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Justice in the Classroom: Evaluation of Teacher Behaviors According to Students' Perceptions

Ekber TOMUL*
Kazım ÇELİK**
Ali TAŞ***

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Abstract

Problem Statement: In Turkey, students' perceptions about teachers' discrimination and justice behaviors and their effects on teacher-student relations have not been extensively studied. Within educational contexts, especially in justice literature, there is a lack of research about the perceptions of teacher candidates, as well as about teachers' and students' abilities to form a common meaning for symbols, values, and behaviors in order to better understand teacher-student relations, to know the process of forming relations, and to better train teachers.

Purpose of the Study: This study aims to define students' perceptions about teachers' discrimination and justice behaviors. For that purpose, the relation between perceived causes of discrimination and justice was measured in terms of students' socio-economic status and gender.

Method: Data were obtained from the students attending the Education Faculty of Mehmet Akif Ersoy, Pamukkale, Sinop, Ondokuz Mayıs, and Siirt Universities in Turkey. The study group consisted of 1,092 participants, comprising 61.17% girls and 38.83% boys. Data were analysed with correlation and t-test statistical techniques. Analysed data were presented with arithmetic means and percentages.

Results: In general, students perceive that teachers discriminate due to socio-economic status. Data show that while 28.3% of students claim

* Corresponding author: Assoc. Prof. Dr. Mehmet Akif Ersoy University, Faculty of Education, Burdur-Turkey, ekbertomul@gmail.com
** Asist. Prof. Dr. Pamukkale University, Faculty of Education, Denizli-Turkey, kcelik@pau.edu.tr
*** Assoc. Prof. Dr. Kırıkkale University, Faculty of Education, Kırıkkale-Turkey, atas865@gmail.com

teachers do not discriminate based on socio-economic status, 71.7% say they do. Most students think that teachers behave unfairly in both distributing instruments, grades, punishment, rewards, and the like, and in their relations with some students. In this study, it was found that there is a negative correlation between students' perceptions of a teacher's relational justice behaviors and socio-economic status; thus, a student's socio-economic status can be an important variable in the perception of discrimination and justice. When a student perceives that s/he has been discriminated because of socio-economic status, the student thinks that teachers are unfair in their relations with students. When students think that teachers discriminate because of socio-economic reasons, they are also of the opinion that teachers are unfair in their distributive and relational roles.

Conclusions and Recommendations: Consequently, most students think that teachers' attitudes and behaviors in the classroom are unfair. They also think that this discrimination has a high correlation with students' socio-economic status. There is a strong relation between students' socioeconomic status and students' perceptions of discrimination and justice. Teachers may have more successful relationships with their students by ascertaining their socio-economic status. To overcome the prejudiced perceptions of students, teachers should always be fair and sincere in their affairs and also in evaluation processes.

Keywords: discrimination; justice in the class; justice perception; teacher behavior.

The classroom environment reinforces pre-determined attitudes and behaviors, as well as fostering new attitudes and behaviors (Tomul, 2009). In addition, in the classroom, where teacher-student interaction is intense, education and teaching activities are carried out. The teacher and the student are the two most important elements in this environment. In the classroom, the teacher performs the role of manager, instructor, and leader. Teachers play an important role through their interactions with students—they show interest in individual pursuits, have time to listen to students' ideas or thoughts, answer their needs, regulate their behavior, and administer both rewards and punishments (Sabbagh, Resh, Mor & Vanhuysse, 2006). The teacher is responsible for deciding what will be taught, as well as the time, manner, and location of that teaching process, including who will have permission to speak (Bæck, 2010). According to students, the teacher is the person who possesses power and is authorized to exercise it as he or she sees fit. According to widespread belief, in performing this role, teachers are expected to exercise their classroom authority in an unprejudiced manner intended to be conducive to learning. However, students develop judgments about their teacher by evaluating his or her attitude and behaviors as fair or unfair (Resh & Sabbagh, 2009). These judgments are formed on the basis of perceptions that occur on the axis of discrimination and justice.

