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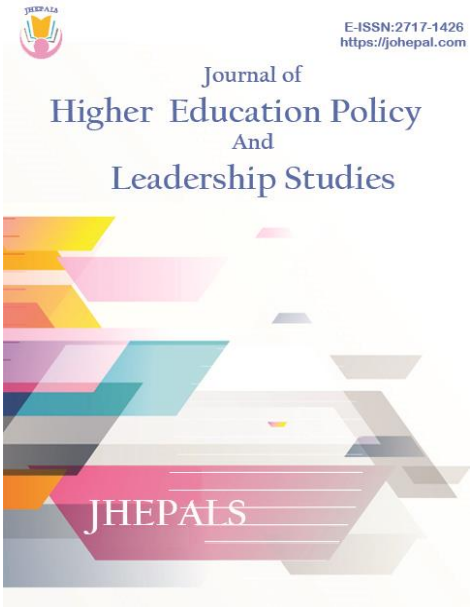
Ensuring Procedural and Interactional Classroom Justice in Non-Western Higher Education Assessment Practices



Ashish Hulle *
Email: aahulle@dkte.ac.in
https://orcid.org/0000-0002-0771-9232

Ravikumar Purohit *
Email: rnpurohit@dkte.ac.in
https://orcid.org/0009-0000-2500-5279

** Department of Textiles, Department of Textiles, D.K.T.E. Society's Textile and Engineering Institute, Ichalkaranji-416115, Maharashtra, INDIA*

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Ensuring Procedural and Interactional Classroom Justice in Non-Western Higher Education Assessment Practices

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Abstract

Using fair ways to check student work is particularly important for making students feel trust, want to do well, and be interested in learning. This writing looks at how students in textile and computer engineering feel about how they are graded in class. Based on concepts related to what is just within teams, the essay explores how transparency, treating everyone equally, avoiding bias, and offering useful advice influence the students' opinions on the justness of the grades they receive. The study used a mix of ways to collect information, including surveys from four hundred students and talking with sixteen groups of students; it found that not having clear rules for grading and not using the rules the same way all the time makes students trust less and not want to do as well. On the other hand, giving feedback quickly and explaining it well, along with teachers talking to students in a subtle way, really makes students more interested and feel that the grading methods are fair. The writing ends with ideas for things that Indian engineering schools can do, such as making clear rules for grading, letting students help make the rules, and teaching teachers how to give feedback that respects different cultures.

Ashish Hulle *
Ravikumar Purohit

Keywords: Classroom Justice; Procedural Fairness; Interactional Fairness; Non-Western Higher Education; Student Perceptions; Assessment Policy

*Corresponding author's email: aahulle@dkte.ac.in

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Introduction

The core of what takes place in classrooms is assessment. It details what is expected of students, checks how well they are learning, and determines if they move forward in school (Chory-Assad, 2002; Colquitt et al., 2005). One of the important issues faced by the Indian technical schools is bringing surety about the fair assessment in grading students. Teachers and students are working to deal with new teaching rules and sometimes confusing school policies.

In North America and Europe, scholars have developed a strong grasp of assessment justice over the past 20 years (Donat et al., 2018; Grazia et al., 2024). The idea of fairness, as explained by how groups are fair, includes getting what you deserve (like grades), how things are done (like tests), and how people treat each other (Colquitt et al., 2005; Cropanzano et al., 2015).

Unexpectedly little is known about how these problems manifest themselves in Indian engineering education, even though they are receiving more attention on a global scale. The blending of shared cultural standards and ranked systems in Indian schools might cause problems with treating everyone equally (Yan, 2021; Zhaleh et al., 2025). We are trying to bridge the gap of knowledge on feelings of undergraduate college students at the D.K.T.E. Society's Textile and Engineering Institute in Ichalkaranji, India, on being graded fairly. How can things be improved to increase their feelings of satisfaction and support? Three questions were the focus of this study's design:

1. How do students feel about having straightforward and fair rules for grading and steps taken to fix unfairness, especially how it all seems fair to them?
2. What impact does interactional justice which includes prompt communication and courteous criticism have on their trust and level of engagement?
3. What connections can be found between how students feel about their teachers, how driven and involved they are, and how they see things as being fair?

