

Research Article

Primary school teachers' opinions on social justice in life studies lessons and in-class practices

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Abstract

Education is of great importance for the inclusion of persons in society. While education is so important, unfortunately, not all students can benefit from education opportunities offered equally. Problems experienced in reaching quality education that put students at a disadvantage situation can be listed as social differences, gender, language, ethnicity, family structure, socioeconomic status, and having special needs. This study aims to examine teachers' opinion to some students' situation about their disadvantageous in the classroom and how the primary school teachers minimize this disadvantage and furthermore what they do to about social justice in the classroom environment. For this aims, five schools with disadvantaged students were selected to determine the participants of the study, and 10 teachers who voluntarily agreed to participate in the study were selected from the teachers in these school. In this study, case study design, one of the qualitative research methods, was preferred and interview method was used for data collection via semi-structured form. This research was conducted in the academic year 2021-2022. As a result of the study was determined that the teachers' work for disadvantaged students focused on "peer collaboration", "forming heterogeneous groups" and "respecting different cultures". It was stated that when they made these practices, the problems of the students decreased and they improved academically and socially.

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Introduction

In today's rapidly changing and developing world, persons need to keep up with this change and development. In general, it can be said that some basic behaviors such as adapting to the environment in which individuals live, communicating with their environment, being in cooperation, are skills that have become a necessity in the 21st century. It is important for individuals to acquire these skills at an early age for consistent behaviors. For this reason, the lessons that students take in the first years of school life become even more important. The basic course in which the basic rules of social life and behavior patterns are taught is the life studies lesson in primary school. The life studies lesson taught in the first three years of primary school plays a very important role in gaining these skills. A child who has just started primary school leaves his/her home for the first time and comes to school, a place where he/she can interact socially. In this new environment, it helps the student in terms of adaptation to the environment, thanks to the content of the life studies lesson (Gündoğan, 2019). Life studies lesson has been defined in different ways by many people in the literature. Tay (2017), defines it as a lesson that helps the child to know himself/herself, gains the ability to adapt to the globalizing world, and tries to teach children the knowledge of life. Based on this definition, we can

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express the life studies lesson as life itself. Thanks to the Life studies lessons, the child not only experiences situations that he/she may encounter in real life, but also becomes individuals who are prepared for these and similar situations. In this context, the life studies lesson has an important place in the adaptation of the individual to the environment in which he lives, in the training of individuals who are blended with the values such as knowledge, skills, attitudes and behaviors required in world citizenship (Gündoğan, 2019). Life studies lessons is also a life lesson in which world citizenship brings about respect for culture, cultural awareness and being together with different cultures. The cultural dimension of the life studies lesson has made the concept of multiculturalism compulsory in education.

Multiculturalism

Multiculturalism can be defined as the awareness of race, language, religion, ethnicity, social class and other cultural elements (Johansson, 2022). Multicultural education does not only give equal education opportunities to students from different races, languages, ethnicities and cultures, but also strives to change the school environment in which education will take place (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield & Stephan, 2001). According to Gay (1994), multicultural education is; it is a thought and education reform movement and process that aims to change the structure of educational institutions so that all students have an equal chance of academic success. The multicultural education process is seen as a strategy that develops students' critical thinking skills, enables them to learn by doing and experiencing, and provides a direct proportion between this and academic success, and prepares students for the situations required by the 21st century (Bigatti, Gibau, Boys, Grove, Ashburn-Nardo, Khaja & Springer, 2012). When we examine the definitions of different authors, it is seen that multicultural education has a structure that takes into account individual differences. Because no student is exactly alike. Each student's knowledge and skills, interests, wishes, expectations, ways of working, in short, everything is different from the other. People are affected by every element of society. For this reason, we need to take into account the changes that occur due to cultural differences in the preparation of the learning environment (Çoban, Karaman & Doğan, 2010). In other words, it is seen that the authors agree on such situations as respect for human rights and freedoms, tolerance towards cultural differences, equal opportunities in education, planning and preparing programs to teach cultural diversity, and creating a different perspective etc in multicultural education.

