Measuring Fairness and Justice in the Classroom: A Systematic Review of Instruments' Validity Evidence

Article Summary

Abstract
Empirical research in education has largely adopted quantitative approaches to measure teachers' and students' perceptions of fairness and justice in classroom contexts. The purpose of this study is to understand the validity evidence of fairness and justice instruments including how fairness and justice have been conceptualized in measures. Through a systematic review method, 96 quantitative studies were identified and their measurement instruments were analyzed based on five validity criteria: (a) framework and conceptualization of construct, (b) response processes, (c) internal structure, (d) internal consistency reliability, and (e) relationship to other variables. Results showed that most studies conceptualized classroom fairness and justice from organizational and social psychological theories with only a few conducting rigorous statistical analyses to support their validity interpretations. Findings are critically discussed and point to the need to develop a theory of fairness and justice rooted in classroom contexts. Impact Statement By reviewing the quality of classroom fairness instruments, this study provides guidance to school psychologists, teachers, and educational researchers with the choice of reliable instruments to promote fairer school culture and climate that supports students' academic engagement and motivation as well as mental health at schools.

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