



THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT JUSTICE AND SCHOOL ENGAGEMENT FROM THE PERSPECTIVE OF UNIVERSITY STUDENTS

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Abstract

Education continues to be an area that is likely to completely affect the future of humanity. Countries are trying to raise the level of education and increase the quality of the education provided as much as possible. To ensure that the quality of education is improved, many studies look from the perspectives of educators and officials who determine education policies. This study examines teachers' classroom management and approaches to justice in the classroom through the eyes of students. This study aims to shed light on the relationship between educators' justice in classroom management and students' school engagement based on the perceptions of university students. The study is based on a correlational design that examines the relationship between variables. It was conducted with 283 students at Şırnak University. The sample was determined randomly. The data were collected via the "Perception of Justice in Classroom Management" scale and the "School Engagement of University Students" scale. As a result, there was a moderately positive and significant relationship between the perception of justice in classroom management and school engagement. Besides, as a result of the regression analysis, it was revealed that the perception of the educators towards justice in classroom management predicted students' school engagement. It was observed that 19% of students' school engagement was explained by educators' perceptions of justice in classroom management.

Keywords: *classroom management, correlation, perception of justice, school engagement, university students*

Introduction

Justice is one of the issues that is quite common and demanded to a great extent by human beings. Justice is on some occasions represented as equality, the most appropriate decision for a particular case, or affirmative action for disadvantaged individuals. The term justice is defined variously in different cases (Özgenel & Bozkurt, 2019). The conceptual and lexical meaning of justice is "to ensure that every single person uses the rights owned by the law, comply with the right and the law, look after one's rights" (Türk Dil Kurumu [TDK], 2022). As it can be understood from this definition, justice stipulates that every individual acquires his/her right or complies with the law. Since classrooms are settings in which collective education is provided as part of educational organizations, it is essential to protect the right and ensure justice there. Accordingly, teachers, the head of classrooms, are expected to respect the rights of students, protect their law, and refrain from discrimination and injustice. Students carefully monitor

their teachers' behaviour in the classroom and evaluate whether they provide justice or not. Educational organizations should be handled much more separately from other organizations as their mission is to prepare future generations for life (Küçükçene & Aydoğan, 2018). The fairness of teachers in classroom management may affect students in different ways, one of which is school engagement. Considering the different positive effects of school engagement, in particular student achievement, it is important and necessary to examine the relationship between justice in classroom management and school engagement (Salmela-Aro et al., 2009). In addition, it is very important for the teacher, who is seen as a role model in the classroom, to ensure justice in classroom management, to protect the applicable rights and law as well as to increase success and help form the personality of the students.

Considering the subject of justice in classroom management in terms of its theoretical foundations, it is included in organizational justice. The literature on organizational justice reveals that it generally consists of three dimensions. These are distributive justice, interactional justice, and procedural justice (Folger, 1987; Greenberg & Colquitt, 2005; Meşe & Bayraktar, 2019; Özmen et al., 2007). Distributive justice refers to the fair distribution of the tangible and intangible assets of the organization among employees or service recipients (Foley et al., 2002; Koçak & Bostancı, 2019; Wu & Wang, 2008). Distributive justice occurs when employees or service recipients believe that the organization behaves fairly in the distribution between itself and other employees or service recipients. Interactional justice refers to the perceived fairness of the organization in the interpersonal treatment of its employees (Küçükçene & Aydoğan, 2018; Nural, 2015). A closer relationship with some employees or service recipients while building a more distant relationship with others is interpreted as a disruption of interactional justice. Procedural justice is defined as the fairness of work and procedures in decision-making and implementation processes in organizations (Altıntaş, 2007; Beugre, 2002; Cohen-Charash & Spector, 2001; Niehoff & Moorman, 1993). In order to ensure procedural justice, allocation procedures should be consistently applied across people and over time, ensure that the right decisions and behaviours are taken, be free from prejudice, provide opportunities to modify and reverse incorrect decisions, reflect the concerns of all subgroups and individuals, and be compatible with ethical behaviours and values in all cases (Leventhal et al., 1980). This study takes into account justice in educational organizations and more importantly in classroom management, which makes it different from other studies that focus on general organizational justice since the structure of a classroom is different from the general structure of an organization. Classrooms are not environments where the teacher is the employer, and the students are employees. Considering this difference, reward allocation has been added to the other dimensions of organizational justice in ensuring justice in classroom management.

