



Analyzing educational justice based on the dynamics of Payam Noor University students in Tehran province with a qualitative approach

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ABSTRACT

Background and Aim: The issue of justice has been widely studied by thinkers and researchers, but the discussion of justice in the field of education has not been widely investigated; Therefore, the general purpose of the current research was to examine the educational justice based on the dynamics of Payam Noor University students in Tehran province with a qualitative approach. **Methods:** The research method was qualitative. The statistical population of the research included (academic experts, faculty members, and university officials) in order to reach a consensus in the Delphi method, the sample size in the qualitative section was determined to be 17 people considering the saturation law. The data collection method was library method, and the measurement tool was semi-structured interview in the qualitative part. Determining the validity of the questionnaire in this research was done by two methods: 1. Form and 2. Content. In the form method, the questionnaire was given to a group of experts, and in the content method, the calculations related to the AVE and CR coefficients related to the validity of the questionnaire items were confirmed. The reliability coefficient was confirmed using Cronbach's alpha test. In order to analyze the data in the qualitative part, Delphi technique was used. **Results:** The findings showed that the effective factors on educational justice, which includes three dimensions (1-distributive justice, 2-interactive justice, 3-procedural justice), amount to 45% in the dynamics of students, which includes two dimensions (1- They are technology-oriented, 2-learner-oriented, they have an effective role. **Conclusion:** According to the results obtained, it was suggested that Payam Noor universities of Tehran province should act step by step and gradually according to a road map and a long-term strategic plan, and in order to implement it, it is necessary to develop an operational plan. has it. Having a paradigmatic approach with a local and regional perspective also helps to realize it.



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Introduction

According to the belief of many behavioral scientists, universities are the undeniable facet of today's modern world. Although universities are established and organized in different ways and based on different goals, without a doubt, all of them are managed and guided based on the mental and physical efforts of students, which are considered to be its main pillars. Justice and its implementation is one of the basic and natural human needs that has always provided a suitable platform for the development of human societies throughout the history of its existence (Berkovich, 2014); Justice is the highest human value and a precious gem on the way to realizing human rights. The main goal of humans is to achieve justice. Greenberg states that in order for managers to be effective, they must act in a fair manner and ensure that their subordinates interpret their actions fairly (Ferlin & Edling, 2015). The issue of justice has been widely studied by scholars and researchers, but the discussion of justice in the field of education has not been widely investigated (Provost et al., 2015). Justice in its old sense is equivalent to giving everything to someone who deserves it; It means that equals should be treated equally and unequals should be treated unequally. The more modern meaning of justice, which is based on the equal recognition of people in the society in some special rights, considers justice to be the realization of rights for all members of the society (Sanago et al., 2016).

From the point of view of Bonner et al. (2008), educational justice includes providing all the potential and actual possibilities of educational environments, taking into account the unique talents and abilities of individuals (Adams, 2016). In general, educational justice means providing equal educational opportunities for students, which is often related to equality in the professor's dealings with students, especially in classes where there is great diversity and difference between students (Chisnall, 2019). This form of justice refers to the existence of interactions and behaviors and a method of performance based on fairness, dealing without bias, guidance according to the ability of students, observing justice in evaluation and giving points. It can transfer a sense of dynamism among students and then create desirable academic civil behaviors. An effective educational system requires educational and social justice in the context of student dynamism.

