

T.R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF
CLASSROOM JUSTICE AND THEIR EFFECTS ON
MOTIVATION IN EFL CLASSES

MASTER'S OF ARTS THESIS

ALİ YALÇIN

GAZİANTEP
JANUARY 2024

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Supervisor: Prof. Dr. Mehmet BARDAKÇI

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JANUARY 2024

APPROVAL OF THE JURY

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University : Gaziantep University
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Department : English Language Teaching Program
Thesis Title : Secondary Scholl Students' Perceptions of Classroom Justice and Their Effects on Motivation in EFL Classes
Thesis Date : 31.01.2024

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

To my beloved wife and family...



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I would like to express my deepest appreciation to my supervisor Prof. Dr. Mehmet BARDAKÇI who really supported me at any time and in any situation. I should be so lucky that I had the chance of having his guideship during this tough process.

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ÖZET

ORTAOKUL ÖĞRENCİLERİNİN SINIF İÇİ ADALET ALGILARI VE İNGİLİZCE ÖĞRENİMİNDEKİ MOTİVASYONLARI ÜZERİNDEKİ ETKİSİ

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Bu çalışmanın amacı, ortaokul öğrencilerinin sınıf içi adalet algıları ve İngilizce öğrenimindeki motivasyonları üzerindeki etkisini araştırmaktır. Bu amaca ulaşmak için, veri toplama amacıyla, karma yöntem araştırma tasarımı benimsenmiştir. İkinci dil öğreniminde sınıf içi adalet ve motivasyon arasındaki bağlantıyı incelemek için araştırmada hem ölçekler hem de görüşmeler kullanılmıştır. Nicel veriler “Sınıf Yönetiminde Adalet Algısı ve İngilizce Motivasyon Ölçeği” olmak üzere iki ölçek ile toplanmıştır. Nitel veriler, katılımcılarla yapılan yarı yapılandırılmış görüşme ile toplanmıştır. Araştırmanın araştırmacısı tarafından hazırlanan görüşme formu 5 açık uçlu sorudan oluşmaktadır. Bu anket 10 katılımcıya uygulanmış, her katılımcıyla ayrı ayrı görüşülmüştür. Çalışma, ikinci dil öğreniminde sınıf adaleti ve motivasyon arasındaki ilişkiyi ortaya koymayı amaçladığından, iki ölçekten elde edilen veriler Korelasyonel Tarama Modeli ile analiz edilmiştir. Bu araştırmanın evrenini Gaziantep ilinde öğrenim gören ortaokul öğrencileri oluşturmaktadır. Gaziantep'te ortaokullarda öğrenim gören 337 öğrenciden bu araştırmaya katılmaları istenmiştir. Katılımcılar, uygun örnekleme yoluyla 5, 6 ve 7. sınıflardan seçilmiştir. Hem nicel hem de nitel veriler öğretmenlerin, öğrencilere cinsiyet veya sınıf içi başarıları farketmeksizin adaletli davrandıklarını göstermiştir. Ödül, işlemsel ve dağıtımsal adalet boyutları sınıf değişkenine göre anlamlı farklılık göstermiştir. Ölçeklerin sonuçlarına göre adalet algısı ve motivasyon arasında anlamlı ilişki bulunamamıştır fakat görüşme sonuçları aksini göstermiştir.

Anahtar Kelimeler: Adalet, sınıf içi adalet, motivasyon, yabancı dil öğrenimi

ABSTRACT**SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF CLASSROOM JUSTICE
AND THEIR EFFECTS ON MOTIVATION IN EFL CLASSES**

YALÇIN, Ali

MA Thesis, English Language Teaching Program

Supervisor: Prof. Dr. Mehmet BARDAKÇI

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The purpose of the current study is to investigate Secondary School Students' Perceptions of Classroom Justice and Their Effects on Motivation in EFL Classes. In order to achieve this goal, the mixed method research design was adopted to collect data. Scales and interviews were both used in the research to examine the link between classroom fairness and motivation in second language learning. Quantitative data was collected by two scales which are "Perception of Justice in Classroom Management" and "Motivation Scale in English". Qualitative data was collected by semi a structured-interview done with the participants. Interview form consisting of 5 open-ended questions was applied to 10 participants. Since the study aimed to reveal the relation between classroom justice and motivation in second language learning, the data collected from the two scales was analyzed with Correlational Survey Model. Secondary school students studying in Gaziantep province were the universe of this research. 337 students studying in secondary schools in Gaziantep were asked to participate in this research. The participants were selected from 5th, 6th and 7th grades through convinience sampling. Both quantitative and qualitative data revealed that teachers treated students fairly, regardless of their gender and success in the lesson. Reward, procedural and distributive justice dimensions differed significantly according to the grade variable. According to the results of the scales, no significant relationship was found between perception of justice and motivation, but the interview results showed that it was the opposite.

Keywords: justice, classroom justice, motivation, foreign language learning

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LIST OF ABBREVIATIONS

SDT: Self-determination Theory

BAT: Behavior Alteration Technique



CHAPTER I

INTRODUCTION

1.1 Presentation

This chapter includes essential information about the background of the study, the statement of the problem, the purpose of the study and research questions related to aim of the study. Thereafter, the importance of the study is examined in depth, followed by assumptions and limitations. Finally, the definitions of the key terms discussed in the study are presented.

1.2 Background of the Study

The history of the concept of justice is as old as the history of humanity. That is why, the term “Justice” is very complicated and changeable and there is not an exact definition about this term. In any part of the world this term can be interpreted differently according to people’s thoughts, life styles, the way they view the world and also their belief. In ancient Greece, Plato (1952), considers justice as each person doing his part in his own life time according to his own abilities (cited in Nural, B.,2015). In other words, the idea of justice encompasses a person's capacity to carry out their duties in accordance with their capacities. Socrates, from a different perspective, defines "justice" as the capacity to discriminate between right and wrong, and he also claims that this capacity already exists in people's consciences in the form of legal knowledge. Karagöz (2002), adds that acting in accordance with one's conscience is a requirement of justice. Aristotle, on the other hand, approaches justice from the standpoint of virtue and asserts that the things that provide enjoyment are right (Çeçen, as cited in Nural, B. ,2015).

As it can be concluded from different perspectives what “Justice” is, it is clear that justice is a very broad term and has different meanings independent of each

other. Intentionally or unintentionally, wherever we are, at any time, and in any situation, as human beings, we want justice and make an effort to look for it. So, no matter where a person lives, there is a need for justice, which is the most essential value of all social systems (Töremen & Tan, 2010). As a matter of fact, by virtue of its components of communication and interaction, schools are fundamental social institutions that play a significant part in the development of human relationships. For this reason, thoughts and predictions concerning this structure are also crucial. Students who integrate the idea of justice throughout their educational experiences would therefore benefit the school in the near term and society in the long run (Çelikkaya, 2008). Hence, it is clear that this idea is crucial and the mechanism known as school influences and regulates our social lives in addition to managing our personal lives and teaching us a discipline. Lizzio, Wilson, and Hadaway (2007) states that it is crucial to comprehend students' conceptions of justice in order to assess and enhance the learning environment (cited in Nural, B. ,2015). Beugre (2002) asserts that favorable conceptions of justice result in beneficial behaviour (as cited in Nural, B. ,2015). Students who have a favorable view of justice feel valued members of the class and establish harmonious relationships with their teachers and peers within a climate of trust. Therefore, students' perceptions of classroom justice may have an impact on their motivation for the course, the teacher, or anything related to the learning environment. It is significant to stress that instructors do not need to incorporate justice as an "extra" to their curricula. Any teaching or learning process already has it in its nature.

If we want to dig a bit more into the concept of justice, we need to discuss the term "Organizational Justice". According to the equity theory and social exchange theory, justice is first researched in organizational behavior research with an emphasis on how people of the organization perceive and feel about instances of organizational (in)justice (Chory-Assad, 2002). Besides, according to Cropanzano and Greenberg's (1997) concept of organizational justice, classroom justice may be summed up as feelings of fairness toward events that take place in a learning environment. Although political scientists and experts in organizational behavior have researched justice extensively, there hasn't been much research done on it in the context of education (Chory-Assad, 2002; Tyler, 1987). If we begin with a few

definitions of the word organization, we may say that it is a coordinated group formed by at least two individuals to pursue a single or set of related goals (Gibson, Donnelly, Ivancevich, & Konopaske, 2003). Organization is a framework that coordinates the efforts of a group of people in order to accomplish specific goals (Genç, 2007 cited in Nural, B. ,2015), is made up of both people and technologies and governs how people interact with one another and carry out their work (Balci, 2005). Every management theory analyzes and defines the organization in light of its own perspective. Because of this, the definition of the organization encompasses many hypotheses. The fact that people seek justice in the social settings in which they participate, such as their family, school, friend group, and workplace, suggests that the idea of justice is a significant topic that requires investigation in terms of organizational behavior (Karameinoğulları, 2006).

Different scholars have provided numerous definitions of organizational justice. According to Moorman; organizational justice is a concept about decisions whether employees are treated fairly in their jobs and how these decisions affect other work-related variables (Moorman, 1991). Polat (2007), on the other hand, based on the perception of justice in organizations, defines organizational justice as the beliefs of the workforce regarding the fairness of the allocation of rewards and penalties within the workplace, the fairness of the application of rules and processes, and whether or not interactions and communication are conducted fairly. Organizational justice is conceptualized as a three-dimensional component, encompassing the distributive, procedural, and interactional justice. When organizational justice is discussed generally, the opinions of individuals who work in an organisation regarding whether they are treated fairly and whether workplace policies are fair or not become more significant. In other words, in order to discuss whether justice exists inside an organization, we must ensure that all employees are governed by the same rules, rewards, and consequences, and that everyone behaves fairly toward one another. Judgments of the fairness of organizational outcomes received in a given transaction are referred to as distributive justice (Byrne & Cropanzano, 2001; Homans, 1961), but perceptions of the fairness of the processes used to get at these outcomes are referred to as procedural justice (Byrne & Cropanzano, 2001).

According to a large number of organizational justice scholars, the standard for determining distributive justice is equity: one's profits equal one's investments, and this ratio must be equal to the corresponding ratio of a comparison other (Adams, 1965). According to other researcher, people's perceptions of distributive justice can be influenced by factors like need, equality, self-interest, adherence to commitments, legality, ownership, position, ability, effort, merit, and/or reciprocity (Deutsch, 1985; Leventhal, 1980). The core of distributive justice is the equitable allocation of the circumstances and resources that have an impact on an individual's, a group's, or a community's well-being, including psychological, economic, and social factors (Deutsch, 1985; Kabanoff, 1991). Distributive justice problems occur When something desirable is rare, when not everyone can have what (s)he desires, or when something unpleasant can not be avoided by everyone. On the other hand, distributive justice issues in schools come up when it comes to who gets the teacher's attention, who receives what grades, and other similar matters. When evaluating distributive justice, people examine and contrast the result they obtained (such as their wage or test grades) to a standard or norm and/or the result received by a referent (Adams, 1965; Cropanzano & Greenberg, 1997). The referent might include one's prior experiences, expectations, efforts made, perceived outcomes they believe they earn, expected outcome or consequences that "could have been," and consequences they might get in a different career, social role, or in the long term. In the context of instruction, a student evaluating the fairness of "A" grade can, for instance, compare it to the grade (s)he expect to get, the grade (s)he believe (s)he deserve, or the grades received by others.

While distributive justice examines opinions of the fairness of results obtained, procedural justice emphasizes judgments of the fairness of the methods employed in making resource distribution choices. Procedural justice is known as a person's impression of the fairness of the procedural elements of the social system that governs the allocation of resources. In procedural justice, the emphasis is on the person's assessment of the events that occur prior to the distribution (Leventhal, 1980). Employers and instructors evaluate the performance of their workers and pupils using a variety of standards, methods, and/or rules before deciding what outcomes or rewards to provide them. Employers, for instance, may review

personnel files, previous performance reviews, and productivity statistics when determining an employee's yearly compensation raises. They may monitor how employees behave while they're working or ask coworkers or the employees themselves for information. Similarly, while allocating semester marks, teachers may take into account students' attendance, classroom conduct, written assignments, and test grades. These things have an impact on the methods which are used to decide how to assign grades or pay. People assess procedural justice while determining whether the process of making choices is fair. On the other hand the fairness and effectiveness of the interpersonal treatment that students receive from their teachers is called as "interactional justice" (Paulsel & Chory-Assad, 2005). Since strong relationships with members are the cornerstone of enduring cooperation, every organization strives to maintain them. The type of interpersonal interaction that a person encounters has a significant impact on both them and the organization. After family and friends, students engage with instructors the most. Due to the instructors' perceived interactional injustice in terms of unjust grading and power displays, there is a high level of conflict between students and teachers and student resistance towards teachers (Paulsel & Chory-Assad, 2005). Justice is a notion with social, cognitive, and emotional components (Çeçen, 1993). The school, where students get moral instruction and develop as contributing members of society, is without a doubt the most significant contributor to a fair society. In schools, people receive an education that prepares them to benefit society and mankind, and they also integrate into the social world. As a result, having a positive school climate in general and effective classroom justice in particular is crucial.

Justice is said to be implemented throughout the teaching, evaluation, learning, and interpersonal areas of the classroom by the teacher as the primary authority (Estaji & Zhaleh, 2021). Students assess the degree to which teachers are reasonable and fair in their interactions with them, their decisions regarding seating arrangements, and their classroom management techniques (Rasooli et al., 2019). As teachers, our duty is not only teaching the content knowledge of a certain course but also, and more significantly, instilling democratic and ethical ideals like justice. There may be several results of teachers' unfair attitudes in classroom environment among students. For instance, if the course grades do not differ between the students

who constantly attend the course and the students who do not, discussions that decrease students' motivation to attend the class may come to the fore. The idea whether we attend the course or not, we get high and passing grades from the course may arise. Consequently, it is supposed that the motivation of the students who attend and succeed in the lesson and their belief in the justice of the teacher may decrease significantly. On the other hand, the different attitude of the teacher to female and male students during the lesson may affect the concept of justice negatively among the students and the interest and motivation to the lesson may reduce. In other respects, fair feedbacks of the teacher during the class time and assessment procedure which are justly carried out may have influence on students attitudes, interest toward the course subjects. When students perceive that their teachers are unjust while grading and hostile or nasty to them in class, it has a detrimental impact on students' motivation and learning (Rodabaugh, 1994). The perception of unjust treatment causes students to feel very unsatisfied, indignant, and discriminated against. Because of this, students' perception of instructors' actions as fairness is crucial for classroom learning. Therefore, it is impossible to even imagine a place or a world without justice. So, the concept of justice, which is a very important issue, is a subject that we need to carefully consider and apply, especially in our schools and classroom environments. Teachers' fair attitudes and behaviours among students, which make easier to see the difference between those who are successful and those who are not, is again the concept of justice. That is why, it is a clear sign that the idea of justice isn't practiced in schools if a student who doesn't regularly attend classes finishes the year with a passing grade. Additionally, the fact that the student who actively engages in the lesson, as opposed to the student who merely attends classes and receives the same or similar grades like the successful student in the class, undoubtedly demotivate other students. Besides, it will undermine the students' respect for and interest in the teacher. For this reason, the need for maintaining fairness in the classroom is brought up repeatedly in front of us as a result. It should be clearly noted that teachers' behavior, fair and unfair attitudes among students affect the whole class environment.

1.3 Statement of the Problem

Justice has always been one of the most important priorities of all communities regardless of their social or educational status. It is said to be implemented throughout the teaching, evaluation, learning, and interpersonal areas of the classroom by the teacher as the primary authority (Estaji & Zhaleh, 2021). Students assess the degree to which teachers are reasonable and fair in their interactions with them, their decisions regarding seating arrangements, and their classroom management techniques (Rasooli et al., 2019). Teachers are required to instill in their students not only the content knowledge of a certain course but also, and more significantly, democratic and ethical ideals like justice (Kazemi, 2016). There may be several results of teachers' unfair attitudes in classroom environment among students. For instance, if the course grades do not differ among the students who constantly attend the course and the students who do not, students' motivation to attend the class may decrease. The idea whether we attend the course or not, we get high and passing grades from the course may arise. For this reason, it is supposed that the motivation of the students who attend and succeed in the lesson and their belief in the justice of the teacher may decrease significantly.