We plan to use what we find in our study, supported by ideas and real facts, to improve how teachers are trained and to make useful changes in Indian engineering schools.

Literature Review

Organisational Justice Theory and Classroom Assessment

In the world of engineering, fairness in how things are done can be seen when grading rules are clear, assignments are weighted fairly, and students can challenge grades they think are unfair (Rasooli et al., 2019). Distributive justice asks whether awards and grades are given out equitably based on equity, equality, or need (Deutsch, 1975). According to Chory-Assad (2002), procedural justice investigates the rationality of the methods employed to arrive at assessment decisions. Chory (2007) proved the importance of courteous, open teacher student interactions, which furthered our understanding of interactional justice.

Distributive justice who receives what grade was the primary topic of discussion about educational equity for a long time. However, researchers now understand that interactional and procedural factors are equally important (Cropanzano et al., 2015). When prompted,

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proper feedback is given with empathy, and interactional justice is revealed (Grazia et al., 2024).

Procedural Justice in Assessment

Studies around the world show that when rules are used differently and grading is hard to understand, students stop trusting and get more upset (Uludag, 2014; Donat et al., 2018). When teachers gave students the opportunity to review assessment policies and rubrics, students felt that the system was more legitimate and fairer. Fairness and consistency are desired by the students. However, schools often seemed to struggle to bring it into reality. This is due to lower budgets and older habits.

One important thing is to make sure no one is treated unfairly. School generally ensure this by informing teachers and assistants to grade in a similar way to avoid bias. According to South Asian research, bias, both real and perceived, arises when standardization fails, which lowers student morale (Uludag, 2014; Kura et al., 2014).

Interactional Justice

Recently, interactional justice has drawn more attention from academics. Interpersonal respect, instructor credibility, and student grade satisfaction were all found to be strongly correlated by Chory (2007). Estaji and Zhaleh (2021) discovered several essential elements of interactional fairness while working with Iranian students, including timeliness, respect, honesty, and caring. Thorough and prompt communication is very motivating to students, even in cases where assessment policies lack full procedural transparency.

An interesting degree of complexity is added by the Indian context. According to Yan (2021) and Zhaleh et al. (2025), interactional justice is particularly crucial when hierarchical structures are present. The way teachers treat them personally is more important to students.

Method

Research Design and Rationale

To collect both quantitative and qualitative data, we employed an explanatory sequential mixed methods approach. This enables us to investigate procedural and interactional justice from several angles. The quantitative aspect of the research illustrates the frequency with which individuals perceive equity and its correlation with occurrences. Through the examination of survey responses in conjunction with pupils' backgrounds, the conversations enhance our understanding. This way of doing things is very helpful in studies that cross different cultures, where numbers need to be understood based on local culture and how the school works to make sense (Braun & Clarke, 2006; Creswell & Plano Clark, 2017).

Participants and Sampling Strategy

400 participating learners in this research are pursuing their undergraduate studies at the Textile and Engineering Institute under the D. K. T. E. Society located in Ichalkaranji.

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Department of Textiles (200 students)

These students learn mainly the textile value chain; how the textile raw materials are converted into finished products. Their study includes working with textile manufacturing machines, handling and testing textile materials, optimizing process and creating new designs.

Department of Computer Engineering (200 students)

Besides learning about current computer topics, the students in the Department of Computer Engineering take tests that focus on designing software, coding, algorithms, and new technologies.

Both departments continue to employ discipline specific grading schemes and assessment processes even though they share an institutional framework. To make sure we had an equal number of people from each gender and school year (first to fourth), we used a method that helped us gather a variety of opinions. Even though many students valued the opportunity to improve the school, participation was voluntary and unpaid. Each participant gave their informed consent prior to data collection, and the institutional review board of the D.K.T.E. Society approved the study. Table 1 represents the participant demographics.

