

Masoomeh Estaji*
Kiyana Zhaleh*

Teachers' Perceptions, Experiences, and Challenges of Incorporating Justice in English as a Foreign Language Classrooms

Abstract: The present qualitative study sought to unravel English as a foreign language (EFL) teachers' perceptions and experiences of classroom justice and injustice. By employing purposive sampling, 31 EFL teachers in Iran were targeted to respond to an open-ended questionnaire. Subsequently, five of them took part in a follow-up, semi-structured interview. All data analyses were conducted via MAXQDA software. The main findings of the study were as follows; (1) The procedural, interactional, and distributive justice dimensions emerged in the teachers' accounts of justice and injustice; (2) classroom justice was highlighted more saliently in teachers' accounts than classroom injustice; (3) the teachers mainly had positive evaluations of their justice practices; and (4) they regarded educational and institutional factors, student-related factors, and teacher-related factors as the three major sources of challenges faced by EFL teachers when enacting classroom justice. It is hoped that by unraveling and reflecting on their justice and injustice behaviors, EFL teachers be prompted to go for their instructional justice betterment and more skillfully handle daily challenges that they face when trying to act fairly in the classroom.

Keywords: *classroom justice enactment, classroom injustice behavior, distributive justice, EFL teachers, interactional justice, procedural justice*

INTRODUCTION

Justice and fairness are among the core values of any healthy society as individuals can live to the best of their abilities only if they receive equal and fair treatment (Killen, 2018). As a microcosm in society, the education system also rests on the primary principles of justice, and instilling justice into each aspect of education can result in an improvement of both the students' and teachers' beliefs, outcomes, and reactions (Sabbagh & Resh, 2016). As maintained by Sabbagh and Resh (2014), the responsibility of ensuring justice in the classroom is mainly on the teachers' shoulders. In the instructional context, restricted outcomes and resources such as teacher affect, attention, and feedback have to be distributed among students (Sabbagh et al., 2006), and for doing so, classroom rules and procedures need to be enacted, and the students and teacher need to engage in classroom interactions (Ehrhardt-Madapathi et al., 2018). Students make perceptions and judgments regarding the extent of fairness of these distributions and interactions (Estaji & Zhaleh, 2021) because one of their main concerns is to receive fair treatment on the part of their instructors (Mameli et al., 2018).

Experiencing justice is even more vital for students in English as a Foreign Language (EFL) context as its teaching and learning effectiveness mainly rests on the positive teacher-student interactions and rapport, teachers' fair distribution of cognitive, emotional, behavioral, and affective resources among students, and quality communication between the key classroom actors (Pishghadam et al., 2019). In this context, teachers' just behavior facilitates creating a bond of trust between the students and teacher and incites students to act justly themselves (Dalbert, 2013). However, teachers' unfairness negatively influences the students' perceptions of their instructor and brings about students' experience of unfavorable behavioral and affective reactions and responses such as anger, inaction, embarrassment, stress, disengagement, dissent, negative attitudes toward the teacher and education, and verbal aggressiveness (Chory et al., 2017; Rasooli et al., 2019). Therefore, teachers are responsible for not only communicating content and pedagogical knowledge but also promoting the students' cognitive and affective development and assisting them to integrate into the education system by treating them in a fair manner (Ehrhardt-Madapathi et al., 2018).

* Department of English Language and Literature, Allameh Tabataba'i University, Tehran, Iran

Instruction and learning do not happen in a vacuum, and there is a bundle of internal and external forces affecting every dimension of instructors' professional practices (Kitchen, 2020). Sometimes, these forces can even act like barriers hindering the teachers' enactment of justice in their classroom behavior despite their personal eagerness to be a just teacher. Accordingly, it is crucial that besides teachers' being attuned to their students' need for just treatment; they also become aware of the potential barriers to instructors' fairness in the particular education context they are involved in and develop strategies to skillfully navigate such teacher justice challenges. To achieve this aim in the long term, teachers are required to first become informed of the concept of classroom justice and its direct effect on the students' outcomes, their classroom justice and injustice perceptions and experiences, and of challenges and barriers to incorporate classroom justice. This qualitative study contributes to this aim by unraveling the EFL teachers' perceptions and experiences of their just and unjust classroom behaviors as well as their potential challenges in incorporating classroom justice.

Social Psychology Theory of Justice

Justice has been originally conceptualized in the domains of political sciences, organizational behavior, and social sciences research in the form of social psychology theory of justice (Cohen-Charash & Spector, 2001). In the specific domain of organizational behavior, Greenberg (1987) described organizational justice in light of interpersonal, psychological, and social theories of fairness to study the behavior of those people involved in an organization. From this perspective, perceived organizational justice, composed of interactional, procedural, and distributive justice dimensions, pertains to how one evaluates organizational processes, interactions, and outcomes for their extent of fairness (Chory & Kingsley Westerman, 2009).

Each of the justice dimensions is realized through a number of distinct justice principles (Rasooli et al., 2018). Distributive justice was recognized as the first dimension of justice in early research and theories (Resh, 2010). It was defined as the individuals' perceptions of the degree of fairness in the allocation of resources and encompasses the three principles of *equality* (i.e., allocating resources equally among all), *need* (i.e., allocating resources considering individuals' special needs and idiosyncrasies), and *equity* (i.e., allocating resources considering individual's deservedness, accomplishment, and effort) (Adams, 1965; Deutsch, 1985; Sabbagh & Schmitt, 2016).

Later, researchers introduced the second dimension, namely procedural justice, referring to the degree of perceived fairness in decision-making procedures and processes. Procedural justice is actualized if processes and policies are evaluated to be based on the *reasonableness* (i.e., procedures are rational), *correctability* (i.e., procedures are modifiable), *ethicality* (i.e., procedures are established on ethical and moral standards), *accuracy* (i.e.,

procedures rest on exact and adequate information), *transparency* (i.e., procedures are implemented clearly), *bias suppression* (i.e., procedures are impartial), *consistency* (i.e., procedures are implemented consistently), and *voice* (i.e., all individuals' voices and opinions are reflected in the procedures) principles (Kazemi & Törnblom, 2008; Leventhal, 1980; Rasooli et al., 2019; Thibaut & Walker, 1975; Tyler & Lind 1992).

Finally, the third dimension, namely the interactional justice, is recognized as the most recent contribution to the justice literature, being associated with the extent of perceived fairness in the individuals' interpersonal relationships and imparting of information. Fair interpersonal relationships are actualized when the principles of *propriety* (i.e., acting with decorum), *respect* (i.e., behaving respectfully), and *caring* (i.e., being cared for) are perceived to be present. On the other hand, fair imparting of information happens when the principles of *justification/adequacy* (i.e., providing sufficient and rational explanations), *timeliness* (i.e., conveying information on time), and *truthfulness* (i.e., honest conveying of information) are perceived to be actualized (Bies & Moag, 1986; Colquitt, 2001; Greenberg, 1993; Rasooli et al., 2019).

Classroom Justice

Rather recently, the tenets of social psychology theory of justice have been extended to the educational context in the form of the classroom justice concept (Chory-Assad, 2002; Fitzgerald et al., 2014; Tyler, 1987), which resulted in an enlarging body of empirical investigations on the issue of justice in the instructional context during the last 20 years (Estaji & Zhaleh, 2021). In this respect, classroom justice has been defined as the teachers' or students' perceptions of the extent of fairness of the outcomes or processes in the classroom context (Chory-Assad & Paulsel, 2004). If a limited outcome (e.g., teacher affect, feedback, assistance, praise, or grade) is to be distributed among students, it relates to distributive justice. If a classroom procedure or policy (e.g., grading criteria, attendance policy, scheduling, or syllabus design) is applied, it is the issue of procedural justice. And if a teacher wants to engage in teacher-student interactions and impart information to students, this is the matter of interactional justice (Chory et al., 2014; Jasso et al., 2016; Vermunt & Steensma, 2016).

The teacher just behavior favorably impacts a wide range of students' outcomes as it can result in decreased behavioral problems (Ehrhardt-Madapathi et al., 2018), decreased disruptive classroom behaviors (Donat et al., 2014), decreased school refusal (Donat et al., 2018), improved agency (Grazia et al., 2020), enhanced academic engagement (Di Battista et al., 2014), positive behavioral and emotional responses (Chory et al., 2017), a satisfaction of psychological needs (Molinari & Marneli, 2018), good relationship with the instructor (Jiang et al., 2018), increased academic achievement and motivation (Kazemi, 2016), more affect toward the instructor, increased speaking enthusiasm (Kaufmann & Tatum, 2018), increased

course interest (Sonnleitner & Kovacs, 2020), and higher levels of well-being (Peter & Dalbert, 2010). On the other hand, despite students' desire for justice, they sometimes experience teacher injustice (Dalbert, 2011) which brings about negative emotional and behavioral responses such as disrespectful instructor-student interactions (Ehrhardt-Madapathi et al., 2018), student resistance, aggression (Chory-Assad & Paulsel, 2004; Chory et al., 2014), embarrassment, stress, disappointment, disengagement, inaction (Rasooli et al., 2019), anger, helplessness, dissent, and humiliation (Chory et al., 2017).

Examples of teachers' unjust treatment of students are accusing students of wrongdoing, singling students out, implying that a student is stupid, being rude or insensitive, making prejudiced/racist/sexist remarks, not following through, and instructor error (Chory et al., 2017; Horan et al., 2010). Whether a justice-related incident is perceived as fair or unfair by the teacher or student depends on the principle(s) of justice being enacted for that incident (Ehrhardt-Madapathi et al., 2018). However, reaching a thorough understanding of how justice principles are enacted and perceived in the classroom context still requires more empirical and qualitative explorations (Kazemi, 2016).