Discrimination is to behave in a prejudiced fashion toward a person or group based on certain characteristics. This behavior could be either beneficial or harmful, but the term carries a negative connotation in itself. Some bases for discrimination include political affiliation, religion, sexual orientation, race, gender, and age. The concept of justice includes both equity and law terms. As justice is related to behaviors of people in a society, it is also often based on morals and religion, and that makes it a controversial field. Justice means to protect and uphold equity. Justice is the process of distinguishing right from wrong. Fairness requires treating everyone equally given the same situation (Mackinnon, 2000).

Justice in the classroom is defined as justice perception related to the process or results that take place in the context of teaching (Chory-Assad & Paulsel, 2004). Paulsel, Chory-Assad, and Katie (2005) define justice as the relation between teacher and student with distributive, operational, and relational dimensions. Operational justice is about the fairness perceptions of the processes used to reach the results (Paulsel, Chory-Assad, & Katie, 2005). Operational process, on a large scale, depends on the standards that are identified previously. In this respect, operational justice better reflects the formal aspect of relations. Distributive and relational justices reflect the informal aspect of the teacher-student relationship. Distributive justice is related to the notion of perception of rightness in relation to received results or rewards (İşçan & Naktiyok, 2004). Distributive justice pertains to fundamental principles that regulate the distribution of social sources for different persons or groups. Distributive justice guides the allotment of instruments, relations, punishment, and rewards. In general, the application of distributive justice principles in the classroom are performed by the teacher. The relational dimension of justice is defined by relations between the source of justice and the one who receives it. Relational justice is directly related to the relations between persons and standardization is not considered (Ozmen, Arbak, & Süral Ozer, 2007). Relational justice includes the perception of justice during interpersonal interactions while classroom teaching policies and procedures are being executed (Paulsel, Chory-Assad, & Katie, 2005).

Discrimination and justice perceptions may be related to the individual's interpretation based on his or her own socio-cultural standing. According to Mikula (2005), justice perception varies from person to person. Dalber, Schneidewind, and Saalbach (2007) state that the variability of justice perceptions among individuals depends on an individual's experiences and tendencies. According to Colquitt (2001), individuals evaluate the process and the results by the effects of personal and systematic factors such as satisfaction from gains, organizational dependence on and confidence in authority, cooperation, and general performance. In students' own evaluations about teachers' distributing justice, they perceive that while teachers give importance to grades, they would rather that teachers evaluate with respect to a student's individual efforts (Chory-Assad, 2002; Nesbit & Burton, 2006; Korur & Eryılmaz, 2012). In Chory-Assad's (2002) study that included secondary school teachers and students, it was found that distributive justice in the classroom is related to performance, effort, and classroom participation. Relational justice indicates politeness, honesty, and respect as fundamental aspects during the process of communication between the source of justice and the one that receives justice

(Tyler & Blader, 2000). According to Resh and Sabbagh (2009), students' perceptions of distributive justice may be related to their socio-cultural backgrounds. In addition, Vural and Gömleksiz (2010) have identified a positive relation between the mother's education level and a candidate teacher's discriminatory behaviors.

