



Adaptation of the Restorative Justice Ideology Scale to Turkish Culture and an Assessment of Teachers' Restorative Justice Beliefs

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Article Type: Research Article

To Cite This Article: Şatiroğlu Karaağaç, F. & Ilgaz, G. (2025) Adaptation of the restorative justice ideology scale to Turkish culture and an assessment of teachers' restorative justice beliefs. *Eğitimde Kuram ve Uygulama* 21(1), 147-162. <http://doi.org/10.17244/eku.1668264>

Ethical Note: The research and publication ethics were strictly adhered to. For this research, ethical approval was obtained from the Social and Human Sciences Ethics Committee of Trakya University (Date: May 29, 2024, Number: 05/11).

Onarıcı Adalet İdeolojisi Ölçeğinin Türk Kültürüne Uyarlanması ve Öğretmenlerin Onarıcı Adalet İnançlarının İncelenmesi

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Makale Türü: Araştırma Makalesi

Kaynak Gösterimi: Şatiroğlu Karaağaç, F. & Ilgaz, G. (2025) Adaptation of the restorative justice ideology scale to Turkish culture and an assessment of teachers' restorative justice beliefs. *Eğitimde Kuram ve Uygulama* 21(1), 147-162. <http://doi.org/10.17244/eku.1668264>

Etik Not: Araştırma ve yayın etiğine uyulmuştur. Bu araştırma için Trakya Üniversitesi Sosyal ve Beşerî Bilimler Araştırmaları Etik Kurulu'ndan etik onay alınmıştır (Tarih: 29.05.2024, Sayı: 05/11).

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Abstract

This study aimed to adapt the Restorative Justice Ideology Scale (RJI Scale) for use in Turkish culture and examine teachers' restorative justice beliefs about various variables. Restorative justice offers an approach focused on repair and social harmony in response to crime and disciplinary violations, providing an alternative to the traditional criminal justice system. In the context of education, it is essential because it provides a more inclusive and constructive model for school discipline policies.

In the study, Confirmatory Factor Analysis (CFA) was employed to assess the construct validity of the scale, and the fit indices were evaluated. The scale has a structure with three sub-dimensions: *restoration*, *cooperation*, and *healing*. The findings showed that the scale generally has an acceptable level of validity and reliability; however, the healing sub-dimension exhibited lower internal consistency compared to the other sub-dimensions. Cultural factors may influence the evaluation of this dimension.

Teachers' restorative justice beliefs did not show significant differences in terms of gender, seniority and school level. This finding indicates that the concept of restorative justice is adopted regardless of demographic factors. In addition, study's findings suggest that further research is needed to examine teachers' perceptions of the restorative justice approach in Turkey.

Article Info

Keywords: Restorative justice ideology, scale adaptation, confirmatory factor analysis, teacher, restorative justice beliefs

Article History:

Received: 30 March 2025

Revised: 14 May 2025

Accepted: 26 May 2025

Article Type: Research Article

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Öz

Bu çalışmada, Onarıcı Adalet İdeolojisi Ölçeğinin Türk kültürüne uyarlanması ve öğretmenlerin onarıcı adalet inançlarının çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Onarıcı adalet, geleneksel ceza adalet sistemine alternatif olarak, suç ve disiplin ihlallerinde onarım ve toplumsal uyum odaklı bir yaklaşım sunmaktadır. Eğitim bağlamında, okul disiplin politikalarına daha kapsayıcı ve yapıcı bir model kazandırdığı için önem taşımaktadır.

Çalışmada, ölçeğin yapı geçerliğini test etmek amacıyla Doğrulamalı Faktör Analizi uygulanmış ve uyum indeksleri değerlendirilmiştir. Ölçek, *onarım*, *iş birliği* ve *iyileştirme* olmak üzere üç alt boyutlu bir yapıya sahiptir. Bulgular, ölçeğin genel olarak kabul edilebilir bir geçerlik ve güvenirlik düzeyine sahip olduğunu göstermiştir ancak iyileştirme alt boyutu, diğer alt boyutlara kıyasla daha düşük iç tutarlılık göstermiştir. Kültürel faktörler bu boyutun değerlendirilme biçimini etkileyebilir.

Öğretmenlerin onarıcı adalet inançları, cinsiyet, kıdem ve çalışılan okul kademesi değişkenleri açısından anlamlı farklılık göstermemiştir. Bu bulgu, onarıcı adalet anlayışının demografik faktörlerden bağımsız olarak benimsendiğini göstermektedir. Aynı zamanda araştırmanın bulguları, Türkiye'de öğretmenlerin onarıcı adalet yaklaşımına yönelik algılarını inceleyen daha fazla araştırmaya ihtiyaç olduğunu göstermektedir.

Makale Bilgisi

Anahtar Kelimeler: Onarıcı adalet ideolojisi, ölçek uyarlama, doğrulamalı faktör analizi, öğretmen, onarıcı adalet inançları

Makale Geçmişi:

Geliş: 30 Mart 2025

Düzeltilme: 14 Mayıs 2025

Kabul: 26 Mayıs 2025

Makale Türü: Araştırma Makalesi

Geniş Özet

Bu araştırmada, Onarıcı Adalet İdeolojisi Ölçeğinin Türk kültürüne uyarlanması ve öğretmenlerin onarıcı adalet inançlarının çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Onarıcı adalet, geleneksel ceza adalet sistemine alternatif olarak suç ve disiplin ihlallerine karşı onarım ve toplumsal uyum odaklı bir yaklaşım sunmaktadır (Rogers ve Miller, 2018). Bu yaklaşım, yalnızca cezalandırmaya dayalı uygulamaların yetersizliğini vurgulayarak; mağdurların zararlarının giderilmesi, suçluların sorumluluk alması ve toplumsal bağların onarılması gibi unsurlar üzerine kuruludur (Jin, 2023). Eğitim bağlamında onarıcı adalet, okuldan uzaklaştırma ve disiplin sevklerini azaltan, ilişkileri güçlendiren ve okul iklimini iyileştiren bir yaklaşım olarak öne çıkmaktadır (Clifford, 2015; Hendry, 2010; Berkowitz, 2012). Bu uygulamalar, öğrencilerin empati, sorumluluk alma ve karşılıklı anlayış geliştirme becerilerini desteklemektedir. Ayrıca, olumlu bir okul kültürü oluşturarak öğretmen-öğrenci ilişkilerini güçlendirmektedir (Fitzgerald-Yau vd., 2013; Garnett vd., 2020; Parker ve Bickmore, 2020). Türkiye bağlamında, onarıcı adalet uygulamalarına ilişkin bilimsel araştırmalar sınırlıdır. Alanyazında yalnızca Selçuk'un (2019), öğrenci, öğretmen ve velilerle yürüttüğü nitel araştırmaya rastlanmaktadır. Bu bağlamda öğretmenlerin bu yaklaşıma ilişkin inançlarını ölçebilecek geçerli ve güvenilir bir ölçeğin bulunmaması, çalışmanın özgünlüğünü ve önemini artırmaktadır.

