characteristics in terms of ethnic identity, origin and values, social control can be achieved through peer pressure from friends and neighbors. To put it more simply, individuals who do not act according to the values of the group are ostracized from the society. On the other hand, societal pressure is important also in larger and diverse societies. However, law is considered to be the major enforcement that provides social control in especially these larger and more diverse societies (Lippman, 2018). The necessity of maintaining the life of the individuals within the society requires the existence of law and justice. Therefore, justice, which is materialized in the law, emerges as a moral value as well and provides the order of social life by means of the power of law (Çengelci Köse, Gürdoğan Bayır, Köse & Yıldırım-Polat, 2019).

Justice, which is of great importance for social life, is a measure that makes it possible for people to live together and a framework that prevents social disorders. Justice is defined to be the respect for the rights of others and the unwavering will for delivering everyone their fair share (Aral, 2012). While exercising their rights in society and fulfilling their responsibilities, individuals maintain their lives by virtue of the trust provided by justice in their relations with other individuals and society. Thus, security and order cannot be mentioned in cases and environments where this trust is lost. Consequently, justice must exist in every aspect of community life. Besides the trust issue, Leventhal (1976) emphasized the importance of member satisfaction in system effectiveness. Lind & Tyler (1988) echo this statement by drawing the attention towards the behaviors and attitudes of the workers when they perceive that they have been treated unfairly. Moreover, in some cases, lack of perceived justice among the workers may cause resignation (Adler & Golan, 1981; Colquitt, 2001). Other consequences, on the other hand, of lack of justice in an organization are reported to be absenteeism (Gellatly, 1995) and psychological strain (Francis & Barling, 2005). Although there have been numerous studies conducted on this topic whose focus is various, in general, several scholars such as Barsky & Kaplan (2007), Colquitt, Conlon, Wesson, Porter & Ng (2001), and Colquitt & Greenberg (2001) agree that it is highly important to understand how justice is perceived in an organization for putting it into practice. Greenberg (2001) draws the attention on the conceptual factors affecting how justice is perceived and states that the conditions which led to perceptions of injustice are limited resources or the unequal distribution of the existing resources. As it can be seen, the reasons and consequences of lack of justice take shape in various ways depending on the circumstances in question. Thus, many concepts and theories, such as distributive justice (Homans, 1974), equity theory, procedural justice (Deutsch, 1975; Leventhal, 1976), interactional justice (Bies & Moag, 1986), referent cognitions theory (Folder, 1992), fairness theory (Folder & Cropanzano, 2001), integrated model of perceived injustice (Sheppard, Lewicki & Minton, 1992), and restorative justice have been developed in order to examine the concept from different aspects.

It is stated that three scopes of organizational justice have been determined according to students' perceptions in classroom relationships such as "distributive justice", "procedural justice", and "interactional justice" (Chory, 2007). For distributive justice, the outcomes of exchanges need to be perceived as fair (Deutsch, 1985). In procedural justice (Leventhal, 1980), on the other hand, the fairness of the process is examined. Interactional justice (Bies & Moag, 1986), as the last one, refers to the perceptions of the fairness in the interpersonal relationships. However, the focus of most of the studies related to justice in education is about the relationship between students' perceptions regarding fairness and their behaviors (Chory, 2007).

In general, the studies reveal that it is vital to familiarize students with the necessary knowledge, skill sets, attitudes and values about social life, law and justice. For children who have initially started this education in the families they were born to and in their immediate environments, their elementary school

teacher assumes a special role later when they start their schooling. The classroom teacher sometimes influences the student as a role model that is more prominent than the parents. It can be considered that the classroom teachers, who have such an important place in the life of the child to possess the consciousness and awareness of justice, shall contribute to the quality of teaching-learning processes. It is thought that analyzing the consciousness of justice of the teachers in the classroom will shed light on methodizing more effective processes in terms of educating teachers who are sensitive to the value of justice and contribute to expose the problems experienced.

Especially in the classroom management context, justice is tried to be integrated in a less punitive manner (Song & Swearer, 2016) leading the organization to embrace restorative practices, in other words, restorative justice, which comprises collaboration in nature (Karp & Sacks, 2014). In the school context, restorative justice is used for decreasing disciplinary problems by improving the school climate since problems are aimed to be solved in a socially acceptable manner. Accordingly, relationships are tried to be developed in favor of eliminating disciplinary actions. In order to solve the problems that emerge in the organization, a collaborative problem-solving model is used. The model aims to build and strengthen the relationships by making the stakeholders accept their responsibilities and embrace mutual respect (Teasley, 2014). The approach, which is mostly reported to be successful in terms of, especially, reducing suspensions, improving school performance (Song & Swearer, 2016) and increasing academic achievement and school engagement (Armour, 2013), embodies several principles such as meeting needs, providing accountability and support, righting wrongs, learning from conflicts, building healthy communities, restoring relationships and addressing an imbalance of power (Evans, Lester & Anfara, 2013).

However, like teacher training programs, educational administrative programs do not focus on student diversity specifically and do not provide students with social justice awareness in their curriculum. Thus, there have been limited studies conducted in literature to shed light on the situation at issue in the context of Turkey. Consequently, the study also aims to contribute to the literature of educational administration by providing valuable information about the teacher candidates of primary school education program, who are expected to be teachers and/or the educational administrators of their school in the future.

In this context, the aim of this research is to examine the opinions of teacher candidates of primary school education program about being fair. Within this scope, the sub-objectives of the research are determined as follows:

- What are the perceptions and experiences of teacher candidates of primary school education program on justice?
- What is the depiction of a fair teacher as defined by teacher candidates of primary school education program?