Education is of great importance for the inclusion of persons in society. While education is so important, unfortunately, not all students can benefit from education opportunities offered equally. Problems experienced in reaching quality education that put students at a disadvantage situation can be listed as social differences, gender, language, ethnicity, family structure, socioeconomic status, and having special needs (Ross, 2003). In the studies conducted, it has been seen that students who are disadvantaged due to their social differences cannot achieve the desired academic success and fail in many social issues (Chiu ve Walker, 2007; Çiftçi & Çağlar, 2014; Enslin, 2006; Sart, Barış, Sarıışık & Düşkün, 2016). It is necessary to provide social justice in order to minimize this situation of students who are disadvantaged due to their social differences (Furman & Shields, 2005). The Turkish Language Association (TDK) (2014) defines the notion of social justice as “a set of policies aimed at creating a just, egalitarian, participatory and harmonious society”. In shortly, social justice includes the efforts to ensure that the student takes part in a democratic and fair educational environment, where he or she equally benefits from the education and training that other students benefit from, regardless of their social environment or difference (Koçak & Bostancı, 2019). Theoharis (2007), on the other hand, explains social justice in a way that includes developing a culture that will include marginalized students first and then all students, and the activities and plans to be carried out to include all students.

When the literature is examined, the notion of social justice in education; it is tried to be explained with concepts such as justice, multiculturalism, equality and democratic society (Tomul, 2009). The notions of social justice and multicultural education are similar in ideas that equal educational opportunities should be provided to all students from different races, social groups and ethnicities (Banks, et al., 2001). Besides this similarity, multicultural education aims to provide communication and interaction between different groups; social justice in education, on the other hand, aims to eliminate or minimize the negative effect of the disadvantageous situation in education on academic and social success (Bohn & Sleeter, 2000). For social justice, "being just" is an invariable truth. However, "treating everyone equally" goes against the idea of social justice (Furman & Shields, 2005). Furman and Shields (2005) emphasize that teachers have great importance in both academic success of students and in raising awareness of the democratic environment. For this reason, teachers, who carry out education and training activities, have a great importance in applying social justice in education. Disadvantage due to social differences is a major obstacle to getting qualified education. There is a link between the provision of social justice in education and the educational climate created by the teacher in the classroom environment. Aronson & Laughter (2016) emphasizes that solutions to the problems of

marginalized groups who are disadvantaged in accessing education can only be found according to the experiences in the implementation process. Tomul (2009), on the other hand, sees social justice in education as an area for eliminating the situations experienced by disadvantaged groups.

Teachers have a great responsibility in providing and implementing social justice (Karacan, Bağlıbel & Bindak, 2015). Teachers need to know about social justice in order to fulfill this responsibility and they must also behave accordingly. There are three important points to ensure social justice in the classroom. These points are the distributive, relational and cultural dimensions of social justice. Distributive justice focuses on the equal distribution of what is available to every person in the society. Relational justice means that all social classes have the right to have a say in the decisions taken about them, while cultural justice focuses on the implementation of all practices and studies with respect to different cultures (Gewirtz & Cribb, 2002). In order to ensure social justice in the classroom, teachers should consider all dimensions of social justice and look at events from a holistic perspective. Shields (2013) emphasizes that social justice in education can be achieved not only with democratic values but also with an egalitarian education that emphasizes academic success. As stated above, the distributive, relational and cultural dimensions give the teacher important responsibilities to ensure social justice in the classroom environment. In this context, teachers have responsibilities such as developing a critical perspective against unfair situations, instilling the awareness of being respectful to cultural differences, giving students the right to speak on issues that concern them, and granting all students the right to equal and fair education (Çoban, Karaman & Doğan, 2010; Koçak & Bostancı, 2019). The notion of social justice, by its nature, is related to the content of the life studies lesson. Because life studies lesson is directly related to social life. Thanks to this relationship, the child is prepared for situations that may arise in real life. It can overcome the negativities created by the differences existing in the society with the awareness of social justice. In the formation of this awareness, the life studies lesson is seen as very important.