In classroom management, the teacher is expected to treat students fairly in all aspects (Gökalp, 2021) as all other behaviours of the teacher will be considered suspicious in the eyes of the students if s/he exhibits unfair behaviour witnessed by students (Gündüz, 2004). As a requirement of their pedagogical expertise, teachers use rewards as positive reinforcement to motivate their students or increase their positive behaviours. Reward allocation requires that teachers not discriminate between students or equivalent work when awarding (Cummings, 2000).

Organizational justice, on the other hand, is generally examined in terms of the legal texts of organizations and the behaviour of managers toward employees (Devonish & Greenidge, 2010). The difference between this study and other studies in the literature related to organizational justice is that it focuses on educational organizations as educational organizations are service organizations consisting of teachers and students, unlike commercial organizations consisting of workers and employers. Another different aspect is that the pedagogical reward dimension, which is specific to educational organizations, is also examined within the scope of justice in classroom management.

The fair behaviour of the managers or the perceived justice of the employees towards the managers is associated with organizational citizenship behaviour, trust, commitment, motivation, performance, job satisfaction, leader-member interaction, productivity, burnout, decision making, leadership, conflict, and stress (Giderler Atalay, 2015). Studies have shown that being fair in management has positive consequences for the organization. In the study conducted by Akyol (2013), justice in management increases both the performance of the employees and organizational commitment. Justice in management increases employees' trust in and commitment to the organization as well as productivity in their work (Nural, 2015). However, there is no study found to examine the relationship between university-level students' perceptions of academic staff's justice in classroom management justice and school engagement.

It is thought that the success of students in educational organizations and their successful acquisition of academic and theoretical knowledge and applications for their profession in the future may be associated with school engagement. Studies have shown that individuals are more successful in organizations where they feel connected and with which they identify (Fredericks et al., 2004; Ryan & Patrick, 2001; Willms, 2003). Organizational commitment is defined as one's sense of belonging to and identification with an organization, and voluntary participation in all kinds of activities of that organization (Çelik & Üstüner, 2020; Meyer & Allen, 1996; Joolideh & Yeshodhara, 2009). It is suggested that individuals with low organizational commitment experience alienation from the organization, causing problems in reaching the goals of the organization (Çelik, 2020). When considered specifically in terms of educational organizations, there are some differences as a student is not a service provider but a service recipient. In addition, a student does not receive a fee at school as the only reason for attending school is to receive an education. Therefore, the student's relationship with the school is more liberal than that of the employees.

School engagement occurs when they see themselves as a member of the school feel happy to be a part of that school, identify with the school, and voluntarily work for the school although they do not have any financial gain (Finn & Voekl, 1993; Fredricks et al., 2004). Another definition highlights that student engagement occurs if s/he loves school, builds good friendships at school, feels like a part of the school, and is willing to comply with the rules of school (Libbey, 2004). One may notice that students possessing school engagement wear clothes that bear various symbols showing a sense of belonging to the school, and also carry the tools that bear the school's logo and coat of arms and want to participate in all kinds of school activities. In addition, they avoid dropouts, participate in school activities at a high level, and are successful with high scores in their classes (Karababa et al., 2018). School engagement has been investigated in line with various dimensions, taking into account these behaviours of students.

Students' school engagement is categorized by Fredrics et al. (2004) in three dimensions: cognitive engagement, emotional engagement, and behavioural engagement. A student's cognitive engagement can be expressed as an effort to understand what is being taught (Fredricks et al., 2004). The student's emotional engagement includes emotional reactions such as interest, boredom, happiness, and sadness in the learning environment and attitudes towards school, teachers, and other students (Stipek, 2002). Behavioural engagement refers to observable behaviours such as following the learning process, attending the lesson, listening to the teacher, and making an effort for sports and club activities (Wang & Eccles, 2012). In the literature, there are studies on school engagement.