The studies related to justice in the classroom primarily concentrate on the relation between a student's justice perception and his or her socio-demographic characteristics. Lizzio, Wilson, and Hadaway (2007) state that understanding a student's perception of justice is an important factor in the evaluation and development of a learning environment. It is possible for students to have negative feelings toward those who make an unfair distribution of justice as well as refuse feedback that they deem unfair (Ozer & Demirtas, 2010). According to Beugre (2002), fair perceptions give rise to positive behaviors, including students' perceptions that they are valuable and respectable members of the class, and a developed and harmonious relation with the teacher and classmates based on confidence. Meanwhile, injustices can give rise to negative behaviors such as burglary and aggressiveness, which make it hard for both individuals and organizations to achieve their goals. Chory-Assad (2002) stated that when students perceived the behavior of teachers as fair, students' academic achievement increased. According to Mueller and Landsman (2004), relational justice perception, on a large scale, has an impact on the formation of distributive justice perception. According to the study of Dar and Resh (2001), students give more importance to justice in the relational field (teacher-student and peer relations) than the academic field. A justice judgment depicts the individual evaluation of a situation as more or less just. In this view, justice is not a fixed characteristic of a situation; in fact, justice judgments are always subjective (Mikula, 2005). Personal experiences and dispositions may influence these subjective justice judgments. Recent findings have suggested that concerns about procedural fairness can have a greater influence on an individual's attitudes and behaviors than their assessment of distributive justice (Tyler & Blader, 2000).

It is necessary to clarify students' perceptions about justice influencing interpersonal interactions in the classromm. Paulsel, Chory-Assad, and Katie (2005) stated that studies to be performed concerning the relation between justice and perceptions will have importance in defining the variables that influence teacher-student relations. Chory-Assad (2002) and Chory-Assad and Paulsel (2004) found that it is important to study students' justice perceptions in the classroom due to their impact on the formation of teacher-student relations. According to the literature, there is a relation between students' justice perceptions and their gender, religion, ethnicity, and socio-economic backgrounds (Chory-Assad, 2002; Smerdan, 2002; Brown Higgins et al., 2003; Hafternon & Trost, 2006). In the studies to be performed, these variables should be taken into consideration.

In Turkey, student perceptions of teacher behavior related to discrimination and justice and their effect on teacher-student relations has not been extensively researched. In the context of education, in the field of justice research, there is a necessity to research the perceptions of both candidate and current teachers concerning teacher-student relations (distribution of punishment and reward,

relations with students) in forming a common meaning for symbols, values, and behaviors, comprehending teacher-student relations, developing those relations, and training the teachers. This study aims to define students' perception states of teachers' behaviors in terms of discrimination and justice. This study relates reasons of discrimination and justice perception in terms of students' socio-economic status (SES) and gender.

Method

The research has been conducted in the relational survey model. It aims to evaluate teachers' behaviors in terms of justice by taking candidate teachers' perceptions as a base. The study participants consisted of students studying at the Education Departments of Pamukkale, Mehmet Akif Ersoy, Sinop, Ondokuz Mayıs, and Siirt Universities. Students from secondary school fields of the education departments were not included in the study. The selection consisted of two groups. At first, the numbers of classes and of students who were studying at the Departments of Education of these universities were identified. Second, according to student cluster, it was determined in which classes the application would be performed. Classes wherein the application was performed were randomly chosen by the sampling method. The application was performed in the 2008-2009 academic year during the fall semester. The data were obtained from 1,092 participants. Of these participants, there were 668 (61.17%) girls and 424 (38.83%) boys.

Data were acquired by means of a questionnaire. The questionnaire consisted of three parts. In the first part, there were items pertaining to a student's gender and socio-economic characteristics. In the second part, there were items related to whether the students had experienced discrimination and, if so, their perceived reasons for and the frequency of discrimination. In the third part, there were items about distributive and relational justice. The second and the third parts of the questionnaire were configured using the Likert scale. While developing the scale, a pool of 70 items was prepared on the basis of literature review. For the draft questionnaire, opinions of experts in the field of Educational Administration, Inspection Planning and Economy, Program Development, Counseling, and Communication who work in the Educational Departments of Mehmet Akif Ersoy University, Pamukkale University, and Sinop University were gathered. Changes were then made based on the feedback. A pilot study was subsequently administered to 120 students studying at Mehmet Akif Ersoy University's Department of Education, Primary Education Department, and Elementary Education Program. The data collection instrument had an inner consistency, as the Cronbach Alpha value was found at .73 in the analysis of reliability (Bayram, 2004). The KMO of scale was identified as .81, implying that the sample size was sufficient for factor analysis. A simple component analysis technique was used for the factor analysis. As a result of the analysis, the items of scale concerning justice (third part) were two-dimensional (factor) and explain 48.86% of the total variance. Bayram (2004) stated that in social sciences it is enough for the factors to explain 30% or higher of total variance. These dimensions, in accordance with classification presented in the literature, have been