Method

In the research, which was conducted with the objective to examine the perceptions of the teacher candidates on being fair, the phenomenological pattern among qualitative research methods was used. Phenomenological model focuses on the phenomena of which there is an awareness, but an in-depth understanding is not readily present (Yıldırım & Şimşek, 2013). Because realities change from person to person, the objective nature of quantitative analysis is regarded to be insufficient to explain the subjective realities of the participants (Gültekin, 2021). Thus, phenomenological analysis depends on analyzing people's consciousness based on what they feel about various phenomena in their environment according to their experiences (Smith, 2018). Guba & Lincoln (1989 as cited in Patton, 2014) state that the underlying assumption of the philosophy of phenomenology is that the objective reality does not necessarily show the truth. Thus, other investigation methods apart from observation need to be involved in trying to explain an unclear

situation. Because of that, the researchers decided to integrate art-based method in their data collection procedure. Sullivan (2006) echoes this statement by stating that art has the capacity that offers important ways to investigate issues and ideas which have personal, social and cultural importance. Since this method helps to stretch the techniques and provides the participants with more space to think more creatively and critically by asking them to draw pictures related to the given subject and then to comment on their pictures, the method can be used to analyze all dimensions of a situation from the participants' own point of view. Because the study aims to analyse the participants' subjective opinions about being fair, the art-based method is thought to provide enough data about all dimensions of the issue.

Participants

93 teacher candidates, who were third and fourth-year students of primary school education program in the 2018-2019 academic year at a public university in Turkey, were included in the study group. Because the third-year students complete the vocational knowledge, field knowledge and general culture courses which are considered as three important components of the field information, these students, who are chosen from the third and fourth-year students of the program, are thought to provide more conscious information about the subject. In addition, because the fourth-year students also take a teaching practice course and undergo their training in public elementary schools, they gain experience in the field within the scope of school experience courses. All 93 teacher-candidates participated in the drawing session, which was done in a class hour. The procedure will be named as structured interview forms in the upcoming parts since the students were asked to analyze their drawings and write their comments under their drawing in the forms that they were given. Of these students, 56 were female and 37 were male. Since primary school education program is mostly preferred by female students in Turkey, the numbers of the female students and the male students included in the study were thought to comply with the general distribution of female and male students in the program. In the first stage of the procedure, the students were asked to draw what justice meant to them. Later, they were asked to address to their drawings and write about the explanation of their drawings. After the analysis of the first data set, a total of 12 students who were randomly selected were invited to participate in a focus group interview of the research. Neuman (2006; cited in Gültekin & Demirci, 2020) supports that the sample of the participants should be selected according to whether they are directly related to the research subject instead of representing all of the members of the universe and it is suggested that qualitative studies can be conducted with a minimum sample size of 10% of the total universe (Mayring, 2007; cited in Gültekin & Demirci, 2020). Therefore, by taking the minimum sample size of 10 % of a qualitative study into consideration, it was thought that 10 students would be enough for the focus group interview to represent 93 teacher candidates. However, it was thought that some of the teacher candidates would not attend the focus group interview due to some of their personal reasons, it was thought to include 2 more students in the focus group interview in order to prevent any data loss during the interview. Therefore, the focus group interview was conducted with 12 teacher candidates. These 12 teacher candidates were chosen according to systematic sampling. In this systematic sampling method, all of the individuals are given a number and according to the number of the participants required to represent the universe, the participants are determined by choosing every seventh of 93 teacher candidates as it is suggested for systematic sampling in the literature (Yıldırım & Şimşek, 2013). As a result, the focus group interview was conducted with these 12 randomly selected teacher candidates. The participants of the focus group interview were composed of five third-year students (4 females and 1 male) and seven fourth-year students (5 females and 2 males) attending the primary school education program.

Data Collection and Data Analysis

The data of the study were collected via art-based method among qualitative research methods. In accordance with this method, as it is mentioned in the previous section, the participants were asked to draw

a picture to describe the term “justice” and write their justification below the picture. Moreover, a semi-structured focus group interview was performed with 12 randomly selected participants for more in-depth investigation. In this study, the researchers decided to use this method since the concept of “justice” and especially of “justice in classroom” may show relativity in their understanding since they had not taken any course related with this topic specifically. Accordingly, by having students draw what they understand by “justice in classroom” and justify their drawings, it was aimed to understand what the concept recalls them.

As the second step of the study, the focus group-interview technique rather than individual one was preferred because it is a special group-interview technique that is structured in order to determine the detailed information and ideas of the selected group of the participants by using a set of pre-made guidelines on a specific subject. The main purpose of the focus group-interviews is to understand what people think and feel about a topic, product or service (Creswell, 2005; Yıldırım and Şimşek, 2013). With the help of focus group-interviews, it can be possible to obtain in-depth and multi-dimensional qualitative information about the perspectives, experiences, feelings, tendencies, opinions, attitudes, and habits of the participants on a determined topic.

In the research, the data were collected through a focus group-interview form and a structured interview form, which was prepared by taking art-based methodology into account, and they were analyzed by content analysis in two stages. In the focus group-interview, which constituted the first stage of the research, there were 11 questions. The interviews, which lasted approximately 45.19 minutes, were transcribed, and the data were analyzed through modelling via qualitative data analysis program. The obtained models were discussed with the research team and a consensus was reached. In the second phase of the study, a data set related to the perceptions of the teacher candidates had been formed by using the structured interview form. With the structured interview form, the teacher candidates were asked to draw a picture about “fair environment”. The data obtained from the teacher candidates who wrote their opinions about the picture they drew were also thematized. The data sets obtained from the teacher candidates were analyzed separately and then combined under categories. The findings were presented with the support of the teacher candidates’ explanations. When quoting data from the focus group-interview, the names of the students were kept anonymous and they were given code names such as TC 1, TC 2 etc. On the other hand, pseudonym names were used in the explanation of the pictures.