On the other hand, the different attitude of the teacher to female and male students during the lesson may affect the concept of justice negatively among the students and the interest and motivation to the lesson may reduce. In other respects, fair feedbacks of the teacher during the class time and assessment procedure which are justly carried out may have influence on students attitudes, interest toward the course subjects. Classroom justice, which is a keystone of every successful educational system, is an ignored subject of study in second/foreign language instruction. Additionally, numerous studies focused on motivation which is a crucial factor and these studies revealed motivation's significant impact on how well people learn languages when they are motivated than they are not. A vast number of empirical research, which were mostly done in the West, have explored classroom justice in connection to a range of positive and negative student-related aspects such as the students' ideas of a fair world, learning motivation, engagement (Berti et al., 2016), mental wellness (Mameli et al., 2018), the feeling of belonging to school, and academic accomplishment (Kazemi, 2016; Molinari et al., 2013). However there is

little information on how classroom justice and motivation in L2 learning interact. The current study aimed to analyze what kind of relations between students' perceptions of classroom justice and motivation while learning a second language in detail. Thus, it is expected that teachers understand the importance of behaving more fairly in their classroom relationships by becoming aware of the attitudes and approaches that increase or decrease students' motivation in second language teaching.

1.4 The Aim of the Study

Schools are the most fundamental social institutions that play a significant role in the development of interpersonal relationships and include communication and interactions in which everyone participates. One of students' top concerns regardless of their educational level or system is to be treated fairly (Mameli et al., 2018). The ultimate objective of the study is to examine the relations between secondary school students' perceptions of justice in classes and their effects on their motivation for learning a second language in EFL classes. In what way these variables have impacts on each other in a classroom setting and whether they have positive or negative effects on one another were analyzed. It is asserted that the primary authority in charge of enforcing justice in the teaching, evaluation, learning, and interpersonal areas of the classroom is the teacher (Estaji & Zhaleh, 2021). In addition to this, whether students' perception of justice in classroom and their motivation in learning a language differ according to their gender and their age is aimed to be identified in this research. The design of the study properly served to realize the main purposes of the study both statistically and descriptively.

1.5 Research Questions of the Study

Following research questions can be addressed to find out secondary school students' perceptions of classroom justice and their effects on motivation in EFL classes:

- 1- Do secondary school students' perceptions of interactional, rewarding, procedural and distributive justice differ significantly according to their gender and grade level?
- 2- Do secondary school students' motivation in second language learning differ significantly according to their gender and grade level?
- 3- Is there a meaningful relationship between secondary school students' level of interactional, rewarding, procedural, distributive justice perceptions and motivation in second language learning?
- 4- According to students' opinions, how does teacher's fair behavior in the classroom affect their motivation for learning English?

1.5 Significance of the Study

Justice is a notion with social, cognitive, and emotional components (Çeçen, 1993). The school, where students get moral instruction and develop as contributing members of society, is without a doubt the most significant contributor to a fair society. The social structures known as schools are responsible for carrying out the goals of education. In schools, people receive an education that will prepare them to benefit society and mankind, and also integrate them into the social world. As a result, having a positive school climate in general and effective classroom justice in particular is crucial.

Despite the obvious importance of justice in the instructional setting, L2 education research hasn't given it enough attention. Before Estaji and Zhaleh's relatively recent innovative studies (2021a, 2021b, & 2022), classroom fairness have been totally neglected in L2 education research in EFL classes. This is remarkable considering that L2 teaching and learning are primarily relational and social endeavors that call for fair and just teacher-student connections as well as give-and-take in the classroom (Mercer & Dörnyei, 2020). Because of this lack in the literature, it is aimed to provide information on how classroom justice might be significant in L2 teaching and learning in EFL classes by this study. Numerous quantitative studies on classroom justice using closed-ended instruments are currently available in the literature. However, there aren't many qualitative or mixed-

methods studies that can thoroughly examine and untangle the numerous facets of classroom justice by collecting participants' textual and numerical data utilizing qualitative or both qualitative and quantitative data gathering tools. Teacher injustice, however, has a detrimental impact on students' perceptions of their instructors and may lead to their resentment, academic disengagement, humiliation, wrath, aggression, and lack of motivation. In the lengthy and frequently challenging process of language learning, students who lack appropriate motivation may not be able to continue in achieving their goals. In order to successfully learn a second or foreign language, motivation which is one of the main element of this research has been cited as one of the most crucial aspect of learning process (Dörnyei, 1994; Ho, 1998). Many studies over the past 40 years have attempted to provide more light on the nature of motivation and how it affects student learning and performance. However, the impact of classroom justice on learning L2 motivation has been disregarded in EFL classes. Consequently, it is expected this study to contribute to the field by studying on the effect of classroom justice perception on students' motivation in EFL classes in secondary schools. Although some studies which are carried out in high schools or colleges on importance of motivation while learning a foreign language, there is little knowledge about the relationship between the classroom justice and its effect on motivation(Uğurlu & Usta, 2019; Aydın, 2021). The effect of classroom justice on the students' foreign language learning motivation in EFL classess will be analyzed via this study to contribute the field.

1.6 Limitation of the Study

Like the majority of research, the current study has a number of restrictions. To begin with, the number of the participants was a limitation. The generalizability of results was limited since the sample size was not indicative of a wider population of secondary school students. Additionally, this research was conducted in public schools and private schools were excluded. Since the questionnaires were applied in the classroom, this situation might have caused the students to feel uncomfortable and refrain from their teachers. Justice is a highly elusive and subjective concept. This fact demonstrates the subject-related limits of the research.

CHAPTER II

LITERATURE REVIEW

2.1 Justice

The definition of justice is open to many interpretations. Concept of justice in Cambridge Dictionary is defined as “fairness in the way people are dealt with”. In a similar way, Oxford Dictionary defines it as “the fair treatment of people laws based on the principles of justice they are demanding equal rights and justice.

In every period, just as it is now, mankind has sought for justice. It dates back to the beginning of humankind. Since the earliest days of time, people have believed that justice is a necessary component of pleasure and freedom. As a result, they have sought to ensure that justice is achieved everywhere and in every situation. Alongside this, a variety of viewpoints on what justice is and how it will be administered have been put forward. The constitution defines justice as right and legality, observance of the truthfulness (Tan, 2006). In ancient Greece, Platon (1952) considers justice as each person's doing their part in their own life time according to their own abilities (cited in Güriz,2001). Socrates called “justice” as a knowledge ability that distinguishes what is good from what is bad, but according to him, this knowledge exists in people's consciences in the form of law knowledge. One's duty to be just is to act according to his conscience (Karagöz, 2002). Aristotle, on the other hand, deals with justice from the perspective of virtue and states that the things that provide happiness are just (Çeçen,1993). Besides, justice is "Constant and infinite endeavor to give everyone their part," according to Ulpian, a renowned Roman judge (Guriz, 2001). Generally speaking, law is viewed as a reflection of justice, while unlawfulness is viewed as a reflection of injustice. If we were to summarize the thoughts of ancient Greek thinkers on justice, it is clear that there is no single definition of justice. Justice does not exist by itself; rather, it only manifests when an unfair circumstance arises. This is because justice is a relative term that can vary depending on ideals. It is clear that, the 18th century European Enlightenment

placed a strong emphasis on the idea of justice (Karaeminoullar, 2006). By the 19th century, social sciences have swiftly detached themselves from philosophy, and this idea have stopped being exclusive to philosophy and is also being used in political science (Topakkaya, 2009).

2.2 Theoretical Background of Organizational Justice

The phrase "organizational justice" is originally used by Greenberg (1987) to describe how employees perceive how fairly they are treated in their workplaces and how such views influenced factors like loyalty and job satisfaction.

Justice has been investigated in organizational behavior research in light of the equity theory and social exchange theory, with an emphasis on understanding how organizational members see and felt about events of organizational (in)justice (Chory-Assad, 2002). Equity theory focuses on human motives and has several uses in comprehending organizational behavior. Any social setting where a transaction occurs might benefit from the application of equity theory (for instance, between teammates, or an employee and his employer). It is possible for one or both parties to believe that a trade is unfair when two individuals exchange something. This usually occurs when someone trades his services in exchange for money (Adams, 1963). The term "inputs" is coined by Adams to refer to the same idea as "investments" in Homans' social exchange theory. A person's effort, education, social standing, and age are examples of inputs that people value highly. In addition to concrete incentives like money and perks, outcomes might also include intangible rewards like prestige or acclaim. His equity theory is widely recognized as an equity theory of motivation. According to his theory, employee motivation is influenced by the notion that the advantages or rewards they receive are at least equivalent to the work they put forth. According to Adams (1963), employees lose motivation and report lower job satisfaction if they perceive that there are inequities between inputs and outputs.

When equity is absent, people will try to produce it by changing or manipulating inputs or results. Furthermore, people will make an effort to recover equity by distancing themselves either temporarily or permanently (Adams, 1965). On the other hand, social exchange, according to Homans (1961), is the interchange

of activity between at least two people that is visible or invisible and more or less satisfying or costly (cited in Emerson, 1987). Homans (1961) places a heavy focus on the way performers connect with one another as an individual. His main goal is to thoroughly describe the basic mechanisms behind social behavior (power, compliance, status, leadership, and justice). The core concepts of Homans structure the investigation of social behavior in terms of incentives and penalties. According to him, behavior that is generally praised persists. His first concept, the success proposition, asserts that actions that result in favorable outcomes are likely to occur again. The second concept, known as the stimulus proposition, asserts that actions that have previously been rewarded on such occasions will be shown in comparable circumstances. The third concept, known as "value proposition," states that an action is more likely to be carried out if the actor finds the consequence of the action to be worthwhile. The stimulation concept, as the fourth concept, the deprivation-satiation concept, introduces the broad concept of declining marginal utility: the value of an extra unit of a reward decreases if a person gets that reward for doing an action several times. The fifth concept describes the emotional responses people will encounter in various reward circumstances. When they do not get what they expect, people get irate and hostile. One of the prominent subjects in this study under the title "justice" is organizational justice, which is defined as assessments of the appropriateness of workplace results or procedures and perceptions of fairness (Cropanzano & Greenberg, 1997). Organizational justice is defined as a three-dimensional component that include distributive, procedural, and interactional justice. Distributive justice is more outcome-focused, whereas procedural and interactional justice is more relationship-focused. Although taking into account these many aspects of justice offers a deeper picture of the connections between justice and customer satisfaction, there aren't many empirical studies on the subject. The study conducted by Clemmer and Schneider is a notable exception (1996). These scholars discover substantial correlations between the various characteristics of distributive, procedural, and interactional fairness and consumer happiness.

2.2.1 Distributive Justice

Distributive justice theories assert that consumer judgments of the fairness of the outcome are what determine how fair a situation is seen to be. Customers invest resources (like money) in purchase activities and obtain results (e.g., service quality). Customers may also contrast their own outputs and inputs with those of the opposing party to a trade (Oliver & DeSarbo, 1988). Based on equity theory, distributive justice seeks to understand how people react to result distribution. Adams' (1965) equity theory is referred to as a traditional social exchange theory, which makes the assumption that people are driven by instrumental motives in their interactions with others. Employees in a company decide whether or not the benefits they get are fair according to equity theory. Adams (1965) states that employees compare their performance inputs (their education level, life experience, the stresses and strains they endure in their jobs, their seniorities, etc.) for their work with the reward printouts (salary and promotion decisions, etc.) they receive in return. If they perceive that there is an inequality between their performance input and their output, they think that the rewards they receive are not fair. He also claims that individuals become outraged when they are unfairly treated or receive rewards that are below their expectations. In his study on the fairness of electoral systems, Gilliland (1993) asserts that candidates who believe their own qualifications are appropriate for a position and have high hopes for their application may try to discredit the position or employer they applied for if they become unsuccessful in order to dispel their perception of inequality on a cognitive or behavioral basis. On the other hand, if there are more rewards than expected for the employees, it leads to feelings of guilt and dissatisfaction. For instance, an employee who gets an unexpected wage increase might put more effort into his work to get rid of this guilt and return to equality. He might also go above and beyond the requirements of his job description for the organization he works for, according to Gilliland (1993).

2.2.2 Procedural Justice

While distributive justice emphasizes the fairness of decisions made within an organization, procedural justice emphasizes the fairness of the procedures used to

arrive at those judgments. Procedural justice is the concept of fairness in the procedures that are used to settle disputes and distribute resources. It is concerned with the fairness and openness of the decision-making processes, and it represents how the employees see justice in terms of how they receive awards, promotions, and compensation (Altıntaş, 2007). Greenberg (1990) asserts that there are three main elements that influence how employees perceive procedural justice: the objectivity of the decision-making process, their level of trust in those in positions of authority, and their relationships with those in those positions, which are characterized by mutual respect, good intentions, and cooperation.

The first studies on practical justice in the literature are performed by Thibaut and Walker (1975). It is stated that in legal institutions and courts where the defendants and plaintiff are given a voice before decisions are made and if it is possible for them to express their own ideas, it is perceived that the decisions taken are fair. Thibaut and Walker (1975), explains this situation as the psychology of "influencing decisions". In other words, psychologically, people desire to have a say in the decisions and consequences that affect them. From this point of view, in the study of Thibaut and Walker (1975), it is concluded that defendants and plaintiffs who are given a say find the court's decisions fair, as opposed to those who don't have the chance to express their ideas. As a conclusion, employees who have the opportunity to comment on decisions made by their employers generally view such decisions and procedures as being more equitable. If the information on which decisions are based is gathered completely, clearly, and accurately without leaving any room for contradiction prior to decision-making, if decisions are implemented equally and consistently in accordance with the principle of equality, and if they are made consistently and free from some personal contradictions by the decision-makers with relation to the implementation of these decisions, individuals' perceptions of justice will grow. According to the research's findings, employees are less dedicated to their companies when they believe they make unjust judgments. The findings of the studies indicate that when workers believe their employers make unjust judgments, they have less loyalty to them, are more likely to steal, have a strong desire to quit jobs, perform poorly, and are less willing to collaborate. The

treatment that employees receive matters to them, and it influences how they interact with their employers (Folger & Cropanzano, 1998).

According to Leventhal (1980), an organization's ideas of justice are influenced by six basic rules.

- a) Consistency: Organizations should strive for consistency in their distribution selections. Employees' impressions of fairness must be consistent for there to be such a perception.
- b) Avoid developing bias: Avoid developing prejudice against organization personnel about distribution or procedure.
- c) Accuracy: Information should be addressed ethically and accurately inside an institution.
- d) Rectification: Managers' mistakes should be subject to employee protest or correction. It's important to remedy bad or flawed judgments as well.
- e) Representative: Employees should be invited to participate in and have representatives present at organizational decision-making processes that have an impact on them.
- f) Ethics: Decision-making procedures should be consistent with the employees' ethical standards.

According to the norms previously discussed, the procedures that influence decisions are the subject of procedural justice. Any rule breach by decision-makers or an organization may provide the appearance of procedural unfairness (Greenberg and Barling, 1999 cited in Nural, B. ,2015).

2.2.3 Interactional Justice

Interactional justice has gained recognition as a more sophisticated aspect of organizational justice that addresses how people are treated on a personal level in workplace encounters (Bies, 2001). He adds that "interactional justice" is the worry that people show about the treatment they receive from others on a personal level. According to Bies and Moag (1986), there are four requirements for interactional

justice: justification, truthfulness, respect, and propriety (cited in Rodriguez, C. 2012).

Justification: It entails giving extensive justifications for selections or acts.

Truthfulness: It entails honesty and the avoidance of dishonesty.

Respect: It entails being courteous and refraining from being impolite.

Propriety: It entails abstaining from offensive comments or biased views.

Along the same lines, interactional justice, according to Greenberg (1990), has two subdimensions: informational and interpersonal. According to him, the social factors that influence procedural justice comprise informational justice. Providing information about the processes used to reach a decision or conclusion is how informational justice may be achieved. That is to say, a person experiences informational justice when they are given in-depth explanations of the processes that are applied to reach a conclusion. The term "interpersonal" is used by Grenberg to mean the social aspect of distributive justice. Interpersonal justice occurs when people perceive that decision-makers have shown concern and sensitivity over the results that they have received. On the other hand, they experience interpersonal injustice if they are treated poorly or insincerely. Greenberg (1997) discovers that applying socially just treatment influences the acceptability of a workplace smoking prohibition in an experiment with 732 office workers, of whom roughly 30% were smokers. Employees were more inclined to accept the smoking ban when the firm's administration gave them logical justifications for it and showed empathy for the difficulties that smokers would experience. Contrarily, those who had received little information about the prohibition and those who had received it in a way that the administration cared less for the employees, were less inclined to accept it.

2.2.4 Informing Justice

Information justice is the process of receiving accurate information about how individuals, interests, and events are distributed within an organization. It is totally about the sharing of information that takes place during the process in the organization. In certain cases, providing employees with information about their role

and how it works will mean more to them than receiving a reward (Tutar, 2007). This component (for superiors), referred to as "informational justice," includes informing their subordinates about their social and personal benefits, protecting their interests, and preserving their right to information acquisition. According to studies, increasing the quantity of information communicated with employees has a beneficial impact on their perceptions of fairness. The channels of communication used by the administration and employees in this situation are significant contributors to how justly employees feel about their treatment. Studies have shown that as the amount of information reaching the employee increases, the employee's perception of justice increases as well. For this reason, communication instruments between employees and employers are one of the strongest factors affecting the formation of a sense of justice among employees (Doğan, 2002).