Problem of Study

In this study, it is aimed determine to teachers' opinion to some students' situation about their disadvantageous in the classroom and how the primary school teachers minimize this disadvantage and furthermore what they do to about social justice in the classroom environment. In order to achieve this aim, answers were sought to the following questions:

- According to teachers' opinions, what are the main problems that disadvantaged students experience in the classroom environment?
- What do teachers do in the classroom to ensure social justice in the classroom environment?
- What are teachers' opinions about the importance of education in promoting social justice?
- What are the teachers' evaluations of life studies lesson textbooks in terms of social justice?

Method

Research Design

In this study, case study design, one of the qualitative research methods, was preferred. A case study is an approach that examines a phenomenon or event in depth, explains the current situation (Yıldırım & Şimşek, 2021), and examines a current situation in real life where the boundaries between an event and context are not clear (Yin, 2014). Especially in recent years, case studies have been used frequently in educational studies. The reason for this serious trend is that the case study provides opportunities to examine, analyze and make inferences about the subject without interfering with the researcher's subject (Akar, 2019). The most important characteristics that determine the case study, which Merriam (1988) defines as a holistic description and analysis of a person, an entity or a social unit are accessibility to different information sources, observability and in-depth data acquisition and analysis (Duff, 2008; Woodside, 2010). In this research, primary school teachers' practices related to social justice in life studies lessons were wondered and the case study design was preferred because it was aimed to describe and analyze these practices in depth.

Participants and Sampling

Criterion sampling technique, one of the purposeful sampling methods, was used to determine the participants of the study. Based on our existing knowledge, samples are selected from the units that we think can provide the data we need in the study and that we anticipate in the purposive sampling method (Gezer, 2021). Purposive sampling methods are analyzed as subheadings that outlier situation, maximum variation, criterion, homogeneous sampling etc. In this study, criterion sampling was used. Criterion sampling; It is the examination of situations where the units to be selected can provide rich data (Patton, 2002) that meet a number of criteria (Yıldırım & Şimşek, 2021). One of the defining features of the case study is that the situation under study is examined in itself due to its unique characteristics (Ersoy,

2016). For this reason, five schools with disadvantaged students were selected to determine the participants of the study, and 10 teachers (coded as P1, P2, P3...) who voluntarily agreed to participate in the study were selected from the teachers in these school. In determining the participants of this study, factors such as gender, professional seniority, and education level are also taken into account, and the participants are listed in Table 1.

Table 1

Structure of Participants

Participants Codes	Gender	Seniority years	Graduation level	Class grade
P1	Male	12-17	Undergraduate programs	1 st grade
P2	Male	18-...	Graduate programs	2 nd grade
P3	Female	0-5	Undergraduate programs	3 rd grade
P4	Female	6-11	Undergraduate programs	1 st grade
P5	Female	0-5	Undergraduate programs	2 nd grade
P6	Female	0-5	Undergraduate programs	3 rd grade
P7	Female	0-5	Undergraduate programs	2 nd grade
P8	Male	12-17	Undergraduate programs	1 st grade
P9	Female	0-5	Graduate programs	2 nd grade
P10	Male	12-17	Undergraduate programs	1 st grade

Data Collection

Semi-structured Interview Form

Interview method was used for data collection in this research. The interview method is a systematic data collection technique in social sciences, based on a conversation between the researcher and the participant about the researched subject. The main purpose of this technique is to learn what the participants think about the researched subject. It provides the opportunity to learn the behaviors that cannot be directly observed, as a primary source, from the participants themselves in the interview (DeMarrais, 2004; Rugg ve Petre, 2007; Patton, 2015; Merriam ve Tisdell, 2016). There are three types of interviews commonly used in social sciences as structured, semi-structured and unstructured. In this study, semi-structured interview was preferred. In the semi-structured interview, which aims to collect data with a flexible approach and includes standard questions, the order of the questions may change depending on the flow of the interview or some questions may not be asked depending on the situation. Similarly, more detailed information may be requested from the participant. At the same time, in this interview method, additional questions can be used if needed, for questions that the participants do not understand or have difficulty in answering (Batdı, 2021). The questions in the semi-structured interview form used as a data collection tool in this study were sent to 5 academicians who are experts in their fields via e-mail and their opinions were requested. 4 academicians responded to this request and the questions were rearranged according to the expert opinions and the final form of the interview form was given. However, after the interviews with the participants, the recorded data were read to the participants again and confirmed. Similarly, these data are given in the findings section of the research without being interpreted as a direct quote. In this way, it was tried to increase the validity and reliability of the research. Example for the one of the interview questions; What are the problems that disadvantaged students experience in the classroom? The last version of Semi-structured Interview Form attached the appendix (See Appendix 1).

