

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ

ISSN: 2149-0848

THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

Secondary School Students' Perceptions of
Classroom Justice and Their Effects on
Motivation in EFL Classes

Ortaokul Öğrencilerinin Sınıf İçi Adalet
Algıları ve İngilizce Öğrenimindeki
Motivasyonları Üzerindeki Etkisi

Ali YALÇIN*
Mehmet BARDAKÇI**



Geliş/Submitted: 25.06.2026

Kabul/Accepted: 28.09.2026

 10.29228/INESJOURNAL.95122

Makale Türü:

Araştırma Makalesi

Article Information:

Research Article

Citation / Atıf

Yalçın, A. ve Bardakçı, M. (2026). Secondary school students' perceptions of classroom justice and their effects on motivation in efl classes. *Uluslararası Eğitim Bilimleri Dergisi*, 13 (48), 208-231.

This article was checked by Intihal.net. Bu makale İntihal.net tarafından taranmıştır.

This article is under the Creative Commons license. Bu makale Creative Commons lisansı altındadır.

*Öğretmen, Gaziantep Üniversitesi, ali27ylcn@gmail.com 

** Prof. Dr., Gaziantep Üniversitesi, mbardakci@gantep.edu.tr 

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ

ISSN: 2149-0848

THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

Öz: Bu çalışmanın amacı, ortaokul öğrencilerinin sınıf içi adalet algılarını ve bu algıların İngilizce derslerindeki motivasyonlarına etkisini incelemektir. Araştırmada hem nicel hem de nitel verilerin toplanmasını sağlamak amacıyla karma yöntem araştırma deseni kullanılmıştır. Nicel veriler, "Sınıf Yönetiminde Adalet Algısı" ölçeği ile "İngilizce Motivasyon Ölçeği" aracılığıyla toplanmıştır. Nitel veriler ise beş açık uçlu sorudan oluşan yarı yapılandırılmış görüşmeler yoluyla, on öğrenciyle yapılan görüşmelerden elde edilmiştir. Nicel veriler ilişkisel tarama modeli kullanılarak analiz edilmiştir. Araştırmanın evrenini Gaziantep ilindeki ortaokul öğrencileri oluşturmaktadır. Çalışmaya 5., 6. ve 7. sınıflarda öğrenim gören toplam 337 öğrenci kolayda örnekleme yöntemiyle dahil edilmiştir. Bulgular, öğretmenlerin öğrencileri cinsiyet ve akademik başarı durumlarına bakmaksızın adil bir şekilde değerlendirdiğini göstermiştir. Ancak ödüllendirme, işlemsel adalet ve dağıtımsal adalet boyutlarının sınıf düzeyine göre anlamlı farklılık gösterdiği belirlenmiştir. Ölçek sonuçlarına göre adalet algısı ile motivasyon arasında anlamlı bir ilişki bulunmazken, görüşme sonuçları öğrencilerin adalet ile motivasyon arasında güçlü bir ilişki algıladıklarını ortaya koymuştur.

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

Abstract: The purpose of this study is to investigate Secondary School Students' Perceptions of Classroom Justice and Their Effects on Motivation in EFL Classes. To achieve this goal, the mixed method research design was adopted to collect data. Scales and interviews were both used 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 a semi structured-interview consisting of 5 open-ended questions applied to 10 participants. The data collected from the two scales was analyzed with Correlational Survey Model. Secondary school students studying in Gaziantep were the universe of this research. 337 students in secondary schools were asked to participate in this research. The participants were selected from 5th, 6th and 7th grades through convenience sampling. Results revealed that teachers treated students fairly, regardless of their gender and success in the lesson. Rewarding, 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.

Introduction

The concept of justice has been a part of human history for as long as humanity itself. Its definition is complex and varies widely depending on cultural, philosophical, and personal perspectives. In ancient Greece, Plato saw justice as fulfilling one's role according to their abilities, while Socrates viewed it as the ability to distinguish right from wrong, which he believed was innate in human conscience. Aristotle, however, approached justice from a virtue perspective, asserting that actions providing enjoyment are considered right. Justice is a broad and multifaceted concept with various interpretations depending on context and perspective. Regardless of location or situation, humans have an inherent need for justice, which is fundamental to all social systems. Schools, as key social institutions, play a crucial role in shaping human relationships and societal values.

