



Beliefs in a Just World, Gender and Academic Achievement

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ABSTRACT

Purpose: Individuals who have higher levels of beliefs in a just world are purported to motivate themselves better than others, thereby, have higher levels of academic performance. However, previous research performed in this field conducted mainly with Western participants and secondary level school students. The present study aims to investigate the relationship between beliefs in a just world (BJW) and academic achievement. Also, this study examined gender differences in the main variables and the moderating effect of the gender on the relationship between beliefs in a just world and academic achievement with undergraduate students from Kyrgyzstan.

Research Methods: A correlational research design was adopted for the current study. A convenience sample of 302 undergraduate students participated in this study. The participants completed a questionnaire, including demographics, grand point average (GPA), and measures of beliefs in a just world.

Findings: Analyses revealed that personal BJW, general BJW, and a two-way interaction of gender and general BJW predicted academic achievement. Additionally, the positive relationship between general BJW and academic achievement was moderated by gender. Low levels of general BJW adversely impacted male students but did not affect female students. In this study, gender differences were also found in academic achievement, general and personal BJW.

Implications for Research and Practice: Future research needs to replicate gender's moderating role on the general beliefs in a just world and academic achievement since, to our knowledge, it is a novel finding in the just world hypothesis and academic achievement research.

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Introduction

Just world theory has been one of the most widely studied theories in social sciences literature over the 50 years. However, its application to school context and academic achievement¹ is relatively recent (Peter, Kloeckner, Dalbert, & Radant, 2012). According to Lerner's (1965) Just world hypothesis, people are motivated to believe that they deserve what they get and they get what they deserve. As an individual difference variable, the belief in a just world (BJW) begins to develop in the later stages of childhood (Jose, 1990) and affects many psychological phenomena. Among them are individuals' well-being and social adaptation functions and motivation for success (Dalbert 2001; Dalbert, 2004).

According to Dalbert (2004), a strong success motivation is a prerequisite for academic achievement at school. Thus, BJW may function as a motivating factor for academic performance by providing beliefs that our efforts will be valued and treated fairly (Dalbert & Maes, 2002) and also providing a perception of a trustworthy school environment, which has an impact on student achievement (Peter et al., 2012).

Tomaka and Blascovich (1994) conducted one of the first studies regarding the relationships between student achievement and BJW. In this study, participants with higher BJW in laboratory conditions were more successful in performance tasks than participants with lower BJW scores. Afterwards, Dalbert et al. conducted a set of studies investigating relationships between BJW and school-related variables, including student achievement. In the first study, Dalbert (2000, as cited in Peter et al., 2012) examined the connection between BJW and the grade point averages of the 7th and 9th-grade students in different types of schools in Germany. She found that the higher the BJW scores were, the higher the overall grade point averages. In another study conducted by Dalbert and Maes (2002) with a group of 1000 students, the findings showed that there was an adaptive significant relationship between student motivation and BJW. Following these studies, Dalbert and Stoeber (2005) showed a high positive relationship between academic scores taken from grades 7 and 13 students and a strong BJW. One year after, in a longitudinal study, Dalbert and Stoeber (2006) were showed the positive relationship between students' grades and personal BJW. In 2007, Correia and Dalbert studied the personal and general belief in a just world and academic achievement as part of their wider study with Portuguese students (from 7th to 12th grade and university students). In this study, the personal BJW was related to student achievement. Also, Peter et al. (2012) studied the relationship between academic achievement (lecture given grades) and BJW with a broad audience of secondary school students (first sample 947, second sample 2718 students). The findings showed that personal justice experienced by the students (the belief that teachers treat them fairly) plays an intermediary role between BJW and school success. In other words, having a strong Individual BJW was strongly linked to the thought that teachers were fair, and consequently, which led to an increase in academic achievement.

¹It is used interchangeably with academic performance and academic success.

More recently, Downing (2012) showed that BJW for self predicted long term academic investment for 233 American University students. Her study included university students from various ethnic backgrounds. However, in this study, rather than academic performance the focus was on academic investment. According to this study, the more the students endorsed BJW self the more academic investment they made.