Data Analysis

The data collected in the research were analyzed by content analysis technique. In short, content analysis can be defined as creating themes and sub-themes with codes based on data (Yıldırım & Şimşek, 2021). The main purpose of content analysis is to provide an understanding of the studied phenomenon (Batdı, 2021). In the analyzed data, words and word groups that are close to each other are determined and placed in categories related to the subject in line with the literature (Silverman, 2013). In other words, in content analysis, codes, themes and patterns are determined as a result of systematically classifying the data (Batdı, 2021). All qualitative data collected in this study were first scanned carefully. All of the data were read, analyzed and coded. Based on the coding, categories and themes were reached.

Findings

Theme 1. Problems of Disadvantaged Students

Teachers' opinions on the problems of disadvantaged students are presented in Table 2.

Table 2.

Teachers' Opinions on the Problems of Disadvantaged Students

Codes	Frequencies (f)
Inability to adapt to the school environment	10
Not understanding what is told	4
Inability to communicate	6
Difficulty in discipline	2
Socioeconomic difficulties	1
Not feeling comfortable	3
Not being able to express oneself	4

It has been determined that primary school teachers generally state that students have problems in "adapting to the school environment". In addition, the problems faced by disadvantaged students are as follows: "not being able to communicate", "not understanding the subject", "not being able to express oneself", "not feeling comfortable", "difficulty in discipline", "socioeconomic difficulties". Teachers' opinions on the subject are given below through direct quotations:

"They are shy both in understanding the subject and participating in social activities in their friend environment." (P1)

"They experience problems such as inability to communicate, indifference of parents, difficulty in discipline, absenteeism, inability to fully adapt to their peers, and not feeling psychologically comfortable." (P2)

"Students who do not speak Turkish and who are considered inadequate in terms of family features and socioeconomic status may experience adaptation problems with their peers in the classroom environment. It may take time for inclusive students to mingle with their peers and for their peers to become socially accepted." (P3)

"Students who cannot speak Turkish have problems in communicating with their friends in the classroom and school environment." (P4)

"They may have compatibility issues. They have difficulties in activities. Foreign students have communication problems with their friends" (P5)

"My socioeconomically poor students have difficulties in obtaining the necessary materials in the classroom. At the same time, my foreign students have difficulties in adapting to the Turkish education system and in the classroom." (P6)

"They feel socially alone. They lag behind their peers. Behavior problems arise after a while." (P7)

"They are having adaptation problem in the classroom. I observe a constant state of anxiety. They have problem in socializing. They are shy and introverted. They have learning difficulties." (P8)

"First of all, they have communication problems. For example, when I think about foreign students in the classroom, they have disadvantages due to language. Since they do not speak Turkish fluently, their ability to express themselves remains weak. For this reason, they cannot establish bonds with both the teacher and their peers. They exhibit timid behavior" (P9)



Figure 1
Codes on the Theme of "Problems of Disadvantaged Students" Created by Content Analysis of the Interviews

Theme 2. Social Justice Providing and Used Methods

The teachers' opinions on social justice providing and used methods are presented in Table 3.

Table 3.
Codes of Social Justice Providing and Used Methods Theme

Codes	Frequencies (f)
Heterogeneous Group	6
Communicating with parents	1
Making students express themselves	3
Providing or creating peer support	5
Focusing on values education	2
Empathising	1
Listening to students	2

Primary school teachers stated that they try to provide equality between students by arranging students or peer group in a heterogeneous way. In addition, "communicating with parents", "making students express themselves", "providing or creating peer support", "focusing on values education", "empathising", "listening to students" He stated that they included practices or methods such as " in their lessons.

