

Exploring the Level of Compliance with Educational Justice among the Students of Jahrom University of Medical Sciences in 2014: A Descriptive-Analytic Study

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Abstract

Background: Educational justice is one of the most challenging topics in education. Creating a stress-free learning environment, bringing students to growth and development, implementing uniform educational rules for all individuals, and providing the grounds for acquiring skills and preparation for the labor market are among the issues of educational justice.

Materials and Methods: This descriptive-analytic study was performed on 156 students of anesthesiology, operating room and nursing in Jahrom University of Medical Sciences in 2014. Inclusion criteria included: students of the first educational year and more and exclusion criteria included: incomplete completion of the questionnaire, guest students who had come into or gone out of Jahrom, and students who had taken a transition to/from Jahrom, and students' failure to participate in the study. Sampling was done in the form of a census. It should be noted that the tools used in this study included demographic information form and two questionnaires. In order to study the educational justice in this university, Golparvar Educational Justice Questionnaire was used also Bresu et al.'s questionnaire was used to measure the academic burnout of students.

Results: Of the participants in the study, 79.5% were girls and the rest were boys. The majority was sophomore or junior and third years and 69.9% were non-native. The mean of educational justice was (59.66 ± 15.04) . The results of t-test showed that there was no significant difference between male and female students in terms of educational justice ($p > 0.05$). Also, the results of ANOVA showed that there was no significant difference between different disciplines regarding educational justice ($p > 0.05$).

Conclusion: According to the findings of this study, the level of educational justice among students is at the moderate level. This means that the students' educational justice is not in parallel with their improvement. Therefore, it is suggested that practitioners and university executives develop programs that can take effective steps to improve students' educational justice.

Keywords: Educational justice, students.

INTRODUCTION

Educational justice is one of the most challenging topics in education. Creating a stress-free learning environment, bringing students to growth and development, implementing uniform educational

rules for all individuals, and providing the grounds for acquiring skills and preparation for the labor market are among the issues of educational justice. (1) In academic environments, and especially in universities, the existence of fair conditions and the observance of the principles and rules of justice through the transition of a sense of value to students can turn them into civic education behaviors. In addition, the perception of the presence of justice resolves doubts and concerns of individuals about the violation of their rights and freedoms (2 and 3). The existence of educational justice can lead to the improvement of the performance of students who have individual differences in various areas, such as academic performance, or are of different socioeconomic and

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cultural class. Generally, educational justice means providing equal educational opportunities for students, which is often related to equality in the teacher's encounters with students, especially in classes where there is a wide variety of students (4) This form of justice refers to the existence of interactions, behaviors, and performances on the basis of fair, partiality-free conduct, providing guidance appropriate to the ability of students and complying with justice in evaluating and giving scores, which can transfer the sense of being valuable to the students and, consequently, create the desired civic and educational behaviors in them (5). One of these important factors relates to the behavior and beliefs of professors. It is possible to contribute to the creation of equality and justice in the classroom by creating training courses and changing professors' attitudes and practices (6). Establishing educational justice is one of the most important and significant goals in educational systems around the world, since education is the most important asset available to the general public and is the foundation of all developments in society (7). Of the many types of universities and disciplines that exist in the world, the medical universities, because of the strategic position that they have throughout the world, have often been the main focus of the struggle regarding political, economic, social, cultural, etc. concepts (8-10). And always thinkers from medical universities have come to these areas and have been the source of great changes (11). Justice, at first sight, seems to be a complicated and multi-layered problem, but it is possible to move toward and reach it (12-13). In this regard, other research on the factors affecting the promotion of educational justice, such as Eldridge's research (Educational Leaders' Performance), (14) Mosher's (Teaching and molding the teacher's behavior) (15), and Erden's (the beliefs of professors about gender) are noteworthy. Therefore, the purpose of this study was to investigate the degree of compliance with of educational justice among students of Jahrom University of Medical Sciences in 2014.

MATERIALS AND METHODS

This descriptive-analytic study was performed on 156 students of anesthesiology, operating room and nursing in Jahrom University of Medical Sciences in 2014. Inclusion criteria included: students of the first educational year and more and exclusion criteria included: incomplete completion of the questionnaire, guest students who have come into or gone out of Jahrom, and students who had taken a transition to/from Jahrom, and students' failure to participate in the study. After approving the research project and obtaining a license from the Research Deputy, the researcher began to sample the research community.