Integrating the idea of justice into education benefits both students and society. Understanding students' perceptions of justice is essential for improving the learning environment and fostering positive behavior. Students who perceive justice in the classroom feel valued and build better relationships with teachers and peers, impacting their motivation and engagement. Thus, justice should be considered an integral part of the teaching and learning process, rather than an additional element. To understand justice more deeply, we examine "Organizational Justice," which focuses on how individuals perceive fairness in organizational settings. Defined by Cropanzano and Greenberg (1997), it relates to fairness in various contexts, including educational environments. While extensively studied in workplaces, its application in education is less explored. The term "organization" refers to a group working towards common goals, and the concept of justice is significant across different social settings, highlighting its relevance in organizational behavior research. Scholars offer various definitions of organizational justice. Moorman (1991) describes it as the fairness of decisions regarding employee treatment and their impact on work-related factors. Polat (2007) defines it as employees' perceptions of fairness in reward and penalty distribution, rule application, and communication within the workplace. Organizational justice is typically viewed as three-dimensional: distributive, procedural, and interactional. Distributive justice concerns the fairness of outcomes received, while procedural justice pertains to the fairness of the processes used to achieve these outcomes. For organizational justice to be present, all employees must be subject to consistent rules, rewards, and fairness in interactions. Distributive justice focuses on fairness in the allocation of resources and outcomes, such as wages or grades, based on equity or other factors like need or effort.

Issues arise when resources are scarce or when people compare their outcomes to those of others. Procedural justice concerns the fairness of the processes used to make distribution decisions, evaluating the methods and rules applied before outcomes are given. Interactional justice deals with the fairness of interpersonal treatment and relationships within organizations. Each dimension plays a crucial role in assessing overall justice in various settings, including workplaces and schools.

In schools, students' perceptions of fairness in their interactions with teachers influence their attitudes, motivation, and classroom climate. Research shows that fair treatment by teachers can boost students' attachment and motivation. Understanding classroom justice can help improve educational practices and foster better learning environments. Justice is a critical issue across all social settings, including schools. In education, fair treatment of students can enhance motivation and academic success. Research indicates that teacher-student interactions and perceptions of classroom justice are linked to students' motivation levels. Unfair grading and feedback can decrease motivation and satisfaction. However, the impact of classroom justice on motivation specifically in learning English has not been extensively studied. Despite its importance, research on classroom justice in second language (L2) education, especially English as a Foreign Language (EFL), has been limited. Recent studies by Estaji and Zhaleh have begun addressing this gap, but there remains a lack of qualitative or mixed-methods research. Teacher injustice can negatively impact students, leading to resentment and decreased motivation, which is vital for language learning. This study aims to explore the relationship between classroom justice and students' motivation in EFL classes, contributing new insights to this under-researched area.

2. LITERATURE REVIEW

2.1 Justice

Justice is a multifaceted concept with various interpretations. Cambridge Dictionary defines it as fairness in how people are treated, while Oxford Dictionary emphasizes fair treatment and equal rights. Historically, justice has been viewed as essential for happiness and freedom. Ancient Greek philosophers offered different perspectives: Plato saw it as fulfilling one's role according to abilities, Socrates viewed it as moral knowledge within the conscience, and Aristotle associated it with virtue and happiness. Roman judge Ulpian defined it as a constant effort to give everyone their due. Although justice is often linked to law, it is fundamentally a relative concept, influenced by ideals and evolving over time. The Enlightenment and subsequent social sciences expanded its application beyond philosophy into political science.

Schools are vital for promoting fairness and preparing students to contribute to society. A student's ability to integrate into the school environment is influenced by their

perception of justice. Schools serve as social systems that provide moral education and personal development. Positive classroom management and fair treatment by teachers are crucial for fostering a supportive school atmosphere. According to research, teachers' attitudes and fairness impact students' perceptions and engagement with school. Classroom justice, which includes perceptions of fairness related to outcomes and procedures, can vary between students and teachers due to differing views on what constitutes fairness. Applying organizational justice theories to classroom settings, the concept of classroom justice is categorized into distributive, procedural, interactional, and rewarding components.

2.2 Motivation

Motivation, a concept rooted in ancient philosophy, has been a central topic in psychology and education for decades. Its Latin origin, "movere," means "to move," reflecting its role in driving actions and goals. Initially focused on motives and rewards, modern theories emphasize self-efficacy and social factors influencing motivation. Despite various definitions and theories, such as those by Socrates, Plato, Aristotle, and more contemporary scholars like Gardner and Brown, there remains no single, comprehensive theory of motivation. Understanding motivation is crucial for personal and educational development, as it underpins the effort and direction of human actions. Motivation is broadly categorized into several types. Intrinsic motivation arises from engaging in an activity for its inherent enjoyment or interest, while extrinsic motivation is driven by external rewards or outcomes. According to Deci and Ryan's Self-Determination Theory, these types of motivation reflect different reasons for pursuing actions. Additionally, Gardner and Lambert distinguish between instrumental motivation, which is oriented toward achieving practical goals, and integrative motivation, which involves connecting with or integrating into a community or culture.