"In order to bring students together for group activities, I pay attention to the heterogeneity of the peer group rather than the academic success of the students. In other words, there are students from all levels or cultures in the group I created. In this way, I ensure the fusion within the group more quickly" (P1)

"First of all, I have frequent meetings with parents. Since students have difficulties in communicating, I do a lot of practice with them. I encourage them to speak in front of their peers. I want other students to support them as well. If there are different talents, I am working to reveal them. I keep in touch with the counseling service. I do my best not to make them feel like foreigners." (P2)

"I give students the opportunity to engage more in social interaction. For this, I focus on the physical layout of the classroom. I give importance to peer support in lessons." (P3)

"I make layout in the seating arrangement in a way that everyone gets together. I provide peer support to prevent them from being alone during school time." (P4)

"While doing the activities, I distribute the students from different cultures into the activity groups, so that the students are active." (P5)

"I do in-class activities to complete the missing aspects of students from different cultures. For example; I am doing reading practice with my foreign students who do not know how to read and write and speak Turkish." (P6)

"I try to keep everyone close to each student in classroom to increase communication between student from different culture." (P7)

"I focus too much on personal and social values. I attach importance to the notions of sharing, equality, collaboration and solidarity. I also focus on developing empathy skills." (P8)

"My first expectation from students from different cultures is the ability to express themselves. Because people who can express themselves and convey their feelings and thoughts to the other party can truly be an individual. That's why I try to listen and understand my students. I take care to work with heterogeneous groups in the classroom. I always give feedback when they are successful or unsuccessful." (P9)

"I usually do some activities such as give task student from different culture during breaks time, give equal rights to speak, play games, include them in the circle of friends etc. These examples can be increased. For example, engage in peer work, monitor conversations and behaviors during breaks, and take precautions against negative situations." (P10)

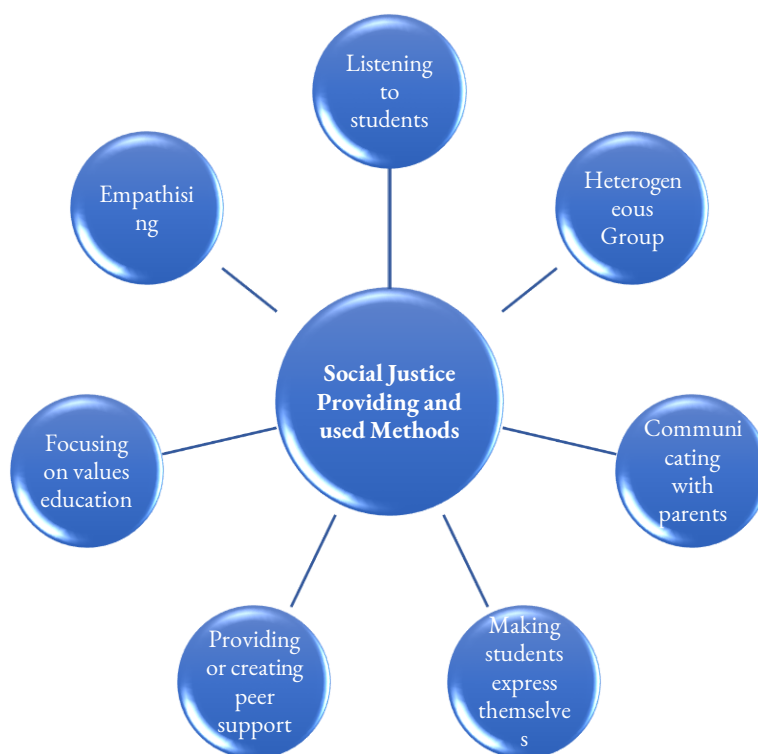


Figure 2
Codes on the Theme of " Social Justice Providing and Used Methods " Created by Content Analysis of the Interviews

Theme 3. Social Justice and Education

Teachers' opinions about the importance of education in promoting social justice are follows.

Table 4.