Some studies made a distinction between personal BJW and general BJW (see for a review Hafer and Sutton, 2016). General BJW means that, in general, the world is a just place for all. On the other hand, personal BJW reflects that the events in one's life are just. General BJW and personal BJW have different effects on peoples' wellbeing. BJW personal has been connected to intra personal variables, such as personal wellbeing. On the other hand, BJW general has been related to societal judgment, such as victim derogation (see for a review, Downing, 2012). However, these findings are mainly from Western societies. There are some findings from more collectivistic societies that differ from Western countries. For example, Wu et al. (2011) found that in comparison to personal BJW, general BJW was higher among the Chinese adult earthquake survivors and adolescents from the poverty stricken areas in contrast to Western individuals. They provided an interpretation that general BJW act as a wellbeing enhancer in Chinese society just as personal BJW did in Western societies. Therefore, in the current study, both general and personal BJW were included to understand whether these constructs work in the same direction as in the western societies.

Although just world hypothesis has been widely studied in general, a limited number of studies have investigated the impact of BJW on academic achievement in the last decades. Other than Dalbert (2000, cited in Peter et al., 2012) and Correia and Dalbert (2007), most of these studies have included the construct of personal BJW rather than general BJW as part of their investigation. Also, many of them have been conducted with students from secondary education level (except Correia & Dalbert, 2007). In addition, these studies were conducted with Western students.

In this context, the main purpose of this study is to investigate the effects of general and personal BJW on student achievement. This study also aims to find out the role of gender in the relationship between BJW and student achievement. The validity and reliability values of the Belief in a Just World Scales used in this study are presented for the aim of this study. The current study included both general and personal constructs of BJW for examination. As there seems to be a shortage of studies regarding university students, we collected the data from the university students living in Kyrgyzstan, the country may be considered to be more collectivist than the Western countries. Hence, we try to answer the following research questions for the purpose of the current study.

1. Is there gender differences in academic achievement, BJW general, and BJW personal?
2. Is there a relationship between general BJW and academic achievement?

3. Is there a relationship between personal BJW and academic achievement?
4. Is there a moderating role of gender between individual BJW and academic achievement?
5. Is there a moderating role of gender between general BJW and academic achievement?

Method

Research Design

A quantitative research approach was adopted with a correlational research design in the current study. The data were collected ones and the interrelationships among the variables were studied with appropriate statistical analyses.

Sample

Three hundred and two university students studying social science subjects (business, history, literature and communication sciences) from Manas University in Bişkek participated in this study. The sample was recruited using convenience sampling method. This method provides and easy access for the participants (Patton, 2015). The participants included 224 females and 78 males and all of them voluntarily participated in this study. The mean age was 20.89 (SD=1.80).

Instruments

Participants completed a demographic information form about gender, age, grades, parental education, family income and two scales regarding General and Personal Belief in a Just World (Dalbert, 1999) during class time, in multiple random orders.

Academic achievement was measured as grade point average (GPA) and reported by students themselves. General BJW was measured using General belief in Just World Scale (Dalbert, Montada & Schmitt, 1987). This scale comprises six items and intends to measure the world is generally a just place (e.g., "I think basically the world is just"; $\alpha = 0.80$). Personal BJW was measured using Dalbert's (1999) seven-item Personal Belief in a Just World Scale ("I am usually treated fairly"; $\alpha = 0.70$). This scale intends to measure that, overall, events are in one's life are just. For both scales, items are measured on 5-point Likert scales (1 = *strongly disagree*; 5=*strongly agree*) with higher scores indicating greater endorsement of personal and general belief in a just world.

The scales were adapted into Russian language for the Kyrgyz participants (Cirak Karadag & Akgun, 2016). Cronbach's alfa value of the General BJW was .71 and of the Personal BJW was .79. For the current study, $\alpha = .70$ for the Personal BJW; $\alpha = .80$ for General BJW. Confirmatory factor analysis was also conducted for the scales in this study, shown in the Figure 1.

