

Investigation of Secondary School Students' Perceptions and Attitudes Towards Law and Justice Course According to Family Income-Level Variable

Hakan ÖNGÖREN^{a*}

a EGM, <https://orcid.org/0000-0003-3142-8184>, *ongorehkn@gmail.com

Research Article

Received: 16.1.2023

Revised: 8.2.2024

Accepted: 5.3.2024

Abstract

The sample group of this research, which was conducted to examine the perceptions and attitudes of students towards the Law and Justice course, which is given as an elective-course in secondary schools, according to family income level and to decipher the relationship between them, consists of various secondary school students located within the administrative boundaries of Sultanbeyli district. The "Law and Justice Course Content and Structure Questionnaire" was used as a data collection tool in the research. The research data were transferred to the computer environment with the help of the SPSS program; frequency, percentage, mean, standard deviation, and ANOVA tests were analyzed; a quantitative but not experimental descriptive relational research model was designed. According to the results obtained from the research findings; the difference between the student's perceptions of the Law and Justice course and the law and the family monthly income-level variables was not significant, but the difference between their attitudes towards the content of the Law and Justice course and their family monthly income level was found to be significant. The results obtained in the research were also compared with those from previous studies. Accordingly, various suggestions have been made that student should visit places such as courthouses, police stations, and law offices where legal issues are handled concretely and that teachers should try to homogenizing the different socio-economic statuses of the students during the lesson.

Keywords: Perception, monthly income, Law and Justice course, secondary school students.

Ortaokul Öğrencilerinin Hukuk ve Adalet Dersine Yönelik Algı ve Tutumlarının Aile Gelir Düzeyi Değişkenine Göre İncelenmesi Öz

Ortaokullarda seçmeli ders olarak verilen Hukuk ve Adalet dersine yönelik öğrencilerin algı ve tutumlarının aile gelir düzeyine göre incelenmesi ve aralarındaki ilişkinin tespit edilmesine yönelik gerçekleştirilen bu araştırmanın örneklem grubunu Sultanbeyli ilçesi idari sınırları içerisinde yer alan çeşitli ortaokul öğrencileri oluşturmaktadır. Araştırmada veri toplama aracı olarak "Hukuk ve Adalet Dersinin İçeriği ve Yapısı Anketi" kullanılmıştır. Araştırma verileri; SPSS programı yardımı ile bilgisayar ortamına aktarılmış; frekans, yüzde, ortalama, standart sapma ve ANOVA testi kullanılarak çözümlenmiş; nicel olan lakin deneysel olmayan 'betimsel ilişkisel araştırma modeli' ile desenlenmiştir. Araştırma bulgularından elde edilen sonuçlara göre; öğrencilerin, Hukuk ve Adalet dersine ve hukuka yönelik algıları ile aile aylık gelir düzeyi değişkenleri arasındaki fark anlamlı bulunmamış fakat Hukuk ve Adalet dersinin içeriğine ilişkin tutumları ile aile aylık gelir düzeyi düzeyleri arasındaki fark anlamlı bulunmuştur. Araştırmada elde sonuçlar önceki çalışmalarla da karşılaştırılmıştır. Buna göre öğrencilerin öğretmenleri eşliğinde, hukuki konuların somut bir şekilde işlendiği adliye, polis merkezi ve hukuk büroları gibi mekanlara ziyaretlerinin yapılması ve öğretmenlerin ders esnasında öğrencilerin sahip olduğu farklı sosyo-ekonomik durumlarının homojenleştirilmesine yönelik uğraş vermesi gerektiğine dair çeşitli önerilerde bulunulmuştur.

Anahtar Sözcükler: Algı, aylık gelir, Hukuk ve Adalet dersi, ortaokul öğrencileri.

To cite this article in APA Style:

Öngören, H. (2024). Investigation of secondary school students' perceptions and attitudes towards law and justice course according to family income-level variable. *Bartın University Journal of Faculty of Education*, 13(4), 986-1001. <https://doi.org/10.14686/buefad.1235914>

INTRODUCTION

As the income level of societies increases with economic development, education, culture, sports, law, art, etc. people will inevitably achieve success in their fields and be happy. As an example of this situation, Diener and Seligman (2004) stated that people are more successful and happier in their daily lives due to adherence to social life rules and ease of participating in various cultural and artistic activities in societies with a high average income. When we assume that money (material income) is an important factor in people's happiness and success levels (Baysal, 2017), it is also possible to say that people with high material incomes are happier and more successful (Diener and Biswas-Diener, 2002; Köksal and Şahin, 2015). Thus, meeting their needs is material income use they have the most important tool that individuals (Sebele, 2010). Because of this, in societies with high material income, individuals do not have problems in providing their daily basic needs and are interested in arts, sports, entertainment, education, technology, etc. they have an important comfort zone in terms of personal development because they can follow all the developments in the fields in the user dimension (Easterlin, 1974).