Table 1.
Participant Demographics by Department

Demographic Characteristic	Textile Engineering	Computer Engineering	Total Sample
Total Participants	200	200	400
Gender			
Male	108 (54.0%)	124 (62.0%)	232 (58.0%)
Female	92 (46.0%)	76 (38.0%)	168 (42.0%)
Academic Year			
First Year	52 (26.0%)	54 (27.0%)	106 (26.5%)
Second Year	58 (29.0%)	56 (28.0%)	114 (28.5%)
Third Year	48 (24.0%)	50 (25.0%)	98 (24.5%)
Fourth Year	42 (21.0%)	40 (20.0%)	82 (20.5%)
Age Range			
	18–23 years	18–23 years	18–23 years
Mean Age (SD)	20.4 (1.3)	20.2 (1.4)	20.3 (1.4)

Instruments

Classroom Assessment Justice Scale (CAJS)

An attempt has been made to use the CAJS scale developed by Rasooli et al. (2019) for assessing engineering students in India. The scale has 24 questions, which are divided into two parts viz. procedural justice subscale and interactional justice subscale.

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Procedural & Interactional Classroom Justice

Procedural Justice Subscale (12 items; α = .90):

This measure assessed student perceptions about clarity and fairness in grading. Some examples are "The rules for grading are used the same way for all students in this class" and "The grading rules were clearly explained in the course information."

Table 2.
Overview of Measurement Instruments and Psychometric Properties

Instrument	Construct Measured	Items	Subscales	Likert Scale Range	Cronbach's α	Source
Classroom Assessment Justice Scale	Assessment fairness perceptions	24	Procedural Justice (12 items)	1–5	0.9	Adapted from Rasooli et al. (2019)
			Interactional Justice (12 items)		0.92	
Academic Motivation Scale	Intrinsic and extrinsic motivation	28	Intrinsic motivation, Extrinsic motivation, Amotivation	1–7	0.88	Vallerand et al. (1992)
Utrecht Work Engagement Scale - Student	Academic engagement	17	Vigor, Dedication, Absorption	0–6	0.91	Schaufeli et al. (2002)
Trust in Instructor Scale	Confidence in instructor	6	Competence trust, Benevolence trust	1–5	0.85	Adapted from Robinson (1996)

NOTE: All Cronbach's α values calculated from current study sample (*N* = 400). CAJS was translated into different languages and adapted to fit the Indian engineering culture. All reliability estimates are above .70, indicating acceptable consistency.

Interactional Justice Subscale (12 items; α = .92):

This subscale assesses the respectfulness, timeliness, and helpfulness of feedback. Some examples are "My teacher gave me useful and polite feedback on my work" and "Feedback was given quickly." Students used a scale from one to five, from strongly disagree to strongly agree, to rate each question. We used forward backwards translation to ensure that the English translation faithfully captured the intended meanings.

Additional Outcome Measures

We also used the Academic Motivation Scale (AMS 28; Vallerand et al., 1992), Utrecht Work Engagement Scale–Student Version (UWES S; 17 items), and Trust in Instructor Scale (adapted from Robinson, 1996) to measure intrinsic motivation, engagement, and trust, respectively.

Focus Group Interview Protocol

We asked students broad questions to find out what it was like for students when talking to others, how good the advice was, how scores were decided, and how understandable the tests were. Also, we asked "Share with us about an instance when the advice from your teacher made you feel either valued or not valued."

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Data Collection

Quantitative Phase

Online survey form links were sent to students in the months of December 2024 and January 2025. Generally, students finish their midterm exams during this, making it easier for them to recall their experiences. Each survey took roughly 30 minutes to complete. There were no real differences in who answered and who did not based on variables like age or background. We received responses from 68% of students (400 out of about 590 students enrolled), based on school records. Data collection timeline and procedures are shown in Table 3.