Procedure

The data were collected during class time. Beforehand, lecturers were contacted and informed about this study and asked for permission to collect data from attending students to their lectures. Before the completion of the questionnaire, the participant were also informed about the purpose of the study and they were assured as to the data collected would be used for only research purposes. Participants voluntarily filled the questionnaires in the classrooms, which took around 10 minutes.

Data analysis

The data were analyzed using IBM SPSS version 24. Firstly, descriptive statistics were provided and then to examine the construct validity of BJW scales confirmatory factor analysis was performed. Independent samples *t*-tests were conducted to be able to examine gender differences in general BJW, personal BJW and academic achievement. Also, hierarchical regression analyses were performed to be able to evaluate the predictive effect of general BJW, personal BJW on academic achievement and moderating effect of gender between BJWs and academic achievement.

Results

Firstly, zero order correlations of the variables were examined. Table 1 displays the intercorrelations of the variables used in this study. Both general BJW and personal BJW correlated to academic achievement. As was expected, both BJW scores correlated with each other.

Table 1

Descriptive Measures, Intercorrelations of the Variables.

	<i>X</i>	<i>SD</i>	1	2	3
1. Academic achievement	2.85	0.68	1		
2. Personal BJW	25.39	4.70	.25**	1	
3. General BJW	21.06	3.76	.22**	.55***	1

* $p < .05$. ** $p < .01$. *** $p < .001$

Confirmatory factor analysis

A confirmatory factor analysis was performed using Lisrel 8.8 software to evaluate the factor structure of the scales with Kyrgyz university students. We included factor loadings of seven items of personal BJW load on to one latent factor as it was expected,

and included factor loadings of all six items of general BJW scale on the other latent factor. Previous research provided evidence that both Just World Scales had positive correlation (see for example Sutton and Douglas, 2005). Therefore, it was allowed that both latent factors covariate. The factor structure indicated to a satisfactory fit, $\chi^2(58) = 130.79$, $p < .001$; CFI = .97; RMSEA = .064; SRMR = .056. Path diagram of confirmatory factor analysis of personal and general BJW is shown in the Figure 1.