Within the scope of the validity and reliability of the study, various measures were taken as suggested in literature. Validity in a qualitative research is defined to observe the phenomena as they are and as objective as possible (Yıldırım and Şimşek, 2008; cited in Gültekin, 2020). For that reason, it is important that the researcher take some measures such as data triangulation, confirmation by the participants and confirmation by the experts in line with the suggestions to obtain validity in a qualitative research (Gültekin, 2020). In order to obtain validity within the scope of this study, first of all, the data were collected from drawings of the participants, from the explanation about their drawings below each picture and from the focus group interviews. Therefore, because the data of the study were collected from different data sources, the data triangulation was applied in the study. Secondly, each of the participants was asked to confirm the data s/he provided in the pictures and explanations below the picture. Therefore, the data of the study were confirmed by each of the participants. As a third and last way of obtaining validity, the data of the study were analyzed by 3 researchers and 2 experts. Thus, it can be clearly defended that the validity of the data in the study was confirmed by three different sources such as 12 teacher candidates, three researchers and two experts. At the stage of confirming the data by the experts, some steps were followed. Firstly, two of the researchers worked together and created a coding key after they coded the data independently. Later, the third researcher carried out the coding process with the coding key. The themes were studied according to the results obtained by the third researcher until a consensus was reached. Then, 30% of the data were determined with the final coding

key and they were presented to the opinion of two other experts, different from the researchers. Finally, the researchers came together and the findings related to the themes and sub-themes according to the final state of the coding were supported with quotations.

On the other hand, in order to obtain reliability, some measures were taken. Reliability is defined as collecting data by using the same observation tool, analyzing them by using the same tool by creating clear strategies applied in every step of the procedure so that the other researchers can obtain similar results when they use the same procedures (Yıldırım and Şimşek, 2008; cited in Gültekin, 2020). Because each step of data collection procedure was clearly defined in the study, it can be stated that reliability of the study was obtained. The fact that two of the researchers created a coding key to analyse the data of the study and that the coding key was used as the main criterion in all steps of the data analysis also indicate that reliability of the study was taken into consideration.

Findings

In this chapter, the opinions of the teacher candidates of primary school education program concerning the value of justice are discussed under subheadings, such as the concept of justice, experiences concerning justice, fair teacher and teaching justice.

Findings Regarding the Concept of Justice

Opinions of the teacher candidates of primary school education program concerning the concept of justice are presented in Figure 1.

Figure 1. Concept of justice

As seen in Figure 1, the teacher candidates of primary school education program had explained justice as non-discrimination, equality and fairness. In this part of the study pseudonym names were used instead of the participants' real names. Accordingly, Melek, who expressed that justice means non-discrimination, explained this opinion as *"The thing that comes into my mind first is not discriminating between any of the students."* On the other hand, Elif who handled the necessity to put forward equality to explain the concept of justice uttered her opinion as *"I may define it to treat everybody equally"*. On the other hand, Özge who thought that equality may be insufficient to explain justice stated it as *"It may be explained by trying to provide equality rather than treating equally because sometimes equal treatment of individuals may be insufficient when their individual differences are considered. Sometimes we must show more interest to a student. We must spare more time with some students than the others. It seems to be more fair to provide equality, rather than focusing on treating equally."* Accordingly, a teacher candidate, who thought that individual differences are important, highlighted fairness by expressing that sometimes equality does not provide justice. The teacher candidates associated justice with only equality, non-discrimination and fairness. In this case, it may be stated that the way teacher candidates described the concept of "justice" was quite limited.

Experiences Regarding Justice

Teacher candidates' experiences of justice were grouped under two themes. Teacher candidates addressed these experiences as the ones related to a fair environment and as the ones related to injustice. However, the teacher candidates also mentioned the reflections of fair environment and injustice on individuals as well.

Özge, one of the teacher candidates who shared the only positive experience about the fair environment, addressed the issue by saying *"My father was my teacher in my 1st and 2nd grade classes. He is also a teacher. I didn't see him as my father when I went to school. He was being fair"* and shared her experiences of her childhood. It is remarkable that other teacher candidates did not share a positive experience related to fair environments. According to teacher candidates, the reflection of fair environments on individuals is shown in Figure 2.

Figure 2. Reflections of the fair environment on the individual

As seen in Figure 2, the teacher candidates thought that for providing a fair environment, attention should be paid towards the criticisms, interest given to the class should be increased, the feeling of trust should be developed, students should be supported in order to boost their self-confidence, equality should be provided and a happy environment should be established. Semra stated that freedom of experience stands out in fair environments, and suggested that *"Such an environment provides us with the freedom of self-expression so that we know that we wouldn't get a negative criticism and would be aware that the criticisms are constructive for us. Thus, such an environment would instill us a feeling of trust"* and attracted attention to the freedom of expression. Semra, furthermore, emphasized that criticisms would be constructive in such environments and expressed that the feeling of trust would be established, consequently. Another teacher candidate, Ayşe, who discussed the feeling of trust and equality, described the environment where she feels secure by stating *"It establishes a feeling of trust and equality. For example, even if I argue with a faculty member, if I have this argument in a fair environment, this means that I am equal to him/her. I can express my ideas with the feeling of self-trust."* Belma, who emphasized the feeling of trust, highlighted the trust formed by justice by stating *"In classes where there is justice, trust is established whether we like the teacher or not because we know that s/he is fair. Regardless of how biased you are, you just trust her/him."* Berna, who suggested that interest and efforts increase in such environments, stated *"Our interest and effort increase. We see both our deficits and rights and our interest and effort increase in this direction."* One of the male teacher candidates, Sabri, who expressed that individuals gain self-confidence in a fair environment, addressed this situation as *"We gain self-confidence in fair environments. For example, if the environment is fair, we know that the person who comments on us is fair and the environment is fair; and when we know that the comments do not have a bad intention, we take them as a constructive feedback"* and explained its contribution to personal development. Another male candidate, Murat, defined the concept of justice as the behaviours of teachers rather than the grades in the exams. Furthermore, he saw the underlying cause of this issue of getting a passing grade, which his friends generally complained about, resulted from the relationship between the teacher and the students. He defended his opinion by stating *"if we can approach our students at a fair distance*