To unravel the teachers' or students' justice and injustice perceptions or experiences and how they might affect educational outcomes, only 11 studies to date have qualitatively explored the issue through employing open-ended questionnaire or interview instruments (Estaji & Zhaleh, 2021; Bempechat et al., 2013; Buttner, 2004; Čiuladienė & Račelytė, 2016; Chory et al., 2017; Horan et al., 2010; Houston & Bettencourt, 1999; Israelashvili, 1997; Lizzio & Wilson, 2008; Rasooli et al., 2019; Robbins & Jeffords, 2009). For instance, based on the analysis of data from 32 students in individual interviews and focus groups, Bempechat et al. (2013) uncovered a new dimension of justice, namely teachers' pedagogical competence, along with the procedural, distributive, and interactional justice dimensions. It was also revealed that the interview format influenced the nature and frequency of the students' justice and injustice accounts. In three other studies, Horan et al. (2010), Chory et al. (2017), and Rasooli et al. (2019) explored higher education students' experiences of justice or/and injustice and their behavioral and emotional responses to these experiences. They reported that (1) students experienced injustice within all the three dimensions of procedural, distributive, and interactional justice and within all the domains of learning, teaching, interactions, and assessment, and (2) students reported a wide range of emotional and behavioral reactions to their teachers' injustice, such as anger, powerlessness, stress, embarrassment, disengagement, and disappointment.

To follow this research trend, Estaji & Zhaleh, 2021 carried out a study to explore Iranian EFL in-service teachers' perceptions, self-evaluations, and experiences of classroom justice in an English Language Teaching (ELT) context. In this respect, resting their theoretical framework on classroom justice domains, principles, and dimensions,

Estaji & Zhaleh, 2021) unraveled the perceptions that a group of Iranian EFL teachers held toward the three dimensions of classroom justice in the education system in which they were engaged. The major findings of their content and thematic analyses of the data were as follows: (1) The majority of the teachers accentuated the importance of classroom justice for effective performance of English teachers; (2) In line with the Western conceptualization of the justice theory, the three main dimensions of interactional, procedural, and distributive justice were identified in the teachers' personal definitions of classroom justice; and (3) In tune with the previous theoretical and empirical findings, the teachers conceptualized interactional, procedural, and distributive justice dimensions concerning their unique principles within all the four domains of classroom interactions, assessment, instruction, and learning as well as the wide range of their sub-domains (e.g., grading, homework, attendance policy, teacher affect and attention, participation opportunities, teacher assistance, access to class resources, curriculum, interpersonal relationships, teacher treatment of students, and availability).

Purpose of the study

Despite the growing trend of research in the last decade on the social psychology theory of justice in the instructional context, the following lacunas are still evident in the literature. To start with, most of the studies in this area have focused on the students' perceptions of justice to the disregard of the teachers' (Rasooli et al., 2018). There is a shortage of studies that attend to the teachers' perceptions and experiences of both teacher classroom justice and injustice behaviors. Next, no study has focused on the challenges that EFL teachers may face when trying to incorporate justice in their professional practice. Furthermore, only a limited number of studies have examined the issue of classroom justice and injustice in the Iranian context, and more specifically, this area of research is even more untouched in the ELT research domain (Estaji & Zhaleh, 2021). Moreover, most of the studies to date have utilized close-ended questionnaires to collect the students' or teachers' perceptions of (in)justice to the neglect of other potentially-useful data collection instruments (e.g., Argon & Kepekcioglu, 2016; Kaufmann & Tatum, 2018; Mameli et al., 2018).

The majority of the studies in the literature are also quantitative (e.g., Jiang et al., 2018; Kazemi, 2016; Molinari & Mameli, 2018), with a few studies employing a qualitative research methodology (e.g., Chory et al., 2017; Estaji & Zhaleh, 2021; Horan et al., 2010; Rasooli et al., 2019). Only a few studies have concurrently drawn on all classroom justice dimensions, principles, and domains in their theoretical framework and subsequent data analysis (e.g., Estaji & Zhaleh, 2021; Rasooli et al., 2019). Finally, there is a shortage of studies extending the Western social psychology theory of justice to Asian, African, Middle East, or other non-Western educational contexts. In an attempt to fill as many of the mentioned gaps in the classroom justice literature as possible, the present qualita-

tive study aims to explore Iranian EFL teachers' perceptions and enactment of their just and unjust behaviors and the potential challenges that exist when they try to incorporate justice in EFL classes by drawing on the Western social psychology theory of justice in the instructional context, involving the three main elements of classroom justice dimensions, principles, and domains. Following a qualitative research design, the present study attempted to find answers to the following research questions.

1. What are Iranian EFL teachers' perceptions and experiences of teacher classroom justice behaviors?
2. What perceptions and experiences do Iranian EFL teachers have of teacher classroom injustice behaviors?
3. How do Iranian EFL teachers evaluate themselves as just or unjust teachers?
4. What challenges or barriers do Iranian EFL teachers consider or/and have experienced when trying to be just in the classroom?

METHODOLOGY

Researchers' Positionality

According to Savin-Baden and Howell Major (2013), researcher positionality refers to "the position that the researcher has chosen to adopt within a given research study" (p. 71), having the potential to impact the collection, analysis, and interpretation of data in a study. In this respect, in the present study, the researchers, who are EFL instructors themselves, acknowledged that they had experienced and enacted classroom justice during their instructional practices and had lived the same context as the participants of this study. Therefore, they could understand the participants' perceptions and situation well. Nevertheless, to observe the trustworthiness principle (Nassaji, 2020), the researchers endeavored to put aside their biases, perceptions, and experiences of classroom justice when collecting, analyzing, and interpreting the research data.

Participants and Research Setting

This study was qualitative, seeking to deeply examine the perceptions and experiences that Iranian EFL teachers had of classroom justice, injustice, and challenges of incorporating justice in the instructional setting. While this study was limited to the EFL context of Iran, to ensure dependability and transferability of the findings—being respectively the counterparts of reliability and generalizability in quantitative research (Nassaji, 2020)—the data collection and analysis steps taken in this study were extensively described so that future researchers can reach the same results, interpretations, and conclusions when analyzing the present study data.

The sample involved in the current study included 31 Iranian English language instructors, working at private language institutions in different provinces of Iran. The participants were selected through purposive sampling as it is considered by Dörnyei (2007) the most suggested type of sampling, allowing the researchers to access information-rich participants. Accordingly, those teachers who

perceived themselves as being willing to participate in the study and having sufficient knowledge and expertise concerning the particular domain under consideration in the study were selected (Patton, 2015). Only English teachers working full-time or part-time at English language institutes in Iran were targeted to participate in the present study. Thus, English teachers working at public schools or as private tutors were excluded. Furthermore, as suggested by Merriam and Tisdell (2016), the participants were chosen based on maximum variation sampling to ensure gathering solid data which can potentially represent all EFL teachers in Iran and in turn, enhance the credibility of the obtained findings. Therefore, the participants were from different genders, age levels, teaching levels, teaching experience levels, educational levels, and geographical locations of Iran. Table 1 presents the full demographic information of the participants.

Table 1. Demographic information of the participants.

Demographic information	Participants (f)
Gender	
Female	20
Male	11
Age	
20-29	10
30-39	20
40-49	1
Educational level	
BA	5
MA	14
PhD	12
Geographical Locations (i.e., Provinces of Iran)	
Ardabil	1
Golestan	14
Isfahan	1
Guilan	1
Tehran	12
Khorasan Razavi	2
Years of teaching experience	
0-4	10
5-9	5
10-14	10
15-19	5
20-24	1
Teaching levels	
Beginner	11
Early intermediate	14
Intermediate	24
Advanced	18
Proficient	8
Children	7
Teenagers	19
Adults	24

Instruments

In this study, data collection was done by utilizing three instruments; namely, a demographic information questionnaire, an open-ended questionnaire, and a one-to-one follow-up interview. The rationale behind using open-ended items instead of close-ended ones was to allow the participants to provide a wide spectrum of possible responses as the nature of qualitative and exploratory studies demands, which facilitates subsequent coding and thematic analysis of the data (Brown, 2009). The items/prompts of the open-ended questionnaire and follow-up interview were prepared with the aim of evoking the teachers' perceptions and experiences of teachers' classroom justice behaviors, classroom injustice behaviors, and challenges of incorporating justice in the classroom. The researchers wrote the items (Appendix A) by drawing on the social psychology theory of justice in the instructional context.

To examine if these items meet the trustworthiness principle (Lincoln & Guba, 1985; Nassaji, 2020), they were checked by three university professors in the domain of teacher education. To this aim, the experts rated each item from 1 to 4 based on its clarity and relevance (i.e., regarding relevance: (1) *not relevant*; (2) *item requires some modification*; (3) *relevant but require some minor modification*; (4) *totally relevant*; and regarding clarity: (1) *unclear*; (2) *item require some modification*; (3) *clear but require minor modification*; (4) *totally clear*). In the end, the number of raters considering the item relevant or clear was divided by the total number of raters to calculate the content validity index (CVI). The item is clear or relevant, needs modification, and needs to be omitted if the CVI values are larger than .79, between .70 and .79, and smaller than .70, respectively (Rodrigues et al., 2017). Since the raters gave scores of 3 or 4 to all of the items, the content validity of each was 100%, meaning that they can be kept for use in this study.

Data Collection Procedure

To comply with the declaration of Helsinki (1964) regarding the principles of ethics in doing research, the participants signed a consent letter (BERA, 2011) before cooperating in the study, which showed the voluntary nature of their participation and awareness of their rights regarding the confidentiality and anonymity of the data they provide during the study. As a stride toward keeping the identity of the participants anonymous, throughout the study, when quoting the participants' responses, numbers were used instead of their real names. Before data collection, they were also debriefed concerning the objective of this research, the nature and length of their participation, and the concepts of teacher just and unjust behaviors in the instructional context.

All the data were collected online due to the geographical dispersion of the participants and the COVID-19 pandemic, which necessitated social distancing. To do so, first, the teachers spent at most 40 minutes to respond to the demographic information and open-ended questionnaire. They were allowed responding to the

open-ended items in as much detail that they desired. The scales were prepared through Google Docs and distributed among the participants through online platforms such as WhatsApp, email, or Telegram.