Bu araştırma, bir ölçek uyarlama çalışmasıdır. Bununla birlikte çalışma, öğretmenlerin onarıcı adalet inançlarını çeşitli değişkenler açısından incelemek amacıyla, nicel araştırma yöntemlerinden biri olan nedensel karşılaştırmalı araştırma yöntemi ile yürütülmüştür. Araştırmanın çalışma grubunu, 2024–2025 eğitim-öğretim yılı güz döneminde, Millî Eğitim Bakanlığına bağlı okulların farklı tür ve kademelerinde görev yapan, farklı branşlardan 330 öğretmen oluşturmaktadır. Araştırmanın veri toplama aracı, Roland ve arkadaşları (2012) tarafından geliştirilen ve öğretmenlerin onarıcı adalete ilişkin kişisel inançlarını ölçmeyi amaçlayan Onarıcı Adalet İdeolojisi Ölçeği'dir. Bu ölçek, "onarım (restoration)", "iş birliği (cooperation)" ve "iyileştirme (healing)" olmak üzere üç alt boyut ve toplam 16 maddeden oluşmakta; 5'li Likert tipi bir derecelendirme ile yanıtlanmaktadır. Ölçekteki iş birliği alt boyutuna ait maddeler ters kodlanmıştır. Ölçeğin orijinal formundaki Cronbach Alpha güvenirlik katsayıları onarım için 0.87, iş birliği için 0.85 ve iyileştirme için 0.70 olarak rapor edilmiştir. Türkçeye uyarlama süreci kapsamında, ölçeği geliştiren yazarlardan gerekli izinler alınmış, ileri-geri çeviri yöntemiyle iki aşamalı uzman gruplar aracılığıyla dilsel ve kavramsal eşdeğerlik sağlanmıştır. Çeviri sürecinde yalnızca sözcük düzeyinde değil her maddenin kültürel bağlam içerisindeki anlamı ve ölçme amacı da dikkate alınarak gerekli uyarlamalar yapılmıştır.

Veri analiz sürecinde, öncelikle normallik varsayımları değerlendirilmiş, bazı maddelerde (m3, m4, m8, m13) bu varsayımlar sağlanmadığı için uygun dönüşüm işlemleri (karekök ve küp dönüşümü) uygulanmıştır. Üç değer kontrolü Z dağılımı ve çoklu bağlantı analizleriyle gerçekleştirilmiş, veriler çok değişkenli analizler için uygun bulunmuştur. Ölçeğin faktör yapısı Doğrulamalı Faktör Analizi (DFA) ile test edilmiş; ilk analizlerde uyum indeksleri yetersiz bulunmuş, modelde yapılan modifikasyonlarla ikinci DFA'da kabul edilebilir değerlere ulaşılmıştır. Ölçeğin ayırt ediciliğini test etmek amacıyla %27'lik alt ve üst gruplar arası madde ortalamaları karşılaştırılmış, tüm maddelerin istatistiksel olarak anlamlı olduğu belirlenmiştir. Ayrıca, verilerin cinsiyet, kıdem ve çalışılan okul kademesi gibi değişkenler açısından farklılaşıp farklılaşmadığı İlişkisiz Örneklem t Testi, Mann-Whitney U, ANOVA ve Kruskal-Wallis testleri ile incelenmiştir. Etki büyüklükleri ise Cohen'in (1988) sınıflandırmasına göre hesaplanmıştır. Ölçeğin geçerlik ve güvenirlik analizleri, ölçme aracının genel olarak kabul edilebilir düzeyde bir yapı sunduğunu göstermektedir. Buna göre, ilk DFA sonuçlarının uyum indeksleri açısından yetersiz olduğu görülmüş ve model üzerinde yapılan modifikasyonlarla uyum indeksleri kabul edilebilir seviyeye ulaşmıştır. DFA sonuçlarında, iyileştirme alt boyutuna ait maddelerin faktör yüklerinin diğer alt boyutlara kıyasla daha düşük olduğu tespit edilmiştir. Orijinal çalışmada iyileştirme boyutundaki maddelerin faktör yüklerinin 0.55 ile 0.70 arasında değiştiği belirtilirken, bu çalışmada benzer şekilde daha düşük faktör yükleri elde edilmiştir. Ayrıca, iyileştirme boyutunun Cronbach Alpha güvenirlik katsayısı 0.51 olarak bulunmuş, bu değer orijinal çalışmadaki değere (0.70) kıyasla daha düşük bir iç tutarlılığa işaret etmektedir (Roland vd., 2012). İş birliği ve onarım boyutlarının güvenirlik katsayıları sırasıyla 0.66 ve 0.70 olup kabul edilebilir düzeydedir. Ancak, iyileştirme boyutunun AVE (0.11) ve CR (0.46) değerlerinin düşük olması, bu boyutun geçerlilik ve güvenirlik açısından daha fazla değerlendirilmesi gerektiğini göstermektedir.

Ölçeğin faktör yapısı, orijinal çalışmada önerilen üç faktörlü modeli genel olarak desteklediğini fakat iş birliği faktörünün diğer iki faktörle negatif ilişkiye sahip olduğunu göstermiştir. Bu durum, orijinal çalışmada gözlemlenmemiştir. İyileştirme boyutu, zarar verici davranış sergileyen öğrencilerin saygı görmesi, ebeveynlerin sürece dâhil edilmesi ve sınıftaki herkesin disiplin süreçlerine katılması gibi konuları vurgulamaktadır. Buna karşın, iş birliği boyutu ters kodlanmış ifadeler içerdiğinden, daha çok otorite, cezalandırma ve öğretmen kontrolüyle ilişkili bir algı oluşturabilmektedir. Bu sonuç öğretmenlerin, öğrenciler arasında iş birliği ile iyileştirme süreçleri arasında bir denge kurmakta zorlandıklarını düşündürmektedir. Öte yandan, ölçeğin faktör yapısındaki bir diğer bulgu, onarım ve