and at an equal distance and if we can maintain a discreet relationship by taking individual differences into account and be fair when we have to deal with them, the problems related to grades or other things in the classroom can already be avoided with the concept of justice.” Murat also emphasized that selfishness is one of the factors that causes injustice by suggesting “if the teachers themselves act fairly, they can help students empathize with others by creating environments for them to simulate in unfair situations. Thus, teachers can help the students in fair situations understand the students in unfair situations.”. Another male teacher candidate, Emre, expressed his opinions about how injustice can be prevented by stating “We have an elective course titled “effective teacher”, in which the concept of being a fair teacher is explained. We can slightly adopt the idea of being fair, so I think it is better to increase the number of these courses.” According to the views of the teacher candidates, it may be expressed that they emphasize the concept of trust which is obtained by fair environments. Experiences of teacher candidates concerning injustice and the reflections of injustice on the individuals are shown in Figure 3.

Figure 3. Injustice

As seen in Figure 3, the teacher candidates emphasized discrimination more in their experiences concerning injustice. The teacher candidates gave examples from teachers, school principals and academic staff concerning the discrimination they had encountered. Accordingly, Elif discussed her experience concerning discrimination by the primary school teacher by expressing that “My primary school teacher didn’t take any interest in to those students whose families were from the low-income group, but she gave more heed to the children of the rich.” and demonstrated the financial status a reason for discrimination. The importance of primary school period for discrimination was also mentioned by one of the male teacher candidates, Emre. He emphasized the importance of childhood period in terms of developing the sense of justice by stating “I did not experience justice in my primary school education because the students who were thought to be bad were ostracized from the other students in the classroom.” Giving an example from the academic staff, Sevda said that the academic staff discriminated in favor of students who they found closer to them by saying “In our presentations, for example, they criticized the student they liked less and in a much nicer way, but they criticized those students who they didn’t like as much quite harshly.” As seen, the teacher candidates have discussed the issue of discrimination in their experiences concerning injustice.

Teacher candidates expressed that, in environments where injustice was experienced, feelings of greed, anger, revolt, being prejudiced and failure come to forefront and that they wanted to distance themselves from that environment. Accordingly, Mehtap who addressed injustice as a cause of failure expressed her opinions by saying “I think this kind of behaviors ends up with students’ starting to be unsuccessful in a field where s/he used to be successful. S/he becomes a more introvert individual.” Elif who expressed that the feeling of revolt comes to the

forefront in unfair environments explained her opinions as *"It strikes a feeling of revolt in me. I rise against everything. I don't want to go to school during school days"* and added that she developed a negative attitude against the school. Nurcan who addressed the feeling of anger by explaining her undesired acts as *"I feel angry. Besides, I feel antipathy to the student who is shown more interest even if I don't know her/him. This is also valid for the young children. It is a kind of peer conflict and peer hostility..."* Sabri, on the other hand, emphasized greed as a negative feeling as a result of injustice by explaining his opinions as *"On the contrary, injustice strikes a feeling of greed in me."* Still another teacher candidate (Emre) showed unwillingness as a result of injustice. He stated his opinion by saying *"I want to leave the place. At first, I prepare my assignments meticulously and go to school willingly, but then I want the school to finish as soon as possible"*

Although many of the teacher candidates see injustice as a cause of negative feeling, one of the male teacher candidates, Murat, thinks injustice can be converted into a positive feeling. He emphasises his opinion by saying *"Injustice, on the contrary, makes me have a feeling of ambition. For example, we are four students here and we are expected to make a presentation. Once, all of us made our presentations nearly in a similar way, but the teacher negatively criticised only me on the ground that we gave the presentation in a very plain way. On that day I was annoyed, but I said to myself: I will not act unfairly like this when I become a teacher in the future."* According to the opinions of the teacher candidates, it may be expressed that the teacher candidates of primary school education program dealt with the reflections of injustice generally from individual points of view and they did not talk much about its reflections on the environment.

Findings Related To The Fair Teacher

The teacher candidates' perceptions of a fair teacher are tried to be presented with their drawings and the interview conducted with the teacher candidates. According to this, the teacher candidates' perceptions of a fair teacher are shown in Figure 4.

Figure 4. Characteristics of a fair teacher

As seen in Figure 4, the teacher candidates of primary school education program explained the characteristics of fair teachers in the framework of their personal and professional qualities. Accordingly, the

teacher candidates addressed the personal qualities which fair teachers ought to have as being a good, consistent, conscientious and scientific observer, not being arrogant and not reflecting her/his personal problems to the students. Berna who expressed that the teacher ought to be a very good observer discussed her opinions as “S/he must be a very good observer. S/he must not observe the students only during the lecture, but also out of the school.” Özge, who brought the issue of consistency to the forefront, conveyed her opinions as “We must be consistent for justice. If we say no to the student A, we must also say no to the student B.” The drawing of TC 84, one of the teacher candidates who discussed that fair teachers had to be consistent, is shown in Photograph 1.

Photograph 1. Picture drawn by TC 84

TC 84 explained the picture he drew shown in Photograph 1 that he addressed that fair teachers had to be consistent by saying “The role of the fair teacher which I wished to describe was: s/he listens to both parties to settle the problem between two quarrelling children and imposes a sanction to both parties if necessary. But s/he acts consistently when doing so.” Ayşe who thought that teachers had to be conscientious explained her opinions by saying “A teacher may ensure justice when s/he adds her/his conscience and affection.” Some teacher candidates reflected being conscientious into the pictures they drew. The pictures drawn by the students concerning this subject are presented in Photograph 2 and Photograph 3.