After responding to the two questionnaires, five of the 31 teachers also voluntarily participated in a follow-up semi-structured interview. The interviews (1) allowed the participants to provide additional information, (2) added methodological robustness to the research, (3) allowed the researchers to more deeply appreciate the concerns and experiences of teachers about justice and injustice issues, and (4) enhanced the trustworthiness of the findings via triangulating different data sources (Denzin, 1989; Miles et al., 2014). Each interview session lasted between 30 to 45 minutes and was held in a one-to-one format through the online platforms of WhatsApp and Skype. The sessions were recorded and transcribed verbatim for subsequent coding and thematic analyses. To ensure the credibility of the codes and themes emerging from the data in this study, the member checking technique, also called the respondent/participant validation, was employed (Creswell, 2008). In this regard, the emerged codes and themes were given to four participants to check their resonance and accuracy with regard to the data. The data collection procedures were all done in English as the teachers had a sufficient self-perceived level of English proficiency.

Data Analysis

Content analysis is a common way of analyzing verbal, visual, and textual modes of communication in qualitative research (Cole, 1998). Therefore, the verbal and textual data collected from the teachers by answering the interview prompts and open-ended questionnaire items respectively were content analyzed. At the coding stage, following Li's (2006) advice, an idea was considered distinct if it could not be supplanted with another. Furthermore, only manifest content was examined, to the disregard of the latent content. While the unit of analysis was sentence, the researchers endeavored to maintain the integrity and meaning of each statement. A total of 480 statements were identified across all the data.

In general, data went through five steps of processing (Gao & Zhang, 2020): (A) *Cleaning the original data*: The data were checked for consistency, irrelevant answers were omitted, and spelling and structural errors were rectified; (B) *Coding the data*: The responses were read three or more times and as a result, open codes were identified; (C) *Generating themes*: The previously-identified open codes were grouped into related axial codes or sub-themes; (D) *Categorizing themes*: The sub-themes were grouped under selective codes or higher-order general themes; and (E) *Producing the report*: A report of the final data analyses along with interpretations and conclusions was prepared.

Content analysis can be done both deductively and inductively. While deductive analysis is a priori in nature, starting with a particular theoretical framework in mind, for inductive analysis, codes and themes completely emerge during the analysis of data (Berg, 2001). In this

study, the data obtained from the participants' answers to the first four items of the open-ended questionnaire and interview were coded deductively. Thus, based on the social psychology theory of justice, codes were created, their content and boundary were specified independently, and at the end, a code list was devised. However, the codes were open to modifications during data analysis (Morgan, 1997). Regarding the data about the fifth item, asking the teachers whether they evaluated themselves as just or unjust teachers, the number of teachers who evaluated themselves as just or unjust was tallied and frequency was computed. The coding of the data obtained from responses to the sixth and seventh items was inductive, as the participants revealed their perceptions and experiences of challenges when incorporating justice in the classroom. Thus, at this analytic stage, codes and themes directly emerged from the data. All the content and thematic analyses were done through MAXQDA software (Version 2020) following Baralt's (2012) assertion that using software that analyzes data enhances the credibility of the coding process in qualitative research.

As far as possible, the data were analyzed at 3 consecutive levels of classroom justice dimensions, principles, and domains. Based on the literature, justice dimensions were identified to be interactional, distributive, and procedural justice. Within each of these dimensions, several justice principles exist. Thus, the principles about interactional justice included caring, timeliness, truthfulness, propriety, adequacy/justification, and respect. The principles of distributive justice included equality, need, and equity. Finally, the principles of procedural justice

included reasonableness, consistency, bias suppression, correctability, accuracy, voice, ethicality, and transparency. At the third level, the procedural, interactional, and distributive justice dimensions and their principles were explained concerning the four general classroom domains of teaching, learning, classroom interactions, and assessment and their sub-domains. Figure 1 illustrates the coding process based on these three levels of classroom justice in the current research.

To show how the 3 levels of coding happened in this study, an injustice statement is analyzed here: *"Being able to help some and not able to help others is unfair"*. Accordingly, it was coded as an instance of the *distributive* justice dimension (i.e., distribution of teacher help among students) and distributive justice principle of *equality* (equal distribution of teacher help among all students) in the *teacher help* domain. Some statements were double or triple coded to ensure if they were related to more than one justice principle, dimension, and domain. As an example, a statement uttered by participant 21 was at the same time coded within the distributive dimension (Principle: Need; domains: setting assignments & discussion topics) and interactional dimension (Principle: Caring; domain: students' needs): *"Regarding assignment and discussion topics, the teacher needs to know students' needs, preferences, so that he or she can better elaborate on them and make a more informed choice in line with what students need and like"*.

It is argued that when the data collection and analysis are done by two or more researchers in a single qualitative study, investigator triangulation is implemented, and as

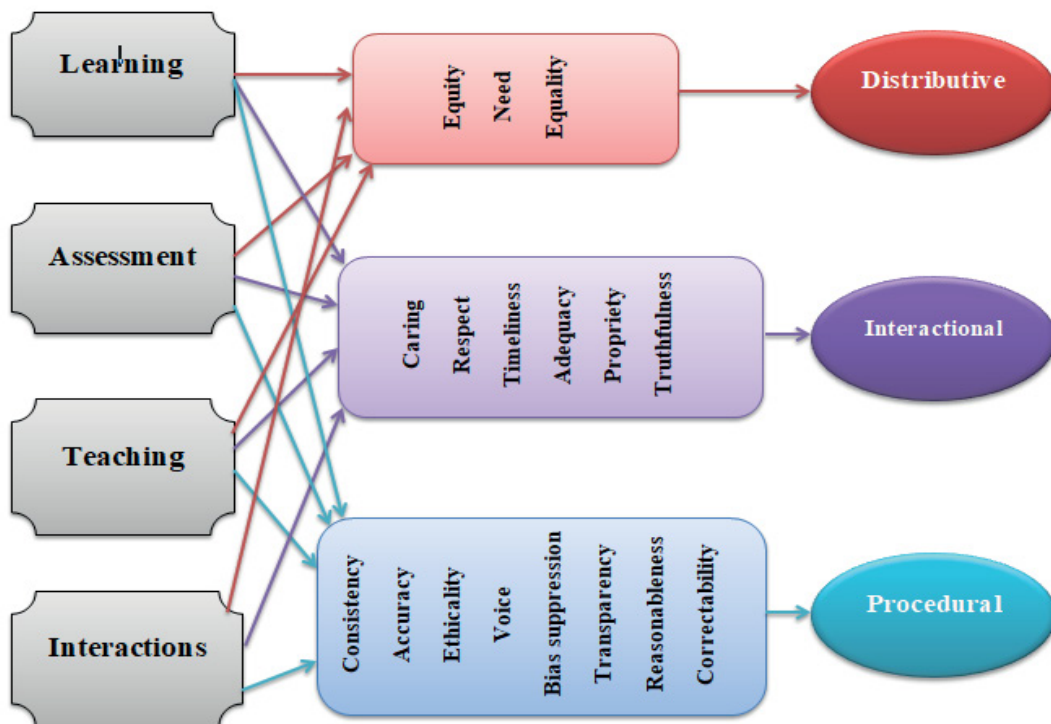


Figure 1 Classroom justice dimensions, principles, and domains as three levels of data analysis

a result, the trustworthiness and credibility of the obtained findings are facilitated (Patton, 2015). To attend to this concern, the data were first read, re-read, and coded many times by one of the researchers of the study, and then 20% of the data were coded for the second time by an outsider who had much expertise in doing qualitative research in the area of teacher education. For doing so, the second coder was debriefed of the analytic framework and the devised code list employed in the study.

RESULTS

In this qualitative research, as to the first four items of the interview and questionnaire, a total number of 57 and 33 distributive justice codes were specified within the justice and injustice statements respectively. Based on the second rater's coding of the 20% of the codes, inter-rater agreements of 91% and 100% were obtained respectively. Regarding procedural justice, based on the justice and injustice statements, 36 and 25 codes were found, with inter-rater agreements of 86% and 80% respectively. And, for interactional justice, a total of 74 and 11 were identified for the justice and injustice statements with inter-rater agreements of 93% and 100% respectively. For the sixth and seventh items, unraveling the challenges of enacting justice, 75 codes were identified in general, and an inter-rater agreement of 93% was obtained when 20% of the data were rechecked. In the end, the two raters had discussions to resolve coding disagreements and finalize the codes. Frequency was also computed for all the obtained codes.

Based on the results obtained from both the open-ended questionnaire and semi-structured interview, four all-embracing themes were detected; namely, (1) "EFL Teachers' Perceptions and Experiences of Classroom Justice", (2) "EFL Teachers' Perceptions and Experiences of Classroom Injustice", (3) "EFL Teachers' Self-evaluation of their Just/Unjust Classroom Behaviors", and (4) "Challenges of Classroom Justice Incorporation as Perceived or/and Experienced by EFL Teachers". In the

following section, these themes and their sub-themes are described.

EFL Teachers' Perceptions and Experiences of Classroom Justice

The first theme, i.e., EFL teachers' perceptions and experiences of classroom justice, emerged in response to the first research question of the study. Analysis of data indicated that teacher justice ($N = 167$) was highlighted much more in teachers' accounts and utterances compared to teacher injustice ($N = 69$). Figure 2 visually portrays the main findings related to students' perceptions and experiences of classroom justice.

More particularly, within teacher justice, interactional justice ($N = 74$) was the most frequent dimension emerging from the teachers' reports of their perceptions and experiences. Six principles were detected pertaining to interactional justice; namely, caring ($N = 55$), propriety ($N = 5$), respect ($N = 5$), justification ($N = 4$), timeliness ($N = 3$), and truthfulness ($N = 2$). Caring was the most frequent principle both among the interactional justice principles and all other principles related to the distributive and procedural justice. In general, the six interactional justice principles were detected about various sub-domains within the three general domains of learning, teaching, and classroom interactions (See Appendix B for the exhaustive list of these sub-domains). Here, due to space limitation, only the most frequent sub-domains are detailed.