iyileştirme boyutları arasında pozitif bir ilişkinin bulunmasıdır. Bu durum, öğretmenlerin onarıcı adalet süreçlerini bireysel bir sorumluluk çerçevesinde ele alma, diğer bir deyişle, öğrencilerin bireysel olarak hatalarını telafi etmelerini ve onarım sürecine aktif olarak dâhil olmalarını destekleme eğiliminde olduklarını işaret etmektedir. Araştırmanın bulgularına göre, öğretmenlerin cinsiyet, kıdem ve çalışılan eğitim kademesi açısından onarıcı adalet inançlarında anlamlı bir farklılık bulunmamıştır. Bu durum, onarıcı adalet anlayışının demografik faktörlerden bağımsız olarak benimsendiğini ortaya koymaktadır. Aynı zamanda bulgular, Türkiye’de öğretmenlerin onarıcı adalet yaklaşımına yönelik algılarını inceleyen daha fazla araştırmaya ihtiyaç olduğunu göstermektedir. Özetle bu çalışma, Onarıcı Adalet İdeolojisi Ölçeği’nin öğretmenler için genel anlamda geçerli ve güvenilir bir ölçme aracı olduğunu göstermektedir. Bununla birlikte, ölçeğin bazı alt boyutlarının iyileştirilmesi gerektiği açıktır. Özellikle iyileştirme alt boyutunun iç tutarlılığının düşük olması, kültürel bağlamın etkisini ve bu faktöre yönelik maddelerin gözden geçirilmesi gerektiğini göstermektedir. Orijinal çalışmada da belirtildiği gibi, tüm maddeleri olumsuz ifadelerle sahip olan iş birliği alt boyutunun olumlu ifadelerle dönüştürülmesi, ölçeğin faktör yapısını etkileyebilir (Roland vd., 2012).

Introduction

Restorative justice offers an alternative approach to the modern criminal justice system. Restorative philosophy argues that traditional control mechanisms do not adequately address the root causes of crime and, therefore, fail to encourage offenders to stop committing crimes. According to this approach, formal social control should be considered a last resort to effect change in a community. The most effective way to manage crime is through informal methods that encourage offenders to engage with the community. Additionally, restorative justice theorists argue that crime is directly linked to the marginalisation and exclusion of individuals from society. Therefore, practices based solely on punishment are inadequate in preventing crime. The adversarial nature of the traditional criminal justice system, characterised by the tension between offenders and victims, has limited its effectiveness in promoting the reintegration of offenders into society (Rogers & Miller, 2018, pp. 167–169). Restorative justice is a process that aims to repair the damage done to victims and ensure that offenders take responsibility. It is accepted that crime harms both the victim and society and is based on the idea that justice should repair these damages. For victims, this process enables them to express their feelings about the incident and actively participate in the pursuit of justice. For offenders, it allows them to accept their mistakes and take responsibility by establishing relationships with those they have harmed. In this way, social ties can be rebuilt through direct interaction and reconciliation processes between offenders and victims, thereby supporting the reintegration of offenders into society (Jin, 2023, pp. 191–192).

Restorative justice plays a crucial role in education as an alternative to punishment-focused approaches (Clifford, 2015). It is an evidence-based approach that effectively reduces suspensions, expulsions, and disciplinary referrals in schools. This approach emphasizes the importance of valuing relationships and repairing those that have been damaged. Restorative practices provide both the victim and the student who committed the offense the opportunity to discuss their experiences, how they have been affected, and how they will work to remedy the harm done (Hendry, 2010). Additionally, these practices help develop skills such as mutual understanding and empathy. Thus, they promote a fair decision-making process and foster effective behavioral change. The widespread and consistent implementation of restorative practices cultivates a positive school culture and enhances social relationships within the school community (Berkowitz, 2012).

Restorative justice practices, applied in different ways across educational settings, have been the subject of various studies exploring their impact on school climate and student behavior (San Francisco Unified School District [SFUSD], 2019). These studies include qualitative and quantitative investigations into the implementation and outcomes of restorative justice in schools. For example, Peovska (2023) examined the role of restorative-justice-based discipline models in reducing student violence in schools. According to the results of the research based on the evaluations of students, teachers and administrators in different schools, restorative practices significantly reduced violent incidents in schools; in an environment where empathy, respect and understanding increased, students began to resolve conflicts more constructively, and all these results contributed to the creation of a positive school environment. Similarly, Fitzgerald-Yau et al. (2013) examined the effect of the ‘Inclusive’ program in a study conducted in eight different high schools in England. The research aimed to investigate behaviors such as violence and bullying within the framework of a restorative justice approach. Conducted with students, teachers, and school personnel, the study found that the restorative justice program was effective in creating a calm and safe school environment, improving relationships between students and teachers, resolving problems or disciplinary issues peacefully, fostering responsibility, and enhancing students’ self-esteem. Garnett et al. (2020) focused on the first year of a restorative justice program implemented in a socio-economically and culturally diverse elementary school in the USA and examined how restorative circles affected students’ social emotional development and community building processes within the classroom; they reported that restorative circles provided students with opportunities to express their feelings and thoughts, develop empathy, and be sensitive to the feelings of others. Parker and Bickmore (2020) and Kervick et al. (2020) also noted in their qualitative studies that restorative practices have a positive impact on both students and the overall school climate. The studies in question emphasized the positive effects of restorative circles, including drawing personal boundaries, listening, fostering mutual respect, creating an environment where students can express their ideas freely (Parker & Bickmore, 2020), reducing exclusionary discipline methods, adopting a constructive approach to conflict resolution, and promoting effective behavior management. Research indicates that restorative justice practices present certain challenges. Sandwick et al. (2019) conducted a qualitative study examining the restorative justice application processes and challenges encountered in five different schools in the United States. The study, which included the views of teachers, students, parents, and school security officers, reported that individual, family, and social problems faced by students triggered conflicts in schools and that discussions on race and class differences, in particular, deepened these problems. On the other hand, parents and school security officers believe that restorative justice is not deterrent and does not hold students accountable. Another striking finding is that some teachers perceive this process as

a threat to their authority when students and teachers mutually question their roles and reflect on their mistakes after the conflict. Mendel (2021) drew attention to the difficulties in this regard and stated that teachers and school administrators may continue to be committed to traditional disciplinary methods; students may not take restorative justice practices seriously or may be reluctant to participate in these practices because they expect a punitive approach in cases such as bullying and disciplinary violations. In contrast to these studies, Song et al. (2020) reported in their experimental study conducted with students, teachers, parents, and school administrators that with restorative justice practices, relationships within the school community improved positively; there was a significant decrease in exclusionary discipline policies that caused racial inequality for African-American and Latino students, in rates of suspension and relapse; and academic success and graduation rates increased.