In educational environments, especially universities, the existence of fair conditions and observance of educational justice can be effective in students' dynamism and vitality and academic performance (Marzooghi et al., 2018). According to Rio (2001), dynamism is a positive feeling that comes from a sense of satisfaction and victory. Dynamics is one of the basic needs of life and a factor for growth and success. McGill believes: dynamic is a stable state where a person finds the most favorable ratio between his satisfied desires and his total desires. Dickey (1999) believes that dynamism is one of six basic human emotions, which are: anger, fear, hatred, surprise, sadness and joy (Jaafari, 2014). Dynamism is the feeling of happiness and satisfaction with life, the optimal use of divine blessings and gratitude to God (Amir Hosseini, 2016). Being dynamic is being in a state of happiness and contentment with other positive emotions, being satisfied with life, as well as the absence of depression, anxiety, or other negative emotions (Argyle, 2013). The studies of Shekari et al. (2018) showed that educational justice in the educational system leads to the balance of the teaching-learning system. Educational justice provides the opportunity for students to have equal access to educational facilities. This leads to learner dynamism. The studies of Nasr Isfahani and Ghanbari (2017) showed that there is a significant relationship between justice and dynamism, and there is also a significant relationship between the components of justice and happiness (Pourfatemi & Momeni, 2018). "Justice in the educational environment for students" is achieved when, through current data and processes such as dynamics in the educational environment, students are able to achieve the results or the ultimate goal, which is scientific and educational, religious, moral, and social goals. (Byrne & Corpazano, 2011) Undoubtedly, the existence of educational justice leads to the promotion of dynamics that enable suitable job opportunities for a decent life. The goal of educational justice is to correct structural and political distortions to provide equal opportunities for all members of a society. In educational environments and especially in universities, the existence of fair conditions and compliance with the principles and rules of justice through the transfer of a sense of happiness to students can incline them to academically civil behaviors. In addition, the perception of the presence of justice removes

people's doubts and concerns about the violation of their rights and freedom and creates a sense of freshness (Lind & Vanden Bess, 2012). One of the most important and of course the most strategic discussions of the system is the discussion of educational justice. This is an important discussion that is one of the main strategies in the transformation document, and the strategies to achieve it have been elaborated a lot. The introduction mentioned in the upstream documents and the grand plans of this field says that in fact one of the necessary conditions for a transcendent, dynamic and developed society is to achieve justice, both in its general sense and in its specific sense. In fact, the administrators believe that it is educational justice that provides the basis for achieving social justice. So, educational justice is the first and most important priority among the issues of the system. If the system cannot generalize it, the class gap and class distance will definitely increase and dissatisfaction and abnormality will arise in the system; Therefore, the more this phenomenon is generalized and the more thought is given to expand it, the more it will help the stability of the society and the society will progress and develop. Therefore, educational justice includes all the measures that provide equal opportunities along with the dynamics of students. The most important issue of inequality in access to education and training, on the one hand, reflects the functions of the power structure, and on the other hand, it is a reflection of the forms of educational and educational inequalities in the university as one of the main factors in reducing other inequalities and growing individual capacities to achieve a level of dynamism. Therefore, the provision of educational justice is a multifaceted effort that, along with quality education, enables other needs to become dynamic and in universities, which have been neglected in universities. Therefore, according to the materials mentioned in this research, we are looking to know what are the factors affecting

educational justice and what is its role in the dynamics of students?

Method

The present research is practical in terms of its purpose, which was carried out with a qualitative approach with an exploratory design. Delphi method was used in the qualitative approach. The statistical population of the research in the qualitative section including (academic experts, faculty members, and university officials) has been selected in the number of 17 people for consensus in the Delphi method. In the qualitative part of the purposeful sampling method and considering the saturation law, 11 people were selected as a sample. Exploratory and confirmatory factor analysis tests were used to analyze the data. The external model test includes the reliability and validity of research structures and tools. In order to check the reliability after collecting the data and entering them into the computer, the data were analyzed using Lisrel software. Lisrel software was used to perform confirmatory factor analysis; Composite reliability (CV), item reliability (IR), average variance extracted (AVE), maximum common variance (MSV) and average common variance (ASV) were calculated to determine convergent and divergent (diagnostic) validity according to Fornell and Larcker (1981).

Materials

1. Semi-structured interview. The measurement tool in the present study included a semi-structured in-depth interview. For this purpose, the data collected through interviews were used to create a questionnaire.

Results

In terms of demographic findings, the research participants all included experts in the field of psychology. In order to gather evidence related to construct validity, the method of factor analysis (confirmatory) has been used, which will be discussed in the following. All factor loadings above 0.4 are appropriate and significant at the 0.1 level. In structural equations, in addition to convergent validity, which is used to check the importance of structural indicators, diagnostic validity is also desired. This process with average extracted variance index (AVE) is higher than 0.4, and these coefficients are listed in Table No. 1.