Before the 1980s, extensive research on motivation in second language (L2) learning was conducted. Gardner and Lambert (1972) developed a social-mental paradigm influenced by Mowrer's (1950) theory on first language acquisition, suggesting that L2 learning, like L1, is driven by the desire to integrate and identify with a social group. They argued that motivation significantly impacts the success of L2 learning and intercultural communication. Gardner identified three key elements of L2 motivation: motivational intensity, desire to learn, and attitudes towards the language. Keller (1983) expanded on this with a theory that includes interest, concern, expectations, and satisfaction as components of motivation. Clément et al. emphasized the role of interpersonal connections and linguistic self-confidence in motivating L2 learners. Motivation is crucial for language learning, as highly motivated learners are generally more successful.

2.3 Classroom Justice and Motivation

Justice in education, while extensively studied in political science and organizational behavior, has not received as much attention in academic contexts, though its impact is significant. Research indicates that classrooms where justice is emphasized see higher student motivation and academic success. Conversely, in environments where students perceive unfairness, their motivation and interest can decline. Studies such as Chory-Assad (2002) demonstrate that students' perceptions of distributive and procedural justice significantly affect their academic performance and motivation. Similarly, Castillo and Fernández (2017) found that distributive and interactional justice influence student satisfaction, though procedural justice does not. The relationship between justice and motivation is clear: students who perceive fairness in grading and classroom management are generally more satisfied and motivated. Effective procedural justice, including fair assessment practices and proper management, enhances students' motivation and academic outcomes. Interactional justice, involving positive teacher-student relationships, also plays a crucial role in shaping the learning environment and students' attitudes.

3. Statement of the Purpose and Research Questions

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.

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?

4. METHOD

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.

4. Participants and setting

The study involved 337 secondary school students from fifth to seventh grades in Gaziantep during the 2022–2023 academic year, excluding eighth graders due to their high school transition exams. Participants were selected using convenience sampling, a non-random method where individuals are chosen based on accessibility and willingness. This approach, noted by Dörnyei (2007) as common in L2 research, allowed for the collection of quantitative data from secondary schools in the Şehitkamil district. The sample consisted of 47.5% male (n=160) and 52.5% female (n=177) students. Among them, 32.0% were in 5th grade (n=108), 21.4% in 6th grade (n=72), and 46.6% in 7th grade (n=157). Qualitative data were collected through semi-structured interviews.

4.2 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).

4.3.1 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) 48 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).

4.3.2 Motivation Scale in English Language Teaching

The Motivation Scale, developed by Mehdiyev, Uğurlu, and Usta (2017), assesses three dimensions: self-confidence, attitude, and individual use, with 16 items overall. Items 1, 2, 3, 4, 6, and 7 are reverse-coded. The scale demonstrated strong reliability, with an overall Cronbach Alpha of 0.83. Specifically, the Cronbach Alpha values were 0.85 for individual use, 0.77 for attitude, and 0.78 for self-confidence. The scale used a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Participants provided demographic information including gender and grade.

4.3.3 Interviews

Qualitative data were collected through semi-structured interviews with ten participants, focusing on the impact of classroom justice on language learning motivation. Initially, seven questions were prepared and evaluated by experts, leading to a reduction to five clearer questions. Examples of the interview questions include: “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?).”.

4.3.4 Data collection Procedures

The study's data collection procedures began with obtaining the necessary permissions and approvals. Utilization permits for the scales were acquired via email, and ethics committee approval from Gaziantep University was taken. With these permissions in place, parent consent forms were distributed to students, who then completed a personal information form and answered the motivation and justice scales. The quantitative data collection was conducted over approximately one and a half

months with 337 secondary school students of various grades and genders. Following this, qualitative data were gathered through semi-structured interviews with ten students. The researcher obtained consent for these interviews and for recording their voices. Each interview lasted about 10 to 15 minutes and was conducted in a separate classroom.

4.3.5 Data analysis

For data analysis, the Statistical Package for Social Sciences (SPSS) version 21 was used to evaluate the quantitative data. This involved calculating means, percentages, standard deviations, and frequencies. Normality tests, including Kolmogorov-Smirnov and Shapiro-Wilk, indicated that the data were normally distributed, and further analysis with Skewness and Kurtosis tests confirmed the normality of the distribution.

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.

5.FINDINGS

5.1.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.

