

The Relationship between University Students' Instructors' Credibility and Perceptions of Justice in the Classroom*

Turkan Argon¹ and E. Selin Kepekcioglu²

¹*Abant Izzet Baysal University, Faculty of Education,
Department of Educational Sciences, Bolu, Turkey*

²*Abant Izzet Baysal University, School of Foreign Languages,
Department of Modern Languages, Bolu, Turkey*

*E-mail:*¹<turkanargon@hotmail.com>, ²<kepekcioglu_e@ibu.edu.tr>

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ABSTRACT The present paper examined the relation between university students' instructors' credibility and perceptions of justice in the classroom. Relational screening model was applied and 1439 students participated in the research. Justice in the Classroom and Instructor Credibility Scales were used as the data collection tools. In the analysis of the data, Average, Standard Deviation, and Pearson Correlation Analysis were applied. At the end of this research, it was found that the students were undecided about their feelings on their instructors' competence, goodwill, and trustworthiness. The students' perceptions of distributive and procedural justice in the classroom were found to be fair, but their perceptions of interactional justice in the classroom were found to be neither fair nor unfair. It was found that there was only a very low positive significant correlation between the students' perceptions of instructors' trustworthiness and distributive justice in the classroom.