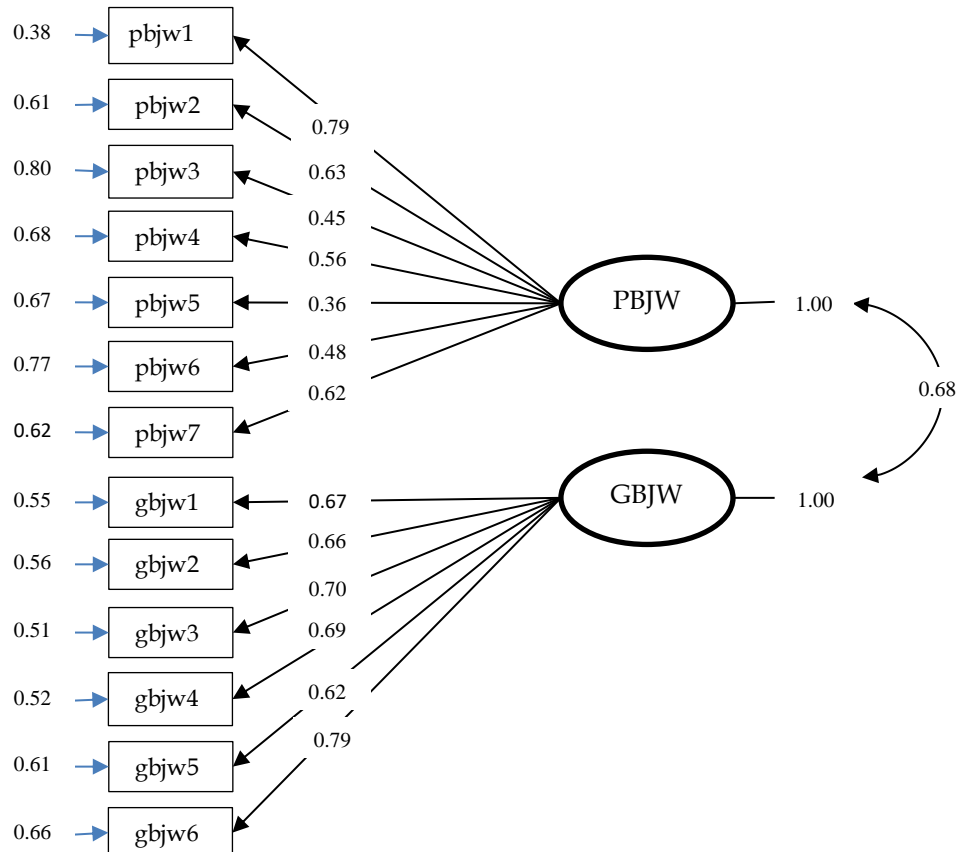


Figure 1. Confirmatory Factor Analysis Results

Gender differences

To assess gender differences in general and personal BJW and academic achievement scores, we conducted independent *t*-tests (Research question 1). Results indicated to significant gender differences in the both just world domains and academic achievement (see Table 2). Males had higher levels of general and personal BJW in comparison to females. On the other hand, females were more likely to report higher levels of academic achievement.

Table 2

Mean Differences between Men and Women in the General and Personal BJW Scores and Academic Achievement

	Female		Male		<i>t</i>	<i>df</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Personal BJW	24.97	4.38	26.64	5.36	-2.68**	294	
General BJW	20.58	3.53	22.43	4.04	-3.83***	296	
Academic Achievement	2.91	.64	2.66	.75	2.59*	240	

Note. *n* = 78 male, 220 female. **p* < .05. ***p* < .01. ****p* < .001.

Regression analyses

For the research questions of two, three, four, and five, hierarchical regression analyses were performed. Before the hierarchical regression analyses, the relevant assumptions were checked. Preliminary analyses were performed to determine the variables predicting academic achievement. In our study, the findings showed that income, mother education and father education did not significantly predict academic achievement, so these variables were not included in the subsequent analyses. The scores of Personal and General BJW were standardized before creating interaction terms. To be able to see the predictive power of gender, BJW variables, and interaction terms of gender and BJW Personal and gender and BJW General, hierarchical regression analyses were performed (Table 3). In the first step, gender entered in the regression. Gender predicted academic achievement significantly, $R^2 = .03$, $F(1,226) = 6.28$, $p = .01$.

In the second step, the terms general BJW, personal BJW, general BJW \times gender interaction and personal BJW \times gender were included in the analysis. In this case, the predictive power of the model increased significantly, R^2 change = .18, $F(4,222) = 11.208$, $p = .000$. At this stage, it was noted that the general BJW and personal BJW and gender interaction terms entered with other variables did not predict academic achievement significantly. However, it was observed that the model did not improve or even worsened slightly in the analyses performed by subtracting these terms from the equation. Therefore, they were retained in the model. In the second step, the common effect of BJW General and gender and BJW personal were related to academic achievement the most ($B = 19$, $p < .01$; $B = 16$, $p < .05$, respectively).

Table 3*Regression Analysis for Prediction of Academic Achievement*

Variables	B	SE	β	t	p	R ²	ΔR^2	F _{Val}
1. Step						.03	.03	6.28
Gender	.26	.10	-.16	2.50	.01			
2. Step								
Gender	.40	.10	-.25	4.10	.005			
General BJW	.06	.05	.09	1.22	.22	.20	.19	11.20
Personal BJW	.16	.05	.23	3.14	.002			
General BJW x gender	.19	.0	.31	2.90	.000			
Personal BJW x gender	-.06	.05	-.09	-.87	.21			

Based on these results, we calculated the moderation effect of gender on the relationship between BJW general and academic achievement (see Table 4). In the first step, gender was added to the analysis only, and it accounted for .03 of variance, $R^2 = .03$, $F(1, 234) = 6.79$, $p = .01$. To avoid potentially problematic multicollinearity for interaction terms, the variables were centred previously, and an interaction term between gender and BJW general was created (Aiken & West, 1991). In the second step, the BJW general added to the analysis. Both gender and BJW general accounted for a significant amount of variance in academic achievement, $R^2 = .10$, $F(2, 233) = 12.24$, $p = .001$. In the third step, the interaction term between gender and BJW general was included in the regression model, which accounted for a significant proportion of variance in academic achievement, $R^2 = .17$, $F(3, 232) = 15.05$, $p = .000$, $B = .37$, $p = .000$.