2.2.5 Rewarding justice

For an organization to survive and thrive, it's critical to keep organizational engagement levels high. Conventional control systems are no longer functional owing to the dramatic shifts in work demands and task requirements brought on by global competitiveness and the usage of information systems. Loyal and committed workers care deeply about the issues they are handling, and this kind of employee is welcomed by their organizations and gets the attention of their management. If those employees who are devoted and loyal are to be maintained in the company, they should be explicitly rewarded for their loyalty and commitment. One of the key elements for sustaining and boosting workplace motivation is the organization's award distribution procedures (Erez & Earley, 1993, cited in Fischer, R., 2004). The process of rewarding employees should be handled carefully by management. Employees must be notably differentiated in order to qualify for the prize. Otherwise, the distribution of awards would be pointless. Organizations have great discretion when considering rewards or sanctions such as pay raises, promotions, or firing. According to research by Gaertner and Nollen (1989), cited in Fischer, R. (2004), rewarding methods like promotions have a higher impact on eventual devotion compared to terms like involvement or managerial support that are often explored as antecedents of commitment. Thus, organizations that want to preserve dedicated and

faithful employees should demonstrate this to their staffs by recognizing their dedication and loyalty in concrete ways. They should utilize procedures like awards in order to boost and maintain high levels of commitment and loyalty. On the other hand, the commitment should come from employers as well as employees. The relationship between the company and its workers will be strengthened by assisting those employees who are devoted and loyal.

2.3 Classroom Justice

Unquestionably, the school, where people acquire moral instruction and develop as contributing members of society, is the most significant source of a fair society. The ability of an individual to integrate into the school environment as a student seems to be significantly influenced by their view of justice. That's why schools are not only social systems that try to fulfill the aims of education but also multi-purpose institutions where the human aspects of individuals are developed. In the school, students receive an education that prepares them to contribute to society and humanity, and they also integrate into the social world. By doing this, people integrate into a society as a unique person and gain some level of preparedness for the expectations that are placed on them. In light of this, having a good school atmosphere in general and good classroom administration in particular is crucial (Terzi, 2002 cited in Özgenel, M., & Bozkurt, B. N. ,2019). According to Sezer's (2018) study, instructors' positive attitudes and behaviors influence pupils' perceptions of fairness. Making sure that students use the resources of the class fairly depends in large part on the justice that instructors give in the classroom setting (Cummings, 2000, cited in Özgenel, M., and Bozkurt, B. N. ,2019). On the other hand, unjust attitudes of the teacher, whether deliberate or not, may cause undesirable situations on students. In this regard, fair classroom practices by instructors may influence students' involvement with school in a favorable or unfavorable manner. In other words, students' engagement with school can be expressed by way of the characteristics of having favorable feelings about the school environment and classroom atmosphere and being able to establish positive relationships with the teacher and other students at the school. Classroom Justice is

described as "perceptions of fairness" concerning outcomes or procedures that occur in the realm of education (Chory-Assad & Paulsel, 2004b). When creating a course, the teacher often creates a number of regulations that are believed to be fair and pertain to specific scenarios and structural elements of the course. However, students' perception of the concept of justice and the teacher's will of course differ. Such a discrepancy may happen for a number of reasons. One factor is that different people may have different perspectives on what is fair in a particular circumstance. According to the literature on justice, for instance, processes must be in line with an individual's ethical and moral ideals in order to be viewed as fair (Leventhal, 1980). However, it is obvious that moral and ethical principles do not apply to everyone in the same way. A further rationale for the inconsistency is that students might have a tendency to evaluate the fairness of a class solely in light of their own unique circumstances, whereas the instructor is typically interested in choosing policies that ensure that every student in the class is treated equally. After being applied to organizational institutions for many years, the notion of organizational justice began to be applied in classroom settings. Scholars begin by arguing that classroom environments, where students and teachers interact within a framework of ethics, justice, and fairness, should adhere to the same justice concepts that are common in organizational situations. It is also considered that the essence of the justice required in institutional settings ought to be provided in a classroom context.

Using the organizational justice theory as a guide, at the beginning of the twenty-first century, the term "classroom justice" can be divided into the four categories mentioned earlier, including the distributive, interactional, procedural, and informing components, as established by Chory-Assad (2002). Because classrooms can be seen as a part of school organizations.

2.3.1 Distributive Justice in Classroom

The judgments of the students regarding the degree of fairness of the grades, awards, compliments, teacher time, or other educational outcomes that students get in relation to those obtained by other students in the same classroom are known as distributive classroom justice (Chory-Assad & Paulsel, 2004a). Adams (1965) asserts

that in order to establish distributive justice, it is necessary to uphold the principles of equality (distributing resources and outcomes to everyone equally), equity (providing funds and outcomes based on efforts and contributions), and need (distributing resources and outcomes based on individual learning needs and particularities). Who takes the teacher's attention while in the classroom and who receives what scores are two examples of distributive justice concerns (Deutsch, 1985). According to Adams' (1965) equity theory, while evaluating distributive justice, people examine and compare the result they obtained (such as a grade) to a criterion, norm, and/or the result received by a referent. Chory Assad and Paulsel (2004b), assert that students might assess the fairness of the marks they obtain by contrasting them with the marks they predict to get, the grades they believe that they deserve or the grades achieved by someone else. The conception of distributive justice in the classroom takes three justice concepts into account: fairness, equality, and need. Based on Adams' equity hypothesis (1965), Sussman (1975, cited in Rasooli, A., Zandi, H., & DeLuca, C., 2019) asserts that students understand equity by comparing their involvement (e.g., effort, projects) and consequence (e.g., grade) first, and then their involvement and results with the effort and result of a comparable student. He adds that a sense of justice may be reached if the student's contribution to the result rate is comparable to that of another student in a similar situation. In the opposite scenario, if the distribution is not fair, the impression of justice may not be reached. While the concept of need contends that a result distribution is just when it is made in accordance with students' needs, the equality concept contends that students may experience justice if they are regarded similarly in terms of result ratios. These three principles are covered in this aspect due to the fact that organizational justice scholars have long held the belief that the concepts of fairness, equality, and need are the fundamental ones that shape how people see distributive justice (Adams, 1965).

2.3.2 Procedural Justice in Classroom

Procedural justice defines perceptions of justice with regard to the process used to designate implications in a classroom (Chory 2007). In the context of education, three procedural justice procedures were recognized by Chory-Assad

(2007). The first phase deals with how assignments are assessed; the second one deals with how the teacher runs classes; and the third one deals with creating rules for how students should behave. For procedural justice in the classroom, eight guidelines are identified: consistency, correctness, prejudice suppression, correctability, morality, participation, openness, and rationality.

If a teacher follows the rules fairly in the classroom, it is said to be consistent. It has been recognized as an element of organizational justice (Leventhal, 1980). Correctness is related to the question of whether classroom procedures are followed appropriately in addition to functioning as a procedural justice element in organizational justice (Leventhal, 1980). Prejudice suppression corresponds to the implementation of classroom processes impartially and without the use of bias. In addition to being a concept of organizational justice (Leventhal, 1980), prejudice suppression has also been linked to students' perceptions of procedural justice in the classroom (Kazemi, 2016). Even though the concept of prejudice suppression has been linked to the domain of grading (Kazemi, 2016), it has also been hypothesized that other justice-related domains, such as participation rules and punishment, may also be involved. Correctability takes into account a teacher's ability to correct poor decisions. Using Leventhal's (1980) framework and the fairness concept of correctability, it is hypothesized that students may make reference to this justice concept in areas including scoring, participation regulations, discipline, and exams. Morality might be characterized as the question of whether classroom policies respect moral norms. This justice concept is connected to two areas, namely student cheating and immoral authoring. Peer cheating, which was highlighted as a unique issue in the qualitative study on Iranian students' opinion of the fairness of classroom assessments, entails the feeling of unfairness from professors who are unconcerned about students' cheating in the classroom tests. Participation deals with the availability of speaking opportunities for students. Additionally, the entire procedure might be compromised if students don't get a chance to express their opinions during class time. The straightforward implementation of classroom procedures is referred to as "openness." It has a significant role in classroom justice perception. The effective implementation of classroom practices is considered when determining rationality.

2.3.3 Interactional Justice in Classroom

Interactional justice describes the equality and qualities of interpersonal treatment experienced when processes are put into practice (Bies & Moag, 1986). It entails assessments of the instructor's consideration of students' viewpoints, attentiveness to students' worries, and non-condescending communication with students (Chory-Assad & Paulsel, 2004a). Additionally, Interactional classroom justice, according to Chory-Assad (2004b), is how fair the instructor is regarded to be when interacting with and treating his pupils. On the other hand, Dalbert and Stoeber (cited in Zhaleh, K., Estaji, M., & Berti, C., 2022) define interactional justice as a they-to-me strategy, emphasizing the students' individualized perceptions of their instructors' right actions toward them. According to Bies and Moag's (1986) theory, the interpersonal component of interactional justice is accomplished when the values of justice are upheld, including acting with dignity, treating pupils with respect, and paying attention to their desires and needs. Its informative sub-component is performed when the communication's principles of being honest, providing enough justifications, and delivering information at the right moment are followed. Conducted studies assert that the three aspects of classroom justice (distributive, procedural, and interactional) can be administered or violated in any of the four classroom domains (Estaji & Zhaleh, 2021b):

- Acquisition of information and competence by students
- The assesment of pupils' educational needs, cognitive readiness, and learning progress by instructors
- Instructors' methods for instructing and transferring knowledge to students
- Teacher-student relations and interpersonal connections

According to research, when students think their professors are applying less interactional justice, they are more likely to act in an indirectly hostile manner against them (Chory-Assad & Paulsel, 2004a). It can be concluded that the ties

between the teacher and student should be so strong that students should not have hostile attitudes. It is very natural that students have relations with their teachers on a basis of reciprocity. Because this is one of the necessities of being a teacher, as we can infer from the studies conducted. It is very crucial that students interact with their teachers because instructors are the ones who take the time to listen to students' ideas and emotions, show concern about their goals and needs, manage their behaviors, and are in charge of giving out rewards and punishments (Sabbagh, Resh, Mor, & Vanhuysse, cited in Nural, B., 2015).

Interactional justice is the impression of fairness in interpersonal encounters while rules and procedures are being followed in a classroom setting (Paulsel & Chory-Assad, 2005). In the literature on organizational justice theory, the notion of respect, which refers to carrying out processes with decorum and politeness, has previously been noted as a crucial element in determining how individuals perceive justice. Students' perception of interactional justice is correlated with teachers' concern, kindness, and interest in their learning (Buttner, 2004; Colnerud, 2006), whereas lack of generosity (Chory, 2007; Horan et al., 2010), failing to bear in mind students' names (Buttner, 2004), and failing to effectively respond to questions and engage with students (Young, 2010) are all indicators of interactional justice between teacher and students (cited in Rasooli, A., Zandi, H., & DeLuca, 2019).

Additionally, students' views of interactional fairness are influenced by instructors' proactive and reactive abilities to convey and explain information in a sufficient and accurate manner (Bies & Moag, 1986). It is thought that the proactive and reactive information fields can be used to arouse students' perceptions of fairness in relation to this concept. Kazemi (2016) draws a distinction between these two domains. He claims that students' perceptions of interactional justice can be positively influenced by proactive information (the teacher's acceptable justification of the attendance rules in the classroom before the students' requests), irrespective of other aspects of justice. Conversely, the reactive information—the instructor's reasoning behind the classroom participation policy in response to students' feelings of injustice—can be used to lessen the feeling of injustice brought on by other factors. In terms of the concept of timeliness, a comparable contrast may be established among both reactive and proactive information. It concerns whether the

instructor provides the data to the students in a timely manner, both before and after their demand. In conclusion, it is argued that students judge fairness through three aspects when considering it in the context of the classroom: distributive justice, procedural justice, and interactional justice. Students' perception of justice takes shape emotionally, intellectually, and psychosocially. By means of the distribution of results, students comprehend distributive justice based on the concepts of fairness, parity, and necessity. Procedural justice is comprehended when teaching methods are used correctly, open to be questioned, fair and reversible and finally demonstrating student opinion. On the other hand, students comprehend interactional justice as the fair and equal treatment of others and receiving knowledge that is sufficient, accurate, reasonable, and prompt. Consequently, all three concepts of classroom justice have intellectual, behavioral, and sentimental effects on students.

2.3.4 Previous Studies on Classroom Justice

In recent years, there has been a growing interest in studies on classroom justice. To begin with, Dalbert and Stoeber (2006) evaluate teacher fairness in connection to elements such as the classroom environment, students' perceptions of a fair society, academic success, anxiety at school, self-efficacy, self-esteem, dyscrasy, verbal abuse, and cheating patterns. In the study, researchers focus on the link between individual belief in a fair world and field-specific beliefs about justice. They also analyze how teenagers' development, especially their academic performance and psychological health, are impacted by their perceptions of justice. German teenagers between the ages of 14 and 19 participate in a five- to eight-month longitudinal questionnaire research study. The findings show that assessments of a fair school environment and a fair home climate are two separate phenomena, both of which have an influence on an individual's view of a just world, which also has an impact on field-specific beliefs about justice. Nonetheless, it is stated in the study that there is no clear correlation between the field-specific views on justice. Additionally, when the family climate is evaluated as fair, the depressive indications are decreased, while depressive indications do not impair the assessment of a person's family as fair. It is also emphasized that when the assesment of the climate of the school is fair, the

grades are affected positively yet the students' grades do not affect the justice view of the school climate.

A few survey-based studies of college students find that they value procedural fairness in the classroom. They claim that students' concerns with procedural fairness are the main ones they list when asked to characterize memorable teachers (Shaw, Partridge, & Gorrell, cited in Duplaga, E. A., & Astani, M., 2010). In a different research, students are prompted by Kearney (cited in Duplaga, E. A., and Astani, M., 2010), to recollect instances of teacher actions that had angered, demotivated, or distracted them. Students give instances of these behaviors, including unfair exams, unjust grading, demonstrating partiality or bias, and having illogical and unnecessary regulations.

In a more recent research conducted by Buttner (cited in Duplaga, E. A., & Astani, M., 2010), undergraduate business students are asked about the respectful and disrespectful of their lecturers. Students describe examples of disrespectful conduct they have witnessed, including being treated unjustly, not having enough or adequate rationale for instructional practices and choices, and not getting honest answers. A different body of research, likewise, confirms a negative connection between students' opinions of procedural fairness and their tendency for hostility, aggressiveness, or resistance against teachers (Chory-Assad & Paulsel, 2004). According to research conducted, teachers who clearly convey facts and offer helpful criticism are seen as fair by their pupils and are perceived as using more procedural fairness.

In another important study, in an American university setting, Chory-Assad (2002) creates a questionnaire to measure how the students feel about distributive and procedural fairness in the classroom. In the study "Classroom Justice: Perceptions of Fairness as a Predictor of Student Motivation, Learning, and Aggression", the link between students' perceptions of procedural and distributive justice in a college course and their motivation for the subject matter, their affective learning in the class, and their hostility toward the educator are investigated. Though attitudes toward distributive and procedural justice among students are highly associated with motivation and affective learning and negatively associated with

aggression toward the course instructor, multiple regression results demonstrate that only attitudes toward procedural justice predict the three criterion variables at a statistically significant level, whereas attitudes toward distributive justice do not. In order to measure how American university students perceive interactional justice, Chory Assad and Paulsel (2004a) create a new scale two years later in their study, "Antisocial Classroom Communication: Instructor Influence and Interactional Justice as Predictors of Student Aggression," they study potentially destructive instructor and student communication. It is specifically focused on the connections between the employment of antisocial behavior alteration techniques by instructors, how students view the interactional justice of their instructors, and whether or not students are likely to act out indirectly against them. The findings emphasize that higher levels of indirect student hostility are predicted by students' views of instructors' use of antisocial BATs and unfair instructor contact. Furthermore, there is a negative correlation between interactional justice and student views of the instructor's antisocial BAT usage. It is also emphasized that, in comparison to teacher antisocial BAT usage, interactional justice is a better predictor of student indirect aggression.

A different study by Chory (2007) examines the relationship between teacher fairness in the classroom and teacher credibility. The research examines the connections between students' perceptions of classroom justice (distributive, procedural, and interactional justice) and their perceptions of the instructor's credibility (competence, character, and compassion). The results demonstrate that views of teacher credibility positively correlate with perceptions of fairness in the classroom. It is clearly stated in the study that teacher competence is particularly related to interactional fairness, instructor care is related to procedural and interactional justice, and instructor character is related to distributive, procedural, and interactional justice. As stated in the study, interactional justice is most strongly correlated with teacher credibility, and instructor character is the strongest indicator of justice in the classroom.