Codes of Social Justice and e-Education Theme

Codes	Frequencies (f)
Adapt to environment	5
Equality	3
Muticulturalism	4
Just and democratic society	7

"The sense of social justice has a positive effect on student behavior. It enables students to adapt to the environment more quickly and to produce solutions to problems more quickly." (P1)

"Social justice in education is very important. Because, thanks to social justice, every student gets educated they deserve." (P2)

"Social justice creates an environment suitable for the coexistence of different cultures in the education process. It provides to students meet better and to mingle different groups with each other." (P3)

"Unfortunately, the notion of social justice has no use in the educational process. Because it can not provide keeping close between different groups. Each student communicates with their own ethnic and origin group" (P4)

"A fair social equality and a democratic environment can be created through education. Education plays an important role in establishing social justice. Because through education, positive attitudes can be developed in people." (P5)

"Social justice and education are inseparable. Educated people believe in the necessity of social justice. Those who believe in social justice also know that education is very important for social peace." (P6)

"Education gives people the skill to respect. It provides the knowledge of living together. Students who gain these will also gain a sense of justice." (P7)

"Education is of great importance in ensuring social justice. We, the teachers, behaving fairly in the classroom will also contribute to the development of our students' sense of justice." (P8)

"The notion of social justice means that the different groups of the society are balanced in stile of their living. From this point, it reminds us of equal opportunity in education. Equality of opportunity provides that people's skills can be developed in the best way without any discrimination and barriers." (P9)

"If there is no social justice in education, you will only just care about their academic skills, not their behavior. If building positive behavior is the first thing to consider, it will not be possible without social justice. Social justice is essential for a calm and peaceful classroom environment." (P10)

When the opinions of the teachers given above through direct quotations are examined, it is seen that the teachers think that education and social justice are related concepts in general. Teachers stated that thanks to education, the process of students' adaptation to the environment and their self-expression became easier, and equality of opportunity was provided in education. They also stated that in a classroom environment where there is social justice, it becomes an easy and appealing situation in education.

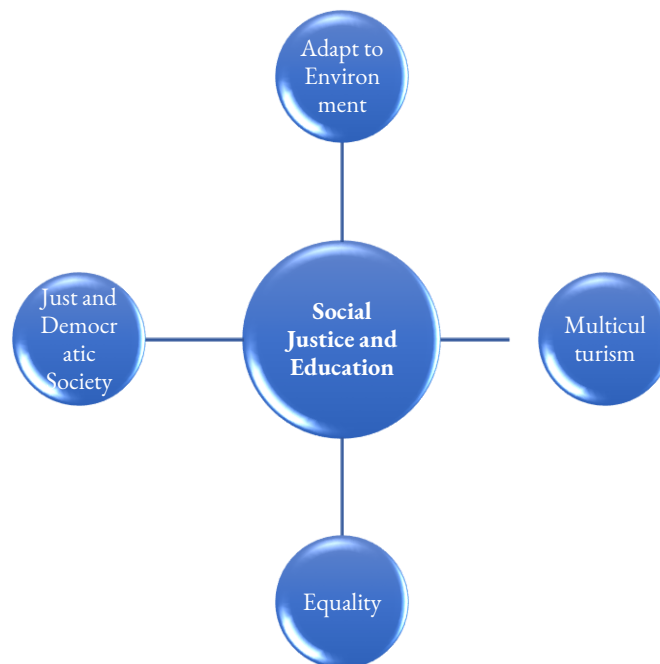


Figure 3

Codes on the Theme of " Social Justice and Education " Created by Content Analysis of the Interviews

Theme 4. Life Studies Lessons and Social Justice

The teachers' opinions on how they evaluate the Life Studies lesson textbook and the curriculum in terms of social justice, when they consider it in all its dimensions, are as follows:

Table 5.