Table 4*The Moderator Role of Gender, on the Relationship between JWB General and Academic Achievement*

Variables	B	SE	β	t	p	R ²	ΔR^2	F _{Değ}
1. Step						.03	.03	6.70.
Gender	.26	.14	.17	-2.59	.01			
2. Step						.10	.09	12.24
gender	.34	.14	.22	-3.45	.001			
General JWB	.18	.06	.27	4.16	.001			
3. Step						.17	.15	15.08
gender	.40	.14	.26	-4.16	.000			
General JWB	.42	.10	.63	3.36	.001			
General JWB x Gender	.37	.12	.44	4.34	.000			

Examination of the interaction plot showed that, for male students, as the BJW general decreased so the GPA decreased. At the high levels of BJW general, both females and males had close academic achievement scores. For female students, academic achievement did not show much difference depending on the levels of general JWB scores (see Figure 2).

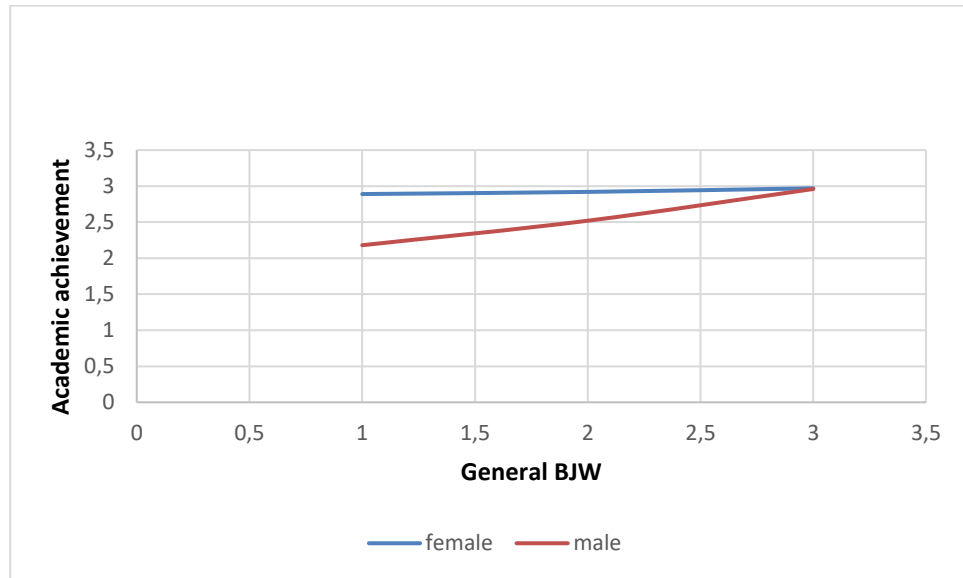


Figure 2. Academic Achievement as a Function of Gender and General BJW

Discussion, Conclusion and Recommendations

In this study, the relationships among gender, personal and general BJW and student achievement were examined. In line with previous studies (see for a review, Voyer & Voyer, 2014), gender differences existed in student achievement in favour of females regarding academic achievement. There were also differences in general and personal BJWs between males and females. Fulfilling our expectations, the results of this study showed that high personal and general just world believers also had high GPAs. Similar to previous studies, such as Dzuka and Dalbert (2002), personal BJW was endorsed more strongly than general BJW. Additionally, there was an interaction between gender and general BJW indicating that male participants did not do well academically if they had low levels of general BJW. Furthermore, we provided confirmatory factor analysis for the BJW scales, which confirmed the original two-factor solution.