Photograph 2. Picture drawn by TC 30

Photograph 3. Picture drawn by TC 34

The teacher candidate TC 30 in the picture shown in Photograph 2 addressed the issue that teachers had to be conscientious. The teacher candidate explained the picture he drew by stating “The court of the fair teacher is her/his conscience. S/he will be fair by means of this conscience. Justice shall beautify education as it does everything else.” Some of the teacher candidates discussed in the pictures they drew that a fair teacher should not be arrogant. The picture drawn concerning this is shown in Photograph 4.

Photograph 4. Picture drawn by TC 32

TC 32 explained how s/he reflected to the picture s/he drew that a fair teacher should not be arrogant by stating “We know that some teachers are arrogant and behave as if they knew everything. The teacher is sometimes a student too. Likewise, the students are sometimes teachers as well. Nobody has a superiority over the others; therefore, there is no need to be arrogant.” The picture of TC 44, who thought that fair teachers at the same time had to attach importance to being scientific, is shown in Photograph 5.

Photograph 5. Picture drawn by TC 44

TC 44, who addressed in her/his picture that a fair teacher had to be scientific, explained this by saying *"To be able to fair to the students, a teacher must never let go off being scientific and blend her/his heart with logic. S/he must balance her/his emotions and mind. Only by this means s/he may attain justice."* As seen, the teacher candidate expressed that attaching importance to being scientific was important to provide justice.

The teacher candidates addressed the professional qualities which a fair teacher had to have as being a role model, establishing a democratic classroom environment, loving their professions, ascertaining an effective communication and getting to know the students well. The picture of TC 28, who reflected the importance of being a role model to the picture he/she drew, is shown in Photograph 6.

Photograph 6. Picture drawn by TC 28

The teacher candidate who addressed that being a role model is important in the picture s/he drew explained her/his picture by stating *"The only thing required to make the world a fairer place is that the people who will bring up the future have to be fair as well. Teachers must be role models."* The pictures of the teacher candidates who addressed equality in democratic classroom environments are shown in Photographs 7 and 8.

Photograph 7. Picture drawn by TC 24

Photograph 8. Picture drawn by TC 72

As seen in Photograph 7, TC 24, who tackled equality in democratic classroom environment, explained her/his picture by saying *"According to me, characteristics of the fair teacher is to show affection to her/his students equally and to treat them equally."* On the other hand, TC 72 emphasized equal right to speak in a democratic classroom environment and described her/his picture as *"The first thing that comes to my mind is a teacher model*

who may treat her/his students equally. What I wanted to indicate in my picture is a teacher allowing the students to have equal right to speak.” The pictures of the students who reflect this condition to their pictures are shown in Photograph 9 and Photograph 10.

Photograph 9. The picture drawn by TC 1

Photograph 10. The picture drawn by TC 11

While TC 1, who attached importance to getting to know the students well in being a fair teacher explained her/his picture by expressing “When I think of a fair teacher, a teacher who engages her/his students actively in order for every student to learn comes to my mind. S/he must get to know the students well in order to do this”, TC 11 explained her/his picture by stating “For me, a fair teacher knows the individual differences of her/his students and shows them the approach they need to bring them to the same level. The teacher in my picture is specially interested with her/his mentally disabled student who falls behind her/his friends.” In addition to the personal qualities, teacher candidates also emphasized that a fair teacher must possess professional qualities that may be acquired during their education process. Teacher candidates brought the issue of getting to know students well more to the forefront when describing the characteristics that a fair teacher must possess.

Findings Related to the Teaching Justice

The opinions of the teacher candidates on teaching justice are shown in Figure 5.

Figure 5. Teaching justice

As seen in the figure, the teacher candidates discussed the issue of how teaching justice must be done in the elementary school and teaching education separately. However, the teacher candidates of primary school education indicated the importance of being a role model both in the elementary school and teaching education. The teacher candidates determined that cartoons must be benefited in teaching justice, drama, empathy, group studies in the elementary school, and case study methods must be utilized, sports activities have to have a significant place and being a role model is required. Accordingly, while Gülten emphasized using cartoons by stating *"Cartoons or films may be watched on this issue"*, Melek on the other hand, brought drama and case study to the forefront by expressing *"Perhaps plays related to the issue may be performed in the classroom. Case studies may be shown concerning injustice. The class may interpret this. The child may see injustice clearer in such a situation."* Sabri who emphasized the importance of sports activities on this matter explained his opinions by saying *"We have to direct them to sports because sports disciplines them individually and there is a concept called fair play especially in the competitive sports."* Berna, who mentioned the importance of group activities, explained her opinions by stating *"We see these a lot in the faculty of education, but we could have started them from the first year. There are not many group studies in the primary school. If we perform these and observe what's going on well in these situations, in which the group is working equally and fairly, we as teachers can raise the awareness of the students by reacting when contrary conditions emerge..."* and gave examples from the applications made in the teaching education. Mehtap, who stated that being taken as a role model was important explained her opinions by stating *"First, we must start with ourselves because a child observes and copies exactly what the teacher does. We must treat them fairly so that they see us and act fairly when they are on their own."* and said that the teacher, the family and the immediate circle had to be all role models. As seen, the teacher candidates explained how justice should be taught in the primary school by giving examples from the methods to engage the student in the teaching – learning process.