Most of the studies on school engagement focus on examining the relationship between school engagement and academic success. Some of the studies examining the engagement-achievement relationship revealed that school engagement increased success, while some suggested that there was no positive significant effect (Roorda et al., 2011). In some studies, it is reported that students with school engagement have good social adaptation after school and

have high levels of school attendance and success (Salmela-Aro et al., 2009). Apart from some results, some of the reasons for the student's school engagement have also been the subject of research, In the literature, it is reported that the school climate predicts the student's school engagement and the quality of school life as well as the social and sportive opportunities at school positively affect the student's school engagement (Argon & İsmetoğlu, 2016; Kalaycı & Özdemir, 2013; Özgenel et al., 2018; Tüzel İşeri & Yavuz Tabak, 2019). It is believed that another aspect of students' school engagement is the treatment they are subjected to at school. The behaviours of teachers at school, especially in the classroom, may affect the student's school engagement. For this purpose, this study examines the relationship between teachers' classroom management, students' perceived justice in classroom management, and students' school engagement. Another purpose of examining the issue of justice in classroom management has been to draw attention to the issue in terms of educational organizations and to create more demands for justice in terms of students who receive an education.

Hypotheses

The following hypotheses were tested in this study:

H1: Educators' justice in classroom management is moderate according to the perceptions of university students.

H2: University students have a high level of school engagement.

H3: There is a relationship between educators' justice in classroom management and student engagement according to the perceptions of university students. This relationship is positive and moderate.

H4: According to the perceptions of university students, educators' justice in classroom management predicts school engagement.

Research Methodology

General Background

It is assumed that educators' justice in classroom management is associated with students' school engagement. Thus, it seems appropriate to apply the correlational model to determine the relationship status of these two variables. This model is considered suitable for determining the relationships between two or more variables as well as the direction and size of the relationships (Cohen et al., 2000; Karasar, 2012). The type of research is relational. It examines the relationship between teachers' classroom management justice and students' commitment to school at university. The field application of the research was carried out in December 2021. The research was applied to the students at Şırnak University, regardless of the department they studied. It was applied to students who volunteered to participate in the research. Of the research scales filled out by the students, those that were completely filled and those that did not have a single option selected in all questions were processed. Before starting the research, ethical approval was obtained from the Ethics Committee of Şırnak University dated 03.11.2021 and numbered 2021/104. Ethics committee was assured that no private information would be collected, no private questions would be asked, the data obtained would not be used for other than scientific purposes and would not be disclosed to third parties or institutions, the study would be conducted with voluntary participants, and these rules would be followed throughout the research process.

Sample

The population of the research consists of 4074 students studying at Şırnak University. There was an attempt to reach as many students as possible. Çokluk, Şekercioğlu and Büyüköztürk (2014) stated that the sample size should be 200 or more for complex analyses in studies. In this study, the sample represents the population at 95 percent confidence level (Field, 2009). Students who volunteered to fill in the scales were included in the study. However, some forms were excluded as there were spaces left blank and only one degree of some forms was marked. 283 forms were included as the evaluation forms were filled out completely without uniformity. The gender and grade levels of the students included in the sample are given in Table 1.

Table 1
Demographic Characteristics of the Students Participating in the Sampling

Variables	Sub-dimensions	f	%
Gender	Male	151	53.4
	Female	132	46.6
Grade	1	75	26.5
	2	69	24.4
	3	71	25.1
	4	68	24.0

Measurement Tools

In this study, a form was created to collect data. The form consists of three parts. The first part is aimed at obtaining demographic information such as gender and grade level of university students. The second part includes the "Perception of Justice in Classroom Management" scale, which measures the fairness of educators in classroom management, and the third part includes the "School Engagement of University Students" scale, which measures students' school engagement. Both scales are of 5-point Likert type. The scale of perception of justice in classroom management is rated from Strongly Disagree (1) to Strongly Agree (5), and the scale of school engagement of university students is rated from Never (1) to Always (5). While evaluating the scores given to the scales, arithmetic means were taken as a basis. Ranges and corresponding statements are as follows: 1.00-1.80 "Very low", 1.81-2.60 "Low", 2.61-3.40 "Moderate", 3.41-4.20 "High", and 4.21-5.00 "Very high".