Codes of Life Studies Lessons and Social Justice Theme

Codes	Frequencies (f)
Inadequate	7
Diversities	3
Justice and Equality	5
Universal values	4

"I generally focused on the life studies lesson topics from an academic point of view; I've never looked at it in terms of social justice." (P1)

"The Life studies lesson textbook seems really suitable for all students. But It may not be suitable for students whose financial situation is not good in the slums. Because cultural differences can be effective in this." (P2)

"I think the books are not enough for students from different cultures." (P3)

"I find books superficial in terms of depth of knowledge. Does not reflect real life and living conditions." (P4)

"Considering students from different cultures, I think that it is not suitable for social justice and equality." (P5)

"I think that the Life Studies textbook appeals to all students in terms of social justice. It is necessary to include more universal values and issues that focus on being a good person." (P6)

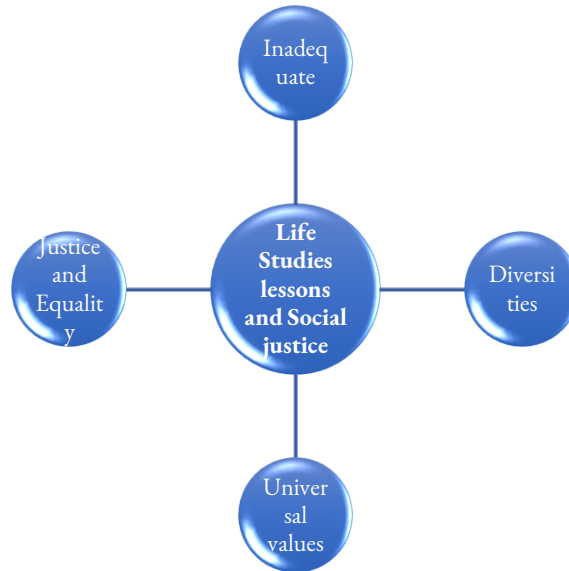
"Different cultures or different individual characteristics are included in the book. This aims to provide children with respect to diversities at an early age." (P7)

"I think it is sufficient. The notions of social justice and equality are emphasized directly and indirectly in textbook. I really like this year's books." (P8)

"When I evaluate the life studies lesson textbooks in terms of social justice and equality, I see respect for diversities reflections. I think that the topics covered in the book are universal. For example, there is the topics that in the book very important such as "we introduce ourselves", "our personal differences", "my opinions are valuable" and addressing these topics shows us that social justice is reflected." (P9)

"The textbook is not very important to me. What matters is teacher behavior in educational process. One good move can be worth a whole book. Commonly The book is read and talked about it. But the behaviors that learned never forget." (P10)

When the opinions and thoughts of the teachers were examined, it was observed that the teachers generally found the life studies lesson textbook and program appropriate in terms of social justice and equality; but some teachers stated that they found the book and the program superficial or inadequate. According to the teachers in-class practices and social justice for aims of lesson were included in textbook. But some teachers, who stated that this situation did not exist throughout the book, stated that social justice for aims of lesson about real life were not sufficient. Teachers, who found the textbook sufficient, in terms of social justice stated that they liked the textbook because it generally included universal values. However, they stated that they liked the book because it included in-class practices that would teach respect for diversities and reflect social justice to the all of students.

**Figure 4**

Codes on the Theme of " Social Justice and Education " Created by Content Analysis of the Interviews

Results and Discussion

In this study, it is aimed to determine teachers' opinions about some students' situations that are disadvantageous in the classroom and how primary school teachers minimize this disadvantage and furthermore what they do about social justice in the classroom environment. For this purpose, findings related to disadvantaged students, classroom problems of disadvantaged students, in-class methods and techniques used by classroom teachers to minimize these problems, life studies lesson and social justice concepts were determined and examined via content analysis.