Studies indicate that restorative justice practices are becoming increasingly significant in the education system due to their positive effects, such as reducing inequalities in school discipline policies, fostering an inclusive and equitable school climate, strengthening community ties and student-teacher relationships, and supporting students' social-emotional development. This situation highlights the importance of exploring the restorative justice approach within educational systems and discipline policies. In Turkey, no scientific studies have been found concerning the integration of such practices into the education system, nor on the development of a measurement tool to assess the beliefs of teachers and teacher candidates regarding restorative justice. However, the literature reveals only qualitative research conducted by Selçuk (2019) with students, teachers, and parents to understand perceptions of restorative justice practices. It can be said that scientific knowledge in this field remains limited in Turkey. Therefore, this study is expected to serve as a guide and tool for evaluating which aspects of the restorative justice approach are prominent in educational environments, particularly among teachers, how these aspects are perceived, and their applicability. It also aims to contribute to bridging the gap in the field by addressing the restorative justice approach within a framework specific to Turkey. In this regard, the study intends to adapt the Restorative Justice Ideology Scale (RJI), developed by Roland et al. (2012), to measure teachers' beliefs regarding restorative justice in Turkish culture and to assess these beliefs. Additionally, the study will investigate whether teachers' beliefs regarding restorative justice differ based on gender, professional seniority, and school level.

Method

Research Design

This research design focuses on adapting a scale. Additionally, it utilised the causal-comparative research method, a quantitative approach, to explore teachers' beliefs about restorative justice across various variables. Causal-comparative research seeks to identify potential causes or effects of differences between groups (Fraenkel et al., 2012, p. 366) and the relationships among variables, involving group comparisons based on a specific variable (Balci, 2011, p. 271).

Participants

The study group consisted of teachers from various branches working in different types and levels of schools affiliated with the Ministry of National Education during the fall semester of the 2024–2025 academic year. Tavşancıl (2005) indicated that a sample size of 10 times the number of items is adequate for scale adaptation studies. A total of 333 teachers participated in the 16-item scale; however, three participants were excluded from the sample due to incomplete responses to certain questions on the scale form. Consequently, the responses of 330 participants were analyzed. It is evident that the number of participants is sufficient for the study. The characteristics of the participants are presented in Table 1.

Table 1. Characteristics of Participants

| Variable Category | | n | % |
|------------------------|----------------|-----|-------|
| Gender | Female | 222 | 67.30 |
| | Male | 108 | 32.73 |
| School Level | Preschool | 15 | 4.55 |
| | Primary School | 53 | 16.06 |
| | Middle School | 174 | 52.73 |
| | High School | 88 | 26.67 |
| Professional Seniority | 1-6 years | 67 | 20.30 |

| | | |
|--------------------|-----|--------|
| 7-22 years | 203 | 61.52 |
| 23 years and above | 60 | 18.18 |
| Total | 330 | 100.00 |

As shown in Table 1, 67.30% of the teachers participating in the research (n=330) were female (n=222), while 32.73% were male (n=108). When the school level at which the teachers were teaching was examined, it was found that 4.55% were teaching at the preschool level (n=15), 16.06% at the primary school level (n=53), 52.73% at the middle school level (n=174), and 26.67% at the high school level (n=88). Regarding professional seniority, 20.30% of the teachers (n=67) had 1-6 years of professional experience, 61.52% (n=203) had 7-22 years, and 18.18% (n=60) had 23 years or more.

Instrument

RJI Scale. This scale was developed by Roland et al. (2012) to measure teachers' personal beliefs about restorative justice. The scale, initially in English, comprises three sub-dimensions and 16 items: 'restoration' (m1, m2, m3, m4, m5, m7, m8), 'cooperation' (m6, m10, m11, m12, m15), and 'healing' (m9, m13, m14, m16). It employs a 5-point Likert-type format ranging from 'Strongly disagree' to 'Strongly agree.' The cooperation sub-dimension consists of items that are ultimately reversed (5=1, 4=2). The Cronbach alpha reliability coefficients for the scale are 0.87 for the restoration sub-dimension, 0.85 for the cooperation sub-dimension, and 0.70 for the healing sub-dimension (Roland et al., 2012).

Language Validity of the RJI Scale. In the study, the necessary permissions were first obtained from the researchers who developed the scale via email to adapt it to Turkish culture. Forward and back translation methods were employed to ensure the language equivalence of the scale. To achieve this, two translation groups were formed. The first group included two English language experts and a Turkish teacher, while the second group comprised two English teachers pursuing their doctorates in educational sciences and a faculty member from the curriculum and instruction department. Once the groups were established, the first group translated the scale into Turkish. The translations were then reviewed with the Turkish teacher, resulting in a preliminary Turkish version of the scale. In the second stage, the scale was presented to the second group for evaluation to finalize its form and gather suggestions and consensus regarding the translations. During this stage, the second group translated the scale back into English and compared it with the original scale for semantic accuracy. The evaluations confirmed that semantic integrity was achieved between the original scale items and their Turkish translations. In addition, not only linguistic equivalence but also each item's conceptual content and contextual relevance were considered during the translation process. Accordingly, necessary adaptations were made based on expert evaluations to preserve semantic consistency and the functional integrity of the instrument within the target culture.

Data Collection

This research was conducted with the permission of the Social and Human Sciences Ethics Committee of X University, dated May 29, 2024, and assigned the number 05/11. The research data were collected online using Google Forms in October and November of the 2024–2025 academic year. The scale form was restricted to allow participants to respond only once, and then the link to the form was shared with them.

Data Analysis

In this study, the data analysis conducted to adapt the RJI scale to Turkish culture initially examined whether the scale's items met the normality assumption. The limits suggested by West et al. (1995) (skewness $< \pm 2$, kurtosis $< \pm 7$) were taken into consideration. According to the analysis results, it was determined that items m3, m4, m8 and m13 were outside the normality limits. For this reason, a square root transformation was performed for items 3, 4, and 8, and a cube transformation was performed for item 13 to ensure the normality assumption. Table 2 includes the skewness and kurtosis values of the scale items before and after the transformation.

Table 2. Skewness and Kurtosis Values Before and After Transformation

| Item Number | Before Transformation | | After Transformation | |
|-------------|-----------------------|----------|----------------------|----------|
| | Skewness | Kurtosis | Skewness | Kurtosis |
| m3 | -2.84 | 10.02 | -1.75 | 3.15 |
| m4 | -2.58 | 9.46 | -1.47 | 2.29 |

| | | | | |
|-----|-------|-------|-------|------|
| m8 | -1.68 | 5.56 | -0.65 | 0.25 |
| m13 | -3.49 | 14.55 | -1.80 | 2.41 |

In the second stage of the data analysis, extreme values were checked against the Z distribution, and it was noted that the values fell within ± 3 . Following this, multicollinearity and extreme values were examined in the dataset. As a result of the multiple regression analysis, the Variance Inflation Factor (VIF) was found to be below 10, and the tolerance values surpassed 0.10 (Field, 2009). Additionally, the correlation analysis revealed no relationship of 0.90 or higher between the items (Çokluk et al., 2014). These findings indicate that the data are suitable for multivariate statistical analyses.