The perception of justice in classroom management scale used in the research was developed by Nural (2015) together with her thesis advisor for the thesis study. The scale consists of 16 items and is 4-dimensional. Dimensions of the scale are interactional justice (5 items), procedural justice (4 items), reward allocation (3 items), and distributive justice (4 items). In the analysis made for the development of the scale, the Cronbach Alpha reliability coefficient (α) was calculated as .85 by Nural (2015). The reliability coefficients of the dimensions of the scale were .76 for interactional justice, .72 for procedural justice, .72 for reward allocation, and .70 for distributive justice. The total variance obtained from the four factors was found to be 56%. In this study, reliability analysis was performed again on the scale and total variance was calculated. According to the analysis made for this study regarding the dimensions of the scale, reliability values were .74 for interactional justice, .73 for procedural justice, .71 for reward allocation, and .79 for distributive justice. The Cronbach Alpha reliability coefficient (α) for the

overall scale was found to be .83. According to this analysis, the total variance obtained from the four factors was 57%.

The scale of school engagement of university students, which was used to measure school engagement in the study, was developed by Gün et al. (2019). The scale consists of 15 items and is 3-dimensional. The dimensions of the scale are behavioural engagement (5 items), emotional engagement (5 items), and cognitive engagement (5 items). In the analysis made for the development of the scale, the Cronbach Alpha reliability coefficient (α) was calculated as .82 by Gün et al. (2019). The reliability coefficients of the dimensions of the scale were .66 for behavioural engagement, .68 for emotional engagement, and .78 for cognitive engagement. In this study, reliability analysis was performed on the scale again. According to the analysis made for this study regarding the dimensions of the scale, the reliability values were .68 for behavioural engagement, .70 for emotional engagement, and .75 for cognitive engagement. The Cronbach Alpha reliability coefficient (α) for the overall scale was found to be .81.

Data Analysis

Before starting the analysis, the normality test was applied to determine the distribution of the collected data. In the test, skewness and kurtosis values were examined to find out that these values ranged between +1 and -1. Since these values showed that the collected data were normally distributed, the analysis was continued. Then, the frequency and percentage values belonging to the genders of the university students participating in the research were calculated. After the gender distribution was determined, the arithmetic means of the scores given by the students to the scales including the perception of justice in classroom management and school engagement of university students, standard deviation values and the highest and lowest values in the scores were calculated. The scales were examined based on these mean scores. After interpreting the mean scores, these two variables were subjected to correlation analysis to examine the relationship between them. After the relationship analysis, regression analysis was conducted to determine whether university students' perceptions of the fairness of university instructors in classroom management predict university students' school engagement.

Research Results

The arithmetic means and standard deviation and standard error values of the data collected to measure the university students' perceptions of the fairness of university instructors in classroom management and their school engagement are given in Table 2.

Table 2
Arithmetic Mean and Standard Deviation and Standard Error Values Regarding Perceptions of Justice in Classroom Management and School Engagement

Variables	Min	Max	\bar{X}	SE	SD
Interactional Justice	1.00	5.00	3.72	.06	.75
Procedural Justice	1.00	5.00	3.83	.06	.79
Reward Allocation	1.00	5.00	3.80	.06	.73
Distributive Justice	1.00	5.00	3.81	.06	.81
Justice in Classroom Management	1.00	5.00	3.79	.05	.51
Behavioural Engagement	1.60	5.00	4.11	.04	.64
Emotional Engagement	1.00	5.00	4.06	.06	.67
Cognitive Engagement	1.80	5.00	4.22	.04	.71
School Engagement	1.73	5.00	4.13	.04	.52

As it can be understood from the findings given in Table 2, according to the opinions of university students, the total mean score of the educators' justice in classroom management is 3.79, which indicates a partially high level as it ranges between 3.40 and 4.20. Considering the sub-dimensions of justice in classroom management, one may notice that the mean scores of the dimensions including interactional justice, procedural justice, reward allocation, and distributive justice range between 3.40 and 4.20, indicating that the perception of the sub-dimensions regarding justice in classroom management is also partially high. Although the values are not very different from each other, the highest score was given to the procedural justice dimension while the lowest score was given to the interactional justice dimension. This finding did not confirm H1 hypothesis. Unlike the statement of the authors reporting that according to the opinions of the university students, the perceptions of educators' justice in classroom management are at a moderate level, the findings have shown that they are at a partially high level.