Qualitative Phase

We conducted 16 focus groups with students who were specifically selected based on their survey responses after the quantitative analysis. Eight groups, each with five to six participants, were to be included, Participants had both high and low fairness perceptions. These discussions were conducted in a comfortable environment on the college campus where a sense of openness and honesty is felt by the students. We conducted them in either English or Marathi, and with the participants' consent, we recorded them. After we recorded everything, we carefully wrote down every single word said. These meetings usually took between 55 and 90 minutes.

Table 3.
Data Collection Timeline and Procedures

Phase	Activity	Time	Participants	Response/Completion Details
Phase 1: Quantitative				
Survey Development	Instrument translation and pilot testing	October-2024	40 students	Pilot testing confirmed comprehension and reliability
Main Survey	Online survey	December 2024 - January 2025	400 students	68% response rate
Preliminary Analysis	Data cleaning and statistical analysis	January-February 2025		SPSS Version 27 used
Phase 2: Qualitative				
Participant Selection	Purposive sampling based on survey scores	February-2025	96 invited	High and low justice perceptions represented
Focus Groups	Semi structured group discussions	February-March 2025	96 students (16 groups of 6)	Sessions: 55–90 min. (Conducted in English/Marathi, Audio recorded)
Transcription	Verbatim transcription	March-2025	NA	Professional service: researcher verified
Thematic Analysis	Coding and theme development	March-April 2025	NA	Braun & Clarke (2006) six phase process

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Ethical Considerations

In everything we did, we adhered to the Declaration of Helsinki and the research ethics policies of our university. After the students were told what the study was about, how their privacy would be protected, and that they could stop being in the study whenever they wanted, they signed a form agreeing to take part. All data was stored on a password protected server, and transcripts and finding information were kept separate during focus groups. Every care was taken to keep and maintain privacy and help the students freely express themselves. There was minimal risk to participants, and the study might help organizations in enhancing their evaluation practices.

Data Analysis

Quantitative Analysis

To see if the CAJS structure made sense for our group of people, we used SPSS to do analyses to explore and confirm different factors, check how reliable things were (Cronbach's alpha), look at basic statistics (averages, standard deviations, frequencies), and look at how all the different variables were related to each other using Pearson correlations.

Qualitative Analysis

We used thematic analysis to examine transcripts, using Braun and Clarke's (2006) six phase approach as shown in Figure 1. There were several ways in which we enhanced our credibility. To make sure we appropriately captured participants' viewpoints, we distributed focus group transcripts to them whenever possible. We worked with other experts to question how each of us saw things. We made a detailed record of what our codes meant, the decisions we made for studying them, and how we came up with our main ideas. Also, several people coded the first parts of the written records to make sure everyone was rating things the same way. Multiple coders were able to find the same themes, according to our analysis, which showed significant agreement (Cohen's κ =.82).

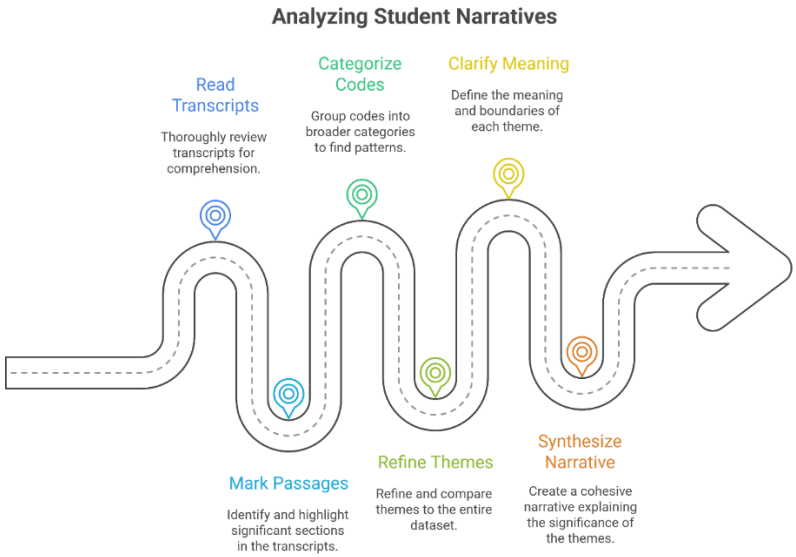

Figure 1. Steps in Thematic analysis using Braun and Clarke's (2006) six-phase approach