The factor structure of the scale was examined using Confirmatory Factor Analysis (CFA). The results of the first CFA analysis indicated that the fit indices were insufficient, prompting a second CFA. The accepted reference values are presented in Table 3.

To evaluate the effectiveness of each item in the acquired scale for distinguishing individuals based on the measured characteristics, groups were formed consisting of the top 27% and the bottom 27% of participants according to their total scores. An Independent Samples *t* Test was conducted to determine whether the difference between the item means of these groups was significant. Cronbach's alpha, an internal consistency coefficient, was calculated to assess the reliability of the test. This study examined whether participants' restorative justice beliefs differed by gender, professional seniority, and school level. To achieve this, the skewness and kurtosis coefficients of the variables were first calculated to assess their suitability for normal distribution.

When examining the RJI and its sub-dimensions based on gender, it was found that the cooperation and healing sub-dimensions exhibited a normal distribution. In contrast, the restoration sub-dimension and the RJI total score did not. Consequently, the Independent Samples *t* Test was performed for the cooperation and healing sub-dimensions, while the Mann-Whitney U test was used for the restoration sub-dimension and the RJI total score of the groups.

When comparing the sub-dimensions in terms of seniority and school level, it was determined that the cooperation and healing sub-dimensions showed normal distribution, whereas the restoration sub-dimension and the RJI total score did not exhibit normal distribution. Therefore, an independent samples one-way analysis of variance (ANOVA) was conducted for the cooperation and healing sub-dimensions, and the Kruskal-Wallis test was performed for the restoration sub-dimension and the RJI total score. The analyses were conducted at the $\alpha=0.05$ ($p<0.05$) level. Since the sample affects the P value, the effect value was calculated even if there were no significant results. For this, Cohen's *d* was chosen. According to Cohen (1988), <0 is considered as 'Adverse Effect', 0-0.1 as 'No Effect', 0.2-0.4 as 'Small Effect', 0.5-0.7 as 'Intermediate Effect', 0.8 and above as 'Large Effect'.

Results

Validation of the Original Structure of the Scale in Turkish Culture

CFA was conducted to determine whether the existing structure of the scale worked in Turkish culture. It was determined that the fit indices obtained were not good enough. Consequently, a second CFA was conducted by adding the suggested modifications. The results are presented in Figure 1 and Table 3.

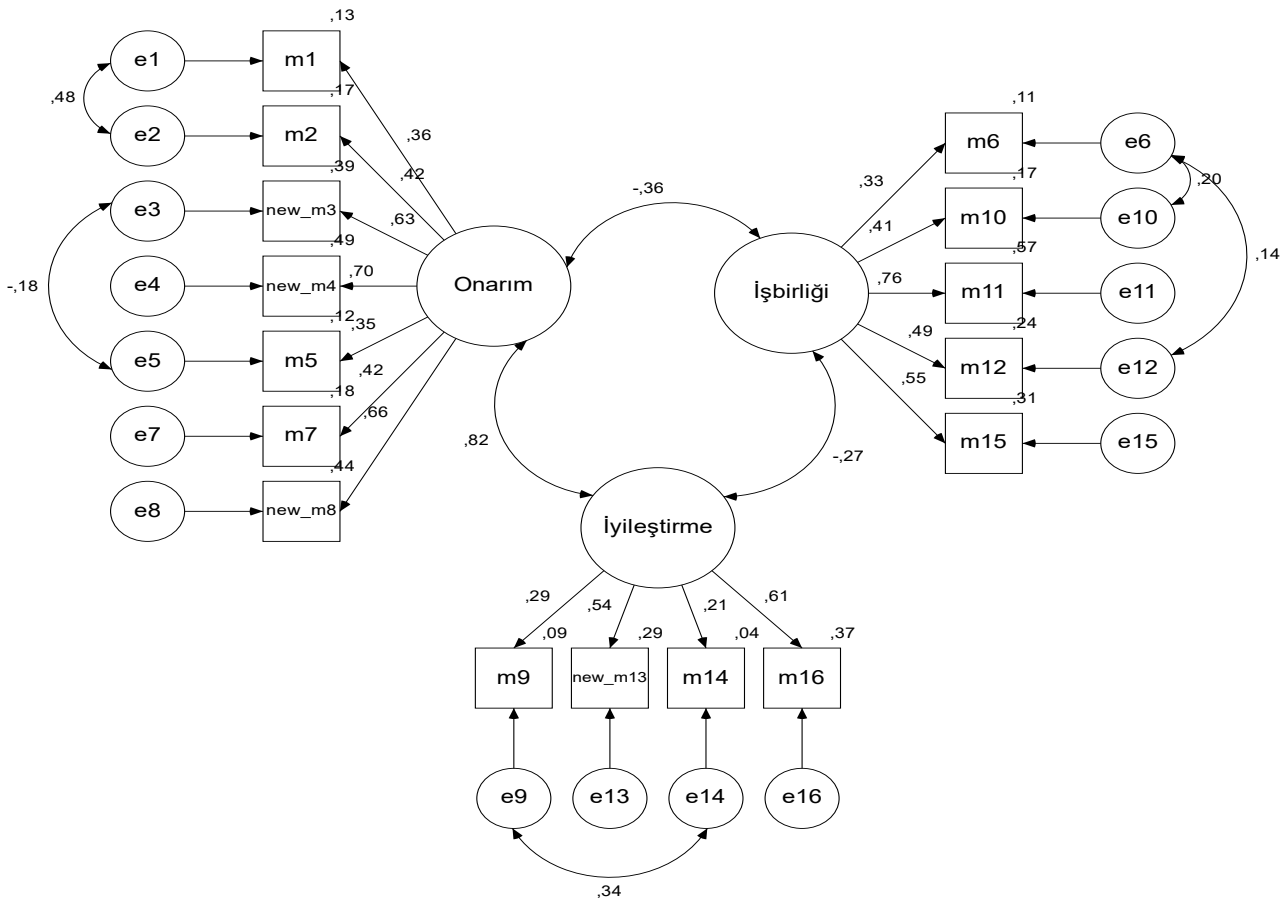


Figure 1. DFA Analysis Result

As seen in Figure 1, the scale exhibits a three-factor structure. It was determined that some items had a negative regression coefficient. While there was a positive relationship between the restoration and healing factors in the model, the cooperation factor had a negative relationship with these two factors. On the other hand, when the comparisons of the CFA analyses in Table 3 are examined, it can be said that the scale reached acceptable values at the end of the second CFA.