Considering the findings in Table 2 in terms of university students' school engagement, the students' mean score was 4.13 points for school engagement, which indicates that the score is "partially high". As regards the dimensions of university students' school engagement, the mean scores of behavioural and emotional engagement also range between 3.40 and 4.20. These values also show that students' behavioural and emotional engagement is partially high. The mean score of cognitive engagement, on the other hand, is 4.22, indicating that students are cognitively committed to school at a high level. Although the mean values are quite close to each other, university students gave the highest score to the cognitive engagement dimension and the lowest score to the emotional engagement dimension. This finding did not confirm H2 hypothesis overall. While the researchers stated that university students have a high level of school engagement, the findings show that it is at a partially high level in the general total. H2 hypothesis was confirmed only in the cognitive engagement dimension.

The data showing the correlation between educators' justice in classroom management and school engagement according to the perceptions of the university students are shown in Table 3.

Table 3
Correlation between the Perception of Educators' Justice in Classroom Management and School Engagement

Variables	1	2	3	4	5	6	7	8	9
1. Interactional Justice	1								
2. Procedural Justice	.64**	1							
3. Reward Allocation	.65**	.74**	1						
4. Distributive Justice	.69**	.89**	.74**	1					
5. Justice in Classroom Management	.89**	.86**	.85**	.85**	1				
6. Behavioural Engagement	.52**	.50**	.53**	.52**	.57**	1			
7. Emotional Engagement	.53**	.45**	.51**	.48**	.57**	.73**	1		
8. Cognitive Engagement	.57**	.63**	.65**	.67**	.68**	.75**	.71**	1	
9. School Engagement	.50**	.46**	.52**	.50**	.57**	.78**	.83**	.78**	1

** $p < .01$ Correlation is significant at the level of .01.

Correlation analysis is performed when the relationship between two variables is examined. In the correlation analysis, the relationship between the variables is explained with values between .00 and 1.00. The closer the obtained values are to .00, the weaker the relationship between the variables. The closer the values are to 1.00, the higher the correlation level of the variables with each other. Büyüköztürk (2006) states that if these values are below .30, there is a weak correlation between the variables, between .30-.70 there is a moderate correlation, and if they are above .70, there is a high level of correlation between the variables. The correlation matrix in Table 3 shows that there is a moderate and positive correlation between university students' perception of total justice in classroom management and their school engagement mean score (.57**). The analysis of the sub-dimensions reveals that all sub-dimensions of the perception of justice in classroom management have a moderate, positive, and significant correlation with the sub-dimensions of school engagement and school engagement. This finding shows that H3 hypothesis is correct and confirmed.

Regression analysis was conducted to understand whether the perceptions of university students towards justice in classroom management predict school engagement. Table 4 shows the results of the analysis.

Table 4
Regression Analysis That Indicates That the Perceptions of University Students towards Justice in Classroom Management Predict School Engagement

Variables	B	SE	β	t	p	R ²	Adjusted R ²	Adjusted R-squared
Fixed	2.327	.118		19.671	.0001			
Interactional Justice	.095	.046	.157	2.078	.039			
Procedural Justice	.277	.032	.462	8.728	.0001			
Reward Allocation	.138	.047	.236	2.973	.003			
Distributive Justice	.126	.045	.205	2.823	.005	.23	.21	.19
Fixed	2,340	,118		19,868	.0001			
Justice in Classroom Management	.399	.034	.572	11.697	.0001			

Dependent Variable: School Engagement $F(1,282) = 13.578$ *; $p < .01$

The regression analysis data in Table 4 show that the standardized coefficients in the sum of justice in classroom management indicate $\beta = .57$; $t = 11,697$; $p < .01$. These standard values show that university students' perceptions of academic staff's justice in classroom management positively and significantly predict students' school engagement ($p < .01$). Looking at the adjusted R² to understand how much of the students' school engagement is explained by the perceptions of academic staff's justice in classroom management, one may observe that this rate is approximately 19% (Adjusted R² = .19).