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Results

What the Numbers Revealed

Descriptive statistics for procedural and interactional justice by department are shown in Table 4. Correlations among all study variables are presented in Table 5. In Table 6, hierarchical multiple regression predicting trust in instructor is shown. For Table 6, *N* = 400. Model two represents full regression with justice dimensions predicting trust after controlling for demographics. It is evident from the larger ΔR^2 (.40) that the procedural as well as interactional justice elucidate 40% of the variations in trust beyond age or background. Interactional justice seemed like the strongest predictor (β = .42) compared to procedural justice (β = .18). p < .05. p < .01. p < .001.

Table 4.
Descriptive Statistics for Procedural and Interactional Justice by Department

Department	n	Procedural Justice (Cronbach's α = .90)		Interactional Justice (Cronbach's α = .92)	
		M	SD	M	SD
Textile Engineering	200	3.43	0.78	3.75	0.69
Computer Engineering	200	3.57	0.71	3.81	0.64
Total Sample	400	3.5	0.75	3.78	0.67

Table 5.
Pearson Correlations Among Justice Dimensions, Motivation, Engagement, and Trust

Sr. No.	Variable	1	2	3	4	5
1	Procedural Justice		.58***	.50***	.47***	.54***
2	Interactional Justice			.55***	.52***	.60***
3	Intrinsic Motivation				.62***	.51***
4	Engagement (UWES S)					.58***
5	Trust in Instructor					

The results in Table 5 and Table 6 marked with asterisk (*) denote the level of significance (statistical) for the test results. Single asterisk (*) means the result is statistically significant at the 5% level of significance. Whereas two asterisks (**) connotes to statistically significant at the 1% level of significance. Results marked with three asterisks (***) are highly statistically significant. It means, there is less than a 0.1% probability that the result is due to chance.

Table 6.
Hierarchical Multiple Regression Predicting Trust in Instructor

Model 1: Demographics Only					
Predictor	B	SE	β	t	p
Constant	3.18	0.14		22.71	< .001
Gender (Female = 1)	0.12	0.09	0.08	1.35	0.178
Year Level	0.07	0.03	0.12	2.15	.032*
Department (Computer = 1)	0.08	0.09	0.06	0.92	0.358

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R^2 = .02	F(3, 396) = 2.67, p = .048				
Model 2: Justice Dimensions Added					
Predictor	B	SE	β	t	p
Constant	0.52	0.21		2.48	.013*
Gender (Female = 1)	0.06	0.06	0.04	0.95	0.343
Year Level	0.03	0.02	0.05	1.48	0.14
Department (Computer = 1)	0.04	0.07	0.03	0.62	0.537
Procedural Justice	0.18	0.06	0.18	3.24	.001**
Interactional Justice	0.42	0.05	0.42	8.15	< .001***
R^2 = .42	ΔR^2 = .40	F(5, 394) = 98.76, p < .001			

Students in both departments said they felt there was a moderate amount of procedural justice (overall M = 3.50, SD = 0.75), showing that while the grading system has some good parts, there is still a lot of room to make it better. The textile engineering students scored a little lower (M = 3.43, SD = 0.78) compared to the computer engineering students (M = 3.57, SD = 0.71), but this difference was not significant enough to be statistically relevant. People thought there was more interactional justice (overall M = 3.78, SD = 0.67), which means students were happier with how teachers treated them than with how clear the grading systems were. Interestingly both departments exhibit almost similar interactional justice scores. (Textiles: M = 3.75, SD = 0.69; Computer: M = 3.81, SD = 0.64).