labeled distributive justice (28.51%) and interaction justice (20.35%). The pilot study students were kept out of the sample of real application. SES of students was defined by using the education levels of both the mother and father, monthly familial income and the settlement where they live. The SES of students was classified as low, below average, average, above average, and high. According to the opinions of teacher candidates, data about the cases of being discriminated against, reasons to be discriminated against, and frequency of discrimination have been given in the form of percentages. The t-test was used to determine whether the views about the reasons for discrimination changed according to gender. The correlation technique was used to determine the relation between SES and justice dimensions.

Results

In general, students perceive that teachers discriminate based on their socio-economic status. According to students, 28.3% claim that teachers do not discriminate according to students' socio-economic status, while 71.7% claim they do. The distribution of students' views about the reasons and frequency of discrimination of teachers is given in Table 1. As seen in Table 1, teachers discriminate according to students' political opinions (55.1%), faith (42%), economic conditions (38.5%), cultural backgrounds (31.5%) and ethnicity (21.4%).

Table 1

Distribution of Students' Views About the Reasons and Frequency of Teacher Discrimination

Reasons for being discriminated		Teachers' state of discrimination		Frequency of discrimination			
		Do Not	Do	Rarely	Sometimes	Often	Always
Economic level	n	671	420	264	122	22	12
	%	61.5	38.5	0.63	0.29	0.05	0.03
Political opinions	n	599	493	209	176	74	34
	%	54.9	55.1	0.42	0.36	0.15	0.07
Faith	n	633	458	226	138	52	42
	%	58	42	0.45	0.32	0.14	0.09
Ethnicity	n	858	232	112	62	36	22
	%	78.6	21.4	0.48	0.27	0.16	0.09
Cultural Diversity	n	748	344	203	93	34	14
	%	68.5	31.5	0.59	0.27	0.1	0.04

The data concerning opinions of girls and boys about the reasons of teachers' discrimination is given in Table 2. According to Table 2, there is no significant difference between the opinions of females and males concerning teachers' discrimination behavior due to a student's economic conditions and faith. Female

and males have different perceptions about teachers' discrimination behavior because of students' political opinions, ethnicity, and cultural diversity. Males perceived more than females that teachers discriminate based on ethnicity and cultural identity.

Table 2
Analysis Results Concerning Females' and Males' Opinions About the Reasons for Teachers' Discrimination.

Reasons for Teachers' Discrimination.	Gender	N	$\overline{X}$	Std. Dev	F	t	Sig.
Economic Condition	Female	239	2.45	.684	6.848	-2.515	.327
	Male	180	2.52	.780			
Political Opinions	Female	270	2.81	.874	6.286	-4.105	.044
	Male	221	2.93	.958			
Faiths	Female	280	2.86	.972	.143	-.186	.737
	Male	176	2.89	.965			
Ethnicity	Female	104	2.57	.879	158.583	-7.257	.000
	Male	128	3.18	1.295			
Cultural Diversity	Female	181	2.48	.735	49.763	-4.844	.003
	Male	161	2.73	.908			

According to student perceptions, teachers behave justly on distributional matters ($\overline{X}$: 2.65) more than in their relations to students ($\overline{X}$: 2.72). This perception does not show any difference with respect to students' gender. The relation between the reason for discrimination based on a student's SES and opinions concerning dimensions of justice is given in Table 3. In students' perceptions, there is a relation between a teacher's just behavior and the reasons of discrimination. There is a negative relation between a student's SES and the views of teachers concerning the reasons of teachers' discrimination (economic conditions, political opinions, faith, ethnicity, and cultural background). Students with a high SES were of the opinion that teachers exhibit discriminating behavior less often based on socio-economic status. Students with a low SES, on the other hand, were of the opinion that teachers exhibit discriminating behavior more often based on socio-economic status, as shown in Table 3.