According to the results of the research, teachers stated that disadvantaged students generally have difficulties in classroom educational activities and in the school environment. The majority of teachers think that these difficulties experienced by students affect their academic and social lives quite negatively. They stated that these students generally isolate themselves from the classroom, pay attention to something else by not being focused in the lesson, and are students with low self-confidence. As a result, these students show many undesirable behaviors. In the study conducted by Özcan, Balyer and Yıldız (2018) in schools located in disadvantaged regions, it was determined that similar results were obtained with this research. According to the data obtained in the aforementioned study, it is stated that the problems of disadvantaged students include lack of self-confidence, lack of motivation, lack of aims, not being interested in the topics of the lesson, coming to the lesson unprepared, not defending their rights when they are wronged and absenteeism. Additionally, language-related problems prevent disadvantaged students from both developing academically and communicating with other students (Kirişçi, 2014). In the literature, it has been stated that the biggest problem for disadvantaged children is the language problem, and because of this problem, they have difficulties in expressing themselves, understanding what they read, writing, and understanding what is told (Tamer, 2017; Erdem, 2017; Kultas, 2017, Parlakkaya, 2014; Akalın, 2016; Santaş vd., 2016; Özdemir, 2016). Nar (2008) stated that students have difficulties educationally because of speaking different languages at home and at school.

On the other hand, teachers stated that they support disadvantaged students and be interested in students in the classroom. In addition, teachers also stated that they made these disadvantaged students feel valued without marginalizing them via democratic decision-making in classroom. Similarly, teachers stated that they give responsibility to students so that social justice can develop more among students. Some teachers stated that the disadvantaged students became equal with other students thanks to the activities they carried out in the classroom, and the teachers also stated that in this way, the disadvantaged students developed both socially and academically. Gürgeç (2017) yaptığı çalışmasında öğretmenlerin dezavantajlı durumda olan ve olmayan öğrenciye eşit bir şekilde davrandıklarını belirtmiştir. Gürgeç (2017) stated that teachers treat disadvantaged and non-disadvantaged students equally, but Özcan, Balyer and Yıldız (2018) stated that in schools where disadvantaged students are concentrated, practices such as home visits and awarding are included in order to increase student success, and these provide successful results. According to Tomul (2009), with the provision of social justice in education, students are prepared for life and develop

themselves socially. Gürgen (2017) states that teachers should adopt social justice in order to create a democratic classroom environment that can appeal to students from different cultures.

The life studies lesson is the most appropriate course that can help ensure social justice. Because the realities of life are presented with a standardized planning via the content of the life studies lesson. Thanks to this course, teachers can eliminate the disadvantage among students and provide social justice. However, many of the teachers participating in the research find the life studies lesson and book insufficient in this respect. When we look at the literature, we come across similar findings. It is seen that the concept of justice is rarely included in the life studies and primary school social studies textbook (Erbaş, 2021; Erbaş & Başkurt, 2021). This constitutes a major obstacle to the achievement of the purpose of the life studies lesson. In order to eliminate these obstacles, especially life studies lessons and books should be presented to students with contents that covers and accepts every member of the society.

Recommendations

Recommendations for the Researcher

Since this study was limited to 10 teachers in five school in the province, it is recommended that further studies of a similar nature be carried out with a larger sample of teachers in all districts in the province. The author envisage findings dissimilar due to the cultural diversities.

This study was conducted as qualitative research on a small group. For this reason, research can be conduct as a quantitative research with a larger group.

Recommendations for the Applicants

Cultural activities should be included in life studies lessons so that disadvantaged students in the classroom interact more with other students. In addition, in-class materials from the cultures of diverse students should be brought to the classroom in life studies lessons. In this way, students from different cultures can focus more on the lesson. Moreover, teachers should be focusing on Increase cultural studies for diverse students in life studies lessons.

Limitations of Study

The research was limited to a tiny sample 10 teachers in five school in one district in the Gaziantep Province in Turkey. The author believes that the findings in other studies can revealed poor cultural interaction among diverse individuals. The obtained data in this study is based only on teachers' opinions.

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Biodata of Authors



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Appendix 1.

Semi-structured Interview Form

**Semi-structured Interview Form
for Preservice Teacher about Social Justice Instruction at Class**

Questions

- Q1. What are the problems that disadvantaged students experience in the classroom?
- Q2. What do you think about the importance of education in promoting social justice?
- Q3. What methods or practices do you use to ensure social justice in the classroom?
- Q4. When you consider with all its dimensions of the life studies lesson curriculum and textbook you are using, how do you evaluate the curriculum and the textbook in terms of social justice and equality perspectives?

Thanks