Table 1. AVE and composite reliability of the research variables

Variable	Dimensions	Cronbach Alpha	Correlation with total score	AVE	CR	MSV	ASV
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Educational Justice	Distributive justice	0/769	0/65	0/580	0/814	0/004	0/02
	Interactive justice	0/860	0/42	0/520	0/816	0/004	0/02
	Procedural justice	0/890	0/71	0/518	0/700	0/04	0/03
Student dynamics	Core technology	0/880	0/72	0/552	0/917	0/004	0/03
	Learner centered	0/800	0/69	0/552	0/917	0/040	0/02

The results of Table 1 indicate that the correlation coefficient of the questions with the total score of the questionnaire was higher than 0.3 and the reliability of each question was higher than 0.20, which shows that the questions have sufficient accuracy in measuring the variables. In addition, Cronbach's alpha reliability was reported higher than 0.60 and composite reliability was higher than 0.70, which shows that all four factors have the necessary accuracy in determining the structure. Also, the results of Table 1 show that for each section, $CR > (AVE)$ and $AVE > 0.5$, as a result, the components have convergent validity. In addition, since for each component $MSV < AVE$ and

$ASV < AVE$, which indicates the diagnostic and divergent validity of the components. These findings show that each factor estimates the purpose of the questionnaire (convergent validity); Also, the results indicate that the subscales do not have such a high correlation that they all become one structure and therefore the components are not repeated; Also, as the appropriateness characteristics of the table show, the data of this research fits well with the factor structure and the theoretical foundation of the

research, and this indicates that the questions are aligned with the theoretical structures.

The first special question: What are the factors affecting the educational justice of Payam Noor University students in Tehran province?

In this part, the content analysis of the data obtained from the experts' interviews was discussed. First, 17 interviews containing 7 questions were distributed and collected among experts. In general, in order to answer the above question, according to the qualitative stages of the research, the result of the answers of research experts in the Delphi technique in four stages. Also, according to the quantitative part of the research, the reliability of the internal consistency method for each factor, convergent and diagnostic validity (differentiation of extracted structures based on the final model) was confirmed; Also, according to the coefficients obtained for the dimensions of the research model, the questionnaires compiled from these dimensions had high reliability. Finally, the factors affecting the educational justice of the students of Payam Noor University of Tehran province were identified including 3 dimensions: 1. Distributive justice, 2. Interactive justice, 3. Procedural justice. Table 2 shows these factors along with the number of items.

Table 2. Identified effective factors on the educational justice of Payam Noor University students in Tehran province

Variable	Dimensions	Items
Educational Justice	Distributive justice	5
	Interactive justice	6
	Procedural justice	9

The second special question: What is the status of each factor affecting the educational justice of Payam Noor University students in Tehran province?

In Table 3, the status of each of the factors affecting the educational justice of Payam Noor

University students in Tehran province is shown through the estimation of standard path coefficients (t value) along with the factor load of each factor. As it is known, all the factor loads are in good condition and can be measured. The results of Table 3 show that based on the results

of the structural model, 1. distributive justice, 2. interactive justice, and 3. procedural justice have significant path coefficients. which has t values (according to the one percent error rule in rejecting the null hypothesis for values above 1.96 in each model parameter), calculated above 1.96. Considering the significance and positivity of these coefficients, it can be stated that there is

a positive and significant effect among the factors affecting the educational justice of Payam Noor University students in Tehran province; The effect of these factors in educational justice is 35% in distributive justice, 34% in interactive justice and 31% in procedural justice. Table 3 shows these coefficients.

Table 3. The coefficients of the studied path and the significance of the estimated parameters

Path		Beta	t	sig	Condition
Educational justice	Distributive justice	0.35	10.72	**0.000	Approved
	Interactive justice	0.34	9.85	**0.000	Approved
	Procedural justice	0.31	9.95	**0.000	Approved
Student dynamics	Technology-centered	0.49	9.75	**0.002	Approved
	Learner centered	0.51	9.90	**0.003	Approved
Educational justice	Student dynamics	0.45	10.39	**0.000	Approved

The third special question: What are the dynamic dimensions of Payam Noor University students in Tehran province?