Table 3
Relation Between SES of Student, Dimensions of Justice and Reasons of Discrimination

Reasons for Discrimination Justice dimensions		SES of student	Economic condition	Political Opinions	Faith	Ethnic Root	Cultural Diversity
SES of student	Pear. Corr		-.111(**)	-.069(*)	-.045	-.151(**)	-.138(**)
	Sig.		.000	.023	.141	.000	.000
	n		398	493	458	232	344
Distributive Justice	Pear. Corr	.039	.213(**)	.216(**)	.134(**)	.117(**)	.165(**)
	Sig.	.217	.000	.000	.000	.000	.000
	n	1017	398	493	458	232	344
Relational Justice	Pear. Corr	-.082(**)	.258(**)	.209(**)	.161(**)	.130(**)	.199(**)
	Sig.	.008	.000	.000	.000	.000	.000
	n	1030	420	493	458	232	344

** Correlation is significant at the 0.01 level (2-tailed).

When a student perceived that he or she had been discriminated against based on socio-economic status, the student concluded that teachers are unjust in their relations. There is a negative relation between the SES of a student and that student's perception of relational justice. Students with a high SES were of the opinion that teachers are more just in their relations with students. Students with a low SES, on the other hand, deemed that teachers are more unjust in their relations with students (Table 3). There is a positive relation between students' perception of discriminatory behavior based on economic factors, political stance, faith, ethnic identity, and cultural background and students' perception of distributive and relational justice. When students think that teachers discriminate because of socio-economic reasons, they are also of the opinion that teachers are unjust in the roles of distribution and relations.

Conclusions and Recommendations

In general, 71.7% of students stated that teachers discriminate because of students' socio-economic status. Students perceived that teachers discriminate mostly based on political affiliation (55.1%) and faith (42%). This perception changes with respect to gender. Boys stated more than girls that teachers exhibit discriminating behavior. It can be said that these findings may be related with Turkey's socio-cultural state. Boys made others aware of their political opinions and faith more than girls. In addition, when they experience discrimination they think that they are discriminated against because of their political opinions and faith. In five countries where OECD (2005) applied a study, 70.1% of students stated that they agreed with the statement "teachers treat me justly." However, when their opinions

are asked about a sentence, which is "Teachers treat everyone respectfully," participation rate, especially in England and France, goes down to 49% and 55.9%, respectively.

In their study, Jukiye and Anne-Christina (2007) stated that there is a positive relation between students' justice perceptions and poverty, discipline, and retention and there is a negative relation between race, religion, being privileged, and deserving a reward. The findings obtained in this study partly support this. There is a negative relation between socio-economic status of students and their perceptions concerning teachers' reasons for discrimination. Students whose socio-economic status is high state that teachers discriminate less; students whose socio-economic status is low state that teachers are more discriminatory. In students' perceptions, teachers discriminate according to students' socio-economic status. This perception decreases when students' SES increases and it increases when SES decreases. According to students' perceptions, there is a relation between being discriminated against because of socio-economic reasons and justice perceptions. Paulsel, Chory-Assad, and Dunleavy (2005) found that there is a strong relation between students' perceptions about teachers' expertness, proficiency, and justice in the class.

According to student perceptions, teachers are unfair in both distributing sources and in their student relations. This point of view displays variance according to students' gender and socio-economic status. In this study, it was found that there is a negative relation between students' perceptions of relational justice behaviors of teachers and their socio-economic status. It can be said that a student's socioeconomic status is an important variable in perceiving discrimination and justice.