Classroom justice has been examined in connection to a variety of both positive and negative student-related aspects in a significant number of empirical studies, the majority of which are conducted in the West. These studies are about students' expectations for a fair world, motivation for studying, and involvement.

Berti et al. (2016), in their study, investigate teacher justice and parent support as predictors of learning motivation and visions of a just world. The study sample consists of 509 Italian secondary school students, 163 males and 346 females. The effects of teacher fairness, family participation, and school choice characteristics (such as a student's interests and parental influence) on learning motivation, individual views in a fair society, active citizenship, and a bright future perspective are examined by regression analysis. According to results, the growth of learning motivation, viewpoints in a just society, and civic engagement are all impacted by how adolescents believe they are being treated fairly in the classroom. As stated in the study, another asset for teenagers who want to establish a good long-term perspective is parental academic participation. This resource is crucial for this to happen.

Mameli et al. (2018), in their study "School context and subjective distress: The influence of teacher justice and school-specific well-being on adolescents' psychological health," purpose to determine the relationship between the perception of teacher (in)justice and some of the key indices of teenage worldwide mental wellbeing, including physical symptoms, individual and social competence, and psychological and behavioral issues. Emotional involvement and classroom connection are examined, which are viewed as moderating factors between teacher justice and mental wellbeing, two aspects of school-specific well-being. According to structural equation modeling, teacher justice is adversely correlated with psychological issues and favorably correlated with classroom connectivity, individual competence, and sensual involvement. Results indicate that personal involvement and classroom connection help to moderate the relationship between teacher fairness and individual functioning, and it is also stated that the classroom connection is a complete mediating factor in the relationship between teacher fairness, functional status, and physical complaints.

Kazemi (2016) focuses his study on examining the interplay of justice perceptions, motivation, and school achievement among secondary school students. 227 eighth- and ninth-grade students take part in the study. The relationship among relational justice issues, academic motivation, and academic success is examined. The findings reveal that the desire to learn is implicitly related to the relationship

between informational justice and academic performance. Results also indicate that both procedural justice and interpersonal justice are unrelated to academic performance. Nural's (2015) study focuses on high school students' perspectives of classroom justice in light of their classroom experiences. In contrast to research that examines justice at an organizational level, the goal of this study is to explore justice in the context of a classroom setting and identify the factors that influence high school students' perceptions of justice. Cross-sectional sample modeling is used in this study to perform the research. After finishing a related literature review, the researcher creates the Scale of Classroom Justice Perceptions of Students by herself. The questionnaire is completed by the 486 high school students who receive education in the Körfez district of Kocaeli for the 2014–2015 academic year. The findings indicate that there is a significant disparity between students' views of justice and school type and class level. The results also reveal that distributive justice is poor in vocational schools for girls, while awarding justice is high in vocational and technical high schools but low in science high schools. It is also stated that the view of justice among students in the ninth grade is higher than that of students in the other grades. According to the findings, there is no appreciable relationship between parent education level, gender, family income level, and perceptions of justice in the classroom.

Kepekçioğlu (2015), in her study "The Relationship Between University Students' Instructors' Credibilities and Justice in the Classroom Perceptions," focuses on how university students perceive their professors' reliability and the fairness of the classroom environment. She also analyzes these perceptions based on the students' gender, the faculty they attend, the high school they graduated from, the area they are raised and educated in, the class they are in, and how necessary they think the courses they are taking are. In the 2012–2013 academic year, 1439 students in the third and fourth grades who are enrolled in the Education Faculty, the Science and Letters Faculty, the Management and Business Administration Faculty, the Engineering and Architecture Faculty, the School of Physical Education and Sports, the Physical Therapy and Rehabilitation School, and the School of Health affiliated with Abant İzzet Baysal University are subjected to the researcher's personal data inventory. The results reveal that students are hesitant about how they feel about the

credibility, competency, and kindness of their professors. Although the students' opinions of procedural and distributive justice in the classroom are determined to be fair, they are neither fair nor unjust when it comes to their perceptions of interactional fairness. It is also stated that gender, the faculty the students are attending, the high school they graduated from, the region they were born in, the class they are in, and the students' beliefs about the necessity of the courses they are taking do not to a considerable extent affect the students' perceptions of the educators' intellect, kindness, and reliability. Students' judgments of teachers' competency and their views of distributive, procedural, and interactional fairness in the classroom are revealed to be unrelated in a substantial way.

Estaji and Zhaleh (2021), in their study "Exploring Iranian teachers' perceptions of classroom justice and its dimensions in EFL instructional contexts," focus on a quantitative study. A subset of the 31 EFL instructors, who are selected via purposive sampling, take part in a semi-structured interview in addition to completing an open-ended questionnaire. The findings indicate that all of the participants, with the exception of one, view classroom justice as a critical component of their teaching approach, and the descriptions that the instructors provide for classroom justice represent the interactional, procedural, and distributive components of justice. Furthermore, it is also stated that, according to the study's conceptual and empirical foundations, the instructors define the classroom fairness components by applying their own concepts to the many facets of classroom learning, teaching, evaluation, and contacts.

Consequently, these research findings suggest that teachers' depictions and views of the classroom may differ from student to student, and these studies help us understand the reality of justice implementation in the classroom better since they take into account the teacher's perspective, who is one of the main actors in the classroom environment.

2.4 Motivation

The term "motivation" dates back to ancient times. It has long been a scientific topic of interest. In addition to daily life, we encounter motivation in a

variety of social science disciplines, including psychology, educational studies, and social science. Over the past 30 years, research on motivation, particularly achievement motivation, has grown in the fields of educational psychology and developmental psychology (Wigfield & Eccles, 2002, cited in Aydın, S., 2021). Initially, motivation theorists have focused on motives and demands as the foundation of motivation, as well as on the patterns of praise and punishment that people experience at work and other places. However, social cognitive theories, which emphasize the motivating significance of people's views about their skills, self-efficacy, and success expectations, have dominated the area for the past 30 years. In recent years, it has been extended to incorporate theories that highlight ecological, social, and developmental elements that might influence people's motivating beliefs and intents (Wentzel & Miele, 2009, cited in Aydın, S., 2021).

The Latin verb "movere," which means "to move," is the root of the term "motivation." The idea behind the concept of motivation is explained by the ancient Greek philosophers Socrates, Plato, and Aristotle (Demirbulak, D., & Zeyrek, G., 2022). They use three constituents to clarify it: the body's will, pleasures, and sorrow (will and soul fights and sensations). It is what drives an individual to make particular decisions, to take action, to put forth effort, and to continue taking action are such fundamental concerns at the core of motivation theory and study. Although we may understand what is meant by the word "motivation," there isn't much agreement on its conceptual frame of reference. The phrase "motivation" by itself has too many interpretations for individuals to reach consensus on its meaning. The popular Indian folktale about the blind men and the elephant may be an appropriate example to illustrate how broad the notion of motivation is. The blind men are asked to touch the any part of the animal and guess what they touch. Each blind individual who touches the animal comes up with a divergently distinct mental image of the creature, like its tail, trunk, tusk, ear, and belly (Dörnyei, Z., & Ushioda, E., 2013). That is, when it comes to comprehending the term "motivation," this is what actually happens as well. For that reason, it is stated by Dörnyei and Ushioda (2013) that determining an integrated "supertheory" of motivation may always remain an unachievable goal because no current theory of motivation has, so far, been able to

provide a full and comprehensive picture of all the major types of conceivable motives.

Hussein (2018), in his study, clarifies that there are many views about what actual motivation is. In his study, as in the examples, psychology defines motivation as a person's inner representation that drives them to perform an action, move in a given direction, or complete a certain goal (Dereli & Acat, 2010). Keller (1983) defines motivation as the intensity and scope of behavior. In other words, it describes people's decisions on how much effort they will put forth as well as which experiences or goals they will pursue or avoid. Kleinginna and Kleinginna (1981) define motivation as the necessity, want, or desire that triggers or inspires behavior and direct action. Gardner (1985) identifies four components of motivation: a goal, an effortful action, a desire to achieve the objective, and favorable attitudes about the activity. Furthermore, according to Brown (1980), motivation is based on six fundamental requirements: the need for discovery, the need for manipulation, the need for effort, the need for arousal, the need for information, and the need for self-improvement. The word "motivation" refers to the reasons behind someone's actions. It is what pushes people to do things, as well as the process that directs, initiates, and sustains individuals toward their objectives. For instance, motivation might be what drives people to receive better grades or to work harder to advance in their careers. Simply put, motivation pushes individuals to take actions that move them toward their objectives. Behind all human activities, as the driving force, there is motivation. Therefore, it might be crucial for a number of reasons to understand it. In summary, we can see that a strong sense of motivation is necessary for all of our actions, including those that are taken for educational goals.

2.4.1 Types of Motivation

Motivation is a multifaceted subject. Therefore, it has been subjected to many classifications. Deci and Ryan (1985), based on the Self-Determination Theory, categorize motivation into intrinsic and extrinsic types. Extrinsic motivation indicates engaging in an action because it results in a distinct consequence, whereas intrinsic motivation indicates engaging in an action because it is fundamentally fascinating or pleasurable. Based on the many motives or objectives that inspire an

action, it may be identified among several forms of motivation in the Self-Determination Theory (SDT; Deci & Ryan, 1985). This theory will be explained in detail later. On the other hand, Gardner and Lambert (1972) assert that there are two types of motivation. These are instrumental and integrative motivations.

2.4.2 Intrinsic Motivation

Intrinsic motivation is the source of energy, which is central to the active nature of the organism and based on the innate needs of the organism. It is closely tied to emotions. Human nature is characterized by curiosity, discovery, interest, enthusiasm, and the drive to comprehend and learn. Those are the primary feelings that go along with intrinsic motivation. As a result, the organism's motivation is greatly influenced by its inborn demands and needs attained from contact with the environment (Deci & Ryan, 1985). Deci (1975) states that an individual's internal demand for feelings of competence and self-determination makes him aware of his potential. This provides him motivation to make decisions, choose what to accomplish, and work toward his goals. This form of action can be motivated even in the absence of external incentives or environmental constraints since it emerges spontaneously from internal drives. As stated by Deci (1975), numerous actions are intrinsically motivated when there is no external incentive. Two types of actions are typically inspired by internal factors. The first entails facing a difficulty that the individual can deal with and handle. The other one is the actions that include overcoming the challenges the person faces or creates.

Briefly, activities that a person loves doing for no other reason than the action itself are ones that are intrinsically motivated. The link between an action and its aim is structurally expressed by intrinsic motivation. That is why intrinsically driven people are more likely to engage in the activity voluntarily and put in the effort to advance their abilities. In this way, they have the chance to identify their abilities and develop them. When individuals behave with enthusiasm, they are more likely to be intrinsically motivated when they think they have the abilities of self-efficacy to attain the desired objective, rather than merely by obtaining excellent marks or comprehending a subject (Wigfield et al., 2004 cited in Aydın, S. ,2021).

According to Alderman (2004), intrinsic motivation is characterized by three psychological necessities. These are capability, self-determination, and relatedness. These requirements are linked to difficulty, curiosity, and self-management, and there is a strong connection between the individual and the activity. According to Ryan and Deci (2000), those who are fully intrinsically motivated experience satisfaction and require autonomy. As a result, independent of any outside stimuli, they are willing to keep working at what they are doing with joy.

2.4.3 Extrinsic Motivation

Even though it is obvious that intrinsic motivation is a significant form of motivation, most of what individuals do isn't intrinsically motivated. Especially as societal obligations and duties that oblige people to take on responsibility for non-intrinsically attractive work during early childhood progressively restrict the opportunity to be intrinsically motivated. For instance, as the students pass the upper grades, it appears that intrinsic motivation becomes weaker (Ryan, R. M., & Deci, E. ward, whereas intrinsic motivation, or the conduct carried out for one's own sake, deals with the enjoyment of engaging in a specific activity or the gratification of one's curiosity (Dörnyei & Ushioda, 2013). Ryan and Deci (2000) state that, contrary to certain approaches that see extrinsically driven behavior as constantly nonautonomous, self-determination theory asserts that the level of autonomy of extrinsic motivation can vary significantly. For instance, an extrinsically motivated student is one who completes his schoolwork exclusively out of dread of receiving negative consequences from his parents. This student is driven by the distinguishable consequence of avoiding punishment. Akin to the previous example, a student who completes the assignment because she personally thinks it will help her in her chosen profession is similarly extrinsically driven because she is also doing it for its usefulness rather than because she enjoys it. Both are examples of deliberate action, yet there are two different variations in their self-determined extrinsic motivation. According to Deci & Ryan (1985), not all of the instructional activities recommended in schools are created to be innately appealing. So, how to encourage pupils to embrace and direct such activities and to carry them out independently,

without outside pressure, is a key question. Self-Determination Theory explains this issue in terms of promoting the internalization and merging of principles and behavioral norms. Internalization is described as the act of absorbing a rule or value, but integration is defined as the regulations that are transformed by individuals into their own ones. Thereby, their perception of themselves generates new regulations. Extrinsically driven actions lack interest since they are controlled by other forces (Ryan & Deci, 2000). The most typical extrinsic incentive employed in all educational contexts is praise. On the other hand, praise also boosts intrinsic motivation and persistence, according to studies by Henderlong and Lepper (2002, cited in Aydın, S., 2021). Therefore, motivation is essential for carrying out an action consistently and achieving the objective.

2.4.4 Instrumental Motivation

There are several reasons why people do things. For instance, some people learn a language for its use, while others do so out of a specific affection for the language and its practitioners. Gardner and Lambert (1972) state that motivation plays an important role in language learning. They introduce two types of motivation: instrumental motivation and integrative motivation. This sort of motivation primarily seeks to extend, accomplish, and develop, as well as get something at the end. People with mostly instrumental motivation create and prioritize aims and outcomes above anything else. According to Brown (1980), instrumental motivation is a form of motivation that helps individuals achieve their goals and objectives. For instance, learning a language to find a better job or passing an exam. According to Dornyei (1994), instrumentality is connected to the potential practical benefits of L2 competency, such as gaining a pretty good job or a higher wage. According to Gardner (1959), instrumentality is purely a form of orientation rather than motivation, a cause-goal for learning a second language, and the opposite of integrative orientation.

In other words, instrumental motivation pertains to pragmatic objectives of second language acquisition, such as a better job or a greater wage (Gardner & Lambert, 1959). Students who are driven primarily by external benefits, such as approval, personal satisfaction, and prestige, exhibit instrumental behavior.

Therefore, it may be said that learners who are instrumentally driven have non-interpersonal goals in mind when they decide to study a second language (Hong, Ganapathy, 2017). According to Gardner (1985), integrative motivation triumphs over instrumental motivation because it incorporates attitudes and goal-oriented actions that are crucial to the acquisition of a second language. But according to Dornyei (2001), integrative and instrumental motivation are more like the two faces of the same coin than being in opposition to one another.

2.4.5 Integrative Motivation

Aydin (2021) states that the term "motivation to learn a second language" describes the individual's effort and desire to study the language. In other words, people are motivated and work hard to reach the objective when they have a strong desire to do so and favorable attitudes about it. Gardner (1985), states that the reasons behind learning a second language can be assumed as being able to communicate with others in a community, traveling, appeasing family members, fulfilling a language requirement, and achieving social status are some of the benefits of learning a second language. The integratively motivated student, according to Masgoret and Gardner (2003), is "one who is driven to study the second language, has a sensitivity to association with the other language community, and has a pleasant view about the language itself." Furthermore, according to Finegan (1999), efficient learning of a variety of registers and a pronunciation that is similar to that of a native speaker is often driven by integrative motivation. According to Falk (1978), when students respect the language's native speakers, value its culture, and make an effort to fit in, they are more likely to acquire a new language successfully. Lightbown and Spada (2000) state that the goal of integral motivation is to promote cultural and personal growth via language learning (cited in Hussein, 2018).

To sum up, Gardner and Lambert (1959) state that integrative motivation involves the desire to learn in order to integrate into multilingual communities, whereas instrumental motivation encompasses goals like passing a test, receiving money, or a potential job, and they add that integrative motivation has a greater impact than instrumental motivation.