Caring was most frequently highlighted concerning the domains of interpersonal relationships ($N = 15$), learning and achievement ($N = 7$), and availability ($N = 6$).

I am a friend of my students. (Participant 11)

I am very attentive to students' betterment in life and academia. (Participant 20)

I just try to be available to students so that they find me approachable. (Participant 5)

Teacher treatment of students was found most frequently concerning both respect ($N = 3$) and propriety ($N = 3$) principles.

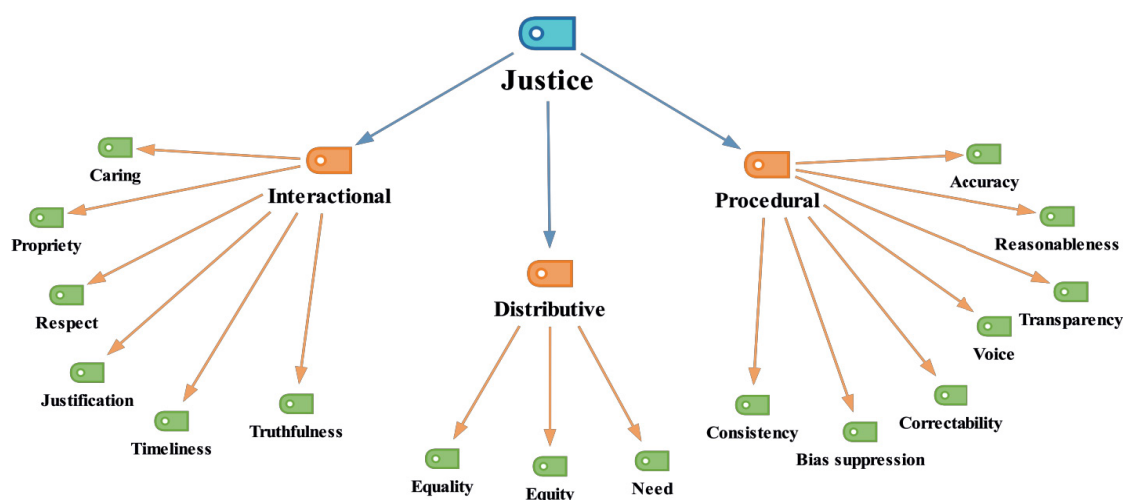


Figure 2 EFL teachers' perceptions and experiences of classroom justice

I do not consider particular, inactive students as LAZY ones. (Participant 4)

If a learner is interrupting, I politely ask him/her to stop and let the class go on. (Participant 6)

Classroom rules and policies sub-domain were highlighted concerning both justification (N = 2) and timeliness (N = 1) principles.

I stick to the rules and explain why they are important to be considered in the class. (Participant 6)

I explain the rules at the first session of my classes. (Participant 21)

Finally, truthfulness was only found in the interpersonal relationships sub-domain (N = 2).

Students feel safe to talk or write to me. (Participant 11)

The second salient dimension based on the data was distributive justice (N = 57), emerging concerning the 3 principles of equality (N = 41), equity (N = 9), and need (N = 7), which were found within all four domains of teaching, learning, classroom interactions, and assessment (See Appendix B for the exhaustive list of sub-domains). Equality was the first and second most salient principle within distributive and all the other justice principles respectively.

Equality was most frequently reported concerning the sub-domains of opportunities (N = 12) and teacher treatment of students (N = 11).

Justice is a teacher behavior that provides all students with equal learning opportunities. (Participant 3)

I treat students equally. (Participant 2)

Affect and attention were most salient in both equity (N = 3) and need (N = 2) principles.

Some students ask more questions and thus get more teacher time. (Participant 5)

I think that is very fair to give students that need more attention, more attention. (Participant 1)

The last dimension that emerged from the data was procedural justice. It was found concerning seven principles of consistency (N = 13), bias suppression (N = 11), correctability (N = 5), voice (N = 4), transparency (N = 1), reasonableness (N = 1), and accuracy (N = 1). These principles were detected within

the learning, assessment, teaching, and classroom interactions domains (See Appendix B for the exhaustive list of the sub-domains).

Consistency, being the most salient principle, was found mainly concerning class rules and policies (N = 5).

I simply follow the policies and rules all the time. (Participant 14)

Bias suppression was mainly found in the teacher treatment of students (N = 4) and grading (N = 4) sub-domains.

I remember the time when my sister was my student and I treated her like everybody else. (Participant 27)

When I want to grade my students, I try to put aside my feelings toward them. (Participant 24)

Correctability was most saliently found in teacher treatment of the students (N = 4), while voice (N = 2) and accuracy (N = 1) principles were mainly highlighted concerning the syllabus sub-domain.

I know something may go wrong, and on the other hand, I try to fix them so I don't feel guilty. (Participant 21)

I give my students a voice before writing the syllabus. (Participant 17)

I think a well-developed syllabus can lead me to achieve becoming a just teacher. (Participant 4)

Transparency and reasonableness principles were identified about class rules (N = 1) and assignments (N = 1), respectively.

The clearer the class rules are, the better. (Participant 31)

I give assignments to students that are reasonable to do. (Participant 24)

EFL Teachers' Perceptions and Experiences of Classroom Injustice

The second theme, i.e., EFL teachers' perceptions and experiences of classroom injustice, emerged in response to the second research question of the study. As mentioned, classroom injustice (n = 69) was much less salient in the teachers' accounts and utterances compared to classroom justice (N = 167). Figure 3 visually portrays the main findings related to students' perceptions and experiences of classroom injustice.

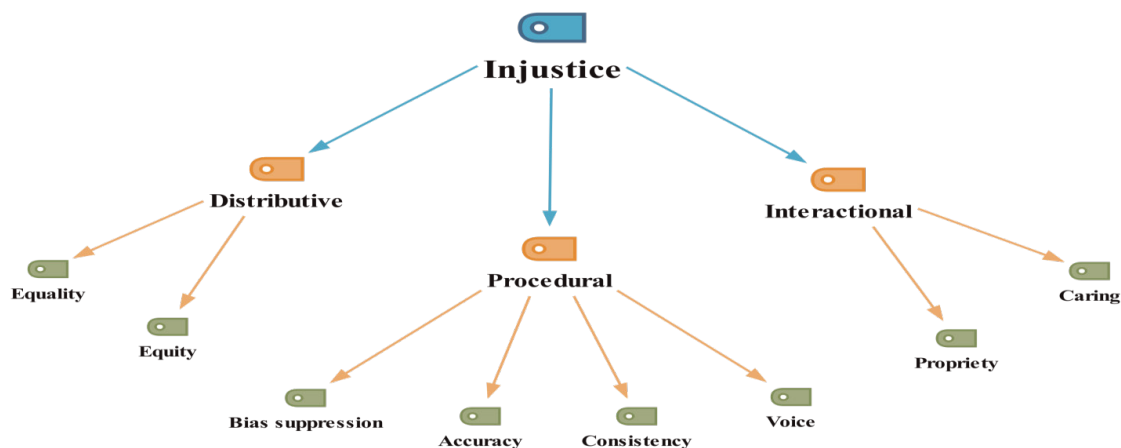


Figure 3 EFL teachers' perceptions and experiences of classroom injustice

More particularly, distributive (N = 33), procedural (N = 25), and interactional (N = 11) dimensions emerged from the analysis of classroom injustice data. Distributive justice, being the most salient dimension among the 3, was found about equality (N = 26) and equity (N = 6) principles. Equality was the most frequent principle within all classroom injustice principles. The principles were found within the domains of learning, teaching, assessment, and class interactions (See Appendix C for the exhaustive list of sub-domains).

The most highlighted sub-domains about equality were affect and attention (N = 6) and interpersonal relationships (N = 4).

I remember when I was a novice teacher; I paid more attention to some students more than their peers. (Participant 17)

Showing to be more comfortable or close to some students is unfair. (Participant 21)

Equity was found most significantly with grading (N = 4).

Some students might likely have received higher scores than they deserved in comparison to others. (Participant 5)

The second salient dimension, namely, procedural injustice, was found with bias suppression (N = 20), accuracy (N = 2), consistency (N = 2), and voice (N = 1). Bias suppression was the second most salient principle within all injustice data. It was found most frequently with teacher treatment of students (N = 7) as well as affect and attention (NN = 6).

Most of the teachers have pet students maybe it is because of the students' personality. (Participant 21)

When some learners make you feel better and you pay more attention to them. (Participant 29)

Consistency was found with exam content (N = 1) and grading (N = 1).

Disagreement between what teachers teach and what they test. (Participant 24)

When it comes to scoring, teachers may score students differently. (Participant 2)

Accuracy was found with materials presentation (N = 1) and assessment (N = 1).

I used to work in a language institute, and they asked me to omit parts of the lessons that students needed to know because of some monetary benefits for the institute. (Participant 21)

Being unfair is like not paying attention to how hard students are trying and just focusing on their final results. (Participant 30)

Finally, the voice principle was found with the teachers' decisions sub-domain.

Not involving students in different decisions to be made. (Participant 28)

Interactional injustice (N = 11) was the last dimension found in the teachers' injustice reports. Only two principles of propriety (N = 6) and caring (N = 5) were found in this regard. These principles were salient only within the classroom interactions domain. Propriety

emerged with the teacher treatment of students (N = 5) and interpersonal relationships (N = 1) sub-domains.

I may favor smart students at times. (Participant 2)

Ridiculing a learner is inappropriate and unfair. (Participant 6)

Caring emerged in association with interpersonal relationships (N = 2), needs and individual differences (N = 2), and teacher treatment (N = 1).