Consequently, students perceive that teachers' attitudes and behaviors in the class are unfair. They perceive that this discrimination has a strong correlation to students' socioeconomic status. Students' political affiliation, faith, economic conditions, and ethnic roots are the most important factors. There is a strong relation between students' socioeconomic status and students' perceptions of discrimination and justice.

Teachers may have better relationships with their students by getting some information about socioeconomic status. Assessment with consideration to the improvements of students' performances may be more appropriate. Teachers can supply explanatory information to students about their affairs and evaluation processes. That may have a positive effect on students' perceptions. Evaluation standards can be determined and discussed with students beforehand. In addition, drawing attention to a teacher's discriminatory behaviors and encouraging empathy can be achieved with special training during teachers' pre-service trainings.

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Sınıfta Adalet: Öğrenci Algılarına Göre Öğretmen Davranışlarının Değerlendirilmesi

(Özet)

Problem Durumu: Öğretmen öğrenci etkileşiminin en yoğun olduğu yer sınıftır. Sınıf, eğitim öğretim etkinliklerinin gerçekleştiği ortamdır. Bu ortamın en önemli iki unsuru öğretmen ve öğrencidir. Sınıfta öğretmen öğrenci için genel olarak yönetici, öğretici ve rehberlik rollerini yerine getirmektedir. Yaygın inanışa göre, öğretmen bu rollerini yerine getirirken öğrencilerine karşı önyargılı ve yanlı değildir, öğrencilere adil davranır. Ancak öğrenciler öğretmenin kendilerine yönelik gösterdiği tutum ve davranışları, kendi açılarından adil veya adil olmayan şeklinde değerlendirerek öğretmenleri hakkında yargılar geliştirirler. Bu yargılar ayrımcılık ve adalet ekseninde meydana gelen algılara dayalı oluşmaktadır.

Türkiye'de sınıfta öğretmen davranışlarının öğrenciler tarafından algılanışı ve bunun öğretmen öğrenci ilişkilerine etkisi yeterince ele alınmamış güncel bir sorun olarak önemini korumaktadır. Eğitim bağlamında öğretmen adaylarının algılarıyla öğretmenlerin öğrenci-öğretmen ilişkilerinin (ödül ve cezaların dağıtımı, öğrencilerle ilişkileri) adalet açısından araştırılması; sembollere, değerlere ve davranışlara ortak anlam kazandırmada, öğretmen öğrenci ilişkilerini anlamada, ilişkilerin geliştirilmesinde, öğretmen yetiştirmede önem taşıyacağı düşünülmektedir.

Amaç: Bu çalışma; öğrencilerin öğretmen davranışlarını ayrımcılık ve adalet açısından algılama durumunu belirlemeyi amaçlamaktadır. Bu genel çerçevede ayrımcılık nedenleri ile adalet algısı arasındaki ilişki durumu öğrencilerin sosyoekonomik düzeyleri (SED) ve cinsiyetleri açısından incelenmiştir.

Yöntem: Araştırma, öğretmen adayları algılarına dayanarak öğretmenlerin davranışlarının adalet açısından değerlendirilmesini amaçladığından ilişkisel tarama modelindedir. Çalışmanın evrenini Pamukkale, Mehmet Akif Ersoy, Sinop, Ondokuzmayıs ve Siirt Üniversitelerine bağlı Eğitim Fakültelerinde öğrenim gören öğrenciler oluşturmaktadır. Örneklem seçimi iki aşamalı yapılmıştır. Öncelikle her fakülteye bağlı bölümler ve bu bölümlere bağlı öğrencisi olan anabilim dalları, ikinci aşamada da öğrenci kütlesine göre uygulama yapılacak şube sayısı belirlenmiştir. Uygulama yapılacak şubeler rastgele örnekleme yöntemiyle seçilmiştir. Uygulama 2008–2009 öğretim yılı Güz döneminde yapılmıştır. Veriler 668'i (%61,17) kız, 424'ü (%38,83) erkek olmak üzere toplam 1092 kişiden toplanmıştır.