Table 3. Fit Indices of the RJI Scale for the CFA Model

| Fit Indices | Values | Meaning | Source | First CFA | Second CFA |
|---------------|---------------------|----------------|--|-----------|------------|
| χ^2 / sd | < 5 | Acceptable fit | Marsh & Hocevar (1985) | 3.3 | 1.98 |
| GFI | Between 0.90-0.95 | Acceptable fit | Schermelleh- Engel et al. (2003) | 0.88 | 0.93 |
| AGFI | Between 0.85-0.90 | Acceptable fit | Schermelleh- Engel et al. (2003) | 0.84 | 0.90 |
| RMSEA | 0.050 or below | Perfect fit | Kline (2005) | | |
| | Between 0.050-0.080 | Good fit | Browne & Cudeck (1993) | | 0.054 |
| | Between 0.050-0.100 | Acceptable fit | Weston & Gore (2006) | 0.084 | |
| | Between 0.080-0.100 | Moderate fit | MacCallum et al. (1996, cited Byrne, 2001) | | |
| | 0.100 and above | Poor fit | Browne & Cudeck (1993) | | |
| CFI | 0.90 and above | Good fit | Brown (2006) | 0.075 | 0.90 |

According to Table 3, some fit indices in the first CFA model remained below acceptable limits. However, in the second CFA model, a significant improvement was observed in χ^2/df , GFI, AGFI, RMSEA, and CFI values. In particular, the RMSEA value was calculated as 0.054, indicating a good fit for the model. In order to determine the discriminant validity of the scale, the Independent Samples *t* Test was used to check whether there was a significant difference between the item means of the 27% lower and upper groups formed according to the score ranking and the results are presented in Table 4.

Tablo 4. Independent Samples *t* Test Results for Item Means of the 27% Lower and Upper Groups

| Item No | Item | <i>t</i> |
|---------|---|----------|
| m1 | Zarar verici davranışlar, öğrenciyi sınıf ortamından uzaklaştırmadan ve yapıcı bir şekilde ele alınmalıdır. | 5.33* |
| m2 | Zarar verici bir davranışın sonuçları, öğrenciyi yeniden sınıf etkinliklerine katılmaya teşvik edecek plânları içermelidir. | 6.10* |
| m3 | Zorbalığı önlemede, tüm paydaşların birlikte çözüm üretmesi etkili bir stratejidir. | 5.70* |
| m4 | Öğrencilerin doğru davranışlar sergilemelerine yardım etmeyi, ahlâkî bir görev bilirim. | 5.87* |
| m5 | Öğrencilerin empati geliştirmesi, benim sorumluluğumdur. | 9.13* |
| m6 | Cezalandırılma korkusu, zarar verici davranışları önlemede yararlı bir stratejidir. | 6.70* |
| m7 | Zarar verici bir davranış gerçekleştiğinde, sınıftaki herkes duygularını ve düşüncelerini ifade etmelidir. | 7.77* |
| m8 | Zarar gören tarafların iyileşmesi ve sınıfta adaletin yeniden sağlanması için uzun vadeli ve kalıcı çalışmalar gereklidir. | 6.78* |
| m9 | Zarar verici davranış sergileyen öğrenciler de saygı görmeyi hak eder. | 4.02* |
| m10 | Sınıf düzenini bozan öğrenciler, diğer öğrencilere olumsuz bir örnek olarak gösterilmelidir. | 5.30* |
| m11 | Zarar verici bir davranış düzeltirken sadece mağdurun ihtiyaçları göz önünde bulundurulmalıdır. | 2.76* |
| m12 | Mağdurun deneyimleri, duyguları ve ihtiyaçları, suçlununkinden daha önemlidir. | 5.28* |
| m13 | Zarar verici davranışları düzeltme sürecinde, ebeveynlerin de sorumluluğu vardır. | 4.95* |
| m14 | Zarar verici davranış sergileyen bir öğrenci, her zaman onurlu bir şekilde muamele görmeyi hak eder. | 4.87* |
| m15 | Zarar verici davranışlar, sadece öğretmenin bakış açısına bağlı olarak değerlendirilmelidir. | 2.55* |
| m16 | Sınıftaki herkesin, zarar verici davranışlarla nasıl başa çıkılacağı konusunda söz hakkı olmalıdır. | 6.77* |

* $p < 0.05$

According to the item analysis results in Table 4, it was determined that all items of the scale were significant and that there were statistically significant differences between the upper and lower 27% groups. This finding shows that the items of the scale were distinctive. Average Variance Extracted (AVE), Composite Reliability (CR) values and Cronbach Alpha reliability coefficients were calculated and the results are presented in Table 5.

Table 5. AVE, CR and Cronbach Alpha Values of the Scale

| Sub-Dimensions | AVE | CR | Cronbach Alpha |
|----------------|------|------|----------------|
| 1. Restoration | 0.28 | 0.71 | 0.70 |
| 2. Cooperation | 0.20 | 0.64 | 0.66 |
| 3. Healing | 0.11 | 0.46 | 0.51 |

According to the results of validity and reliability analyses, the AVE values calculated for the sub-dimensions of the scale are 0.28, 0.20 and 0.11, respectively. Although the AVE values are at a low level, according to Fornell and Larcker (1981), convergent validity is considered sufficient when the CR is above 0.60. In this context, while the CR values for the first and second sub-dimensions are at acceptable levels with 0.71 and 0.64, respectively, the third sub-dimension with a CR value of 0.46 is insufficient in terms of reliability. Cronbach Alpha reliability coefficients were found to be 0.70, 0.66 and 0.51, respectively. Hinton et al. (2004) stated that Cronbach Alpha coefficient of 0.50 and above is sufficient for reliability. In this direction, while the first dimension presents a reliable structure, the second dimension exhibits an acceptable level of reliability. The third dimension has a low level of internal consistency. As a result, it can be said that the scale has an acceptable level of reliability in general. In order to evaluate RJI and its sub-dimensions according to gender, the Independent Samples *t* Test and Mann-Whitney U test were applied. Table 6 shows the Independent Samples *t*-Test analysis results, which include the comparison of cooperation and healing sub-dimensions scores according to gender.