Be indifferent toward learners is unfair. (Participant 22)

Not caring about students' needs and feelings. (Participant 28)

EFL Teachers' Self-evaluation of Their Just/Unjust Classroom Behaviors

The third theme, i.e., EFL teachers' self-evaluation of their just/unjust classroom behaviors, emerged in response to the third research question of the study. More particularly, from among the 31 participants, only 3 evaluated themselves as unjust teachers. One of them mentioned that "*Staying just in a systematic unjust society is not an easy task*" (Participant 10). Furthermore, two teachers did not provide an answer to this question, with one saying that "*I think students should judge me*" (Participant 20). However, 26 teachers evaluated themselves as just English teachers. They justified their claim by bringing different rationales: "*Being fair is one of my priorities*" (Participant 1); "*Fairness is a milestone to me*" (Participant 2); "*I try my best to consider fairness in my classroom behavior and practices*" (Participant 3); "*I always worry about my students' feelings in the class and try to motivate them*" (Participant 16); "*If I don't do be just, students will lose their motivation in participating and following me in the class*" (Participant 18).

Some of the teachers mentioned that in cases that they were unjust, they did it unintentionally or unconsciously: "*There could be some injustice instances; not done intentionally*" (Participant 2); "*Some types of unfairness can be attributed to unconscious practices that we have*" (Participant 5).

Challenges of Classroom Justice Incorporation as Perceived or/and Experienced by EFL Teachers

The fourth theme, i.e., challenges of classroom justice incorporation as perceived or/and experienced by EFL teachers, emerged concerning the fourth research question of the study. Seven main sources of challenges for incorporating justice were mentioned by the teachers; namely, the educational and institutional factors (N = 32), student-related factors (N = 19), teacher-related factors (N = 18), no agreed-upon definition of justice (N = 3), unexpected problems (N = 1), environmental factors (N = 1), and cultural factors (N = 1). Figure 4 visually portrays the challenges and sub-challenges of incorporating classroom justice as perceived and experienced by the teachers.

More particularly, the three most salient sources of challenges were: (1) Educational and institutional factors, including some challenges such as the institutional rules

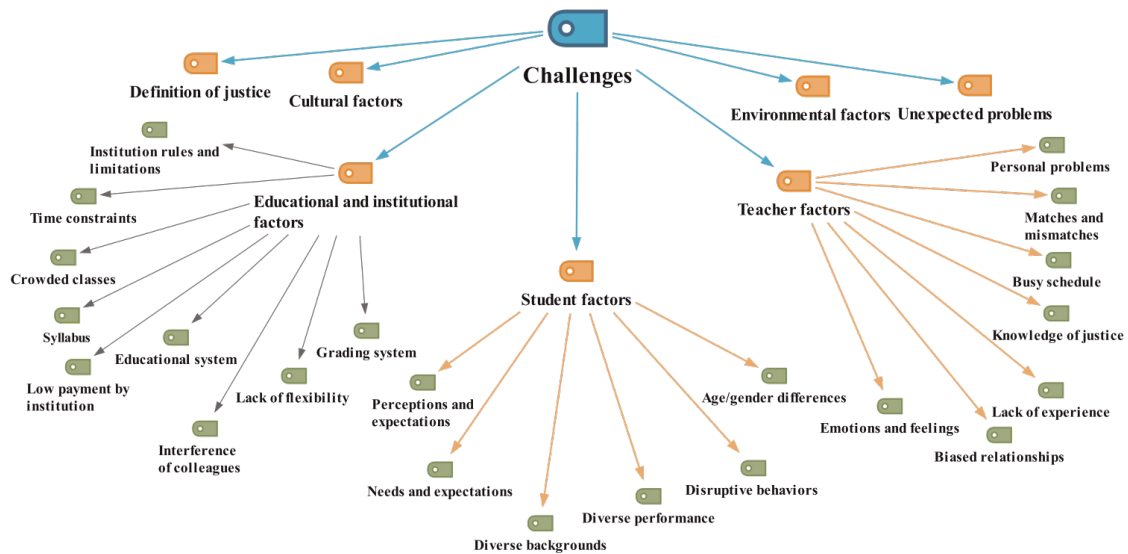


Figure 4 EFL teachers' challenges of incorporating classroom justice

and limitations (N = 10), time constraints (N = 8), crowded classes (N = 6), syllabus (N = 2), and educational system (N = 2), (2) Student-related factors, pertaining to challenges such as attending to all students' needs and expectations (N = 6), students' perceptions and expectations (N = 4), diverse learners' backgrounds (N = 3), and disruptive behaviors of students (N = 3), and (3) Teacher-related factors, including challenges such as personal emotions, feelings, and reasons (N = 10), lack of experience (N = 2), and biased interpersonal relationships (N = 2) (See Appendix D for the thorough list of the challenges and all sub-challenges).

DISCUSSION

The present qualitative study aimed to explore Iranian EFL teachers' perceptions and experiences of their just and unjust practices and the potential challenges that exist when they try to incorporate justice in EFL classes. In this section, the major findings obtained from the content and thematic analyses of the data in the present study are discussed. To start with, the findings have confirmed the applicability of the Western social psychology theory of justice to Iranian EFL context as the main dimensions of classroom justice (i.e., interactional, procedural, and distributive) and their respective principles and domains, initially conceptualized in the Western education context (e.g., Chory et al., 2017; Ehrhardt-Madapathi et al., 2018; Mameli et al., 2018; Sabbagh & Resh, 2016), emerged in Iranian EFL teachers' reports of their actual experiences and perceptions. Furthermore, it was found that the concept of teacher justice was highlighted much more in the teachers' accounts of their perceptions and experiences compared to the concept of teacher injustice. This finding, indicating that Iranian EFL teachers are concerned more about behaving fairly rather than unfairly in the classroom, is in line with that of Estaji & Zhaleh, 2021 study which revealed that Iranian EFL teachers considered classroom justice a basic tenet of their professional practice.

Additionally, similar to the findings of Rasooli et al.'s (2019), Buttner's (2004), and Bempechat et al.'s (2013) studies, in the present study, interactional justice emerged as the most salient dimension of classroom justice based on Iranian EFL teachers' reports. It showed that the teachers were most concerned with behaving fairly when interacting with the students and imparting information to them. This finding was expected in the present study because of two main reasons; first, research (Bempechat et al., 2013; Rasooli et al., 2019) has evinced that teachers and learners tend to attain more interactional than distributive and procedural worries, and second, according to Frymier et al. (2019), the teacher fair treatment of students and good teacher-student rapport are essential building blocks of effective instruction. Moreover, in line with the findings of previous studies (e.g., Estaji & Zhaleh, 2021; Rasooli et al., 2019), all the six principles of interactional justice; namely, caring, propriety, respect, justification, timeliness, and truthfulness (Bies & Moag, 1986; Colquitt, 2001; Greenberg, 1993) emerged from the present study data, which signifies Iranian EFL instructors' thorough knowledge of interactional justice and its importance to be enacted in their teaching practice.

More particularly, caring was identified as the most salient principle from among all the justice principles based on the teachers' classroom justice experiences and accounts. The importance of teacher care is both theoretically and empirically supported in the domain of educational research. Accordingly, Laetas and Reupert (2016) have argued that "neither pedagogy nor discipline strategy would be effective without care" (p. 496). Teacher care is crucial since it indicates an instructor's awareness of and attention to the interpersonal, psychological, and emotional wants and needs of the students (Onchwari, 2010), which in turn promotes the students' experiences of favorable academic outcomes (Houser & Hosek, 2018). Through teacher caring, students perceive being respected and as a result, respect the teacher (Dickinson & Kreitmair, 2019).

Further results of the present study uncovered that interactional justice and its principles emerged with various sub-domains of the teaching, learning, and interactions domains, such as interpersonal relationships, teacher feedback, teacher availability, teacher treatment of the students, and attending to the students' needs and characteristics. It can be justified by referring to Pishghadam et al.'s (2015) conceptualization of teacher interaction and caring in terms of various teacher behaviors such as teachers' proper feedback, unbiased relationship with the students, and understanding and responding to the teachers' needs, showing that successful teacher-student interaction entails fair treatment of the students in all the domains of learning, teaching, and classroom interactions.

Empirically buttressing the social psychology theory of justice, the second salient dimension based on the data was distributive justice, emerging with all three principles of equality, equity, and need, which were found within all the four domains of teaching, learning, classroom interactions, and assessment. This finding shows that Iranian EFL teachers' perceptions and practices are completely in line with the Western conceptualization of the distributive justice dimension (Adams, 1965; Chory et al., 2014; Deutsch, 1985; Kazemi, 2016; Sabbagh & Schmitt, 2016). More specifically, equality was identified as the second most salient principle across all the justice principles in this study. Equality, equity, and need principles were most frequently referred to concerning the students' opportunities, teacher treatment of the students, and teacher affect and attention.

This finding is not commensurate with those of the previous studies as they have reported that students and teachers mainly regard students' grades as the major instructional outcome within the distributive justice dimension (Chory et al., 2017; Horan et al., 2010; Rasooli et al., 2019; Resh 2010). Thus, it seems that compared to teachers from other majors and cultural contexts, Iranian EFL teachers have a much broader understanding of instructional outcomes as they tend to behave fairly not only when grading the students but also more important when treating the students, providing opportunities to them, and allocating affect and attention to their students. This finding can be justified by referring to the fact that the nature of EFL classes requires positive teacher-student interactions and rapport, teachers' fair distribution of cognitive, emotional, behavioral, and affective resources among students, and quality communication between the key classroom actors (Pishghadam et al., 2019). Thus, EFL teachers must be attuned to these requirements for functioning in EFL contexts.