Motivation (r =.55), engagement (r =.52), and trust in instructor (r =.60) were all strongly linked to interactional justice when just looking at the Pearson correlations. The regression analysis showed that the relationship between interactional justice and trust (β = .42) was almost 2.5 times as strong at the relationship between procedural justice and trust (β = .18). Together, 40% of the variance in trust is due to classroom justice. This is a significant effect suggesting that seeing justice truly changes how students feel about their teachers.

What Students Actually Said

Qualitative themes, codes, and representative quotes are given in Table 7. In Table 7, frequencies show the number of focus groups (of 16) explicitly discussing each theme. Themes found through iterative coding following Braun and Clarke (2006). The raters' level of agreement (Cohen's kappa =.82) shows reliability of the coding. When we spoke to small groups about test clarity, they kept returning to the same main idea. An issue with the design test was mentioned by a student studying fabric production: "When we design things, we are never sure why one design scores 18 out of 20 and another design scores 15." The instructions say 'original thoughts' and 'realistic,' but teachers interpret these differently."

Computer engineering students faced their own version of the same problem. A student in their final year was not confident about the coding test: "When we do coding in the lab, occasionally we lose marks. This is due to few rules of coding that we never learned. The guide mentions 'good code,'. Does that mean fast or easy to read, or both? It changes depending on the teaching assistant."

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The way people felt changed a lot when the discussions changed to giving feedback and talking to each other. Students remembered times when teachers really took the time to explain how they gave grades. One student shared, "Dr. X wrote a lot about the algorithm work submitted by me. He pointed out the reasons behind its length and offering different options. Even though my score was not high, I thought the steps were clear and the feedback was fair enough." Another person agreed and said: "What's really important is if the teacher respects you enough to explain things, not if the rule is completely obvious."

This detailed info showed something important: how fair the process is, while important, could be made up for by how fair the interactions are. Students seemed to think that if the teacher showed respect, gave full feedback, and seemed really interested in their work, they could deal with small problems in the process.

Table 7.
Qualitative Themes, Codes, and Representative Quotes

Major Theme	Subthemes/Codes	Definition	Representative Quote	Frequency (16 groups)
Procedural Justice Deficits	Assessment Opacity	Ambiguous assessment standards and guidelines	"We're never told what counts for marks until after submission."	16/16
	Inconsistent Application	Variation in policy enforcement across instructors/TAs	"Professor A is strict on deadlines; Professor B isn't same course, same policy."	14/16
	Limited Student Voice	Lack of opportunities to contest or clarify grades	"There is no established way to challenge our grades; it seems daunting to bring it up."	12/16
Interactional Justice Strengths	Respectful Feedback	Courteous, helpful remarks on performance	"Dr. X explains, points out errors gently, and offers advice for enhancement."	15/16
	Punctuality	Prompt return of graded work with remarks	"Receiving prompt feedback quickly helps me learn for the next assignment."	13/16
	Adequate Justification	Detailed explanations for grades	"When professors explain their grading, I trust the process more."	14/16
Compensatory Dynamics	Interactional Buffering	Respectful communication mitigating procedural flaws	"Even if the rubric is vague, good feedback makes it feel fair."	11/16
	Relational Trust	Interpersonal connections compensating for organizational weaknesses	"I have confidence in Professor Y as she shows us respect, despite any imperfections in the rules."	10/16

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Discussion

Cultural Context and Procedural Justice Challenges

Unlike many colleges in the West where detailed plans and grading guides are the norm, the way engineering students are tested in India is not well-organized. There are probably several reasons for this. Schools may not have enough money to create a standard plan for everyone to use. Different departments like to keep control and stick to their own traditions. Many part-time teachers and guest speakers are not fully included in the standard ways of grading.

India's culture also makes it harder to make sure things are fair. Because people in charge have a lot of power and schools are structured like hierarchies, students do not want to question unclear rules directly. One person in a group discussion said, "We don't feel good about asking a teacher to explain the grading guide. It might give the impression like we may be doubting what they know." Because students do not want to challenge things that are unclear, surveys might not show how unhappy they really are. Some students might have held back in their answers, so they did not seem like they were arguing. This is like what has been seen in other schools outside the West, where people do not criticize leaders openly (Zhaleh et al., 2025; Yan, 2021).