The teacher candidates of primary school education program explained the teaching of justice in the education process in the faculty of education by taking gender courses, integrating justice to all courses, spending more time on site, and being a role model for the students. Accordingly, Ayşe, who thought that there had to be a gender course, explained her opinions by stating *"When I think about it in terms of the course, I believe our shortcomings about being fair arise from sex discrimination. I think it originates from similes like saying 'you're a girl, you can't do that' to female students and 'you are the best, you can do everything' to male students."* Thus, she put forth the importance of gender courses in preventing the sex discrimination. Zühtü, who discussed that the issue of gender had to be incorporated within the courses and who talked about being a role model, explained his opinions by stating *"I don't mean giving the subject separately, but giving it within the courses. Primarily, our professors must make us feel this. You asked. We continuously gave examples of injustice. There occurs injustice even in our education. This mustn't be so. In my opinion, firstly our teachers must observe themselves on this matter"*. Again, Berna, who underlined being a role model, explained her opinions by stating *"In my opinion, we can provide it by giving a fair education. We have mentioned recently that we confront injustice; in the same way, we have talked about how we will be role models to the children. I think it will be better for the persons educating us to become role models for us"* and Özge, who thought that spending more time on the field was important and brought the importance of applied courses to the forefront, explained her opinions by stating *"There should be more applied field courses in the schools starting from the first year. If we observe how the classroom teacher finds a solution to this problem when an unfair situation is encountered, etc. and examine how justice is provided, we must have more practical training"*. It may be said that the teacher candidates of primary school education program stated that all courses were important in teaching justice in the faculty of education and thought that there ought to be more applied courses. At the same time, it can be indicated that the teacher candidates talked about the importance of being taken as role models in teaching justice notwithstanding the age group.

Conclusion and Discussion

The results of the research reveal that the teacher candidates explain justice as non-discrimination, equality and righteousness. In a study conducted by Çengelci Kose et. al. (2019) on the perceptions of teacher candidates related to justice, it was concluded that teacher candidates considered justice as behaving righteously and distinguishing between right and wrong. In this research, righteousness has emerged as one of the basic elements in explaining justice as well. In this context, it can be said that the results of the two studies support each other.

The teacher candidates tackled their experience of justice as experiences in a fair environment, and experiences of injustice. The teacher candidates emphasized discrimination more in their experiences of injustice. The teacher candidates gave examples about discriminations they had encountered from their teachers, school principals and the teaching staff. The teacher candidates think that criticism will be taken into consideration in a fair environment, interest in classes will increase more, confidence will develop, self-confidence will be gained, equality will be ensured and a favorable environment will be created. The researches in the body of literature emphasize that fair behavior of the teacher is a key factor in ensuring trust and success in the school environment (Peter et. al, 2012; Peter et. al, 2013). In this research, the teacher candidates associated the feeling of trust in school environment with justice. However, it is noteworthy that the teacher candidates did not associate academic achievement with a fair school environment. It can be argued that the teacher candidates are more concerned with the affective dimension of the surroundings and effects of justice in the school environment and that they ignored the impact of the cognitive learning outcomes and achievements of the students.

The teacher candidates explained the characteristics of a fair teacher within the framework of personal and professional qualifications. According to this, the teacher candidates considered the personal qualities that fair teachers should have as being a good, coherent, conscientious and scientific observer. On the other hand, they stated that being arrogant and reflecting their own problems to students were considered to be the causes of unfair teachers. In the body of literature, in addition to being fair in terms of the personal qualifications that the teacher should have, there are other qualifications such as being open to innovation, being honest and reliable, being open to cooperation, being flexible, and being sensitive to others (Karakelle 2005; Yetim and Göktaş, 2004). In a study in which Gültekin (2015) examined the ideal teacher perception of primary school students, it was concluded that the students emphasized some of the personal characteristics of the ideal teacher. Students expressed these personal qualities as being understanding/tolerant, patient, calm and respectful; being open to criticism, smiling, fun, treating students well, being clean, and not being overly disciplinary/oppressive. In this research, the teacher candidates considered the professional qualifications that fair teachers should have as being role models, establishing democratic classroom environments, loving their professions, communicating effectively and getting to know the students well. In the research of Gültekin (2015), students emphasized teachers' loving their profession as one of the professional qualities of the ideal teacher as well. In the research conducted by Çengelci Köse (2018), which aims to reveal the effect of gender on the attitudes of teacher candidates on values and the education of values, it is indicated that both female and male teacher candidates stated being fair as one of the professional values of good teachers. In the same research, among the common values related to the teaching profession cited by both the female and male teacher candidates were showing affection, respect, tolerance and being a role model. The female teacher candidates, discrepantly, mentioned the value of responsibility. The different values mentioned by the male teacher candidates on the other hand, were patriotism and the value of being scientific. Cummings, Harlow & Maddux (2007) state that the teaching profession bears a moral dimension, but there are very few studies on this issue in the body of literature. In this respect, it can be argued that being fair can be regarded among both

personal and professional qualifications of the teaching profession, so it will be beneficial to examine the definition of a fair teacher in detail in terms of teacher qualifications.

The teacher candidates discussed how the teaching of justice should be in elementary schools and in teacher education separately. However, the teacher candidates of primary education program emphasized being a role model both in elementary school and in teacher education. In the body of literature, the role of being a role model is mentioned while talking about the characteristics of the teaching profession. Teachers, with their personality traits and behaviors, play an effective role in the formation of the child's personality as being a good role model in their environments (Gökçe, 2002). Teachers are primarily expected to be good role models for their students and to display good character traits themselves (Ryan & Bohlin, 1999). In this study, the fact that the teacher candidates focus on being a role model in the teaching of justice coincides with the body of literature as well. The teacher candidates determined that cartoons should be used in the teaching of justice in primary schools, that drama, empathy, group work and case study methods should be utilized, that sportive activities are important and that being a role model for the students is necessary. In their study, Çengelci Köse et. al. (2019) expressed that teachers' behaviors and teaching-learning process are important in conveying the value of justice according to teacher candidates. While teacher candidates gave importance to drama method the most in conveying the value of justice, they emphasized that case studies should also be benefitted from. It is observed that the method of drama and case study are among the recommended methods for teaching justice in both studies.