The third dimension that emerged from the data was procedural justice. In congruence with the theoretical and empirical literature, it was found concerning the seven principles of consistency, bias suppression, correctability, voice, transparency, reasonableness, and accuracy (Bies & Moag, 1986; Colquitt, 2001; Greenberg, 1993; Rasooli et al., 2019), demonstrating that Iranian EFL teachers have a good understanding of the procedural justice principles

and enact them as much as possible in their instructional practices. These principles emerged with different sub-domains including class rules, grading, teacher treatment of the students, and syllabus as also found in the previous studies proving that Iranian EFL teachers care about behaving fairly when enacting a wide range of instructional procedures and policies.

Furthermore, compared with classroom justice, Iranian EFL teachers reported drastically fewer accounts of perceptions and experiences of classroom injustice. Although the distributive, procedural, and interactional justice dimensions emerged from the teachers' classroom injustice data, few principles of each dimension were identified (i.e., only equality, equity, bias suppression, accuracy, consistency, voice, propriety, and caring). Further results of this study also evinced that the majority of the teachers positively evaluated their justice practice. Thus, it seems that Iranian EFL teachers are mainly concerned with conceptualizing and enacting classroom justice rather than injustice in the instructional context in which they are engaged. These findings provided further credence for the outcomes of the Estaji & Zhaleh, 2021 study which found that, on the whole, Iranian EFL teachers hold high perceptions of classroom justice and regard it as a priority in their professional practices. In the present study, some of the teachers even mentioned that in cases that they were unjust, they did it unintentionally or unconsciously. In other words, they attributed their unjust behaviors to reasons outside their control.

In a similar vein, when the teachers in the present study named the challenges that Iranian EFL teachers including themselves faced when trying to behave fairly in the classroom, they mainly referred to six sources of challenges outside their control (i.e., educational and institutional factors, student-related factors, no agreed-upon definition of justice, unexpected problems, environmental factors, and cultural factors), with few challenges related directly to themselves (i.e., teacher-related factors). The most salient source of challenge experienced by the teachers was related to the educational and institutional factors (i.e., institution limitations and rules, time constraints, crowded classes, syllabus, educational system, low payment, interference of colleagues, lack of flexibility, and grading system).

The teachers' reports in this respect showed that they were deeply cognizant of the influence that the top-down ELT education system and institution has had on their professional justice practice. They reported experiencing some restricting rules and limitations imposed by the institutes and education system on them, restricted classroom time, and low agency and authority levels. They expected their more involvement in the syllabus design and implementation process, more flexibility of the system, no intrusion of colleagues in their teaching practice, and being paid more fairly; however, when these expectations are not met, they regard the education system and institutes as barriers to their just behavior in the instructional context.

Moreover, the second most salient source of challenge raised by the teachers was student-related factors (i.e., diverse perceptions and expectations, diverse backgrounds, diverse performance, disruptive behaviors, age/gender differences). This outcome pinpoints the fact that both the students and the instructor play their role in smoothly moving the justice give-and-take seesaw. Thus, despite the instructors' willingness to act fairly toward students; sometimes, it is the students' behavior and characteristics that impede the teachers to do so. Finally, the teachers mentioned some teacher-related factors (i.e., personal problems, matches and mismatches, busy schedule, knowledge of justice, lack of experience, biased relationship, emotions, and feelings) hindering the teachers' just treatment of the students. However, as the teachers' beliefs and behaviors are malleable and dynamic (Derakhshan et al., 2020), they can take necessary actions to resolve these issues and enhance their professional justice practice. On the whole, classroom justice is like a puzzle, and the teacher, student, institute, education system, culture, and environment are all its pieces that need to be put logically together to successfully complete the puzzle.

CONCLUSION AND IMPLICATIONS

As a result of content and thematic analysis, the following results were obtained in this study. Regarding the first research question pertaining to the Iranian EFL teachers' perceptions and experiences of teacher classroom justice behaviors, it was found that, in line with the previous literature, the Iranian EFL instructors regarded distributive, procedural, and interactional justice and their unique principles which can be realized in the teaching, assessment, learning, and interactions domain of the classroom, as the main elements of their classroom justice practice. Concerning the second question, asking about the perceptions and experiences of Iranian EFL teachers about teacher classroom injustice behaviors, it was found that classroom injustice was less saliently highlighted in the teachers' accounts than classroom justice. As for the third research question, concerning Iranian EFL teachers' evaluation of their just or unjust behavior, it was revealed that they mainly had positive evaluations of their justice practices. And finally, regarding the fourth question, asking about the challenges that Iranian EFL teachers consider or experience when trying to be just in the classroom, it was found that they regarded educational and institutional factors, student-related factors, and teacher-related factors as the three major sources of challenges faced by EFL teachers when enacting classroom justice.

Based on the findings, the following conclusions can be drawn in this study: (1) Iranian EFL teachers have a good understanding of the concept of classroom justice and its core elements; (2) They tend to incorporate their justice understanding into various aspects of their teaching practice; (3) In comparison with classroom justice, Iranian EFL teachers report less understanding and fewer experiences of classroom injustice; (4) They hold positive

evaluations of their justice practices, and (5) They regard educational and institutional factors, student-related factors, and teacher-related factors as the three major sources of challenges for teachers when trying to incorporate justice in their classroom behavior.

Accordingly, some pedagogical implications can be drawn which potentially enhance the effectiveness of various educational stakeholders' practices. First of all, these findings are redound to the benefit of institute managers and principals as they can enhance the professional success of their institute in general, and their teachers in particular, by taking actions such as not imposing unrealistic limitations and constraints on their teachers, providing teachers with fair payment, giving them a voice in various decision-making processes such as syllabus design and materials development, increasing the teachers' agency and authority by allowing them to choose the timing and content of their classes, facilitating the teachers' access to new research and instructional resources, and not overcrowding classes solely because of monetary benefits for the institute. Taking such empowering actions would allow teachers to discover their full potentials and overcome the institute challenges existing in the way of incorporating justice in the classroom.

Furthermore, the present study findings can inform the practice of teacher recruitment committees as they should regard teachers' fair treatment of the students, fair distribution of educational outcomes, and fair enactment of classroom procedures as important criteria when enrolling effective EFL teachers. Furthermore, holding classroom justice workshops, courses, and training sessions can increase pre-service and in-service teachers' awareness of justice and injustice concepts, in turn facilitating their more just behaviors in ELT classes. These findings also confirmed the need for education reform in the Iranian ELT education system toward a more de-centralized and teacher-directed rather than system-directed top-down education, with the prospect for increasing the teachers' agency and authority for taking a more active role in controlling various aspects of their professional practices, including syllabus design, teaching methodology, assessment, materials development, and classroom interactions. Taking such teacher empowering actions can, in turn, help teachers to more easily actualize their classroom justice perceptions in their professional performance.

Additionally, teacher education programs should educate teachers to stand on their own feet and take active roles in their lifelong professional growth and instructional justice betterment. In this respect, teachers can do diverse activities such as continued up-dating of their knowledge on recent research findings on the social psychology theory of justice, attending online teacher justice forums where they can share and discuss their justice and injustice experiences with other teachers and practitioners, increasing their research literacy, becoming involved in individual or collaborative research projects on classroom justice, consistent reflection on their justice and injustice practices, and subscribing to professional journals (Coombe, 2020).

These actions aid EFL teachers to theorize what they have practiced concerning classroom justice and practice what they have theorized (Derakhshan et al., 2020). As asserted by Gutierrez and Kim (2017), teachers' engagement in research undertakings can cherish teacher truthfulness, which is one of the main principles of teacher interactional justice. When teachers equip their teaching repertoire with a good knowledge of classroom justice research, they can more easily handle daily challenges and barriers that they face when trying to act fairly in the classroom.

The present study had some limitations which are explained hereunder hand in hand with some directions for future research. First of all, in this qualitative research, only two data collection instruments of the open-ended questionnaire and semi-structured interview were used. Future studies can follow this line of triangulating different data sources (Miles et al., 2014) by employing other instruments such as course observation, audio journal, narrative writing, and diary writing. Second, in the present study, the data were collected during a single period in Iranian EFL teachers' lives. For understanding to what extent their perceptions and experiences of justice and injustice are stable, conduction of longitudinal studies would be useful.

Besides, the findings in this study entirely originated from teachers' perceptions and experiences. To enrich and solidify these findings, it is recommended that future studies seek Iranian EFL students' understandings and experiences as well. The other reason for recommending the collection of the data from Iranian students is that in the present study, the teachers reported drastically higher accounts of justice than injustice. Future studies can check if Iranian EFL students' perceptions and experiences of their teachers' justice and injustice behaviors converge or diverge with their teachers' accounts. Finally, most of the classroom justice and injustice studies have been done in Western education contexts. Future studies can follow the leading stride taken in the present study—which examined teachers' perceptions and experiences in the Iranian ELT context—by seeking data from EFL teachers from European, African, Asian-Pacific, and Asian cultures.

COMPETING INTERESTS

The authors have no conflicts of interest to declare that are relevant to the content of this article.

ACKNOWLEDGMENTS

The authors wish to thank the participants of this study for their cooperation.