Sampling was done in the form of a census. It should be noted that the tools used in this study included demographic information form (age, gender, field of study, academic term, being native or non-native), and two questionnaires. In order to investigate educational justice in this university, the Golparvar Educational Justice Questionnaire (23), which is answered on the seven-level Likert scale, was used. This 14-item questionnaire has been designed on the basis of the native culture of Iranian universities. The score for each question was from (seven to one), (completely agree (7) and completely disagree (1)). The maximum score of the questionnaire is 98 (the highest educational equity), the mean is 56, and the minimum score is 14 (the least educational justice levels). The validity of this questionnaire has been highly desirable and its reliability, based on Cronbach's alpha coefficient, has been obtained 86%, which is indicative of this questionnaire's reasonable reliability (5). Finally, the data of this study were analyzed by descriptive tests (mean and standard deviation) and analytical tests (t test, ANOVA) and by SPSS version 19 software.

RESULTS

156 students of anesthesiology, operating room and nursing from Jahrom University of Medical Sciences participated in this study. 79.5% were girls and the rest were boys. The majority was sophomore or junior and third years and 69.9% were non-native (Table 1). The students' mean of educational justice was 59.56 ± 15.04 .

The results of t-test showed that there was no significant difference between male and female students in terms of educational justice ($p > 0.05$ and table 2).

Table 1: Describing the demographic variables of students

Demographic variable	Percent
Gender	
Male	5/20
Female	5/79
Field of study	
Medical	9/17
Nursing	3/1
Anesthesia	8/30
Operating room	1/5
Emergencies	2/3
Laboratory sciences	5/13
Public health	2/28
Job	
Second	4/40
Third	0/49
Fourth	6/10
Residential place	
Native	7/30
Non-Native	3/69

The results of the ANOVA test showed that there is no significant difference between different disciplines in terms of educational justice ($p > 0.05$ and table 3).

DISCUSSION

It should be noted that education justice at universities is one of the most important pillars for the growth of students. Because in the presence of educational justice, students are encouraged and their academic performance improves and they are less likely to suffer from academic failure. The results of the present study showed that the mean of educational justice among students was (59.66 ± 15.04) . Thus, we find that the level of justice is among the students is at the average level. Heidarzadeh *et al.* (2016), in a study aimed at investigating the effect of educational justice on academic burnout and achievement of the students of Kerman University of Medical Sciences, obtained similar results to the results of this study. And the average level of educational justice among the studied students has been reported at the moderate level (16). The results of similar studies were consistent with the present study (17-18). The absence of priority of one learner over the other one and the manifestation of justice in the evaluation method and the way teachers teach are the most significant concerns of learners in the field of educational justice. And learners believe that they can question compliance with educational justice (19). It is clear from the findings of various studies that educational justice among students does not have an appropriate level. In general, several factors can reduce the level of educational justice among students, including inequality in rating students in accordance with their degree of competency, lack of guidance according to the students' abilities. Other findings from this study showed

that there was no significant difference between male and female students in terms of educational justice. Different studies have achieved the same result including Marzuqi *et al.* (15), which can be due to the impartial attitude of the professors towards both sexes and to its insignificance. But findings regarding the lack of gender differences and the impact of gender on the perceptions of teachers in the field of educational justice are contrary to Erden's research results. The reason for this contradiction can be various conditions, including religious, cultural, and other variables that have not been studied in this study (17). In other words, it can be said that professors interact with both sexes in the same way, because both sexes have approximately the same perception in this field. Therefore, the perception of unfair conditions by students may be due to factors such as the beliefs and views of professors about some students and perhaps due to the hallucinatory errors that play a significant role in the implementation of educational justice and in the creation of fair opportunities for all students (20). Also, in the present study, it was observed that there was no significant difference between different disciplines regarding educational justice. This result could be due to that fact that the professors do not prioritize or appreciate some disciplines.

CONCLUSION

According to the findings of this study, the level of educational justice among students is at the moderate level. This means that the students' educational justice is not in parallel with their improvement. Therefore, it is suggested that practitioners and university executives develop programs that can take effective steps to improve students' educational justice. As a result, we will eventually witness the progress of students in their fields of study and, consequently, the overall development of the country's educational system follows.

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Table 2: Comparison between male and female students in terms of educational justice

	Sex	N	Mean	SD	P-value
Educational justice	Male	0/32	43/60	23/15	553/0
	Female	0/124	65/58	08/15	

Table 3: Comparison between students of different disciplines in terms of educational justice

Field of study	N	Mean	SD	P-value
Educational justice				
Medical	28	17/56	05/13	180/0
Nursing	2	00/54	656/5	
Anesthesia	48	89/58	45/14	
Operating room	8	37/51	04/13	
Emergencies	5	00/56	91/14	
Laboratory sciences	21	66/56	19/14	
Public Health	44	04/64	17/17	

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