The teacher candidates explained taking social gender courses, integrating justice into all courses, spending more time in the field and being a role model in teaching of justice as important components of teacher education at the education faculty. It can be said that all teacher candidates think that all courses are important in teaching justice in teacher education at the education faculty and that there should be more applied courses in the curriculum. Yost (1997) states that teacher education programs should act as a guide for teacher candidates in developing their critical thinking and ethical decision-making skills on topics related to students, school and social issues. Mills (2009) on the other hand, states that there is a need to increase intercultural activities in order to increase the sensitivity of teacher candidates towards social justice. In this study as well, the teacher candidates mentioned the importance of applied courses in teacher education programs and the need to include justice in lessons.

In the light of the results obtained in the research, it can be advisable to incorporate the subject of teaching the significance of justice in teacher education programs and to conduct applied researches on reflecting the significance of justice in the classroom environment. In addition, studies to determine the perceptions of the teaching staff about the fair classroom environment and to indicate how they reflect the value of fairness in the classroom environment may also contribute to the creation of a fair learning environment in teacher education programs.

REFERENCES

- Adler, S., & Golan, J. (1981). Lateness as a withdrawal behavior. *Journal of Applied Psychology*, 66, 544-554.
- Anfara Jr, V. A., Evans, K. R., & Lester, J. N. (2013). Restorative justice in education: What we know so far. *Middle School Journal*, 44(5), 57-63.
- Aral, V. (2012). *Hukuk felsefesinin temel sorunları*. [Basic Problems of the Philosophy of law]. 3rd ed. Istanbul: XII Levha Yayıncılık.
- Armour, M. (2013). Ed White Middle School restorative discipline evaluation: Implementation and impact, 2012/2013, sixth grade. The Institute for Restorative Justice and Restorative Dialogue.
- Barsky, A., & Kaplan, S. A. (2007). If you feel bad, it's unfair: A quantitative synthesis of affect and organizational justice perceptions. *Journal of Applied Psychology*, 92(1), 286-295.
- Bies, R. J. (2001). Interactional (in) justice: The sacred and the profane. In J. Greenberg & R. Cropanzano (Eds.), *Advances in organizational justice* (pp. 89-118). Stanford, CA: Stanford University Press.
- Bies, R. J. (1986). *Interactional justice: Communication criteria of fairness*. *Research on negotiation in organizations*, 1, 43-55. Greenwich, CT: JAI Press.
- Chin, J. K., Dowdy, E., Jimerson, S. R., & Rime, W. J. (2012). Alternatives to suspensions: Rationale and recommendations. *Journal of School Violence*, 11(2), 156-173.
- Chory, R. M. (2007). Enhancing student perceptions of fairness: The relationship between instructor credibility and classroom justice. *Communication Education*, 56(1), 89-105.
- Chory-Assad, R. M., & Paulsel, M. L. (2004). Classroom justice: Student aggression and resistance as reactions to perceived unfairness. *Communication Education*, 53(3), 253-273.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of applied psychology*, 86(3), 386.
- Colquitt, J. A., & Greenberg, J. (2001). Doing Justice to Organizational Justice. In S. W. Gilliland, D. D. Steiner, D. P. Skarlicki (Eds.), *Theoretical and Cultural perspectives on Organizational Justice*, (pp.217-242). Greenwich, Connecticut: Information Age Publishing.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millennium: a meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425.
- Creswell, J.W. (2005). *Educational research*. (2nd ed.). Upper Saddle River, New Jersey: Pearson Education.
- Cummings, R., Harlow, S., & Maddux, C. D. (2007). Moral reasoning of in-service and pre-service teachers: a review of the research. *Journal of Moral Education*, 36(1), 67-78.
- Çağlar, Ç. (2013). The relationship between students' perceptions of fairness regarding the learning environment and attitudes towards the teaching profession in faculty. *Electronic Journal of Social Sciences*, 12(46), 50-69.
- Çengelci Köse, T. (2018). The complexity of teaching values in social studies teacher education in Turkey: A gender perspective. In E. Günel (Ed.), *Controversial issues in social studies education in Turkey: The contemporary debates* (pp. 73-96). Charlotte, NC: Information Age Publishing.
- Çengelci Köse, T. Gürdoğan Bayır, Ö. Köse, M., & Yıldırım Polat, A. (2019). The value of justice from the viewpoint of pre-service teachers. *KALEM International Journal of Education and Human Sciences*, 9(1).
- Dalbert, C., & Stoeber, J. (2006). The personal belief in a just world and domain-specific beliefs about justice at school and in the family: A longitudinal study with adolescents. *International Journal of Behavioral Development*, 30(3), 200-207.
- Deutsch, M. (1985). *Distributive justice: A social-psychological perspective* (Vol. 437). New Haven, CT: Yale University Press.