2.4.6 Self-determination Theory (SDT)

Self-determination theory is described by Deci and Ryan (1985) as a wide motivation theory that emphasizes the significance of an individual's psychological development, morality, and welfare in a social setting. It presupposes that all people have the underlying propensity to form a sense of self and inborn psychological requirements that serve as the main factors of their motivation. This propensity, though, is not always sufficient for individuals to continue expanding, and there are various elements that either help or hinder this essential process depending on how well their mental requirements are met. Thus, self-determination theory emphasizes both the basis of human motivation and the ways in which social and environmental variables influence it (Söyler, 2022). Five micro theories are included in the self-determination theory to explain motivational occurrences. These are: Basic needs, Organismic Integration Theory, Goal Contents Theory, Cognitive Evaluation and lastly Causality Orientations Theory. Basic needs clarifies the relationship between psychological requirements and intrinsic motivation, interaction, efficient functioning, and mental well-being. Organismic integration theory introduces several forms of external incentive, describes each type's causes, traits, and outcomes in detail, and explains whether or not pupils are excellent academic socializers. Goal contents theory aims to clarify how the intrinsic ones promote mental requirements and healthiness while the extrinsic ones ignore these requirements and cause illness. Cognitive evaluation theory makes predictions about how any external event will affect intrinsic motivation and highlights why some outside factors contribute to autonomy, competence, and intrinsic motivation while other factors hinder and undermine these factors. Causality orientations theory pinpoints specific variations in how individuals engage and encourage themselves. Some individuals concentrate on autonomy, which leads to effort, whereas others focus on guidance and social support to engage themselves.

2.4.7 Self Determination Theory in Education

Self-Determination Theory is regarded as a basic theory of motivation that has been used in a variety of educational contexts, including science, language learning, and other subjects. According to the theory, every student has intrinsic inclinations and psychological demands that comprise a sort of motivation for their education, participation, and mental health (Deci & Ryan, 1991, cited in Söyler, 2022). Additionally, it is hypothesized that the classroom environment influences individuals' inner motivational elements to the extent that it supports or undermines these inner elements and influences their education, motivation, and classroom engagement (Grolnick & Ryan, 1987, cited in Söyler, 2022).

The primary two claims of Self-Determination Theory in education are as follows:

- The success of learning, involvement, and wellbeing of students are all improved by increased independent motivation.
- The probability of having such motivation and successful educational achievements increases when teachers fulfill fundamental psychological requirements, but this possibility reduces when these needs are not met.

The link between students' independent vs. controlled motivation and intellectual results in various educational contexts has been the subject of several studies. It is concluded that various classroom motivating strategies have particular effects on students' learning, accomplishments, and performance. In other words, when students are independently driven, they exhibit superior success personally and academically.

2.4.8 Motivation in Language Learning

For three decades before the 1980s, a significant number of studies on motivation in L2 learning has been conducted. After that, Gardner and Lambert (1972) come up with their social-mental paradigm. Large part of Gardner and Lambert's own inspiration stem from Mowrer (1950), who argues that individuals' success in acquiring a first language is driven by the expectation of initially

emulating their family members and then looking alike their peers in a social environment. Following Mowrer's (1950) theory of L1 acquisition, Gardner and Lambert (1959) claim that L2 accomplishment essentially depends upon a similar type of motivation. Based on Mowrer's (1950) theory of L1 acquisition, Gardner and Lambert (1972) as a consequence, view L2 learning as a technique for reconciling numerous cultural encounters in multicultural situations. They believe that motivation has a role in fostering or impeding multicultural communication and connection (cited in Hussein, 2018). Gardner and Lambert (1972), in their study, stress the importance of motivation for language learners. They claim that motivation is a significant component that plays a crucial role in ensuring the effectiveness of learning new languages as well as being linguistically competent. Wallace Lambert and Robert Gardner, two social psychologists, are recognized for pioneering the discipline of second language motivation research. They accept motivation as the primary component that enhances intercultural communication and dedication to learning the languages of other societies and consider second languages as a mediating factor between various ethnic populations. One of the driving tenets of this method has been that people's opinions regarding the second language community influence how they learn second languages (Gardner & Lambert, 1972). Gardner (1985) identifies three elements that comprise second language motivation: motivational intensity or effort, a desire to learn the language, and attitudes toward learning the language. Motivation, in Keller's (1983, cited in Aydın, 2021) comprehensive education-oriented motivation theory and instructional design, consists of four components: interest, level of concern, expectations, and satisfaction. Interest focuses on the person's innate curiosity, the desire to learn more about himself and his surroundings, and is connected to intrinsic motivation. The level of concern is the degree to which the student feels that education is linked to personal needs, values, or objectives. Expectation, which is the expected likelihood of success, is connected to the student's general levels of self-efficacy and confidence.

Lastly, satisfaction is the result of a combination of internal and external rewards, such as pleasure and praise. On the other hand, Clément et al. claim that the level and quality of interpersonal connection in settings where various linguistic communities coexist will play a significant role in motivating individuals to acquire

the language of the other civilization for intercultural communication. Clément (cited in Aydın, 2021) concludes that linguistic self-confidence is therefore a socially determined concept. It also serves as a crucial motivating factor while learning a foreign language in contexts where there is interaction with speakers of the target language. Consequently, student motivation is crucial for learning a new language because it allows learners to enjoy and push themselves to succeed throughout the language-learning process. That is, highly driven language learners are more open to accepting the target language than less motivated ones. Based on this, Gardner & Lambert (1972) state that "How is it that some people can learn a second or foreign language so easily and do so well while others, given what seem to be the same opportunities to learn, find it almost impossible?" Of course, the only difference is the motivation between individuals. Numerous factors, including motivation, affect students' achievement and learning. Therefore, Ryan and Deci (2000) state that an individual who experiences no urge or motivation to perform is described as being unmotivated, but someone who is stimulated or driven to achieve an aim is called motivated. Tavus (2021) states that learners who are motivated are more successful and active. Thus, it is challenging for students to accomplish additional objectives when there is little motivation. It is feasible for learners to accomplish their long-term goals and acquire a language rapidly with a strong level of drive. As a consequence, the likelihood of final outcomes in learning a second or foreign language can be described as motivation.

2.4.9 Previous Studies on Motivation

The importance of motivation in learning English language is highlighted by researchers for years up to now. Students who are motivated generally place more emphasis on their educational career by being more determined in their learning process. Hong & Ganapathy (2017), in their study, which is conducted to analyze ESL students' instrumental and integrative motivation towards English language learning in a Chinese school in Penang, reveal that students' motivation for studying English is more instrumental than integrative. It has been revealed that instrumental motivation has a greater effect on students' learning of the English language. This

research also clearly demonstrates that vocabulary and grammar are the most common areas of difficulty for students learning English as a second language, and these issues have a negative impact on their ability to speak and write. Busse & Walter (2013), in their study about foreign language learning motivation in higher education, clarify that these students' integrative orientation may not be as important as it would seem. For these students' motivation to study a foreign language, the ideas of the ideal L2 self and intrinsic motivation are more suitable. The results also show that there are significant shifts throughout the year. In addition to self-efficacy reliance, they provide a solid foundation for analyzing students' motivated involvement with language learning all through the academic year. Furthermore, both students' intrinsic motivation and their self-efficacy views in speaking and listening decline dramatically.

In another study, conducted by Taylan (2017), the language learning motivation of university-level students regarding the L2 motivational self system in a Turkish university context has been analyzed. The research is conducted at a university in western Turkey with approximately 250 students. According to the study's findings, participants in this Turkish university environment are motivated to learn a foreign language to some extent. However, the model requires some adjustments to make it work in this context, as the data reveal. Liu and Chen's (2015) "A comparative study of foreign language anxiety and motivation of academic- and vocational-track high school students" examines high school students' language anxiety and learning motivation as EFL learners. There are 155 participants from the same private senior high school in central Taiwan, 60 of whom are on the academic track and 95 of whom are on the vocational track. According to the results, both student groups, even if just a pinch, experience linguistic anxiety. The anxiety levels of the two groups do not differ much. In contrast to their students on the vocational track, academic track students are also shown to have greater levels of extrinsic motivation and intrinsic motivation. Moreover, motivation and anxiety, two crucial emotional characteristics, are found to be significantly negatively correlated. Tavus (2021), in her study, which is conducted to reveal the role of motivation and motivational strategies on oral communicative competence in EFL learners' success, states that academic motivation, in its most generic sense, is the name given to all of

the primary factors influencing students' academic studies and achievement, even if motivation is often stated as the desire to accomplish something. This research intends to shed light on the preparatory students' perceptions about foreign languages in addition to their academic motivation, including 462 preparatory students from two private universities in Ankara. The results show that the level of class at which students attend an English course and the duration of their English education are interrelated, along with their motivation for academic success and attitudes toward language learning. The gender disparity is the most notable one that is noted.

Additionally, all of the subcategories under the areas of academic motivation and language learning views are connected to one another and reveal highly significant findings. In another piece of research, Mahadi and Jafari (2012), in their study "Motivation, its types, and its impacts in language learning," aim to clarify the requirements for setting up and managing a successful language classroom in terms of student motivation. The purpose of this study is to investigate how motivation affects language learning. It makes clear that motivation is a crucial and productive element in the study of language. As a result, language instructors and lecturers must recognize, understand, and attach importance to their students' characteristics. Additionally, they have to be knowledgeable about motivation, its significance, and its varieties. They also have to be aware of and become acquainted with each student's personality and character. Then, in accordance with those particular personal traits, they should analyze and evaluate the motivational style associated with them and use it in their lesson planning. In this way, a favorable outcome in their teaching context as well as a functional, relevant, and successful language classroom may be maintained.

Another study, "Young Learners' Attitudes and Motivation towards Learning English in Terms of Dörnyei's Theory of Motivation," conducted by Demirbulak and Zeyrek (2022), aims to determine the attitudes and motivations of the young learners about learning English through Dörnyei's motivational system. The study is conducted in a private school in Gaziemir, Izmir, with 45 primary school second grade students. It has been indicated that supportive learning settings and practices have a substantial impact on young learners' attitudes about learning English and their motivation. The majority of the pupils have favorable attitudes

about studying English, and they are intrinsically motivated to do so. Chory Assad (2002), in the study "Classroom Justice: Perceptions of Fairness as a Predictor of Student Motivation, Learning, and Aggression," reveals that procedural and distributive justice positively influence students' motivation and affective learning while negatively influencing students' aggression toward the course instructor. According to multiple regression analyses, only procedural justice perceptions statistically predict the three criterion variables, whereas perceptions of distributive justice do not. Öztürk (2012), studies on foreign language speaking anxiety and learner motivation. He aims to identify whether there is a link between students' learning motivation and their foreign language anxiety. Additionally, the degree of motivation among the students, the impact of gender on this level of motivation, and the relationship between motivating elements are examined. 383 pre-intermediate students from the English preparation department at Afyon Kocatepe University take part in the study. Results show that students' motivation for learning a foreign language is considerable, female students are much more motivated than male students, and there is a considerable positive correlation between motivational factors. Additionally, it has been discovered that speaking English in a classroom setting causes higher anxiety in female students than in men, and students have less fear while speaking a foreign language. Likewise, it is shown that there is a considerable negative correlation between the motivation to learn a foreign language and speaking anxiety. Results also reveal that speaking anxiety in a foreign language is a distinct concept with its own causes, features, and consequences for learners.

2.5 Classroom Justice and Motivation

Justice has been studied academically by scientists from many disciplines, particularly political science and organizational behavior. Although concerns about fairness have been thoroughly investigated in these contexts, they have not received much attention in the context of education (Tyler, 1987, cited in Chory-Assad, 2002). However, in many studies mentioned during the literature review, it is clearly seen that in classrooms where the concept of justice is taken into consideration, students are more motivated in various aspects, and their academic success is also higher. On the other hand, in classrooms where students do not feel comfortable and don't think

that their teacher is fair enough during the lesson, it can be observed that students exhibit an insecure attitude towards their teachers and decrease their interest in the lesson due to the negative perception of justice stemming from their teachers. Although it hasn't gotten much attention in the academic setting, the impact of justice on student levels of satisfaction has been the subject of certain research investigations. Chory-Assad (2002), in her study on student motivation and their learning, focuses on the connection between student motivation and their perception of distributive and procedural justice in regard to courses, and she provides evidence that students' academic success is influenced by their conceptions of fairness in the classroom. Additionally, Chorry (2007), in her study, looked at how knowledgeable university students are about their lecturers and the many aspects of organizational justice in the classroom. It has been observed that student opinions of the instructor's reliability and fairness in the classroom are positively correlated. On the other hand, Castillo and Fernández (2017) specifically examine how distributive justice and interactional justice affect student satisfaction, whereas procedural justice has no impact on it. The study by Molinari Speltini and Passini (2013, cited in Chory-Assad, 2002) provides evidence in favor of the idea that academic success and learning motivation are directly related to students' perceptions of how fair their teachers are to them. Therefore, it is obvious that motivation should indeed be regarded as one of the most crucial aspects in maintaining students' long-term academic success, and their perception of classroom justice should also be considered.

When the effect of distributive justice on students' motivation is analyzed, it has been observed that students feel that they somewhat deserve the grades or scores they receive when they compare themselves to other students (Leventhal, 1976). Likewise, if students feel that the assessments they receive on exams are fair to their efforts and accurately represent their academic success, they become happier. The effect of procedural justice on students' motivation is also very clear. Chorry-Assad (2002) emphasizes that proper test timing, regional fairness, supervisory control, and other management concerns are crucial for the administration of procedural justice in the classroom. She also believes that using the right techniques can improve exam results and lessen inequity. She also adds that students should assess the procedural justice of a decision-making process after assessing the fairness of the way it is

designed. When it comes to the effect of interactional justice on students' motivation Wubbels and Brekelmans (2005, cited in Chorry-Assad, 2002) claim that aspects of the school environment, such as relationships between teachers and students, have an impact on both the learning environment and students' attitudes and motivation.

2.6 Summary of the Chapter

In this chapter, the concept of organizational justice and its subelements such as distributive, procedural, interactional, informing, and rewarding justice were explained in detail. Additionally, the reflections on the concept of justice in education and the studies related to the students' perceptions of the concept of justice in education and in EFL classrooms were examined. The concept of motivation, which is the second variable of this research, has been handled from various aspects. Motivation types—intrinsic, extrinsic, instrumental, and integrative—are revealed both in educational and foreign language contexts. Finally, the previous studies on motivation and the perception of justice in the classroom and its effect on students' motivation were mentioned.

CHAPTER III

METHODOLOGY

3.1 Presentation

In this chapter, the methodological details of the study are explained. The chapter provides information about the research design of the study, the research context and participants, and the quantitative and qualitative data collection procedures and instruments.

3.2 The Research Design of the Study

The study was designed with the purpose of exploring secondary school students' perceptions of classroom justice and their effects on motivation in EFL classes. This study was conducted with a mixed method. To analyze the relationship between classroom justice and motivation in second language learning, both scales and interviews were utilized during the research. Quantitative data was collected by two scales, "Justice Classroom Management" (Nural, 2015) and Motivation Scale in English Language Teaching" (Mehdiyev, Uğurlu, & Usta, 2017). Since the study aimed to reveal the relation between classroom justice and motivation in second language learning, the data collected from the two scales was analyzed with the correlational survey model. With a correlational research design, correlations between two variables were examined without any of the variables being under the researcher's direct control or manipulation. A semi-structured interview, which was developed by the researcher, was also used as a qualitative data collection tool in order to comprehend the effect of students' perceptions of classroom justice and their effects on EFL students' learning motivation.

3.3 Participants and Setting

The study was carried out with 337 participants from different secondary school students varying in fifth, sixth, and seventh grades, in Gaziantep during the 2022–2023 academic years. 8th grade students were not included in the study due to their high school transition exams. In order to collect the quantitative data, the convenience sampling technique was used, which is one of the sub-categories of non-random sampling. According to Dörnyei (2007), one of the most highly regarded sample types used in L2 research is the "convenience" sample type. In this type of sample, participants are selected for the study if they fulfill specific requirements, such as being close to the study area, having easy access at a particular time, having quick access, or having the desire to be voluntary. Taking these criteria into account, the participants were selected from secondary schools in the district of Şehitkamil, Gaziantep. 337 students from different secondary schools and from different grades voluntarily participated in the study. 47.5% (n=160) of participations were male, 52.5% (n=177) were female. 32.0% (n= 108) of participants were 5th grade students, 21.4% (n=72) of participants were 6th grade students and 46.6% (n=157) of participantas were 7th grade students. Additionally, the qualitative data was obtained through semi-structured interviews.

3.4 Data Collection Tools

In order to collect data, three different instruments were used in the study. For gathering quantitative data, "Perception of Justice in Classroom Management" (Nural, 2015) and " Motivation Scale in English Language Teaching" (Mehdiyev, Uğurlu, & Usta, 2017) were used (see Appendix 1 and 2). For gathering qualitative data, a semi-structured interview was used (see Appendix 3).

3.4.1 Perception of Justice in Classroom Management Scale

The scale was developed by Nural (2015) to determine classroom justice perceptions of students in terms of their experiences in the classroom. In order to test the suitability of the sample size for factorization, the Kaiser-Meyer-Olkin (KMO)

test and Bartlett's test of sphericity have been applied before exploratory factor analysis by the researcher herself. As a result of the analysis, the KMO value was 0.935 and the Bartlett sphericity test value was found to be 10958.020 ($p = 0.000$). The scale was found to be reliable. To determine the reliability of the scale, the Cronbach Alpha internal consistency reliability coefficient was examined. The reliability coefficient for the interactional justice dimension was 0.759; the reliability coefficient for the Distributive Justice dimension was 0.691; and the reliability coefficient for the whole scale was found 0.848.