ETHICS APPROVAL

All procedures performed in the study were in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

REFERENCES

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 267–299). Academic Press.
- Argon, T., & Kepekcioglu, E. S. (2016). The relationship between university students' instructors' credibility and perceptions of justice in the classroom. *The Anthropologist*, 24(1), 347–353. <https://doi.org/10.1080/09720073.2016.11892024>
- Baralt, M. (2012). Coding qualitative data. In A. Mackey & S. M. Gass (Eds.), *Research methods in second language acquisition* (pp. 222–244). Blackwell.
- Bempechat, J., Ronfard, S., Mirny, A., Li, J., & Holloway, S. D. (2013). She always gives grades lower than one deserves: A qualitative study of Russian adolescents' perceptions of fairness in the classroom. *Journal of Ethnographic & Qualitative Research*, 7(4), 169–187.
- BERA. (2011). *Ethical guidelines for educational research*. Retrieved from <http://content.yudu.com/Library/A2xnp5/Bera/resources/index.htm?referrerUrl=http://free.yudu.com/item/details/2023387/Bera>
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn and Bacon.
- Bies, R. J., & Moag, J. F. (1986). Interactional justice: Communication criteria of fairness. In R. J. Lewicki, B. H. Sheppard, & M. H. Bazerman (Eds.), *Research on negotiation in organizations* (pp. 43–55). JAI Press.
- Brown, J. D. (2009). Open-response items in questionnaires. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics* (pp. 200–219). Palgrave Macmillan.
- Buttner, E. H. (2004). How do we dis students? A model of (dis) respectful business instructor behavior. *Journal of Management Education*, 28(3), 319–334. <https://doi.org/10.1177/1052562903252656>
- Chory, R. M., & Kingsley Westerman, C. Y. (2009). Feedback and fairness: The relationship between negative performance feedback and organizational justice. *Western Journal of Communication*, 73(2), 157–181. <https://doi.org/10.1080/10570310902856055>
- 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. <https://doi.org/10.1007/s10755-017-9388-9>
- Chory, R. M., Horan, S. M., Carton, S., & Houser, M. L. (2014). Toward a further understanding of students' emotional responses to classroom injustice. *Communication Education*, 63(1), 41–62. <https://doi.org/10.1080/03634523.2013.837496>
- 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. <https://doi.org/10.1080/01463370209385646>
- Chory-Assad, R. M., & Paulsel, M. L. (2004). Classroom justice: Student aggression and resistance as reactions to perceived unfairness. *Communication Education*, 53(3), 253–273. <https://doi.org/10.1080/0363452042000265189>
- Čiuladienė, G., & Račelytė, D. (2016). Perceived unfairness in teacher-student conflict situations: students' point of view. *Polish Journal of Applied Psychology*, 14(1), 49–66. <https://doi.org/10.1515/pjap-2015-0049>
- Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes*, 86(2), 278–321. <https://doi.org/10.1006/obhd.2001.2958>
- Cole, F. L. (1988). Content analysis: Process and application. *Clinical Nurse Specialist*, 2(1), 53–57. <https://doi.org/10.1097/00002800-198800210-00025>
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386–400. <https://doi.org/10.1037/0021-9010.86.3.386>
- Coombe, C. (2020). Quality education begins with teachers What are the qualities that make a TESOL teacher great? In J. D. M. Agudo (Ed.),

- Quality in TESOL and teacher education: From a results culture towards a quality culture* (pp. 171–184). Routledge.
- Creswell, J. W. (2008). *Educational research: Planning, conducting and evaluating qualitative and quantitative approaches*. Prentice Merrill Hall.
- Dalbert, C. (2011). U"bersichtsarbeit. Warum die durch die Schu"ler und Schu"lerinnen individuell und subjektiv erlebte Gerechtigkeit des Lehrerhandelns wichtig ist [Review work. Why is the justice of the teachers' actions individually and subjectively experienced by the students important?]. *Zeitschrift fu"r Pa"dagogische Psychologie*, 25, 5–18.
- Dalbert, C. (2013). Die Bedeutung schulischen Gerechtigkeitserlebens fu"r das subjektive Wohlbefinden in der Schule [The meaning of justice experiences for subjective well-being at school]. In C. Dalbert (Ed.), *Gerechtigkeit in der Schule* (pp. 127–143). Springer VS.
- Denzin, N. K. (1989). *The research act* (3rd ed.). Prentice-Hall.
- Derakhshan, A., Coombe, C., Zhaleh, K., & Tabatabaiean, M. (2020). Examining the roles of continuing professional development needs and views of research in English language teachers' success. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 24(3). <http://www.tesl-ej.org/pdf/ej95/a2.pdf>
- Deutsch, M. (1985). *Distributive justice: A social psychological perspective*. Yale University Press.
- Di Battista, S., Pivetti, M. & Berti, C. (2014). Engagement in the university context: exploring the role of a sense of justice and social identification. *Social Psychology of Education*, 17(3), 471–490. <https://doi.org/10.1007/s11218-014-9255-9>
- Dickinson, A. R., & Kreitmair, U. K. (2019). The importance of feeling cared for: Does a student's perception of how much a professor cares about student success relate to class Performance? *Journal of Political Science Education*, 1–15. <https://doi.org/10.1080/15512169.2019.1659803>
- Donat, M., Dalbert, C., & Kamble, S. V. (2014). Adolescents' cheating and delinquent behavior from a justice-psychological perspective: the role of teacher justice. *European Journal of Psychology of Education*, 29(4), 635–651. <https://doi.org/10.1007/s10212-014-0218-5>
- Donat, M., Gallsch"utz, C. & Dalbert, C. (2018). The relation between students' justice experiences and their school refusal behavior. *Social Psychology of Education*, 21(2), 447–475. <https://doi.org/10.1007/s11218-017-9423-9>
- D"ornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Ehrhardt-Madapathi, N., Pretsch, J., & Schmitt, M. (2018). Effects of injustice in primary schools on students' behavior and joy of learning. *Social Psychology of Education*, 21(2), 337–369. <https://doi.org/10.1007/s11218-017-9416-8>
- Estaji, M., & Zhaleh, K. (2021). Exploring Iranian teachers' perceptions of classroom justice and its dimensions in EFL instructional contexts. *Language Related Research*, 12(3), 277–314. <https://doi.org/10.29252/LRR.12.3.10>
- Fitzgerald, S. M., Mahony, D., Crawford, F., & Hnat, H. B. (2014). Distributive justice in higher education: Perceptions of administrators. *Innovative Higher Education*, 39(5), 401–415. <https://doi.org/10.1007/s10755-014-9287-2>
- Frymier, A. B., Goldman, Z. W., & Claus, C. J. (2019). Why nonverbal immediacy matters: A motivation explanation. *Communication Quarterly*, 67(5), 1–14. <https://doi.org/10.1080/01463373.2019.1668442>
- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Frontiers in Psychology*, 11, 2396. <https://doi.org/10.3389/fpsyg.2020.549653>
- Grazia, V., Mameli, C., & Molinar, L. (2020). Adolescents' profiles based on student agency and teacher autonomy support: Does interpersonal justice matter? *European Journal of Psychology of Education*, <https://doi.org/10.1007/s10212-020-00504-2>
- Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review*, 12(1), 9–22.
- Greenberg, J. (1993). The intellectual adolescence of organizational justice: You've come a long way, maybe. *Social Justice Research*, 6 (1), 135–148. <https://doi.org/10.1007/BF01048736>
- Gutierrez, S. B., & Kim, H.-B. (2017). Becoming teacher-researchers: Teachers' reflections on collaborative professional development. *Educational Research*, 59(4), 444–459. <https://doi.org/10.1080/00131881.2017.1347051>
- Horan, S. M., Chory, R. M., & Goodboy, A. K. (2010). Understanding students' classroom justice experiences and responses. *Communication Education*, 59(4), 453–474. <https://doi.org/10.1080/03634523.2010.487282>
- Houser, M. L., & Hosek, A. M. (Eds.). (2018). *Handbook of instructional communication: Rhetorical and relational perspectives* (2nd ed.). Routledge.
- Houston, M., & Bettencourt, L. (1999). But that's not fair! An exploratory study of student perceptions of instructor fairness. *Journal of Marketing Education*, 21(2), 84–96. <https://doi.org/10.1177/0273475399212002>
- Israelashvili, M. (1997). Situational determinants of school students' feelings of injustice. *Elementary School Guidance & Counseling*, 31(4), 283–292.
- Jasso, G., T"ornblom, K. Y., & Sabbagh, C. (2016). Distributive justice. In C. Sabbagh & M. Schmitt (Eds.), *Handbook of social justice theory and research* (pp. 201–218). Springer.
- Jiang, R., Liu, R.-D., Ding, Y., Zhen, R., Sun, Y., & Fu, X. (2018). Teacher justice and students' class identification: Belief in a just world and teacher-student relationship as mediators. *Frontiers in Psychology*, 9, 1–10. <https://doi.org/10.3389/fpsyg.2018.00802>
- Kaufmann, R., & Tatum, N. T. (2018). Examining direct and indirect effects of classroom procedural justice on online students' willingness to talk. *Distance Education*, 39(3), 373–389. <https://doi.org/10.1080/01587919.2018.1476838>
- Kazemi, A. (2016). Examining the interplay of justice perceptions, motivation, and school achievement among secondary school students. *Social Justice Research*, 29(1), 103–118. <https://doi.org/10.1007/s11211-016-0261-2>
- Kazemi, A., & T"ornblom, K. (2008). Social psychology of justice: Origins, central issues, recent developments, and future directions. *Nordic Psychology*, 60(3), 209–234. <https://doi.org/10.1027/1901-2276.60.3.209>
- Killen, M. (2018). The origins of morality: Social equality, fairness, and justice. *Philosophical Psychology*, 31(5), 767–803. <https://doi.org/10.1080/09515089.2018.1486612>
- Kitchen, S. (2020). A student's response to Dr. Matusov's article, "a student's right to freedom of education". *Dialogic Pedagogy*, 8, 43–49. <https://doi.org/10.5195/dpj.2020.361>
- Laletas, S., & Reupert, A. (2016). Exploring pre-service secondary teachers' understanding of care. *Teachers and Teaching*, 22(4), 485–503. <https://doi.org/10.1080/13540602.2015.1082730>
- Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationships. In K. Gergen, M. Greenberg, & R. Willis (Eds.), *Social exchange: Advances in theory and research* (pp. 27–55). Plenum.
- Li, J. (2006). Self in learning: Chinese adolescents' goals and sense of agency. *Child Development*, 77(2), 482–501. <https://doi.org/10.1111/j.1467-8624.2006.00883.x>
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Sage.
- Lizzio, A., & Wilson, K. (2008). Feedback on assessment: Students' perceptions of quality and effectiveness. *Assessment & Evaluation in Higher Education*, 33(3), 263–275. <https://doi.org/10.1080/02602930701292548>
- 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), 1–17. <https://doi.org/10.1177/0143034318794226>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.