Araştırma verileri geliştirilen anketle elde edilmiştir. Anket üç bölüm şeklinde düzenlenmiştir. İlk bölümde öğrencilerin cinsiyeti ve sosyoekonomik özellikleri ile ilgili maddeler yer almaktadır. İkinci bölümde ise öğrencilerin ayrımcılıkla karşılaşıp karşılaşmadıkları, karşılaşmışlarsa nedenleri ve sıklığı ile ilgili maddelere yer verilmiştir. Üçüncü bölümde ise dağıtım ve ilişki adaleti ile ilgili maddelere yer verilmiştir. Anketin ikinci ve üçüncü bölümleri likert tipi ölçeğe göre yapılandırılmıştır. Ölçek geliştirilirken öncelikle literatür taramasına dayalı olarak 70 maddelik bir havuz oluşturulmuştur. Oluşturulan taslak anket Mehmet Akif Ersoy

Üniversitesi, Pamukkale Üniversitesi, Sinop Üniversitesine bağlı Eğitim Fakültelerinde görev yapan Eğitim Yönetimi, Teftişi Planlaması ve Ekonomisi, Program Geliştirme, Rehberlik, İletişim alanlarındaki uzmanların görüşleri alınmıştır. Uzman görüşleri doğrultusunda yapılan düzenlemelerden sonra maddelerin anlaşılma durumunu belirlemek için Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi İlköğretim bölümü Sınıf Öğretmenliği anabilim dalında öğrenim gören 120 öğrenciye ön uygulama yapılmıştır. Yapılan güvenirlik analizinde Cronbach Alpha değeri .73 bulunduğundan veri toplama aracının iç tutarlılığa sahip olduğu kabul edilmiştir (Bayram, 2004). Ölçeğin KMO'sunun .81 olduğu belirlenmiş ve bu değer örneklem büyüklüğünün faktör analizi için yeterli bulunmuştur. Temel bileşenler analiz tekniği ile faktör analizi yapılmıştır. Analiz sonucunda ölçeğin adalet (üçüncü bölüm) ile ilgili maddelerin iki boyutlu olduğu ve toplam varyansın %48,86'sını açıklandığı belirlenmiştir. Bu boyutlar literatürde yapılan sınıflamaya uygun olarak "dağıtımsal adalet" (%28,51) ve "etkileşim adaleti" (%20,35) olarak isimlendirilmiştir. Öğrencilerin SED düzeyleri; anne-babanın eğitim düzeyi, ailenin aylık ortalama geliri ve ikamet ettiği yerleşim birimi verileri kullanılarak belirlenmiştir. Öğrencilerin SED'leri; alt, orta altı, orta, orta üstü ve üst şeklinde sınıflandırılmıştır. Öğretmen adaylarının görüşlerine göre ayrımcılık yapılma durumu, ayrımcılık yapılma nedenleri ve sıklığı ile ilgili veriler yüzdelik olarak verilmiştir. Ayrımcılık yapma nedenleri ile ilgili olarak görüşlerin cinsiyete göre farklılık gösterip göstermediğini belirlemek için t-testi testi kullanılmıştır. Ayrımcılık nedenleri ile öğrencilerin SED'i ve adalet boyutları arasındaki ilişki durumunu belirlemek için Korelasyon tekniği kullanılmıştır.