In this part, the content analysis of the data obtained from the experts' interviews was discussed. First, 17 interviews containing 7 questions were distributed and collected among experts. In general, in order to answer the above question, according to the qualitative stages of the research, the result of the answers of research experts in the Delphi technique in four stages. Also, according to the quantitative part of the research, the reliability of the internal

consistency method for each factor, convergent and diagnostic validity (differentiation of extracted constructs based on the final model) was confirmed. Also, according to the coefficients obtained for the dimensions of the research model, the questionnaires compiled from these dimensions had high reliability. Finally, the dynamic dimensions of students of Payam Noor University of Tehran Province include two explanations: 1. Core technology, 2. Quality measurement. Table 4 shows these factors along with the number of items.

Table 4. Dynamic dimensions of Payam Noor University students in Tehran province

Students dynamics	Technology-centered	5
	Learner centered	5

The fourth special question: What is the role of educational justice on the dynamics of Payam Noor University students in Tehran province?

Table 5. Regression coefficients of the role of educational justice on the dynamics of Payam Noor University students in Tehran province

Independent variable	Dependent variable	R	R ²	F	B	β	t	P
Educational Justice	Student dynamics	0.450	0.653	306.686	0.836	0.808	8.72	0.0001

The data in Table 5 shows that educational justice has the ability to predict the dynamics of Payam Noor University students in Tehran province and 45% of the variance of the dynamic variable of Payam Noor University students in Tehran province is determined by the role of educational justice. Considering the value of the

correlation coefficient R=0.450 and the value of t which is greater than 1.96 and the significance level (p) which is less than 0.05, it can be said that educational justice has a positive role on the dynamics of Payam Noor University students in Tehran province.

Conclusion

The present study was conducted with the aim of identifying the factors affecting educational justice and its role in the dynamism and vitality of Payam Noor University students in Tehran province in order to present a model.

The results of the first special question showed that the factors affecting the educational justice of the students of Payam Noor University of Tehran Province included 3 dimensions as follows: 1. Distributive justice, 2. Interactive justice, 3. Procedural justice. These results were consistent with the findings of the following studies: Kazemi Kia et al. (2018); Jamshidi (2007); Researcher (2014); Sobhani et al. (2018); Najarpour Ostadi & Taghizadeh (2012); Spiders (2007). In explaining this finding, it can be said that educational justice, the degree of people's reaction to the presence or absence of justice as a value-moral phenomenon, is related to various elements, including the importance and value that people attach to this phenomenon. In particular, people's evaluation of justice is one of the most central concepts in the field of arbitration in terms of the background of the conducted researches regarding the observance of justice and fairness in social interactions. According to Baladresi, years of research in the field of social psychology have consistently and stably proven the role of people's evaluation of justice in the field of positive social and human interactions. However, in the fields of research, the term justice and fairness have been focused on in more detailed terms such as distributive justice, procedural justice, and interactive or communicative justice; Because justice is one of the historical concepts of political philosophy, which has been a part of human ideals since the past until today. This concept is one of the inseparable demands of humanity, which has formed the basis of human rights. The concept of educational justice has always been the focus of education experts in all ages, and they have tried to design curricula in a way that leads to learning theories based on justice. Currently, the situation is the same, and educational inequalities are one of the most important categories in the field of educational planning, which play a decisive role in the expansion and improvement of education. In this view, equality of opportunities and justice is considered a value, and education should be able to embed it in the developed human

personality system. This importance is not easily achieved and the effort to realize educational justice depends above all on the correct understanding of this concept.

The results of the second special question showed that all factor loads have a favorable condition and can be measured. According to the results of the structural model, 1. distributive justice, 2. interactive justice, 3. procedural justice have significant path coefficients. The findings were consistent with the findings of the following studies: Sarte et al. (2015); Goodhari et al. (2014); Ching et al. (2014); Sheikhi et al. (2016); Babaei et al. (2016); Chegini et al. (2015); Hosseini et al. (2013). In explaining this finding, it can be said that in order to create educational justice, the following revisions must first be implemented to establish a better balance between education credits and higher education. The position of teachers in the society should be pondered and reconsidered. The wide expectation and pressures placed on teachers in the absence of home and society, in many cases lead to teacher fatigue, tension and nervous diseases, and this, in addition to threatening their health, has a negative effect on their performance. Therefore, in addition to professional support, it is necessary to organize the working conditions in the school in a way that satisfies the teachers, in this case, education, which has given mobility and flexibility to the society, will also be refreshed.