Table 6. Independent Samples *t* Test Results for Cooperation and Healing Sub-Dimensions by Gender

| Sub-Dimensions | Group | n | X | s | sd | t | p | d |
|----------------|--------|-----|-------|------|-----|-------|-------|-------|
| Cooperation | Female | 222 | 11.34 | 2.99 | 328 | -1.95 | 0.052 | 0.229 |
| | Male | 108 | 12.07 | 3.61 | | | | |
| Healing | Female | 222 | 15.70 | 2.41 | 328 | 0.56 | 0.578 | 0.066 |
| | Male | 108 | 15.55 | 2.35 | | | | |

As seen in Table 6, as a result of the Independent Samples *t* Test conducted for the cooperation sub-dimension, although the cooperation scores of male teachers ($\bar{X}=12.07$) were higher than those of female teachers ($\bar{X}=11.34$), this difference was not found to be statistically significant ($t_{(328)}=-1.95$, $p>0.05$). In terms of the healing sub-dimension, no statistically significant difference was found between female ($\bar{X}=15.70$) and male ($\bar{X}=15.55$) teachers ($t_{(328)}=0.56$, $p>0.05$).

The Mann-Whitney U test was used to analyse whether there was a difference between the groups in terms of the restoration sub-dimension and the RJI total score according to gender. The findings are presented in Table 7.

Table 7. Mann-Whitney U Test Results for Restoration Sub-Dimension and RJI Total Score by Gender

| | Group | n | Mean Rank | Sum of Ranks | U | p | d |
|-------------|--------|-----|-----------|--------------|-------|-------|-------|
| Restoration | Female | 222 | 167.46 | 37.18 | 11.55 | 0.590 | 2.769 |
| | Male | 108 | 161.47 | 17.44 | | | |
| RJI Total | Female | 222 | 164.91 | 36.61 | 11.86 | 0.872 | 2.769 |
| | Male | 108 | 166.71 | 18.00 | | | |

According to Table 7, no statistically significant difference was found between the scores of female teachers (Mean Rank=167.46) and male teachers (Mean Rank=161.47) on the restoration sub-dimension ($U=11.55$, $p>0.05$). This finding indicates that the restoration scores of both groups were similar in terms of gender. Similarly, no statistically significant difference was found between the scores of female participants (Mean Rank=164.91) and male participants (Mean Rank=166.71) in the RJI total score ($U=11.86$, $p>0.05$). This result suggests that the RJI scores of female and male teachers were comparable.

ANOVA and Kruskal-Wallis tests were conducted to assess whether the restorative justice beliefs of teachers exhibit a significant difference based on seniority. The results of the cooperation and healing sub-dimensions in relation to professional seniority are shown in Table 8.

Table 8. ANOVA Test Results for Cooperation and Healing Sub-Dimensions by Professional Seniority

| Sub-Dimensions | Source of Variance | Sum of Squares | sd | Mean Square | F | p | d |
|----------------|--------------------|----------------|-----|-------------|------|-------|-------|
| Cooperation | Between Groups | 41.88 | 2 | 20.94 | 2.04 | 0.132 | 0.223 |
| | Within Groups | 3362.41 | 327 | 10.28 | | | |
| | Total | 3404.29 | 329 | | | | |
| Healing | Between Groups | 6.63 | 2 | 3.32 | 0.58 | 0.561 | 0.00 |
| | Within Groups | 1872.29 | 327 | 5.73 | | | |
| | Total | 1878.92 | 329 | | | | |

When Table 8 is examined, no statistically significant difference was found between the groups in the ANOVA analysis for the cooperation sub-dimension ($F_{(2, 327)}=2.04$, $p>0.05$). This finding indicates that the groups did not show a significant difference in cooperation scores. Similarly, no significant difference was found between the groups in the ANOVA analysis for the healing sub-dimension ($F_{(2, 327)}=0.58$, $p>0.05$). This result suggests that the healing scores of different groups were similar.

In the study, the Kruskal-Wallis test was used to examine whether there was a significant difference between teachers with different professional seniority in terms of the restoration sub-dimension and RJI total score. The findings are presented in Table 9.

Table 9. Kruskal-Wallis Test Results for the Restoration Sub-Dimension and RJI Total Score by Professional Seniority

| | Groups | N | Mean Rank | sd | χ^2 | p | d |
|-------------|--------------------|-----|-----------|----|----------|-------|-------|
| Restoration | 1-6 years | 67 | 176.84 | 2 | 1.34 | 0.511 | 0.108 |
| | 7-22 years | 203 | 161.40 | | | | |
| | 23 years and above | 60 | 166.70 | | | | |
| RJI Total | 1-6 years | 67 | 165.23 | 2 | 0.45 | 0.800 | 0.166 |
| | 7-22 years | 203 | 163.44 | | | | |
| | 23 years and above | 60 | 172.78 | | | | |

According to the results of the Kruskal-Wallis test in Table 9, no statistically significant difference was found between the groups regarding the restoration sub-dimension ($\chi^2_{(2)}=1.34$, $p>0.05$). Additionally, there was no statistically significant difference among the groups regarding the RJI total score ($\chi^2_{(2)}=0.45$, $p>0.05$). These findings indicate that the restorative justice beliefs of teachers with varying levels of professional seniority are similar.

ANOVA and Kruskal-Wallis tests were conducted to determine if teachers' restorative justice beliefs differed significantly based on the school level at which they taught. The results of the ANOVA test for the cooperation and healing sub-dimensions, categorized by the school level, are presented in Table 10.

Table 10. ANOVA Test Results for Cooperation and Healing Sub-Dimensions by School Level

| Sub-Dimensions | Source of Variance | Sum of Squares | sd | Mean Square | F | p | d |
|----------------|--------------------|----------------|-----|-------------|------|-------|-------|
| Cooperation | Between Groups | 74.95 | 3 | 24.98 | 2.45 | 0.640 | 0.300 |
| | Within Groups | 3329.34 | 326 | 10.21 | | | |
| | Total | 3404.29 | 329 | | | | |
| Healing | Between Groups | 22.92 | 3 | 7.64 | 1.34 | 0.261 | 0.222 |
| | Within Groups | 1856.00 | 326 | 5.69 | | | |
| | Total | 1878.92 | 329 | | | | |

As shown in Table 10, the ANOVA analysis conducted for the cooperation sub-dimension revealed no statistically significant difference in terms of the school level at which the teachers taught ($F_{(3, 326)}=2.45$, $p>0.05$). This result indicates that teachers at different school levels have similar cooperation scores. In the ANOVA analysis for the healing sub-dimension, no statistically significant difference was found among the groups ($F_{(3, 326)}=1.34$, $p>0.05$). This finding suggests that the school level does not significantly affect healing scores.