Discussion

This research was conducted to determine the relationship between university students' perceptions of academic staff's justice in classroom management and their school engagement. In the study, first of all, the perception levels of the university students towards classroom management and their school engagement levels were determined. In the analysis conducted via the arithmetic means of the responses of the university students to the quantitative scale, the students reported that the fairness of the academic staff in classroom management was generally high, which indicates somewhere between intermediate and high and the fourth level on a five-point Likert scale. The studies on the classroom management levels of the instructors in the literature reveal that the results are generally similar to each other, though some differences exist too. Özgenel and Bozkurt (2019) examined the classroom management levels of the students' teachers along with sub-dimensions in a study including high school students and concluded the students scored 3.37 for their teachers' interactional justice, 3.58 for procedural justice, 3.24 for reward allocation, and 3.30 for distributive justice. These values indicate that students find their teachers' procedural justice generally at a high level while finding the levels of other categories of justice at a moderate level. In the study conducted by Nural (2015), students evaluated their teachers' level of justice in classroom management and gave their teachers a score of 3.39 on a five-point Likert scale, which indicates a moderate level based on the evaluation criteria of this study. However, it is very close to the "generally high level" shown in this study. If the mean value was 3.40, it would generally be considered high. The result of the study by Nural (2015) is compatible with the first hypothesis of this study and very close to the result obtained in this study. Considering these studies in the literature, it was thought in this study that the perceptions of academic staff's justice in classroom management would be at a moderate level, and thus, Hypothesis 1 had been developed. However, as a result of the research, it was observed that the

perceptions of the university students about academic staff's justice in classroom management were generally at a high level. The partial difference that occurred in this study from the result of other studies in the literature may be associated with the education level. Studies by Özgenel and Bozkurt (2019) and Nural (2015) focused on the high school level while this study was based on the university level.

The level of school engagement of university students was also examined as a variable. According to the results, university students' school engagement was generally at a high level. This result overlaps or contradicts some results from the literature. In the study conducted by Koç (2021), the relationship between students' school engagement and school climate was examined and students' school engagement was measured with sub-dimensions, and the study discovered that emotional and cognitive engagement was generally high while behavioural engagement was high. In the study conducted by Pehlivan and Özgenel (2020), the correlation between school climate, school engagement, and academic achievement was examined and students' school engagement was generally found to be high. However, the relevant study differs from this study in that it focused on secondary education institutions. It is suggested that one reason for this difference in the results may stem from the difference in terms of education level. In the study conducted by Açalın and Özgenel (2021), the school engagement of secondary and high school students was compared. As a result of the study, while secondary school students' school engagement was high, high school students' school engagement was moderate. One may notice that different results have been observed in studies conducted in the literature. However, in this study, a hypothesis was developed considering that university students' school engagement would be at a high level. It is suggested that the level of school engagement will be high because university students choose the schools of their own will and the university, they graduated from, is a huge factor for them throughout their future life. However, the result obtained was somewhere between high and moderate.

The results confirmed the hypothesis specifying that "There is a relationship between educators' justice in classroom management and student engagement according to the perceptions of university students. This relationship is positive and moderate". The literature review indicates that there is a positive relationship between the understanding of the teacher in classroom management and school engagement. Kırbaç (2019) reported a moderate relationship in teachers' understanding of classroom management in terms of all three sub-dimensions of students' school engagement. While students' school engagement has a negative relationship with the understanding of authoritarian classroom management, a positive relationship is observed with the understanding of democratic classroom management. Özgenel and Bozkurt (2019), who examined the correlation between high school students' perceptions of justice in classroom management and their school engagement, reported a positive relationship between students' perceptions of teachers' fairness in classroom management and students' school engagement. Selvitopu and Şahin (2013) concluded that students' perceptions of teachers' fairness in classroom management were associated with students' school engagement. Both the results of other studies in the literature and the result of this study show that if students believe that their teachers are doing fair classroom management, their school engagement level also increases. Perceptions of justice are positively related to school engagement. A student who thinks that the teacher has a fair approach to managing the class is most likely to think that s/he will not face injustice in the teacher's practices in the classroom, in relationships with her/his peers, in the application of school rules to all students, and the evaluation of the academic success of the students. The more the student is valued, the more committed s/he will be to school.