The results of the third special question showed that the dynamic dimensions of students of Payam Noor University of Tehran province include two explanations: 1. technology-oriented, 2. quality measurement. The findings are compared with the research findings of Sart et al. (2015), Good Hari et al. (2014), Ching et al. (2014), Sheikhi et al. and Hosseini et al. (2012) had the same results. Coordinated and approved. In explaining this finding, it can be said that a dynamic and lovely atmosphere has a great impact on the flourishing of talents, creativity, dynamic and creative educational planning, academic progress, efficiency, health and vitality of students, the dynamic school makes the body and mind of students fertile. A cheerful, dynamic and active person hopes for life and works hard to achieve his goals, on the contrary, a depressed and sad and inactive person feels tired, helpless and hopeless and is powerless in the face of problems and is necessary for the realization and creation of a university. With cheerfulness, the

change of attitude and new and new look of the parents and teachers of the university regarding the beautification and improvement of the school environment, because the beautiful and dynamic environment has a great impact on the educational planning and academic progress and morale of the students. Experience has shown that wherever parents have participated in the university with their knowledge and intellectual, cultural and material participation, the process of academic progress and activity in the educational planning of the university has been given a better and more favorable position. By creating an atmosphere full of intimacy, a resourceful manager increases group morale, builds trust and creates an emotional, friendly and happy atmosphere. By creating a spirit of participation among students in the school administration, the university administrator can create an emotional and happy atmosphere, and by creating an atmosphere of mutual respect between students and professors, he can improve the quality of education and fruitful educational planning and create a sense of satisfaction in the university.

The results of the fifth special question showed that educational justice has a positive role on the dynamics of Payam Noor University students in Tehran province. The findings compared to the research findings of Akrami and Hoshiar (2019); Pedro and Mario (2017); Toloyan (2019); Amchi and Long (2015); Likama (2015); Hongho and Youngho (2009); Edward (2009); Qiao and Wang (2009); Behrad et al. (2019) had the same results. Coordinated and approved. In explaining this finding, it can be said that in general, the feeling of dynamism is affected by various micro (personality), medium (organizations, family) and macro (economic, social, and even political factors) factors that were investigated in the current study of educational justice. The claim of the present article is that if the university has a constructive and dynamic environment based on educational justice, it can be the basis for the vitality and happiness of students; On the contrary, despair and despondency and boring atmosphere in academic environments and educational groups, uncertain career future and the feeling of wasting life without acquiring scientific and cultural reserves that can be converted into economic reserves, are the cause of stress and depression and other mental and personality disorders and social and cultural harms in students. According to the results of the research, universities should rethink their

relations with the society and its different parts in the era of post-production and be more sensitive to the needs and demands of their environment. Another important point is to strengthen communication and interactions between professors and students based on educational justice (a subject that was severely damaged by the uncontrolled expansion of higher education); Interactions that shape students' scientific and moral values, attitudes and insights, and in this process students acquire identity, character and scientific personality. It is during these interactions that the feeling of efficiency and effectiveness among students is strengthened. Students feeling that they have acquired theoretical and practical abilities and capabilities during the course of study gives them satisfaction and happiness. Considering the factors affecting educational justice and its role in the dynamics of Payam Noor University students in Tehran province, it is suggested:

- Conducting in-service training in the form of various workshops in order to identify factors affecting educational justice.
- Managers and officials of universities should be fully informed about educational justice and its role in students' dynamics, and most of them should be taken into consideration.
- By using educational justice, students' dynamism can be increased.
- Using the strengthening of educational justice, it is possible to improve the formation of respectful behavior and civil virtue in students in terms of citizenship behavior.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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