- Molinari, L., & Mameli, C. (2018). Basic psychological needs and school engagement: A focus on justice and agency. *Social Psychology of Education, 21*(1), 157–172. <https://doi.org/10.1007/s11218-017-9410-1>
- Morgan, D. (1997). *Focus groups as qualitative research* (Second ed.). Sage Publications.
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research, 24*(4), 427–431. <https://doi.org/10.1177/1362168820941288>
- Onchwari, J. (2010). Early childhood inservice and preservice teachers' perceived levels of preparedness to handle stress in their students. *Early Childhood Education Journal, 37*(5), 391–400. <https://doi.org/10.1007/s10643-009-0361-9>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage.
- Peter, F., & Dalbert, C. (2010). Do my teachers treat me justly? Implications of students' justice experience for class climate experience. *Contemporary Educational Psychology, 35*(4), 297–305. <https://doi.org/10.1016/j.cedpsych.2010.06.001>
- Pishghadam, R., Derakhshan, A., & Zhaleh, K. (2019). The interplay of teacher success, credibility, and stroke with respect to students' willingness to attend classes. *Polish Psychological Bulletin, 50*(4), 284–292. <https://doi.org/10.24425/ppb.2019.131001>
- Pishghadam, R., Naji Meidani, E., & Khajavy, G. (2015). Language teachers' conceptions of intelligence and their roles in teacher care and teacher feedback. *Australian Journal of Teacher Education, 40*(1), 60–82. <http://doi.org/10.14221/ajte.2015v40n1.4>
- Rasooli, A., DeLuca, C., Rasegh, A., & Fathi, S. (2019). Students' critical incidents of fairness in classroom assessment: An empirical study. *Social Psychology of Education, 22*(3), 701–722. <https://doi.org/10.1080/0969594X.2019.1593105>
- Rasooli, A., Zandi, H., & DeLuca, C. (2018). Re-conceptualizing classroom assessment fairness: A systematic meta-ethnography of assessment literature and beyond. *Studies in Educational Evaluation, 56*, 164–181. <https://doi.org/10.1016/j.stueduc.2017.12.008>
- Resh, N. (2010). Sense of justice about grades in school: Is it stratified like academic achievement? *Social Psychology of Education, 13*(3), 313–329. <https://doi.org/10.1007/s11218-010-9117-z>
- Robbins, T. L., & Jeffords, B. C. (2009). Practicing what we preach: Justice and ethical instruction in management education. *Ethics and Education, 4*(1), 93–102. <https://doi.org/10.1080/17449640902861562>
- Rodrigues, I. B., Adachi, J. D., Beattie, K. A., & MacDermid, J. C. (2017). Development and validation of a new tool to measure the facilitators, barriers and preferences to exercise in people with osteoporosis. *BMC Musculoskeletal Disorders, 18*(1), 1–9. <https://doi.org/10.1186/s12891-017-1914-5>
- Sabbagh C., Schmitt M. (2016) Past, present, and future of social justice theory and research. In C. Sabbagh., & M. Schmitt. (Eds.), *Handbook of social justice theory and research* (pp. 1–11). Springer. https://doi.org/10.1007/978-1-4939-3216-0_1
- Sabbagh, C., Resh, N., Mor, M., & Vanhuyse, P. (2006). Spheres of justice within schools: Reflections and evidence on the distribution of educational goods. *Social Psychology of Education, 9*(2), 97–118. <https://doi.org/10.1007/s11218-005-3319-9>
- Sabbagh, C., & Resh, N. (2014). Citizenship orientations in a divided society: A comparison of three groups of Israeli junior-high students—secular Jews, religious Jews, and Israeli Arabs. *Education, Citizenship, and Social Justice, 9*(1), 34–54. <https://doi.org/10.1177/1746197913497662>
- Sabbagh, C., & Resh, N. (2016). Unfolding justice research in the realm of education. *Social Justice Research, 29*(1), 1–13. <https://doi.org/10.1007/s11211-016-0262-1>
- Sonnleitner, P., & Kovacs, C. (2020). Differences between students' and teachers' fairness perceptions: Exploring the potential of a self-administered questionnaire to improve teachers' assessment practices. *Frontiers in Education, 5*, 1–14. <https://doi.org/10.3389/educ.2020.00017>
- Thibaut, J. W., & Walker, L. (1975). *Procedural justice: A psychological analysis*. Lawrence Erlbaum Associates.
- Tyler, T. R. (1987). Procedural justice research. *Social Justice Research, 1*(1), 41–65. <https://doi.org/10.1007/BF01049383>
- Tyler, T. R., & Lind, E. A. (1992). A relational model of authority in groups. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (pp. 115–191). Academic Press.
- Vermunt R., Steensma H. (2016). Procedural justice. In C. Sabbagh., & M. Schmitt (Eds.), *Handbook of social justice theory and research* (pp. 219–236). Springer. https://doi.org/10.1007/978-1-4939-3216-0_12

APPENDICES

Appendix A. Open-Ended Questionnaire Items and Interview Prompts

- As an EFL teacher, what types of teacher classroom behaviors do you consider to be just?
- Can you remember and explain some specific situations that you behaved in a just way toward your students?
- As an EFL teacher, what types of teacher classroom behaviors do you consider to be unjust?
- Can you remember and explain some specific situations that you behaved in an unjust way toward your students?
- Do you evaluate yourself as a just or unjust EFL teacher? Why?
- What are some of the predicaments or obstacles that an EFL teacher may face when trying to be just in the classroom?
- What challenges or obstacles have you yourself ever experienced when trying to be fair in your classroom?

Appendix B. Teachers' Understanding and Experiences of Classroom Justice

Dimension	Frequency	Principle	Frequency	Domains	Frequency		
Distributive	57	Equality	41	Opportunities	12		
				Treatment of students	11		
				Affect and attention	4		
				Interpersonal relationships	4		
				Instructional practice	3		
				Access to class resources	2		
				Reward	1		
		Equity	9	Equity	9	Punishment/Penalty	1
						Care	1
						Grading	1
						Sharing information	1
						Affect and attention	3
						Grading	3
		Need	7	Need	7	Opportunities	2
						Treatment of students	1
Procedural	36	Consistency	13	Exam content	1		
				Opportunities	1		
				Decisions	1		
				Class rules	5		
				Institution rules	3		
				Standards	1		
				Evaluation	1		
		Bias suppression	11	Bias suppression	11	Exam content	1
						Assessment	1
						Grading	1
		Correctability	5	Correctability	5	Grading	4
						Teacher treatment	4
		Voice	4	Voice	4	Teacher treatment	4
						Evaluation	1
Decisions	1						
Accuracy	1	Accuracy	1	Interpersonal relationship	1		
				Teacher treatment	4		
Reasonableness	1	Reasonableness	1	Sharing information	1		
				Syllabus	2		
Transparency	1	Transparency	1	Class time	1		
				Exam content	1		
				Syllabus	1		
				Homework and assignments	1		
				Class rules	1		

Interactional	74	Caring	55	Interpersonal relationships	15
				Learning and achievement	7
				Availability	6
				Voice	5
				Teacher treatment	4
				Motivation	3
				Assistance	3
				Affect and attention	2
				Response	2
				Empathy	2
				Needs and characteristics	2
				Agency	1
				Feedback	1
				Self-confidence	1
				Weak and strong students	1
		Propriety	5	Teacher treatment	3
				Interpersonal relationships	1
				Response	1
		Respect	5	Teacher treatment	3
				Interpersonal relationships	2
		Justification	4	Class rules and policies	2
				Teacher treatment	1
				Decisions	1
		Timeliness	3	Class rules	1
				Responsibilities	1
				Expectations	1
		Truthfulness	2	Interpersonal relationships	2

Appendix C. Teachers' Understanding and Experiences of Classroom Injustice

Dimension	Frequency	Principle	Frequency	Domains	Frequency			
Distributive	33	Equality	27	Affect and attention	6			
				Interpersonal relationships	4			
				Sharing information	2			
				Reward	2			
				Opportunities	2			
				Evaluation	1			
				Access to resources	1			
				Addressing students	1			
				Assistance	1			
				Response	1			
				Penalty	1			
				Homework and assignments	1			
				Care	1			
		Praise	1					
		Feedback	1					
		Assessment	1					
		Grading	4					
		Affect and attention	1					
		Teacher treatment	1					
Procedural	25	Bias suppression	20	Teacher treatment	7			
				Affect and attention	6			
				Grading	5			
				Response	2			
				Exam content	1			
		Consistency		2	Grading	1		
		Accuracy		2	Materials presentation	1		
		Voice		1	Assessment	1		
		Interactional		11	Propriety	6	Decisions	1
							Teacher treatment	5
Caring	Interpersonal relationships		1					
	Needs and individual differences		2					
	Interpersonal relationships		2					
Teacher treatment	1							

Appendix D. Challenges of Classroom Justice Incorporation as Understood and Experienced by Teachers

Challenges	Frequency	Sub-components	Frequency
Educational and institutional factors	32	Institution rules and limitations	10
		Time constraints	8
		Crowded classes	6
		Educational system	3
		Syllabus	3
		Lack of flexibility	1
		Low payment by institution	1
		Interference of colleagues	1
Student-related factors	19	Grading system	1
		Attending to all students' needs and expectations	6
		Students' perceptions and expectations	4
		Diverse learners' backgrounds	3
		Disruptive/impolite behaviors of students	3
		Diverse students' performance	2
Teacher-related factors	18	Age/gender differences	1
		Personal emotions, feelings, and reasons	10
		Lack of experience	2
		Biased interpersonal relationships	2
		Insufficient knowledge of justice	1
		Busy schedule	1
		Personal problems	1
Matches and mismatches of teachers with students	1		
Not agreed upon definition of justice	3		
Environmental factors	1		
Cultural factors	1		
Unexpected problems	1		