Differences between subjects have also been seen. Textiles students thought that things were less fair than computer students. This shows that different subjects have different issues. Testing textile design involves judging how things look and work, which is based on someone's opinion. Tests about computers, while also having some opinions in them, are easier to judge (can the computer code run? Is the math correct?), but when different assistants give different interpretations on the grading guides, it is difficult for computer science department to keep things consistent.

Looking at diverse cultures, what we found agrees with and improves the theory of fairness in organizations in non-Western situations. The basic structure of fairness in how things are done and how people interact was the same across cultures, which means these ideas are incredibly powerful. However, we found that culture has an influence: how people interact to make up for unfair processes seemed more common than in Western studies. This likely shows how important respect for leaders and relationships are in Indian society. When we compared our results with studies from Iran (Estaji & Zhaleh, 2021) and China (Yan, 2021), we saw remarkably similar things. Like Indian students, Iranian and Chinese students were very sensitive to whether teachers were respectful and gave good feedback, which fits with the idea of working together and communicating with a lot of context.

Interactional Justice as Restorative Mechanism

The results of our analyses pointed out that the way people relate to each other is really important for creating trust ($\beta = .42$, $p < .001$), and this is more meaningful than simple statistics. It makes clear that when students don't understand what's going on, they look to the behaviour and engagement of their teachers to assess if everyone is being treated equitably. This fix is seen in action by the stories from group discussions. Students talked about times when teachers spent time and showed respect when explaining how they graded things. One student said, "Even when I did not agree with my grade, I trusted that the process was fair because of Dr. Y's thorough explanation of how she arrived at those

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grades." "I feel disrespected if a professor just gives back work with a grade," said another. But regardless of the score, I feel treated fairly when they explain and demonstrate that they have read and considered my work."

This idea matches the well-known understanding of fairness within group situations. When people feel the outcomes are not fair, being treated with respect and having fair processes can help them still see things as legitimate (Cropanzano et al., 2015). This effect is arguably even more pronounced in India, where respect and peace are valued. Teachers who show respect and care, which are key parts of being fair in interactions, show students they matter as people. This emotion can compensate for issues with ambiguous guidelines.

We also learned that fair procedures and fair interactions are intricately linked (r = .58), which means they do not work alone but help each other. Teachers can talk about grades more confidently and clearly when rules are clear and used the same way for everyone to have fair procedures. This makes interactions better. On the other hand, as a part of fair interactions, being polite and thoroughly explaining confusing rules might compensate for poor procedures by demonstrating that ambiguity is simply a complex phenomenon that requires explanation, not a mistake.

Conclusion

This study of how fair the grading process is in terms of rules and interactions at D.K.T.E. Society's Textile and Engineering Institute shows that the school's rules are unclear in some ways, but that teachers can make up for this by being respectful and communicating well with students. The lesson is obvious for engineering schools in India is that aim for clear rules and excellent interactions, customized for local cultures and subjects. Changes to the rules must go along with teacher training that stresses cultural understanding in grading communication. Letting students help make the rules may reduce issues of authority that keep them from discussing what is fair. School fairness checks often can boost constant growth. Combined, these steps can make grading clearer, fairer and more respectful. They lead to increased student motivation, involvement, and trust. In the long run, they can improve the school's reputation and the quality of education.

Recommendations

Institutional and Departmental Reforms

- Colleges need to make clear grading rules while understanding the way things are and differences between subjects. Instead of having only one grading guide, schools must design grading guides for every subject. This will clarify the in depth assessment procedures for that subject and explanations for the same.
- At the school level, departments should work together to create grading guides for their subjects that show what makes something excellent in that field. Textile engineering needs guides that show superior design and how well things look together. Computer science needs guides that that clarify the ease in code readability and its working. These guides should include the good as well as bad code or design examples and should be explained in the course outlines.