The scale was employed to investigate classroom justice perceptions of students in terms of their experiences in the classroom. It consisted of 16 items and 4 dimensions: the interactional justice dimension, the rewarding justice dimension, the procedural justice dimension, and the distributive justice dimension. The first 1–5 items belong to the interactional justice dimension; 6–8 items belong to the rewarding justice dimension; 9–12 items belong to the procedural justice dimension; and 13–16 items were arranged as items belonging to the distributive justice dimension. The Likert scale, which ranged from 1 to 5, was employed in the study (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree).

3.4.2 Motivation Scale In English Language Teaching

The scale was developed by Mehdiyev, Uğurlu, and Usta, (2017). It consisted of 16 items and three dimensions, which were self-confidence, attitude, and individual use. Items 1,2,3,4,6, and 7 of the scale were included as reverse-coded items in the scale. The reliability of 16 items, three dimensions, and the whole scale was found 83. The Cronbach Alpha value of substances that were collected under the heading of personal use was found 85; the Cronbach Alpha value of the items that were collected under the heading of attitude was found 77; and the Cronbach Alpha value of the items that were collected under title of self-confidence was found 78 by the reseachers themselves. In the first part of the scale, participants were asked to indicate their gender and grade. The Likert scale, which ranged from 1 to 5, was employed in the study (1 = strongly disagree, 2 =disagree, 3 = undecided, 4 = agree, and 5 = strongly agree).

3.4.3 Interviews

A semi-structured interview with five questions was employed to gather the qualitative data. Ten participants were interviewed by the researcher to analyze the effect of classroom justice and its effect on students' language learning motivation. Seven questions were prepared by the researcher at the beginning of the study and sent to the two different experts to be evaluated. After the experts' opinions, the sentence structure of the questions was modified in order to be more understandable by the participants, and the number of the interview questions were reduced to five. As a result, the number of questions were decided as five. Here are the some examples of questions: *“Do you think your English teacher treats all your friends equally in the classroom? (If yes, why/If no, why?) and Do you think that everyone gets the grade they deserve in the English course at the end of the semester? (If yes, why/If no, why?).*

3.5 Data collection Procedures

First of all, utilization permits to use the two scales in the study were taken through e-mails (see Appendices D and F). To be able to conduct the study in the district of Şehitkamil, Gaziantep, the approval of ethics committee at Gaziantep University was taken. After taking all permissions, first of all, each student was given a parent permission form to participate in the study. Then, a personal information form was handed out to students, and the two scales were delivered to students to be answered. The quantitative data collection procedure was completed by 337 secondary school students from different grades and genders for about one and half month.

After the quantitative data collection procedure was completed by applying the justice and motivation scales, a semi-structured questionnaire was held with ten students to gather qualitative data. The participants were interviewed by the researcher himself. First of all, students' consents were obtained to take part in the study. They all accepted to participate in the interviews. Each participant was interviewed separately in an available classroom. And students' consent were taken

to record their voice during the interviews. Each interview lasted about 10–15 minutes.

3.6 Data analysis

With the intent of discovering students' perceptions of classroom justice and their effects on motivation in EFL classes, the Statistical Package for Social Sciences (SPSS), version 21, was used to analyze the quantitative data. Means, percentages, standard deviations, and frequencies from the survey's data were also examined.

Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) were conducted both for “Perception of Justice in Classroom Management Scale” and “Motivation Scale” with their sub-factors. Normality tests showed that the data showed normal distribution. Then, Skewness and Kurtosis tests were applied in order to check the normality of the distribution.

As a result of the analysis, the Skewness and Kurtosis values obtained for the sub-dimensions of the scales are shown in Table 3.1.

Tablo 3.1. *Normality Statistics for the questionnaires*

Scales	Subcategories	Skewness	Kurtosis
Perceptions of Classroom Justice Scale	Interactional justice	-.543	-.165
	Rewarding justice	-.604	-.365
	Procedural justice	-.591	-.369
	Distributive justice	-.694	-.062
Motivation Scale	Self-confidence	.527	-.354
	Attitude	-.695	.136
	Individual use	-.028	-.177

Tabachnick and Fidell (2013) stated that values between -1.5 and +1.5 are considered as normal distribution. The results indicated that data showed normal distribution for both scales. As the data showed normal distribution, parametric tests were selected for the analysis of the data. Independent samples t-test was used to find whether there is a statistical difference in students' perceptions of justice and motivation according to their gender. In addition, One-way ANOVA test was applied in order to determine the difference in students' perceptions of justice and motivation

according to their grades. In order to investigate the relationship between students' perceptions of classroom justice and their effects on their motivation, Pearson's Correlation test was applied. Pearson Product-moment Correlation Coefficient is a parametric test which is used for measuring the level of association between two variables (Hubert, 1972).

For analyzing qualitative data, an interview with 10 students, who were randomly selected among volunteers, was conducted to accomplish an in-depth understanding of student perspectives and experiences of English language learning. The recordings obtained from separately conducted interviews were named with numbers from 1 to 10. The researcher afterwards entered them into a Microsoft Word document as transcriptions. Secondly, the researcher carefully examined the interviews. This process was carried out by two researchers to ensure the reliability of the study. They each took the actions outlined above. Then, in case of disagreement, they changed it in accordance with their comparison of the themes they had developed.

CHAPTER IV

FINDINGS

4.1 Presentation

In this chapter, the results of the conducted study are presented. In this regard, the quantitative data gathered through two scales and the qualitative data gathered through a semi-structured interview are provided. The quantitative data was analyzed using SPSS (version 21), and the qualitative data was analyzed using the inductive content analysis of Creswell (2012).

4.2 Results of the Quantitative Data

The results obtained from Perception of Justice in Classroom Management Scale and Motivation Scale in English language teaching questionnaire are presented in this part.

4.2.1 Results related to Perception of Justice in Classroom Management

The data obtained from the Perception of Justice in Classroom Management Scale were analyzed via SPSS 21 program. The frequencies and means of the opinions were gathered and presented in tables with the intention of clarifying students' perceptions of classroom justice in light of their experiences in the classroom.

The scale was employed to investigate classroom justice perceptions of students in terms of their experiences in the classroom consisting of 16 items and 4 dimensions: the interactional justice dimension, the rewarding justice dimension, the procedural justice dimension, and the distributive justice dimension.

Table 1 presents the group mean values and standard deviation of sub-categories that the questionnaire included.

Table 4.1 *Perception of Justice: Means and Standard Deviation*

	M	SD
Interactional Justice	3.69	0.89
Rewarding Justice	3.68	1.00
Procedural Justice	3.84	0.86
Distributive Justice	3.91	0.88

N= 337

The total mean value for the first category is M= 3.69 (4=Agree). It indicates that the students mostly agree that their English teacher behaves fairly while interacting with them in the classroom. The next subcategory that the participants mostly agree is procedural justice. The group mean value is M= 3.84 (4=Agree). It means that students think that their teachers take fair decisions while implementing the procedure of the lesson. Another subcategory is rewarding justice. The group mean value is M= 3.68 (4=Agree). Although this is the subcategory that the students mostly agree with, it has the lowest average among the other categories. It indicates that students think that they receive fair rewards equivalent to the work they put forth. The total mean value for the category of distributive justice, being the highest average among the other categories, is M= 3.91(4=Agree). Students think that they are assessed fairly regarding grades, prizes, compliments, instructor time, or other educational outcomes received in comparison to other students in the same classroom.

Table 2 shows the frequencies, means, and standard deviations of items related to the Interactional Justice.

Table 4.2 *Interactional Justice*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
1. S/he treats us with understanding.	F	26	22	27	84	178	4.09	1.24
	%	7.7	6.5	8.0	24.9	52.8		
2. S/he treats us impartially.	F	64	50	55	67	101	3.27	1.49
	%	19.0	14.8	16.3	19.9	30.0		
3. S/he treats us equally, regardless of whether we are boys or girls.	F	23	27	38	68	181	4.06	1.25
	%	6.8	8.0	11.3	20.2	53.7		
4. S/he treats us equally regardless of our academic success.	F	53	59	79	52	94	3.22	1.42
	%	15.7	17.5	23.4	15.4	27.9		
5. S/he gives equal attention to every student.	F	21	40	50	82	144	3.85	1.26
	%	6.2	11.9	14.8	24.3	42.7		

According to the Table 2 given above, majority of the participants (Item 1, 77.7%) state that their teachers treat them with understanding. In addition, most of them (Item 3, 73.9%) agree that their teachers treat them equally regardless of their genders. More than half of the participants (Item 5, 67%) agree that their teachers give equal attention to each of them. Nearly half of the students (Item 2, 49.9%) agree that their teachers treat them impartially. On the other hand, the other half of the students disagree about Item 2. It shows that there is no clear majority on this item. Finally, the participants (Item 4, 43.3 %) mostly agree that their teachers treat them equally regardless of their academic success. It can be deduced from the results that most of the students agree that theachers treat sympathetically and give attention equally regardless of their gender and academic success.

Table 4.3 *Rewarding Justice*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
6. S/he rewards us according to our success in the course.	F	34	41	64	87	111	3.59	1.32
	%	10.1	12.2	19.0	25.8	32.9		
7. S/he rewards us according to our righteous deeds.	F	29	33	71	104	100	3.63	1.24
		8.6	9.8	21.1	30.9	29.7		
8. S/he rewards the achievements of all of us when we deserve it.	F	29	29	49	94	136	3.83	1.28
	%	8.6	8.6	14.5	27.9	40.4		

The results with regards to rewarding justice showed that 68.3 % of the participants (Item 8) stated that their teachers reward the achievements of all of them when they deserve it. In addition, 60.6 % of the participants (Item 7) agree that they are rewarded according to their righteous deeds. Lastly, 58.7 % of the participants (Item 6) agree that they are rewarded according to their success in the course. All in all, most of the students think that their teachers reward them fairly according to their success, righteous deeds and achievements in the course.

Table 4.4 *Procedural Justice*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
9. S/he explains to us the reasons for the decisions made for the class.	F	16	29	106	82	104	3.68	1.13
	%	4.7	8.6	31.5	24.3	30.9		
10. S/he takes our opinions into consideration when creating classroom rules.	F	28	52	71	84	126	3.75	1.26
	%	8.3	8.3	21.1	24.9	37.4		
11. S/he tells us clearly what the classroom rules are.	F	19	23	33	83	179	4.13	1.18
	%	5.6	6.8	9.8	24.6	53.1		
12. S/he takes our opinions into account regarding the teaching of the lesson.	F	26	24	69	84	134	3.82	1.24
	%	7.7	7.1	20.5	24.9	39.8		

According to findings, majority of the students (Item 11, 77.7%) agree that their teachers tell them clearly what the classroom rules are whereas 9.8% of them remain undecided. 64.9% of the students (item 12) agree that their teachers take their opinions into account regarding the teaching of the lesson. With respect to creating classroom rules, 62.3% of the students (item 10) share the same opinions that their teachers take their opinions into consideration when creating classroom rules. Finally, as stated in item 9, more than half of the students (55.2 %) agree that their teachers explain to them the reasons for the decisions made for the class. The results of this category revealed that most of the students are involved in the process of making decisions about the classroom rules.

Table 4.5 *Distributive Justice*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
13. If s/he gave a punishment, I believe that this punishment is deserved.	F	31	27	68	79	132	3.75	1.29
	%	9.2	8.0	20.2	23.4	39.2		
14. I get the grade I deserve in exams.	F	16	26	34	77	184	3.75	1.26
	%	4.7	7.7	10.1	22.8	54.6		
15. I believe that students who get high grades deserve that grade.	F	20	27	52	86	152	3.96	1.20
	%	5.9	8.0	15.4	25.5	45.1		
16. I believe that students who get low grades deserve that grade.	F	26	23	77	84	127	3.78	1.23
	%	7.7	6.8	22.8	24.9	37.7		

Table 4.5 shows that majority of the participants (Item 14, 77.4%) agree that their teachers grade them fairly. Additionally, 70.6% of the participants (Item 15) think that students who get high grades deserve it. Since both the Items 13 and 16 (62.6%) have the same amount of percentage, it is deduced that more than half of the participants agree that their teachers quite fair while giving punishment and grading.

4.2.2 The Results Related to the Relationship between the Students' Perception of Justice and Gender

In order to answer the first research question; the relationship between the students' perception of justice and their gender was investigated. Because of the normal distribution of data, Independent Samples T-test was applied to gender variable.

Table 4.6 *T-test comparing gender and the Students' Perception of Justice*

	Gender	N	M	SD	t	P
Interactional Justice	Male	160	3.595	0.928	-2,02	0.20
	Female	177	3.792	0.855		
Rewarding Justice	Male	160	3.537	1.050	-2.56	0.13
	Female	177	3.817	0.949		
Procedural Justice	Male	160	3.743	0.899	-2.02	0.05
	Female	177	3.933	0.823		
Distributive Justice	Male	160	3.787	0.915	-2.43	0.11
	Female	177	4.021	0.843		

In Table above, according to the results of the test, it was concluded that the gender variable did not make a significant difference in the students' perception of interactional justice ($p=.20>0.05$).

It can be seen that mean scores for rewarding justice did not show a difference by gender. According the the results, gender of the students did not have an effect on the students' perception of rewarding justice ($p=.13>0.05$).

According to the results, the mean scores of two groups for procedural Justice were also close to each other. This finding indicated that there was not a difference in the students' perception of procedural justice and their gender ($p=.05=0.05$).

The results show that distributive justice did not show a difference by gender. According the the results, gender of the students did not have an effect on the students' perception of distributive justice ($p=.11>0.05$).

4.2.3 The Results Related to the Relationship between the Students' Perception of Justice and Grade

In order to answer the first research question, the relationship between their grade and the students' perception of justice was investigated. Because of the normal

distribution of data and there were more than two groups, One-way ANOVA test was applied to grade variable.

With the aim of revealing the effect of grade on the students' perception of justice ANOVA test was conducted, and the findings are presented in the following table.

Table 4.7 ANOVA test results for the relationship between grade and the Students' Perception of Justice

	Grade	N	Mean	SD	F	p	Significant Difference
Interactional Justice	5	108	3.722	0.915	2.30	0.101	-
	6	72	3.502	0.900			
	7	157	3.772	0.871			
Rewarding Justice	5	108	3.811	0.961	4.46	0.012	5-6 grades
	6	72	3.379	1.140			
	7	157	3.736	0.948			
Procedural Justice	5	108	3.805	0.889	4.78	0.009	6-7 grades
	6	72	3.607	0.923			
	7	157	3.977	0.795			
Distributive Justice	5	108	3.963	0.872	3.23	0.041	6-7 grades
	6	72	3.677	0.847			
	7	157	3.980	0.897			

The results of the test revealed that there was no significant difference in the Interactional Justice ($p=0.101>0.05$). On the other hand, this finding indicated that the sub-factors which are Rewarding Justice ($p=0.012<0.05$), Procedural Justice ($p=0.009<0.05$) and Distributive Justice ($p=0.041<0.05$) differ significantly according to grade variable. It means that the students' perception of rewarding, procedural and distributive justice differs in regard to 5th 6th and 7th grades.

In order to find out between which grades there is a significant difference, Post-Hoc Analysis "Tukey" test was applied. As a result of this analysis, it is revealed that there is a significant difference between 5th ($M=3.811$) and 6th ($M=3.379$) grades' perception of rewarding justice. It is deduced that 5th grade

students' perception of rewarding justice is higher than 6th grade students' perception. In addition, it is revealed that there is a significant difference between 6th ($M=3.607$) and 7th ($M=3.977$) grades' perception of procedural justice. It is deduced that 7th grade students' perception of procedural justice is higher than 6th grade students' perception. Lastly, it is revealed that there is a significant difference between 6th ($M=3.677$) and 7th ($M=3.980$) grades' perception of distributive justice. It is deduced that 7th grade students' perception of distributive justice is higher than 6th grade students' perception.

4.3 Results Related To Motivation In English Language Teaching

The scale was employed to investigate students' perceptions of motivation in terms of their experiences in the classroom consisting of 16 items and three dimensions, which were self-confidence, attitude, and individual use.

Table 4.8 presents the group mean values and standard deviation of sub-categories that the questionnaire included.

Table 4.8 *Perception of Motivation: Means and Standard Deviation*

	M	SD
Self-confidence	3.64	0.88
Attitude	4.00	0.89
Individual use	2.91	0.78
N= 337		

The total mean value for the first category is $M= 3.64$ (4 = Agree). It indicates that the students agree that they have a low level of self-confidence in English language learning. The total mean for the next subcategory is $M=4.0$ (4= Agree). This shows that the students' attitudes toward English language learning is high. Lastly, the total mean value for the individual use is $M=2.91$ (3= Undecided). It means that students are not sure about why, where and how to use English language in their lives.