One of the research subjects was based on the investigation into whether university students' perceptions of academic staff's classroom management predict their school engagement or not. The results highlighted that the perceptions of the university students towards academic

staff's justice in classroom management predicted the students' school engagement. In the analysis, classroom management predicted school engagement both in total scores and all four sub-dimensions. The literature reveals some similar results. Özgenel and Bozkurt (2019) reported that while interactional justice and procedural justice dimensions predicted school engagement, reward allocation, and distributive justice dimensions did not predict school engagement. When compared with the research conducted by Özgenel and Bozkurt (2019), it can be argued that the difference arises from the difference between the sample groups and the difference in the interpretation of the university students regarding the grade distribution and the awards given by the instructors. Besides, Kırbaç (2019) has investigated the way teachers' understanding of classroom management predicts students' school engagement and found that teachers' understanding of classroom management predicts students' school engagement. The results of this study are similar to the results of this study. Another study that shed light on whether justice in management predicts engagement was conducted by Selvitopu and Şahin (2013) in terms of organizational justice. It was concluded that all sub-dimensions of organizational justice (procedural, distributive, and interactional) predicted organizational commitment. Considering that the results of such studies in the literature are similar to the results of this research, the fair behaviour of the academic staff in classroom management affects school engagement.

Conclusions and Implications

At the beginning of this research conducted at a secondary education level, the students considered the classroom management justice of teachers to be moderate. According to the results of this research, university-level students generally evaluated the classroom management justice of the instructors at a high level. This result is considered important as it is thought that students will make more rational assessments as their age increases and their education level rises. However, it should not be forgotten that students do not evaluate teachers' classroom management justice at a very high level. One of the results of the research is that university students generally have a high level of school engagement. It is thought that university students will have a high level of commitment to their schools because they choose their schools and the university, they graduate from, will affect them throughout their next life. However, the result obtained was between high level and medium level. This is possibly because the students do not willingly choose their department or get disappointed after enrolment. This result is considered important. The reasons can be investigated with more detailed studies.

Another result of this study is that the teachers' management of the classroom with justice increases students' commitment to the school. There is a positive correlation between students' perceptions of justice and their school engagement. There will be an increase in school engagement of students who believe that no injustice will be done to the teacher in the relationship with the students, in the equal application of the school rules to all students, and in the evaluation of the academic success of the students. It is very important for students to be happy where they are and to be connected to their school for their success. In this study, it was also concluded that the teacher's fairness in classroom management predicts student's school engagement. Studies in the literature show that school engagement increases both the climate in the school and the school success of the students (Koç 2021; Pehlivan ve Özgenel, 2020). Therefore, increasing student's school engagement is very important both for the school and for the student. One of the ways to increase student's school engagement (and therefore its success) is to ensure that the teacher provides justice in classroom management.

This research is different from other studies in terms of evaluating university students' own school engagement and faculty members' classroom management justice. The fact that the universe, sample, and subject of the research have not been discussed in the literature so far makes the results of the research special. Another unique aspect of the research is the

evaluation of the classroom management justice of the lecturers and the school engagement of the university students by the students themselves. When we look at the result obtained, the fact that it differs from the evaluations of high school and secondary school students shows this situation.

Educational organizations need to attach more importance to student satisfaction and loyalty than ever before in the 21st century. It is also very important for students to self-evaluate the variables that correlate with organizational commitment, satisfaction, and commitment. These aspects that make the research different and special can be evaluated by international researchers and it can be examined whether the research results are a global/general approach by reconsidering the subject with different samples in different parts of the world.

Recommendations for Educators

Although teachers' justice in classroom management is at a moderate level in a vast majority of studies in the literature, it was found to be generally high in this study. However, it is recommended that this level be increased more with enhanced attention to such values. In this study, students' school engagement was generally high in terms of emotional and behavioural engagement and high in terms of cognitive engagement. It is recommended that studies be conducted to increase students' emotional and behavioural engagement. Since there is a positive relationship between the perceptions of justice in classroom management and school engagement, the increase in the perception of justice is likely to increase school engagement as well.

Recommendations for Researchers

New samples, different times, and contexts should be included in research on the relationship between university students' perceptions of academic staff's justice in classroom management and school engagement, the effects of these variables on each other, and their prediction of each other. Being in mind that the quantitative method was used in this study, different types of quantitative methods and qualitative methods can be used in different studies.

Ethics Committee Permission Information: Since data were collected from university students using quantitative scales for this study, ethics committee approval was required. An application was made to Şırnak University Ethics Committee for permission. Şırnak University Ethics Committee Presidency has informed us that the research is ethically appropriate with the letter dated 03.11.2021 and numbered 2021/104.

Note

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Declaration of Interest

Authors declare no competing interest.

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