According to the results of the studies conducted in Europe (see, Correia & Dalbert, 2007; Dalbert & Maes, 2002; Dalbert & Stoeber, 2005, 2006; Peter et al., 2012), the academic achievement of those with high personal BJW would be high, which applies to both genders. Our results are mainly in line with the existing research concerning personal BJW and school achievement. However, regarding general BJW, we found two different results. Previously, general BJW has not been widely studied in contrast to personal BJW in relation to academic achievement. In 2000, Dalbert (cited in Peter et al., 2012) demonstrated that general BJW was not adaptive for academic achievement. In our study, in the first model, general BJW did not predict academic achievement either. It might be interpreted that this is due to the high correlation between general and personal BJW when both variables entered at the same time into

the model. On the other hand, in the current study, without personal BJW, general BJW predicted academic achievement significantly in the moderation analysis. Also, the moderation model showed that general BJW is important for males to predict academic achievement in contrast to females (see Figure 1). This finding may indicate gender differences in dealing with the adversities of societal circumstances in relation to academic achievement (see, for example, Kim & Calzada, 2019). It seems that males who find the World generally less just, study less. However, this finding needs further replication since, to our knowledge, the current study is the first study to demonstrate this moderation effect of gender between general BJW and academic achievement in the field. On the other hand, at higher general BJW levels, both gender function academically equally well.

The present study has some limitations. First of all, this study provides only correlational evidence for the just world hypothesis and academic achievement. Therefore, the direction of the relationship cannot be established. Secondly, the current study has a non-probability sample from only one university, which reduces the ability of this study to generalize the findings to the broad social strata. Furthermore, the current study does not consider variables other than gender and family background, which may interfere with the relationships between BJW and academic achievement. As Peter et al. (2012) suggested that there might be intrapersonal and school-level variables that might affect academic achievement. Thus, further research should include wider classes of variables and participants from various backgrounds.

In conclusion, BJW plays a crucial role in students' academic achievement. The present study could contribute to the field, providing additional evidence regarding the relationships among BJW, gender, and academic achievement from the university students living in a relatively less studied society in Central Asia. This study replicated the findings obtained from students of secondary education in western societies that there is a positive relationship between BJW and academic achievement. Also, it supported the established finding that there is a difference between males and females in academic achievement in favour of female students. This study demonstrated that gender plays a moderator role between general BJW and academic achievement, which is, to our knowledge, unique to the current study. As it is evident from the past and present research, justice beliefs are important predictors of academic achievement. Therefore, school teachers and lecturers should provide just practices, such as fair amount of support for each student and just evaluation for exam papers. Also, school educational personal should support a just school environment and be sensitive to students' personal evaluations for justice practices.

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Özet

Problem durumu: Adil dünya inancı hipotezine göre, insanlar, başlarına gelen şeyleri hak ettiklerine hak ettikleri şeylerin de başlarına geldiğine inanmaya güdülenmişlerdir. Bir bireysel farklılık değişkeni olarak Adil Dünya İnancı (ADİ) bir çok psikolojik fenomeni etkilemektedir. Örneğin, ADİ insanların kendileri dışındaki dünyaya güvenlerini artırmaktadır. Bununla ilişkili olarak, dış dünyaya güven duyan

ve olacakları kestirebilen insanların günlük sorunlarla başa çıkmaları kolaylaşmaktadır. Hareketlerimizin öngörülebilir sonuçlar doğurduğuna dair inancımız, bizim plan ve program yapmamız, dolayısı ile geleceğe dönük yatırım yapmamız ve başarılı olmamız konusunda yönlendirici olmaktadır. Alan yazında ADİ ve akademik başarıyı araştıran sınırlı sayıda çalışma bu iki değişken arasında ilişki olduğuna yönelik bulgular vermiştir. Ancak bu çalışmalar daha çok batılı katılımcılarla yürütülmüştür. Ayrıca söz konusu çalışmalarda cinsiyetin bu ilişkideki rolü ayrıntılı olarak çalışılmamıştır. Bu bağlamda, bizim çalışmamızda örneklem, daha önce bu konuda hiç çalışılmamış olan ve Batı ya göre daha toplulukçu olacağı tahmin edilen Kırgızistan da yaşayan öğrencilerden oluşmaktadır ve cinsiyetin düzenleyici rolü araştırılmaktadır.