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Procedural & Interactional Classroom Justice

- Regular practice sessions must be conducted to enhance the consistency. Both teachers and assistants should grade the same work using grading guides and discuss the differences in the grading they have given for that work. This leads to consistency in grading and promotes fairness in grading.
- Yearly fairness checks are recommended. This should include student surveys and group discussions. This will help schools assess their grading methods and find the unfairness in grading if any. These checks should be used to help plan for teaching and learning.
- Getting students involved in making rules is especially important in places where there is a strong power structure.

Faculty Training and Classroom Practices

- Training for teachers must view honest talks as super important, not just a nice extra, for making folks trust the school. Respecting different cultures, method of subjective evaluation, care about the learning, promoting instructiveness in the classroom should be taught to teachers via workshops.
- Programs where teachers watch each other and give feedback can create groups that focus on doing fair interactions well. Senior experienced teachers should check the method of grading of others and give constructive feedback that help everyone to improve.
- Teachers can assess themselves for their consistent or unfair grading by keeping a historic record of their grading.
- Teachers should welcome questions from students about grades in person or online. They should give thorough, reason-based responses on all big assignments to the students.
- Knowing that cultures where authority is emphasized discourage students from questioning things is especially important. Making students feel comfortable and safe can trigger the valuable discussion about the gradings.

Limitations and Future Directions

This study took place in a specific time frame of the year. This may hide how things about fairness change throughout the year. Studies that follow students as they go through their education could show if the effects of respectful teaching stay the same or decrease over time. Also, we measured ideas instead of directly watching what teachers do or the rules of the school. Getting information from grading guides, recorded feedback, can connect ideas to actual school practices. In addition, this study only looked at one school in India, which may limit how widely the results can be applied. Future studies should include more places, like different engineering schools in India and schools in South Asia. This would help see if the results work in more places and find trends specific to each area. One can investigate whether improving teacher training leads to a fairer assessment. One can explore if changing the regulations to enhance fairness truly is effective or not. These types of studies would test the accuracy of our ideas.

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Human Participants

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Originality Note

This manuscript is original, has not been published previously, and is not under consideration for publication elsewhere.

Use of Generative AI/ AI-assisted Technologies Statement

The author(s) claimed that [ChatGPT] is used in this research just for the purpose of improving the language of the manuscript. No further use of these technologies is also confirmed by the author(s) to write different parts of the research. One native speaker of English is also invited to proof-read the text prior to its online publication.

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Dr. Ashish Hulle is an accomplished academician and researcher with over a decade of experience in Textile Technology. He is currently an Assistant Professor in the Department of Man-Made Textile Technology at DKTE Society's Textile and Engineering Institute, Ichalkaranji. He is having 10 years of academic and research experience. He has published 60 research papers in reputed journals, authored 8 books and 9 book chapters, and holds 10 patents. As a certified Elsevier reviewer and Editor of the Journal of Textile and Clothing Science, he actively contributes to advancing textile research. Mr. Hulle has presented at international and national conferences, participated in over 70+ FDPs/STTPs/workshops, and received prestigious honors including the ISTE Best Project Award, The Textile Institute (UK) Bursary Award, ASMA Top 30 Marketers in Education recognition, and the Young Engineers Award (IEI). With certifications as a Microsoft Certified Educator.

Dr. Ravikumar Purohit is working as an Assistant Professor at DKTE Textile and Engineering Institute, Ichalkaranji, involved in teaching, research, and academic development in textiles and apparel. His interests include garment technology, compound fabric structures, industrial engineering in apparel production, and AI applications in textile manufacturing. He focuses on integrating theoretical knowledge with industry exposure to enhance student learning and employability. Ravikumar Purohit completed his education from NIFT Bangalore and is currently pursuing PhD research on garment behavior using compound fabric structures. He has published 16 research papers, attended 10 Faculty Development Programs, and presented papers at 6 national and international conferences. His goal is to promote innovation, skill development, and industry-oriented education in textile and apparel engineering.

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