5.1.2. Results related to Perception of Justice in Classroom Management

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 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 values for all subcategories indicate students mostly agree that(4= agree) their English language teachers behave fairly while interacting with them, take fair decisions while implementing the procedure of the lesson, reward fairly equivalent to the work they put forth, assess fairly regarding grades, prizes, compliments and instruments.

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		

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 ($p=.20>0.05$).

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

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			

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. 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; 5th grade students' perception of rewarding justice is higher than 6th grade students' perception, 7th grade students' perception of procedural justice is higher than 6th grade students' perception, 7th grade students' perception of distributive justice is higher than 6th grade students' perception.

5.1.3 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 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

According to the results, the total mean value for the self-confidence 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 attitude 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.	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.	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.	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.	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 *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	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.

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 ($p=.31>0.05$). It was concluded that the gender variable did not make a significant difference in the students' perception of self-confidence ($p=.12>0.05$), attitude ($p=0.677>0.05$), individual use ($p=0.426>0.05$).

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

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.

5.1.4 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.

		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.

5.2 The Results of Interviews

As for the data obtained from the focus-group 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."

Most of the students agree that their teacher treat them fairly regardless of their success in lesson. In parallel with, some students said that "My teacher does not classify us as lazy or hardworking.

7 of the students stated that their teachers grade them fairly. 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 classes, but he gets the same grade as us and passes the class. This situation bothers me, I think it's not fair."

When it comes to rewarding justice, 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.

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.

6. DISCUSSION

6.1 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.

6.2 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.

6.3 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.

6.4 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.

6.5 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.".

7. 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.

REFERENCES

- Adams, J. S. (1963). Wage inequities, productivity, and work quality. *Industrial Relations*, 3, 9–10.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkovitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 267–299).
- Balcı, A. (2005). *Sosyal bilimlerde araştırma yöntem teknik ve ilkeleri*. Pegem Yayıncılık.
- Bernard, J. (2010). *Motivation in foreign language learning: The relationship between classroom activities, motivation, and outcomes in a university language-learning environment* [Yayımlanmamış tez, Carnegie Mellon University].
- Berti, C., Mameli, C., Speltini, G., & Molinari, L. (2016). Teacher justice and parent support as predictors of learning motivation and visions of a just world. *Issues in Educational Research*, 26(4), 543–560.
- Bies, R. J., & Moag, J. S. (1986). Interactional justice: Communications criteria of fairness. In R. J. Lewicki, B. H. Sheppard, & M. H. Bazerman (Eds.), *Research on negotiation in organizations* (Vol. 1, pp. 43–55).
- Byrne, Z. S., & Cropanzano, R. (2001). The history of organizational justice: The founders speak. *Justice in the Workplace: From Theory to Practice*, 2(1), 3–26.
- Chory-Assad, R. M. (2002). Classroom justice: Perceptions of fairness as a predictor of student motivation, learning, and aggression. *Communication Quarterly*, 50(1), 58–77.
- Chory, R. M., Horan, S. M., & Houser, M. L. (2017). Justice in the higher education classroom: Students' perceptions of unfairness and responses to instructors. *Innovative Higher Education*, 42(4), 321–336.
- Chory-Assad, R. M., & Paulsel, M. L. (2004). Antisocial classroom communication: Instructor influence and interactional justice as predictors of student aggression. *Communication Quarterly*, 52(2), 98–114.
- Clemmer, E. C., & Schneider, B. (1996). Fair service. In T. A. Swartz, D. E. Bowen, & S. W. Brown (Eds.), *Advances in services marketing and management* (Vol. 5, pp. 109–126).

- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Pearson Publishing.
- Cropanzano, R., Ambrose, M. L., Greenberg, J., & Cropanzano, R. (2001). Procedural and distributive justice are more similar than you think: A monistic perspective and a research agenda. *Advances in Organizational Justice*, 119(151), 351–360.
- Çeçen, A. (1993). *Adalet kavramı* (2. baskı). Gündoğan Yayınları.
- Çelikkaya, T. (2008). *Justice in the school practices: 6th and 7th grade students' perceptions of their school experiences* [Yayımlanmamış yüksek lisans tezi, Middle East Technical University].
- Dalbert, C., & Stoeber, J. (2006). The personal belief in a just world and domain-specific beliefs about justice at school and in the family: A longitudinal study with adolescents. *International Journal of Behavioral Development*, 30(3), 200–207.
- Deutsch, M. (1985). *Distributive justice: A social-psychological perspective*. Yale University Press.
- Deci, E. L., & Ryan, R. M. (1985). Conceptualizations of intrinsic motivation and self-determination. In *Intrinsic motivation and self-determination in human behavior*. Springer.
- Doğan, H. (2002). İşgörenlerin adalet algılamalarında örgüt içi iletişim ve işlemsel bilgilendirmenin rolü. *Ege Akademik Bakış*, 2(2), 71–78.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284.
- Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identities and the L2 self*. Multilingual Matters.
- Emerson, R. M. (1987). Social exchange theory. *Annual Review of Sociology*, 2, 335–362.
- Estaji, M., & Zhaleh, K. (2021). Exploring Iranian teachers' perceptions of classroom justice and its dimensions in EFL instructional contexts. *Language Related Research*, 12(3), 273–308.
- Fischer, R. (2004). Rewarding employee loyalty: An organizational justice approach. *International Journal of Organizational Behavior*, 8(3), 486–503.
- Folger, R., & Cropanzano, R. (1998). *Organizational justice and human resource management*. Sage Publications.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Newbury House.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes*