Araştırmanın Amacı: Bu çalışmanın birinci ve temel amacı, genel ve kişisel adil dünya inançlarının akademik performans üzerine olan etkisini, araştırmaktır. İkinci olarak da cinsiyet farkları ve cinsiyetin ADİ ile akademik başarı arasındaki ilişkide bir rolünün olup olmadığını göstermektir. Üçüncü ve son olarak ise, bu çalışmada kullanılan ölçeklerin bazı teknik özelliklerini sunmaktır.

Araştırmanın Yöntemi: Tarama modelindeki bu çalışmada değişkenler arası ilişki çalışılmaktadır. Sosyal bilimler (İktisadi İdari Bilimler, Tarih, Edebiyat ve İletişim Bilimleri) alanında öğrenim gören 302 üniversite öğrencisi araştırmaya katılmıştır. Öğrencilerden 224' ü kadın, 78'i erkektir. Ortalama yaş 20.89 (SS= 1.80) dir. Veri toplamada, cinsiyet, yaş, ebeveyn eğitim durumu, gelir düzeyi ve ağırlıklı genel not ortalaması (AGNO) ile ilgili soruları içeren demografik bilgi formu ve Adil Dünya İnancı Ölçekleri kullanılmıştır. Öğrenci başarısı AGNO olarak kabul edilmiştir ve öğrencilerin kendileri tarafından bildirilmiştir. Adil Dünya İnancı Ölçekleri, Likert tipinde, altı maddelik Genel Adil Dünya İnancı (General Belief in a Just World) ve yedi maddelik Kişisel Adil Dünya İnancı (Personal Belief in a Just World) ölçeklerinden oluşmaktadır. Genel Adil Dünya İnancı Ölçeği, bireyin genelde dünyanın adil bir yer olduğuna ilişkin inançlarını ölçmektedir (örn., Temel olarak dünyanın adil bir yer olduğunu düşünüyorum). Kişisel Adil Dünya İnancı Ölçeği ise bireyin hayatındaki olayların adil olduğuna ilişkin inançlarını ölçmeyi hedeflemektedir (örn., Bana genel olarak adil davranılmıştır).

Araştırmanın Bulguları: Bizim çalışmamızın asıl amacı olan Adil Dünya İnancının yordayıcı etkilerinin olup olmadığını görmek için cinsiyet, genel ADİ, Kişisel ADİ ve etkileşim terimlerinin içinde olduğu hiyerarşik regresyon analizi uygulanmıştır. Birinci adımda yalnızca cinsiyet analize eklenmiştir. Tek başına girilen cinsiyetin akademik başarıyı anlamlı bir biçimde yordamadığı görülmüştür. İkinci adımda ise Genel ADİ, Kişisel ADİ, Genel ADİ x cinsiyet (interaction) ve Kişisel ADİ x cinsiyet terimleri analize dahil edilmiştir. Bu durumda modelin yordayıcılığı anlamlı bir biçimde artmıştır, $p < .001$. Bu aşamada diğer değişkenlerle birlikte girilen Genel ADİ ve Kişisel ADİ ve cinsiyet etkileşim terimlerinin akademik başarıyı anlamlı bir biçimde yordamadıkları dikkati çekmiştir. Ancak bu terimlerin denklemden çıkarılarak yapıldığı analizlerde modelin iyileşmediği hatta hafifçe kötüleştiği gözlenmiştir. Bundan dolayı modelde tutulmuşlardır. İkinci adımda denkleme giren Genel Adalet ve cinsiyetin ortak etkisi ve Kişisel ADİ akademik başarıyla en fazla ilişkili

bulunmuşlardır, (sırasıyla $p < .01$; $p < .05$). Ayrıca bu çalışmada akademik başarı ($p < .05$), genel ADİ ($p < .001$) ve bireysel ADİ ($p < .01$) açısından cinsiyetler arasında anlamlı farklar bulunmuştur. Doğrulayıcı faktör analizinde, Adil Dünya Ölçeklerinin orijinallerinde olduğu gibi bireysel ADİ ve genel ADİ olarak ayrı ayrı birer faktör yapıları olduğu desteklenmiştir. Bizim çalışmamızda Kişisel Adil Dünya İnancı Ölçeğinin Cronbach alfa iç tutarlık katsayısı .70, Genel Adil Dünya İnancı Ölçeği için $\alpha = .80$ olarak bulunmuştur.