Table 4.9 shows the frequencies, means, and standard deviations of items related to the Self-confidence.

Table 4.9 *Self-confidence*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
1. Learning English is more difficult for me than others.	F	22	23	142	63	87	3.50	1.13
	%	6.5	6.8	42.1	18.7	25.8		
2. Unfortunately, I think I am not good at learning English.	F	26	37	94	70	110	3.59	1.25
	%	7.7	11.0	27.9	20.8	32.6		
3. I feel discouraged when learning English.	F	31	34	73	53	146	3.73	1.34
	%	9.2	10.1	21.7	15.7	43.3		
4. I'm afraid of being ridiculous when learning English.	F	28	35	72	58	144	3.75	1.32
	%	8.3	10.4	21.4	17.2	42.7		

According to the Table 4.7 given above, nearly half of the participants (Item 3, 43.3%) state that they feel low degree of courage in English learning. In addition, 42.7% of them (Item 4) strongly agree that they are afraid of being ridiculous when learning English. 42.1 % of the participants (Item 1) are not sure about whether learning English is more difficult for them than other lessons. It shows that there is no clear majority on this item. Finally, 32.6% of the students (Item 2) strongly agree that they are not good at learning English. It can be deduced from the results that most of the students agree that they have a low level of self-confidence in learning English.

Table 4.10 shows the frequencies, means, and standard deviations of items related to the Attitude.

Table 4.10 *Attitude*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
5. I love learning English.	F	22	21	47	67	180	4.07	1.29
	%	6.5	6.2	13.9	19.9	53.4		
6. I hate learning English.	F	12	13	40	33	239	4.40	1.06
	%	3.6	3.9	11.9	9.8	70.9		
7. Learning English is annoying for me.	F	14	19	68	44	192	4.13	1.16
	%	4.2	5.6	20.2	13.1	57.0		
8. The process of learning English makes me happy.	F	31	35	69	65	137	3.72	1.33
	%	9.2	10.4	20.5	19.3	40.7		
9. I would like to take every opportunity to learn English.	F	31	32	81	57	136	3.70	1.32
	%	9.2	9.5	24.0	16.9	40.4		

According to the Table 4.8 given above, more than half of the participants (Item 6, 70.9%) state that they hate English learning. Additionally, more than half of the participants (Item 7, 57.0%) strongly agree that learning English is annoying for them. 53.4% of the participants (Item 5) state that they love learning English. Finally, both item 8 (40.7%) and item 9 (40.4%) similarly indicates that the students strongly agree that learning English makes them happy and they would like to take every opportunity to learn English. It can be deduced from the results that majority of the students strongly agree that they have a negative attitude toward learning English.

Table 4.11 shows the frequencies, means, and standard deviations of items related to the Individual-use.

Table 4.11 *Individual-use*

Items		St. Disagree	Disagree	Undecided	Agree	St. Agree	M	SD
10. I want to learn English to follow the world agenda.	F	93	58	92	39	55	2.72	1.40
	%	27.6	17.2	27.3	11.6	16.3		
11. I want to learn English so that I can travel to different countries.	F	77	33	80	55	92	3.15	1.50
	%	22.8	9.8	23.7	16.3	27.3		
12. I want to learn English so that I can watch different foreign broadcasts.	F	111	58	86	36	46	2.55	1.39
	%	32.9	17.2	25.5	10.7	13.6		
13. I want to learn English so that I can speak to tourists in my country.	F	89	44	77	55	72	2.93	1.48
	%	26.4	13.1	22.8	16.3	21.4		
14. I want to learn English because it is a part of personal development.	F	48	45	80	59	105	3.38	1.40
	%	14.2	13.4	23.7	17.5	31.2		
15. I want to learn English because I find English universal.	F	93	55	80	51	58	2.78	1.43
	%	27.6	16.3	23.7	15.1	17.2		
16. I want to learn English because it will give me prestige.	F	90	46	79	54	68	2.89	1.47
	%	26.7	13.6	23.4	16.0	20.2		

According to the Table 4.9 given above, 32.9% of the participants (Item 12) state that they don't want to learn English for watching different foreign broadcasts. In addition, 31.2% of them (Item 14) strongly agree that they learn English for their personal development. Both item 10 (27.6%) and item 15 (27.6%) similarly indicates that the students strongly disagree that they would like to learn English since they want to follow the world agenda and they find English is universal. 27.3% of the participants (Item 11, state that they want to learn English for travelling. 26.7% of the participants (Item 16) don't find learning English is prestigious. It shows that there is no clear majority on this item. Finally, 26.4% of the students (Item 13) strongly disagree that they would like to learn English to speak to tourists. It can be

deduced from the results that the students are not much eager to use English language in their lives.

4.3.1 The Results Related to the Relationship between the Students' Perception of Motivation and Gender

In order to answer the second research question; the relationship between the students' perception of motivation and their gender was investigated. Because of the normal distribution of data, Independent Samples T-test was applied to gender variable.

Table 4.12 *T-test Comparing Gender and the Students' Perception of Motivation*

	Gender	N	M	SD	T	p
Self-confidence	Male	160	2.385	0.845	0,688	0.12
	Female	177	2.319	0.926		
Attitude	Male	160	2.940	0.480	-1.803	0.81
	Female	177	3.036	0.495		
Individual Use	Male	160	2.849	0.752	-1.479	0.31
	Female	177	2.975	0.804		

In Table above, according to the results of the test, it was concluded that the gender variable did not make a significant difference in the students' perception of self-confidence ($p=.12>0.05$).

It can be seen that mean scores for attitude did not show a difference by gender. According the the results, gender of the students did not have an effect on the students' perception of attitude ($p=.81>0.05$).

According to the results, the mean scores of two groups for individual use were close to each other. It is indicated that there was not a difference in the students' perception of individual use and their gender ($p=.31>0.05$).

4.3.2 The Results Related to the Relationship between the Students' Perception of Motivation and Grade

In order to answer the second research question, the relationship between their grade and the students' perception of motivation was investigated. Because of the normal distribution of data and there were more than two groups, One-way ANOVA test was applied to grade variable.

With the aim of revealing the effect of grade on the students' perception of motivation ANOVA test was conducted, and the findings are presented in the following table.

Table 4.13 *ANOVA Test Results for the Relationship Between Grade and the Students' Perception of Motivation*

	Grade	N	Mean	SD	F	p
Self-confidence	5	108	2.388	0.824	0.17	0.842
	6	72	2.312	0.898		
	7	157	2.342	0.929		
Attitude	5	108	2.987	0.493	0.39	0.677
	6	72	2.950	0.499		
	7	157	3.011	0.485		
Individual use	5	108	2.961	0.810	0.85	0.426
	6	72	2.811	0.684		
	7	157	2.930	0.802		

The results of the test revealed that there was no significant difference in the self-confidence ($p=0.842>0.05$), attitude ($p=0.677>0.05$), individual use ($p=0.426>0.05$) according to grade variable. It means that the students' perception of motivation doesn't differ in regard to 5th 6th and 7th grades.

4.3.3 The Results Related to the Relationship between the Students' Perception of Justice and Motivation

The third and the last question of this research addressed the investigation of the relationship between students' perception of justice and motivation. Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) were conducted both for the data obtained from Justice Scale and Motivation Scale. The results showed that data were normally distributed. Therefore, parametric test was used to analyze data. The following table demonstrates the results of Pearson's Correlation test.

Table 4.14 *Correlation Table*

		Justice	Motivation
Justice Scale	Correlation	1	.046
	P		.405
	N	337	337
Motivation Scale	Correlation	.046	1
	P	.405	
	N	337	337

Pearson's Correlation test was applied to reveal the relationship between students' perception of justice and their motivation in English learning. According to the results, correlation r_s value was stated as 0.046. Since the correlation value is 0.046, it can be concluded that students' perception of justice and their motivation in English learning ($r_s=.046$, $p>.01$) don't affect each other.

4.4 The Results of Interviews

According to the results of the justice scale, it is seen that most of the students agree that teachers treat them fairly. In addition, more than half of the students (Item 5, 67.0%) stated that their teacher gives them equal attention. As for the data obtained from the interviews, all of the 10 students stated that their teachers give them attention equally and behave them fairly regardless of their gender. They mostly expressed that *"Yes, I think s/he treats us fairly because our teacher does not discriminate and tries to give equal opportunities to all of our friends as much as s/he can in all activities. S/he doesn't discriminate between boys and girls."*. According the the results of Indepent Sample T-test, gender of the students did not have an effect on the students' perception of interactional justice as there is no

significant difference between them. Also, results of the interviews supported this result since all of the students, three boys and seven girls, expressed that their teacher interacts with them fairly. In addition, justice scale results indicates that most of the students agree that their teacher treat them fairly regardless of their success in lesson. In paralel with, some students said that *“My teacher does not classify us as lazy or hardworking. He evaluates us based on our behavior. Course success and personality are not evaluated together. Because our succes does not define us.”*.

According to students' views, 7 of them believe that they are graded fairly and get what they deserve. In paralel with interview results, majority of the students (Item 14, 77.4%) stated that their teachers grade them fairly. Some said *“Those who study well get high grades, those who don't study well get low grades. Consequently, everyone gets the grades they deserve.”*. The finding of ANOVA test indicated that distributive justice ($p=0.041<0.05$) differs significantly according to grade variable. It means that the students' perception of distributive justice differs in regard to 5th, 6th and 7th grades. In order to find out between which grades there is a significant difference, Post-Hoc Analysis “Tukey” test was applied. As a result of this analysis, it is revealed that there is a significant difference between 6th ($M=3.677$) and 7th ($M=3.980$) grades' perception of distributive justice. It is deduced that 7th grade students' perception of distributive justice is higher than 6th grade students' perception. On the other hand, 3 of the students don't believe that their teachers grade them fairly regarding their performance. For instance, all of these 3 students said *“Everyone in the class gets the grade they deserve. But I have a friend who never comes to school, he doesn't study at all, he doesn't attend class, but he gets the same grade as us and passes the class. This situation bothers me, I think it's not fair.”*.

The results of the interviews clearly indicates that three of four 7th grade students think that they are not treated fairly while being scored. It can be deduced from the results of the focused-group interviews that students' grades may have an effect on their perception of distributive justice.

Results of justice scale revealed that 68.3 % of the participants (item 8) stated that their teacher rewards them when they deserve it. Some said *“She rewards*

fairly. She does not discriminate.”. Furthermore, students express that “When I receive a gift, I feel happier and want to study harder. Everyone tries harder to get the reward.”. It can be deduced that students’ motivation increases when they are rewarded. In addition, majority of the students (Item 11, 77.7%) agree that their teachers tell them clearly what the classroom rules are. With respect to creating classroom rules, 62.3% of the students (item 10) share the same opinions that their teachers take their opinions into consideration when creating classroom rules. In parallel with, one of the students interviewed expressed that “The teacher consults us when creating classroom rules, and those who behave negatively receive the necessary warning.”.

The results of ANOVA test revealed that the sub-factors which are rewarding justice ($p=0.012<0.05$), procedural justice ($p=0.009<0.05$) differ significantly according to grade variable. It means that the students’ perception of rewarding and procedural justice differs in regard to 5th 6th and 7th grades. As a result of Post-Hock analysis, it is revealed that there is a significant difference between 5th ($M=3.811$) and 6th ($M=3.379$) grades’ perception of rewarding justice. It is deduced that 5th grade students’ perception of rewarding justice is higher than 6th grade students’ perception. In addition, it is revealed that there is a significant difference between 6th ($M=3.607$) and 7th ($M=3.977$) grades’ perception of procedural justice. It is deduced that 7th grade students’ perception of procedural justice is higher than 6th grade students’ perception.

According to results of correlation test, it is seen that there is no significant relationship between students’ perception of justice and their motivation in English learning whereas results of interviews revealed the opposite. All of the students interviewed stated that *“when my teacher treats me fairly, it affects me positively, meanwhile my motivation will of course increase. I try to study harder and improve myself.”*. To sum up, results of the focused-group interviews showed that there is a relationship between students’ perception of justice and their motivation in English learning.

CHAPTER V

DISCUSSION

5.1 Presentation

In this part of the study, the findings based on the obtained data are discussed. Quantitative data gathered from two questionnaires are discussed relevantly with the research questions.

5.2 Discussion of Findings

The purpose of the study was to investigate secondary school students' perceptions of classroom justice and their effects on motivation in EFL classes. In line with this, mixed method design was used to find answers to following research questions:

- 1- Do secondary school students' perceptions of interactional, rewarding, procedural and distributive justice differ significantly according to their gender and grade level?
- 2- Do secondary school students' motivation in second language learning differ significantly according to their gender and grade level?
- 3- Is there a meaningful relationship between secondary school students' level of interactional, rewarding, procedural, distributive justice perceptions, and motivation in second language learning?
- 4- According to students' opinions, how does teacher's fair behavior in the classroom affect their motivation for learning English?

5.2.1 Discussion of the Findings Related to Students' Perception of Justice and Gender

In order to answer the first research question; the relationship between the students' perception of justice and their gender was investigated. According

the the results, gender of the students did not have an effect on the students' perception of justice. Likewise, Nural's (2015) study focuses on high school students' perspectives of classroom justice, she concludes that there is no appreciable relationship between gender and perceptions of justice in the classroom. Additionally, Kepekçioğlu (2015) whose study focuses on how university students perceive their professors' reliability and the fairness of the classroom environment stated that gender do not considerably affect the students' perceptions of the educators' fairness and reliability. However, in Çelikkaya's (2008) study, it was concluded that gender made a difference in students' perceptions of justice. In this study, it was seen that female students found their teachers more fair. In another study revealing that gender is a variable affecting justice in classroom management, Assad and Paulsel (2004) concluded that male students were more likely to defy and resist their teachers than female students.

5.2.2 Discussion of the Findings Related to Students' Perception of Justice and Grade

As an answer to the first research question, findings of this study indicated that the sub-factors which are rewarding justice, procedural justice and distributive justice differ significantly according to grade variable. In parallel with a study conducted by Rodriguez (2012), significant differences were found overall for distributive and procedural justice by grade in high school although the effect sizes were small. In Kepekçioğlu's (2015) study, it was concluded that while the perception of justice in the classroom showed a significant difference in the distributive justice and interaction justice, there was no significant difference in the procedural justice sub-dimension in the classroom. On the other hand, Dalbert and Stoeber (2006) found that the students' grades do not affect the justice view of the school climate.

5.2.3 Discussion of the Findings Related to Students' Motivation and Gender

In order to answer the second research question; the relationship between the students' motivation and their gender was investigated. According the the results, it was concluded that the gender variable did not make a

significant difference in none of the sub-categories of motivation. The total score students received from the language learning motivation scale does not show a significant difference according to gender. The findings of this study show parallelism with the study conducted by Mehdiyev, Uğurlu and Usta (2017) and Bernard (2010), the total score students received from the language learning motivation scale does not show a significant difference according to gender. Additionally, the results of Bao and Cho's (2021) study showed that there was no significant difference regarding the students gender and dimensions of motivation in language learning. On the other hand, Öztürk (2012) studied on the impact of gender on the level of motivation, results showed that students' motivation for learning a foreign language is considerable and female students are much more motivated than male students. Differing from the current study, in her study, Tavus (2021) states that there is a statistically significant difference in motivation among students based on gender.

5.2.4 Discussion of the Findings Related to Students' Motivation and Grade

In terms of grade of the students, the results revealed that there was no significant difference in the self-confidence, attitude and individual use. It means that the students' perception of motivation doesn't differ in regard to 5th 6th and 7th grades. The findings of this study show parallelism with the study conducted by Sedighi and Zarafshan (2006), Bernard (2010), they indicated that there is not any significant relationship between motivation and grade level. On the contrary, the study Tasgin and Tunc (2018) conducted revealed that motivation of secondary school students according to class variable show a significant difference.

5.2.5 Discussion of the Findings Related to Students' Perception of Justice and Motivation in English Language Learning

As an answer to third research question, findings of this study indicated that there is no significant relationship between students' perception of justice and motivation in English language learning. On the other hand, the interview results

showed opposite. Students express that *“When I receive a gift, I feel happier and want to study harder. Everyone tries harder to get the reward.”*. All of the students interviewed stated that it affects them positively, meanwhile their motivation increases when their teacher treats them fairly. They try to study harder and improve themselves. Based on literature review, it became clear that classroom justice is still in its early stages of development in L2 learning and teaching research and practice. Hence, it is seen that there is a paucity of investigation of classroom justice and motivation in English language learning. However there are a number of studies conducted on perception of justice and motivation. As an example, Berti, Mameli, Speltini and Molinari (2016) explored teacher justice in learning motivation. The results of their research showed that the perception of fairness in the classroom is an essential aspect in adolescent adjustment since it is related to the development of learning motivation, personal beliefs in a just world. An another study conducted by Rodriguez (2012) revealed that justice views of students were discovered to be important predictors of withdrawal behaviors, including willingness to keep continuing. The results also showed that students' perceptions of injustice led to a variety of unfavorable emotions and negative behaviors of students. This situation is as the same as in the current study as they say *“Everyone in the class gets the grade they deserve. But I have a friend who never comes to school, he doesn't study at all, he doesn't attend classes, but he gets the same grade as us and passes the class. This situation bothers me, I think it's not fair.”*.