Bulgular: Genel olarak öğrencilerin %71,7si öğretmenlerin öğrencilerin sosyoekonomik özellikleri nedeniyle ayrımcılık yaptığını belirtmiştir. Öğrenciler, öğretmenlerin daha çok öğrencilerin siyasal görüşleri (%55,1) ve inançlarına (%42) göre ayrımcı davrandıkları görüşündedirler. Bu algı cinsiyete göre değişmektedir. Erkekler kızlara göre öğretmenlerin daha fazla ayrımcılık yaptıklarını belirtmişlerdir. Bu bulguların Türkiye'nin sosyokültürel yapısı ile ilişkili olduğu söylenebilir. Türkiye'de erkekler kadınlara göre daha çok siyasal konularla ilgilenmektedirler. Erkekler kızlara göre siyasal görüşlerini ve inançlarını daha fazla ifade etmektedirler. Erkekler ayrımcılıkla karşılaştıklarında ise bunun daha çok siyasal görüşleri ve inançları nedeniyle yapıldığını düşünmektedirler.

Öğrencilerin sosyoekonomik özellikleri ile öğretmenlerin ayrımcılık yapma nedenleriyle ilgili algıları arasında negatif bir ilişki vardır. Sosyoekonomik özelliği yüksek olan öğrenciler, öğretmenlerin daha az ayrımcılık yaptığını belirtirken sosyoekonomik düzeyi düşük öğrenciler ise öğretmenlerin daha fazla ayrımcı olduğunu belirtmektedir. Öğrenci algılarına göre öğretmenler, öğrencilerin sosyoekonomik özelliklerine göre ayrımcı davranmaktadırlar. Bu algı öğrencilerin SED'i arttıkça azalmakta, SED'i düştükçe ise artmaktadır. Bu da göstermektedir ki, öğrencilerin sosyoekonomik nedenlerle ayrımcılıkla karşılaşmaları ile adalet algıları arasında bir ilişki vardır.

Öğrenci algılarına göre öğretmenler hem kaynakların dağıtımında hem de ilişkilerinde adaletsizlikler yapmaktadırlar. Bu görüş öğrencilerin cinsiyet ve

sosyoekonomik düzeyine göre farklılık göstermemektedir. Öğrencilerin ekonomik, siyasal, inanç, etnik kökeni ve kültürel durumu nedeniyle ayrımcılıkla karşılaşma durumu ile dağıtımsal ve ilişkisel adalet algısı arasında pozitif ilişki vardır. Öğrenciler öğretmenlerin sosyoekonomik nedenlerle ayrımcılık yaptıklarını düşündüklerinde aynı zamanda öğretmenin dağıtım ve ilişkilerindeki rollerinde de adaletsiz olduğu kanısındadırlar. Ayrımcılık ve adalet algılamasında öğrencilerin sosyoekonomik özelliklerinin önemli bir değişken olduğu söylenebilir.

Sonuçlar ve Öneriler: Sonuç olarak öğrenciler sınıfta öğretmenlerin gösterdikleri davranış ve tutumların adil olmadığını algılamaktadır. Bunun algının öğrencinin sosyoekonomik özellikleri ile güçlü bir ilişkisi olduğu belirtilebilir. Öğrencilerin sosyoekonomik özellikleri ile ayrımcılık ve adalet algıları arasında güçlü bir ilişki olduğu söylenebilir.

Öğretmenler öğrencilerin sosyoekonomik özellikleri ile ilgili bilgi edinmeleri öğrencilerle daha sağlıklı ilişki geliştirmelerine neden olabilir. Öğrenci performanslarındaki gelişmeler dikkate alınarak değerlendirme yapılması daha uygun olacaktır. Öğretmenler ilişkileri ve değerlendirmeleri için öğrencilere açıklayıcı bilgi verebilir. Bu da öğrencilerin algılarında olumlu değişime neden olabilir. Değerlendirme standartları önceden belirlenip öğrencilerle paylaşılabilir. Ayrıca, öğretmenlerin hizmet öncesi eğitimleri sürecinde empati yaparak ayrımcı davranmamalarını engellemeyi sağlayabilecek eğitim verilebilir.

Anahtar Sözcükler: Ayrımcılık, Sınıfta Adalet, Adalet Algısı, Öğretmen Davranışları