Araştırmanın Sonuç ve Önerileri: Bu çalışmada genel ve kişisel adil dünya inançlarının akademik başarıyı yordadığı bulunmuştur. Adil dünya inançları arttıkça akademik başarı da artmaktadır. Ayrıca genel ADİ nin erkeklerin akademik ortalamasını kızlardan daha fazla etkilediği yani cinsiyetin düzenleyici etkisinin olduğu gözlemlenmiştir. Bu bulgu alan yazın için yenidir, sonraki çalışmalarla desteklenmesi gerekmektedir. Bunlara ilaveten kızlar ve erkekler arasında, akademik başarı, genel ve kişisel adil dünya inançları açısından farklar olduğu tespit edilmiştir. Akademik başarı farkları alan yazında yerleşik bir bulgu durumundadır. Kullanılan ölçeklerin orijinal faktör yapılarının bu araştırmanın örneğine katılan Kırgız öğrencilerde de doğrulandığı gözlenmiştir. Dolayısı ile bu kültürde kullanılabileceği izlenimi edinilmiştir. Adil dünya inançları akademik başarı için önemli görünmektedir, bu nedenle okullarda ve üniversitelerde öğrenciler ile çalışanların adaletli uygulamalarının özel olarak vurgulanması yerinde olabilir. Öğrencilerin adalet değerlendirmelerinin sübjektif olabileceği de göz önünde bulundurularak, adaletli bir öğrenci değerlendirme ve destek süreci yürütülmelidir. Kızlar ve erkeklerde adil dünya inançlarının farklı işleyip işlemediği sonraki çalışmalarda da sorgulanmalı ve nedenleri araştırılmalıdır.

Anahtar Kelimeler: genel adil dünya inancı, kişisel adil dünya inancı, akademik başarı, cinsiyet, Kırgız üniversite öğrencileri.

Appendix

Table 1

Personal and General Belief in a Just World Scale Items in Russian and English.

	Абсолютно согласен(на)	Согласен(на)	Частично согласен(на)	Не согласен(на)	Категорически ПРОТИВ
Personal Belief in a Just World Scale					
1. В конце концов, я верю, что заслужил (а) все, что со мной случилось. I believe that, by and large, I deserve what happens to me					
2. В целом, отношение людей ко мне было справедливым. I am usually treated fairly.					
3. Во многих случаях я получал(а) то, что заслуживал(а). I believe that I usually get what I deserve.					
4. В общем, то, что происходит со мной, закономерно. I believe that most of the things that happen in my life are fair.					
5. Случаи несправедливости в моей жизни – это исключения. In my life injustice is the exception rather than the rule.					
6. Многие события в моей жизни произошли справедливо. Overall, events in my life are just					
7. Я думаю, что многие решения, касающиеся моей жизни, вполне справедливы. I think that important decisions that are made concerning me are usually just.					

	Абсолютно согласен(на)	Согласен(на)	Частично согласен(на)	Не согласен(на)	Категорически ПРОТИВ
General Belief in a Just World Scale					
1. Я верю, что наш мир справедлив. I think that basically the world is a just place					
2. Я верю, что люди в конце концов получают то, что они заслужили. I believe that by and large, people get what they deserve					
3. Я уверен (а), что справедливость восторжествует над несправедливостью. I am confident that justice always prevails over injustice					
4. Я верю, что в будущем люди одержат победу над несправедливостью. I am convinced that in the long run people will be compensated for injustices.					
5. Я верю, что несправедливость (в деловой, семейной, политической жизни) является исключением, а не правилом. I firmly believe that injustices in all areas of life (e.g., professional, family, politic) are the exception rather than the rule.					
6. Я верю, что людям свойственен объективный подход к принятию решений. I think people try to be fair when making important decisions.					