The restoration sub-dimension and RJI total score were examined according to the school level using the Kruskal-Wallis test, and the results are presented in Table 11.

Table 11. Kruskal-Wallis Test Results for the Restoration Sub-Dimension and RJI Total Score by School Level

| | Gruplar | N | Mean Rank | sd | χ^2 | p | d |
|-------------|----------------|-----|-----------|----|----------|------|-------|
| Restoration | Preschool | 15 | 220.70 | 3 | 6.03 | 0.11 | 0.233 |
| | Primary School | 53 | 172.29 | | | | |
| | Middle School | 174 | 162.19 | | | | |
| | High School | 88 | 158.54 | | | | |
| RJI Total | Preschool | 15 | 168.37 | 3 | 2.59 | 0.46 | |
| | Primary School | 53 | 173.13 | | | | |

| | | | |
|---------------|-----|--------|-------|
| Middle School | 174 | 169.93 | 0.085 |
| High School | 88 | 151.66 | |

When Table 11 is examined, no statistically significant difference was found between participants working at different school levels in terms of the restoration sub-dimension ($\chi^2_{(3)}=6.03$, $p>0.05$). Although the mean rank scores showed that preschool teachers had the highest score (220.70) and high school teachers had the lowest score (158.54), this difference was not statistically significant. Similarly, the Kruskal-Wallis test conducted for the RJ total score revealed no significant difference between the groups ($\chi^2_{(3)}=2.59$, $p>0.05$). According to the mean ranks, primary school teachers (173.13) had the highest score, while high school teachers (151.66) had the lowest score, but this difference was not statistically significant.

Discussion, Conclusion, and Recommendations

The primary objective of this study is to adapt the Restorative Justice Ideology Scale to the Turkish culture and to investigate whether teachers' restorative justice beliefs vary according to different variables. In this context, firstly, the psychometric properties of the scale were examined.

The validity and reliability analyses of the scale show that the measurement tool provides a generally acceptable structure. Accordingly, the initial CFA results were found to be insufficient in terms of fit indices. With the modifications made to the model, the fit indices reached an acceptable level. According to the CFA results, the factor loadings of the items belonging to the healing sub-dimension were lower compared to those of the other sub-dimensions. While the original study reported that the factor loadings of the items in the healing dimension ranged from 0.55 to 0.70, similarly, lower factor loadings were obtained in this study. In addition, the Cronbach's Alpha reliability coefficient for the healing dimension was found to be 0.51, indicating lower internal consistency compared to the value reported in the original study (0.70) (Roland et al., 2012). The reliability coefficients of the cooperation and restoration dimensions are 0.66 and 0.70, respectively, and are at acceptable levels. However, the low AVE (0.11) and CR (0.46) values of the healing dimension indicate that this dimension should be further evaluated in terms of validity and reliability.

The factor structure of the scale provided general support for the three-factor model proposed in the original study; however, the cooperation factor exhibited a negative relationship with the other two factors. This was not observed in the original study. The healing dimension emphasizes issues such as respecting students who exhibit disruptive behavior, involving parents in the process, and ensuring that everyone in the classroom participates in disciplinary processes. On the other hand, since the cooperation dimension includes reverse-coded expressions, it may create a perception related to authority, punishment and teacher control. This result suggests that teachers struggle to establish a balance between cooperative and healing processes among students. Sandwick et al. (2019) stated that although teachers view restorative justice as an approach that enhances student-teacher relationships and fosters empathy, allowing students to take on more responsibility, they perceive it as a loss of authority because students assume a leadership role in this process and struggle to maintain balance. Roland et al. (2012) found in their study that teachers' level of adoption of RJ was related to factors such as empathy, self-efficacy, and student control ideology, and that authoritarian and controlling teachers had difficulty adopting RJ. Therefore, at this point, the healing dimension may have been perceived differently depending on the cultural context. Studies such as those by Garnett et al. (2020), Gregory et al. (2020), Kerwick et al. (2020), Lodi et al. (2022), Mas-Expósito et al. (2022), Song et al. (2020), Weber & Vereenoooghe (2020) show that in Western culture, the understanding of discipline focuses on individual, behavioral, social-emotional recovery and reintegration into society, while in the Turkish education system it is based more on order and authority. Teachers often adopt a punitive approach to addressing undesirable behaviors and discipline problems in the classroom (Sadık & Aslan, 2015; Talayhan et al., 2022; Topal & Uzoglu, 2020).

On the other hand, another finding in the factor structure of the scale is the presence of a positive relationship between the restoration and healing dimensions. This suggests that teachers tend to address restorative justice processes within the framework of individual responsibility, in other words, to support students in compensating for their mistakes individually and being actively involved in the restoration process. This result is consistent with the studies of Kayabaşı and Cemaloğlu (2007). The researchers stated that teachers, especially those working at the primary school level, believe that students should be given responsibility for preventing undesirable behaviors. As a result, it can be said that teachers in Turkey do not show a strong tendency to support students' active participation in the restorative process, but do not show a strong tendency to do this in cooperation.

In the study, no significant difference was found in the restorative justice beliefs of the teachers in terms of gender, professional seniority and school level. The studies by Alger (2018) and Parimah et al. (2018) support this finding. Parimah et al. (2018) concluded in their research that there was no significant difference in the RJ restoration sub-dimension according to gender. Similarly, Alger (2018) found that there was no significant difference among the teachers in terms of the RJ cooperation and healing sub-dimensions. In summary, it can be said that the restorative justice beliefs of the teachers are similar regardless of demographic variables.

In summary, this study shows that the RJ scale is a generally valid and reliable measurement tool for teachers. However, it is clear that some sub-dimensions of the scale need to be improved. In particular, the low internal consistency of the healing sub-dimension indicates the effect of the cultural context and that the items related to this factor need to be reviewed. As stated in the original study, changing the cooperation sub-dimension, which has all negatively worded items, to positively worded items may affect the factor structure of the RJ (Roland et al., 2012). These findings suggest that specific dimensions of restorative justice ideology may be perceived differently in Turkish education. With the limited empirical research on restorative justice in Turkey, there is a clear need for further experimental or qualitative studies, such as those conducted by Selçuk (2019). Additionally, incorporating restorative justice principles into teacher education programs could facilitate a more informed and culturally responsive implementation in schools.

Contributions of the Researchers

All authors contributed to the manuscript equally.

Financial Support and Acknowledgment

The authors declared that this research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The authors have disclosed no conflict of interest.

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