- Deutsch, M. (1975). Equity, equality, and need: What determines which value will be used as the basis of distributive justice? *Journal of Social issues*, 31(3), 137-149.
- Feuerborn, L., & Chinn, D. (2012). Teacher perceptions of student needs and implications for positive behavior supports. *Behavioral Disorders*, 37(4), 219-231.
- Folger, R. (1992). On wanting what we do not have. *Basic and Applied Social Psychology*, 13(1), 123-133.
- Folger, R., & Cropanzano, R. (2001). Fairness theory: Justice as accountability. *Advances in Organizational Justice*, 1, 1-55. Stanford, CA: Stanford University Press.
- Francis, L., & Barling, J. (2005). Organizational injustice and psychological strain. *Canadian Journal of Behavioural Science/Revue Canadienne des Sciences du Comportement*, 37(4), 250.
- Gellatly, I. R. (1995). Individual and group determinants of employee absenteeism: Test of a causal model. *Journal of Organizational Behavior*, 16(5), 469-485.
- González, T. (2012). Keeping kids in schools: Restorative justice, punitive discipline, and the school to prison pipeline. *JL & Educ.*, 41, 281.
- Gökçe, E. (2002). Wiews of elementary school students with Regard to teachers' efficiency. *Ankara University Journal of Faculty of Educational Sciences*, 35(1-2).
- Greenberg, J. (2001). The seven loose can (n) ons of organizational justice. *Advances in Organizational Justice*, 245, 271.
- Gültekin, M. (2015). The perception of primary school students on ideal teacher. *Electronic Turkish Studies*, 10 (11), 725-756.
- Gültekin, M. (2020) . İngilizce Küresel Ölçütü (İKÖ) Bağlamında Uygulanan İngilizce Hazırlık Programının Aydınlatıcı Değerlendirme Modeline Göre Değerlendirilmesi. Doktora Tezi, Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Gültekin, M & Demirci, C. (2020). Evaluation of the English language preparatory School in the Lights of Illuminative Evaluation Model. *European Journal of English language Teaching*. 5 (3), 103- 131
- Gültekin, M. (2021). Gaston Bachelard'ın Mekânın Poetikası Bağlamında Sabri Esat Siyavuşgil'in Yolculuk Şiirinin Analizi. *Atlas Journal. International Refereed Journal On Social Sciences* 7(39),1486-1493.
- Homans, G. C. (1974). *Social behavior: Its elementary forms* (Revised ed.). Oxford, England: Harcourt Brace Jovanovich.
- Hoy, W. K., & Tarter, C. J. (2004). Organizational justice in schools: No justice without trust. *International Journal of Educational Management*, 18(4), 250-259.
- Karakelle, S. (2005). Analyzing teachers' definitions of effective teachers according to effective teaching dimensions. *Education and Science*, 30(135), 1-10.
- Karp, D. R., & Sacks, C. (2014). Student conduct, restorative justice, and student development: Findings from the STARR project: A student accountability and restorative research project. *Contemporary Justice Review*, 17(2), 154-172.
- Leventhal, G.S. (1976). *Fairness in social relationships*. Morristown, NJ: General Learning Press.
- Leventhal, G. S. (1976). What Should Be Done with Equity Theory? New Approaches to the Study of Fairness in Social Relationships. In K. J. Gergen, M. S. Greenberg & R. H. Wills (Eds.), *Social exchange: Advances in theory and research* (pp. 27-55). New York, NY: Plenum Press.
- Lind, E. A., & Tyler, T. R. (1988). *The social psychology of procedural justice*. New York, NY: Plenum Press.
- Lippman, M. (2018). *Law and society*. Thousand Oaks, California: Sage Publications.
- Lizzio, A., Wilson, K., & Hadaway, V. (2007). University students' perceptions of a fair learning environment: A social justice perspective. *Assessment & Evaluation in Higher Education*, 32(2), 195-213.

- Lustick, H. (2016). 'Restorative justice' or restoring authority? Restorative school discipline practices in urban public schools (Doctoral dissertation, New York University).
- Mills, C. (2009). Making sense of teacher candidates' dispositions towards social justice: can teacher education make a difference? *Critical Studies in Education*, 50(3), 277-288.
- Özer, N., & Demirtaş, H. (2010). Student' perceptions regarding the fairness of learning environment in faculty of education. *Eurasian Journal of Educational Research*, 38, 126-145.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Paulsel, M. L., Chory-Assad, R. M., & Dunleavy, K. N. (2005). The relationship between student perceptions of instructor power and classroom justice. *Communication Research Reports*, 22(3), 207-215.
- Peter, F., & Dalbert, C. (2010). Do my teachers treat me justly? Implications of students' justice experience for class climate experience. *Contemporary Educational Psychology*, 35(4), 297-305.
- Peter, F., Kloeckner, N., Dalbert, C., & Radant, M. (2012). Belief in a just world, teacher justice, and student achievement: A multilevel study. *Learning and Individual Differences*, 22(1), 55-63.
- Peter, F., Dalbert, C., Kloeckner, N., & Radant, M. (2013). Personal belief in a just world, experience of teacher justice, and school distress in different class contexts. *European journal of psychology of education*, 28(4), 1221-1235.
- Rodriguez-Ruiz, R. R. (2017). School-to-Prison Pipeline: An Evaluation of Zero Tolerance Policies and Their Alternatives. *Houston Law Review*, 54(3), 3920.
- Ryan, K. and Bohlin, K. E. (1999). *Building character in schools*. San Francisco, CA: Jossey-Bass.
- Sheppard, B. H., Lewicki, R. J., & Minton, J. W. (1992). *Organizational justice: The search for fairness in the workplace* (pp. 140-41). New York: Lexington Books.
- Song, S. Y., & Swearer, S. M. (2016). The cart before the horse: The challenge and promise of restorative justice consultation in schools. *Journal of Educational and Psychological Consultation*, 26(4), 313-324.
- Smith, D. W. (2018). "Phenomenology", The Stanford Encyclopedia of Philosophy, (Ed. Zalta E. N.), <https://plato.stanford.edu/entries/phenomenology/>
- Sullivan, G. (2006). Research acts in art practice. *Studies in art Education*, 48(1), 19-35.
- Teasley, M. L. (2014). Shifting from zero tolerance to restorative justice in schools. *Children & Schools*, 36(3), 131-133.
- Tomul, E., Çelik, K., & Taş, A. (2012). Justice in the classroom: Evaluation of the teacher behaviors according to students' perceptions. *Eurasian Journal of Educational Research*, 48, 59-72.
- Yetim, A. A., & Göktaş, Z. (2004). Teacher's occupational and personal qualifications. *Kastamonu Education Journal*, 12(2), 541-550.
- Yıldırım, A. ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yost, D. S. (1997). The moral dimensions of teaching and preservice teachers: can moral dispositions be influenced? *Journal of Teacher Education*, 48(4), 281-292.