and motivation. Edward Arnold.

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2003). *Organizational behavior: Developing*. McGraw-Hill Education.

Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review*, 12, 9–22.

Kazemi, A. (2016). Examining the interplay of justice perceptions, motivation, and school achievement among secondary school students. *Social Justice Research*, 29(1), 103–118.

Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (pp. 383–434). Erlbaum.

Mameli, C., Biolcati, R., Passini, S., & Mancini, G. (2018). School context and subjective distress: The influence of teacher justice and school-specific well-being on adolescents' psychological health. *School Psychology International*, 39(5), 526–542.

Mehdiyev, E., Uğurlu, C. T., & Usta, H. G. (2017). Validity and reliability study: Motivation scale in English language teaching. *The Journal of Academic Social Science Studies*, 54, 21–37.

Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.

McFarlin, D. B., & Sweeney, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, 35(3), 626–637.

Nural, B. (2015). *Lise öğrencilerinin sınıf yönetimine ilişkin adalet algıları* [Yayımlanmamış yüksek lisans tezi, Sakarya Üniversitesi].

Paulsel, M. L., Chory-Assad, R. M., & Dunleavy, K. N. (2005). The relationship between student perceptions of instructor power and classroom justice. *Communication Research Reports*, 22(3), 207–215.

Polat, S. (2007). *Ortaöğretim öğretmenlerinin örgütsel adalet algıları, örgütsel güven düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki* [Yayımlanmamış doktora tezi, Kocaeli Üniversitesi].

Rodriguez, C. (2012). *High school students' perceptions of distributive, procedural, and interactional justice: An exploratory study of justice with correlates of counterproductive and withdrawal behaviors* [Yayımlanmamış doktora tezi, California State University, Fresno].

- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson.
- Taylan, H. (2017). *The language learning motivation of university-level students regarding the L2 motivational self system at a Turkish university context* [Yayımlanmamış doktora tezi, University of Exeter].
- Terzi, A. R. (2002). Sınıf yönetimi açısından etkili öğretmen davranışları.
- Zhaleh, K., Estaji, M., & Berti, C. (2022). Conceptualizing classroom justice in second/foreign language education: Past, present, & future directions of research & practice. *Critical Applied Linguistics Studies*, 1(1), 32–49.

“COPE-Dergi Editörleri İçin Davranış Kuralları ve En İyi Uygulama İlkeleri” beyanları:

Etik Kurul Belgesi:	Bu çalışma için etik kurul onayı gerekmemektedir.
Çıkar Çatışması Beyanı:	Bu makalenin araştırması, yazarlığı veya yayınlanmasıyla ilgili olarak yazar/ların potansiyel bir çıkar çatışması yoktur.
Finansal Destek:	Bu çalışmanın araştırma ve yazım aşamasında herhangi kişi/kurum veya kuruluşlar tarafından finansal destek alınmadığı bildirilmiştir.
Katkı Oranı Beyanı:	%50-%50
Destek ve Teşekkür Beyanı:	
Sorumlu Yazar:	Ali YALÇIN
Çifte Kör Hakem Değerlendirmesi:	Dış-bağımsız
<i>The following statements are made in the framework of “COPE-Code of Conduct and Best Practices Guidelines for Journal Editors”:</i>	
Ethics Committee Approval:	Ethics committee approval is not required for this article.
Declaration of Conflicting Interests:	No conflicts of interest were reported for this article.
Financial Support:	It has been reported that this study did not receive financial support from any person/institution or organization during the research and writing phase.
Author Contributions:	%50-%50
Statement of Support and Acknowledgment:	
Corresponding Author:	Ali YALÇIN
Double-Blind Peer Review:	External-independent