CHAPTER VI

CONCLUSION

6.1 Presentation

In the final part of the study, an overview of the study is presented. Then, conclusions and the implications of the study are mentioned. Lastly, limitations and suggestions for future studies are offered.

6.2 Conclusion

The purpose of this study was to investigate the relations between secondary school students' perceptions of interactional, procedural, distributive, and rewarding justice in classes and their effects on their motivation for learning a second language in EFL classes. The variables; gender and grade were examined whether they have any significant effect on both their perception of justice and their learning motivation. In what way these variables have impacts on each other in a classroom setting and whether they have positive or negative effects on one another were analyzed. In order to obtain more reliable and valid results, a mixed method research design was employed. In order to collect the quantitative data, the convenience sampling technique was used. To analyze the relationship between classroom justice and motivation in second language learning, both scales and interviews were utilized during the research. Quantitative data was collected by two scales, "justice Classroom Management" (Nural, 2015) and "Validity and Language Teaching Reliability Study: Motivation Scale in English Language Teaching" (Mehdiyev, Uğurlu, and Usta, 2017). As for the qualitative data, a semi-structured interview, which was developed by the researcher, was also used as a qualitative data collection tool. The participants of the study consisted of 337 secondary school students ranging from 5th, 6th and 7th grades. 8th grade students were not included since they had a highschool transition exam. Additionally, data about participants' demographic

characteristics was gathered. Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) were applied both for justice and motivation scales. The results indicated that data showed normal distribution for both scales. Independent samples t-test was used to find whether there is a statistically difference in students' perceptions of justice and motivation according to their gender. In addition, One-way ANOVA test was applied in order to determine the difference in students' perceptions of justice and motivation according to their grades. In order to investigate the relationship between students' perceptions of classroom justice and their effects on their motivation, Pearson's Correlation test was applied.

The initial research question aimed to reveal whether secondary school students' perceptions of interactional, rewarding, procedural and distributive justice differ significantly according to their gender and grade level. Findings revealed that gender of the students did not have an effect on the students' perception of justice. On the other hand, findings of this study indicated that the sub-factors which are rewarding justice, procedural justice and distributive justice differ significantly according to grade variable.

As for the second research question, the relationship between the students' motivation and their gender was investigated. According the the results, it was concluded that both the gender and grade variable did not make a significant difference in none of the sub-categories of motivation.

In the last research question, it was aimed to figure out whether there is a meaningful relationship between secondary school students' level of interactional, rewarding, procedural, distributive justice perceptions and motivation in second language learning. The findings revealed that there is no significant relationship between students' perception of justice and motivation in English language learning. As for the qualitative data results, it came to light that all of the students agree that they feel more motivated when their teachers treat them fairly. As it is mentioned in early stages, the review of the literature revealed that researches and practices in L2 learning and teaching are still in the early stages of development with regard to classroom justice. Therefore, it is apparent that there is a paucity of investigation of classroom justice and motivation in English language learning.

6.3 Implications

The data collected through questionnaires and interviews enabled us to explore the relationship between secondary school students' perceptions of classroom justice and their effects on motivation in EFL classes. The current study differs from previous researches in that it is the first to investigate the relationship between secondary school students' perceptions of classroom justice and their effects on motivation in EFL classes. However, the relationship between classroom justice and motivation is a studied concept firstly by Chory-Assad (2000) and it revealed that procedural and distributive justice increased students' affective learning and motivation. This results show us that students feel more eager if they feel that they are a part of the classroom in which they take part in the process of making decisions about the classroom rules, their opinions are taken into consideration regarding the teaching of the lesson. In addition, students feel motivated if their teachers are quite fair while giving punishment and grading. The current study was conducted based on the hypothesis that students' perceptions of justice may affect their language learning motivation and vice versa. However, the quantitative data results did not find a significant relationship between students' perceptions of justice and their motivation to learn English. On the other hand, the qualitative data revealed that students agree that they feel motivated when they are treated fairly by their teachers in the classroom environment.

Based on the findings of this study, the following significant implications can be drawn:

1. Education programs can improve L2 teachers' justice knowledge by incorporating classroom justice training as an integral component while designing materials and curricula for teacher education programs.
2. Teachers can introduce new and useful classroom justice resources, encourage students to complete individual or group projects based on research on the subject at the end of the course, and more to help students become more literate in the area of justice. They can also encourage students to attend workshops, training sessions, conferences, and other

events related to classroom justice.

3. Teachers can be taught to regularly evaluate their classroom performance, observe other teachers' classes, ask peers to observe their classes, update their knowledge of classroom justice with new research findings, or participate in action/practitioner research projects on classroom justice in order to regularly concern their need to be just teachers.
4. Teachers who aim to motivate their students for language learning should treat their students fairly while giving attention, rewarding and punishing, instructing lesson procedure, and grading.
5. The concept of justice can be added to the curriculum as part of values education.

6.4 Limitations and Suggestions for Further Research

1. In the current study the mixed-method approach was used. Experimental and longitudinal studies are two additional research methodologies that might be used.
2. The ideas of teachers and administrators about motivation and fairness in the classroom can also be used for future research.
3. The current study focused on the perceptions of students who are enrolled in state schools. However, the further studies may be investigated within a different context such as private schools and language courses.
4. In this study, 5th, 6th and 7th grade students were the sample. For the next researches, primary schools, all grades of secondary schools, high schools, universities' preparation classes and the faculties of language education may be used as samples.
5. Future researches can examine how L2 learners perceive fairness in the classroom in relation to factors like academic engagement, learning, instructor power, school engagement, student aggression, and resistance.

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APPENDICES

Appendix 1. Perception of Justice in Classroom Management Scale

Lütfen soruları <u>İngilizce öğretmenlerinizi</u> düşünerek cevaplayınız. Size uygun olan derecelendirmenin altına (X) işareti koyunuz. Cevaplarınız gizli tutulacak ve kimseyle paylaşılmayacaktır.	Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim Yok	Katılıyorum	Kesinlikle Katılıyorum
Genel olarak öğretmenlerimiz...					
1...bize anlayışlı davranır.					
2...bize tarafsız davranır.					
3...bize kız erkek ayrımı yapmadan eşit davranır.					
4...bize ders başarımızı dikkate almadan eşit davranır.					
5...her öğrenciye eşit ilgi gösterir.					
6...bizi dersteki başarımıza göre ödüllendirir.					
7...bizi doğru davranışlarımıza göre ödüllendirir.					
8...hak ettiğimizde hepimizin başarılarını ödüllendirir.					
9...bize sınıf için alınan kararların gerekçelerini açıklar.					
10...sınıf kurallarını oluştururken bizim fikirlerimizi dikkate alır.					
11...sınıf kurallarının ne olduğunu bize açık bir şekilde anlatır.					
12...dersin işlenişyle ilgili bizim fikirlerimizi dikkate alır.					
13 ...bir ceza vermişse bu cezanın hak edildiğine inanırım.					
14. Sınavlardan hak ettiğim notu alırım.					
15. Yüksek not alan öğrencilerin o notu hak ettiğine inanırım.					
16. Düşük not alan öğrencilerin o notu hak ettiğine inanırım.					

Appendix 2. Motivation Scale In English Language Teaching

Değerli öğrenciler;

Bu ölçek İngilizce öğreniminde öğrencilerin adalet algısının onların motivasyonları üzerindeki etkisini belirlemek amacıyla hazırlanmıştır. Araştırma sonunda elde edilecek bulguların güvenilirliği soruları yanıtlamaktaki samimiyetinize bağlıdır. Ölçekteki maddelerin kesin bir doğru ya da yanlış bir cevabı bulunmamaktadır. Lütfen her maddeyi dikkatlice okuyarak size göre en uygun seçeneği (x) ile işaretleyiniz. Yanıtlarınız sadece bu çalışmanın amaçları doğrultusunda kullanılacaktır.

Çalışmaya ayırdığınız zaman, gösterdiğiniz ilgi ve samimiyetinizden dolayı teşekkür ederim.

Saygılarımla...

KİŞİSEL BİLGİLER

Cinsiyetiniz?

() Erkek () Kadın

Sınıfınız?

() 5 () 6 () 7 () 8

	Maddeler	1. Hiçbir zaman	2. Çok nadir	3. Bazen	4. Çoğunlukla	5. Her zaman
1	Diğerlerine göre İngilizce öğrenmek benim için daha zordur.					
2	Maalesef İngilizce öğrenme konusunda iyi olmadığımı düşünüyorum.					
3	İngilizce öğrenirken kendimi cesaretsiz hissedirim.					
4	İngilizce öğrenirken gülünç olmaktan korkarım.					
5	İngilizce öğrenmeyi seviyorum.					
6	İngilizce öğrenmekten nefret ederim.					

7	İngilizce öğrenmek benim için can sıkıcıdır.					
8	İngilizce öğrenme süreci bana mutluluk veriyor.					
9	İngilizce öğrenmek için her fırsatı değerlendirmek isterim.					
10	İngilizce öğrenmeyi dünya gündemini takip etmek için istiyorum.					
11	İngilizce öğrenmeyi farklı ülkelere seyahat edebilmek için istiyorum.					
12	İngilizce öğrenmeyi farklı ülkelere seyahat edebilmek için istiyorum.					
13	İngilizce öğrenmeyi farklı yabancı yayınları izleyebilmek için istiyorum.					
14	İngilizce öğrenmeyi kişisel gelişimin bir parçası olduğu için istiyorum.					
15	İngilizce öğrenmeyi, İngilizce'yi evrensel bulduğum için istiyorum.					
16	İngilizce öğrenmeyi bana prestij kazandıracığı için istiyorum.					

Appendix 3. Interview Questions

1. İngilizce öğretmeninizin sınıf içerisinde tüm arkadaşlarınıza eşit davrandığını düşünüyor musunuz? (Evet ise neden/Hayır ise neden?)
2. Dönem sonunda herkesin İngilizce dersinden hak ettiği notu aldığını düşünüyor musunuz? (Evet ise neden/Hayır ise neden?)
3. Derste başarılı olup olmamanız İngilizce öğretmenlerinizin size karşı adil davranmalarını etkiliyor mu? (Evet ise nasıl/Hayır ise nasıl?)
4. Öğretmeninizin sınıf içinde adil ödüllendirme yapması İngilizce dersine olan ilginizi artırıyor mu? (Arttırıyor ise nasıl?)
5. Öğretmeninizin adil davranışları İngilizce öğrenmeye olan motivasyonunuzu artırıyor mu?(Arttırıyor ise nasıl?)

Appendix 4. The Consent Paper of the Motivation Scale

ölçek kullanım izni Gelen Kutusu x

A

Ali Yalçın

21 Eki 2022 Cum 15:43

☆

Esmira hocam hocam merhaba Ali Yalçın, Gaziantep üniversitesi İngiliz Dili ve Eğitimi Yüksek Lisans öğrencisiyim İngilizce Dil Öğreniminde Motivasyon Ölçeğinizi

e

ESMİRA MEHDİYE

6 Kas 2022 Paz 11:53

☆ ↶ ⋮

Alıcı: ben

Merhaba,

Ölçeği kullanabilirsiniz,

İyi çalışmalar dilerim.

Dr. Esmira Mehdiyev.

Gönderen: Ali Yalçın

Gönderildi: 21 Ekim 2022 Cuma 00:43

Kime: ESMİRA MEHDİYE

Konu: ölçek kullanım izni

Appendix 5. The Consent Paper of the Justice Scale



Burçin Nural

Kime: Siz

21.10.2022 Cum 21:40

Sayın Ali Yalçın,
Taraflıca geliştirilen "Sınıf Yönetiminde Adalet Algısı Ölçeği"ni çalışmanızda kullanabilirsiniz. Ölçeğin geçerlik ve güvenirlik değerlerine tezimden ulaşabilirsiniz.
İyi çalışmalar dilerim.
Burçin Acar

Not: Verilen izin ölçek kullanımı ile sınırlı olup, ölçek üzerinde yapısal bir müdahaleyi kapsamamaktadır.

Windows için [Posta](#) ile gönderildi

...

Yanıtla
İlet



Burçin Nural

Evet, izin veriyorum. İyi çalışmalar

21.10.2022 Cum 15:22



Burçin Nural

Evet, izin veriyorum.

21.10.2022 Cum 15:22



ali yalçın

Merhabalar hocam, Ali Yalçın.Gaziantep Üniversitesi'nde İngiliz Dili ve Eğitimi alanında yüksek lisans yapmaktayım. Tezimde İngilizce öğretiminde adalet...

21.10.2022 Cum 15:21

Appendix 6. Permission from the Directorate of National Education



T.C.
GAZİANTEP VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı :
Konu : Araştırma İzin Talebi
(Ali YALÇIN)

02/02/2023

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 23.12.2022 tarihli ve 275766 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ali YALÇIN'ın "Students Perfections of Classroom Justice and Their Effects on Motivation in EFL Classes / Öğrencilerin Sınıf İçi Adalet Algıları ve İngilizce Öğrenimindeki Motivasyonları Üzerindeki Etkisi" konulu Anket Uygulama İsteği kapsamında, İlimiz Şehitkamil ilçesine bağlı bulunan Ticaret Borsası Ortaokulu öğrencilerine yönelik Anket Uygulama İsteği, ilgi yazıda belirtilmektedir.

Bu kapsamda bahsi geçen Anket Uygulama İsteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şehitkamil ilçesine bağlı bulunan Ticaret Borsası Ortaokulu öğrencilerine yönelik Anket Uygulama İsteğinin, eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Yasin TEPE
İl Milli Eğitim Müdürü

OLUR
Anıl ALKAL
Vali a.
Vali Yardımcısı

Appendix 7. Permission of Ethical Committee

Evrak Tarih ve Sayısı: 26.12.2022-276518



T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Etik Kurulu

Sayı:
Konu: Sosyal ve Beşeri Bilimler Etik
Kurulu'nun 06.12.2022 Tarihli Kararları

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: Sosyal ve Beşeri Bilimler Etik Kurulu'nun 06.12.2022 Tarihli Kararları

Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'nun 06.12.2022 tarih ve 13 nolu toplantısında alınan 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 (Güncellendi), 17, 18, 19 (Güncellendi) ve 20 sayılı kararlar ekte sunulmuştur.
Gereğini arz ve rica ederim.

Prof.Dr. Nazım HASIRCI
Sosyal ve Beşeri Bilimler Etik Kurulu Başkanı

Ek: Sosyal ve Beşeri Bilimler Etik Kurulu'nun 06.12.2022 Tarihli Kararları

- 7) Eğitim Bilimleri Enstitüsü'nün 09.11.2022 tarih, 255475 sayılı ve "Bilimsel ve Eğitim Amaçlı (Ali YALÇIN)" konulu yazısı incelenmiş olup Üniversitemiz Gaziantep Eğitim Fakültesi Öğretim Üyesi Doç. Dr. Mehmet BARDAKÇI'nın Eğitim Bilimleri Enstitüsü'nde danışmanlığını yürüttüğü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ali YALÇIN'ın "Students' Perfections of Classroom Justice and Their Effects on Motivation in EFL Classes/Öğrencilerin Sınıf İçi Adalet Algıları ve İngilizce Öğrenimindeki Motivasyonları Üzerindeki Etkisi" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'na değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine;

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSNL78K69T* Pin Kodu : 97262

Belge Takip Adresi : <https://turkiye.gov.tr/gaziantep-universitesi-ebys>

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Bilgi için : Osman Şahin
Unvanı : Bilgisayar İşletmeni



CURRICULUM VITAE

Ali YALÇIN is a graduate of Gaziantep University, Department of Foreign Language Education (2020). He has been working as an English language teacher at a high school affiliated to the Ministry of National Education since 2021. He is studying Master of Arts in the Department of English Language Teaching at Gaziantep University Educational Sciences Institute.

ÖZGEÇMİŞ

Ali YALÇIN, Gaziantep Üniversitesi, Yabancı Diller Eğitimi Bölümü'nden 2020 yılında mezun olmuştur. 2021 yılından bu yana Milli Eğitim Bakanlığı'na bağlı bir lisede İngilizce öğretmeni olarak görev yapmaktadır. Yüksek Lisans eğitimine Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili ve Eğitimi Ana Bilim Dalı'nda devam etmektedir.