In societies with high per capita national income, the level of compliance with written legal rules and social norms established by the state administration is higher than in societies with lower per capita national incomes (Levin et al., 2011; Seval, 2019). According to the data in the report prepared by the World Justice Project in 2020, which investigates the principle of the rule of law and adherence to the law of various countries, the countries in the highest income group in terms of national income per capita (Singapore, Denmark, Sweden, Norway et al.) countries with the highest scores in terms of the rule of law and adherence to the law (Norway, Denmark, Singapore, Sweden, etc.) it has been understood that it is (Öngören and Zaman, 2021; WJP, 2020). According to many studies conducted (Alicı and Van, 2016; Benenson, 2007; Feld and Voigt, 2003; Levin et al., 2011; Levine, 1998; Seval, 2019; Tunçer et al., 2022), the fact that the income situation affects individuals in terms of the sense of law and justice emerges. Countries who are aware of the situation in question, especially basic education students in education programs oriented to grow up with an awareness of law and justice and the rule of law sure to be conscious of social studies and citizenship classes, and especially are often involved in issues such as training programs organized for law (Associate, 2017; King, 1991; Lasswell and McDougal, 1942; Yosso, 2005). For example, the Civics and Citizenship education for children between the ages of 11 and 16 in the UK also aims to gain basic knowledge and skills related to law and justice (Mattei and Broeks, 2018). In primary schools since 1968 and taught in secondary schools, since 1973 began training programs organized for Social Studies courses in active conscious of the requirements of being a citizen of law and Justice knowledge and skills (change and continuity detection, critical thinking, research, environmental literacy, entrepreneurship, digital literacy, empathy, financial literacy, map literacy, observation, legal literacy, etc.) it is aimed to gain in Türkiye (Çiydem and Kaymakçı, 2021; Katılmış et al., 2010). Additionally, the Human Rights, Citizenship and Democracy course for law, justice, democracy, and citizenship education for students in the fourth grade of primary school in Turkey and secondary school sixth, seventh, and eighth-grade the 'Law and Justice course', which is an elective-course, is also taught in the classroom levels (Aycıl, 2017).

This research examines the perceptions and attitudes of students toward the 'Law and Justice course', which is given as an elective-course in secondary schools, according to family income level, and to decipher the relationship between them. Considering national income per capita affects the rule of law and the level of adherence to the law (Ongoren and Zaman, 2021; WJP, 2020); material income affects individuals' sense of law and justice (Benenson, 2007; Tuncer et al., 2022); It is thought that the examination of students' perceptions and attitudes towards the 'Law and Justice course' according to family income level will provide enlightening and exploratory results for law and social sciences educators. Additionally, it is assumed that the results to be obtained from the research will contribute to the studies to be conducted to improve the perceptions and attitudes of disadvantaged groups toward Law and Justice education.

Perception and Attitude through Law and Justice Education

Perception; In cognitive sciences and psychology, it means the reception, evaluation, selection, and regulation of sensory information. According to Atkinson et al. (1995), perception is the process of organization and interpretation of stimulus images in the environment. In the end, the perception appears by collecting sensory data together into an entire pattern. Science is a process of perception. Perception in any human being is realized because of making sense of the stimulus that goes to the brain through the eye (Beyoğlu, 2015).

However, attitude is the set of beliefs that affect the state and movements of the individual. An attitude consists of three components: cognitive, affective, and behavioral (Acar and Ordu, 2022). In the cognitive stage, awareness, knowledge, and beliefs; in the affective stage, desire, liking, and liking; in the behavioral stage, the elements of action, experimentation, and adoption are included. The three basic components of attitude (affective, cognitive, and behavioral) also interact with each other (Çöllü and Öztürk, 2006). Additionally, according to Reid (2006), a change in attitude occurs only if a change occurs in at least one of the three basic components.

One of the most important conditions for the effective and efficient delivery of law and justice education and legal literacy education is that the students have a positive perception and attitude toward the 'Law and Justice course'. Because students' perceptions and attitudes toward the 'Law and Justice course' affect their learning of the 'Law and Justice course', but also affect their use of the knowledge and skills learned in the course in their daily lives (Alicı and Van, 2016). However, students' perceptions and attitudes toward the 'Law and Justice course' will affect their level of readiness for the course, so it will become difficult for students with negative perceptions and attitudes to learn the subjects of the course and gain knowledge and skills (Irşi, 2017). As a matter of fact, Alkayış (2019) and Doğan (2020) focused on the perceptions and attitudes of secondary school students on Law and Justice; They stated that their students who had sufficient readiness for law and justice have a positive attitude toward 'Law and Justice course'. Especially the legal terms contained in the Law and Justice textbook (constitution, law, state, public interest, etc.) suitability of students according to their cognitive level is important. Because it will be easier for the student to focus on the lesson and it will be ensured that he will gain knowledge and skills at the end of the lesson. Indeed, the report of ICCS (International Civic and Citizenship Study) for secondary school students published in 2010 (Schulz et al., 2010); determined that the formation of the competence to understand legal terms in individuals and learning has emerged as necessary in daily life in the past affects the positive aspects of their attitudes toward Law and Citizenship education.

Students' perceptions and attitudes about legal literacy and 'Law and Justice courses have generally been tried to be measured by the questionnaire, questionnaire, and word association tests (Aycıl, 2017; Doğan, 2020; Snook et al., 2016). However, in perception and attitude studies conducted for primary and secondary school students, the development of questionnaires, questionnaires, and word association tests appropriate to the cognitive levels of students is the most important condition for the research to be consistent, valid, and reliable. Decker and Brady (2015) used legal literacy and using the word place test developed by Doğan (2020) about the 'Law and Justice course', according to their common parts; They stated that it is important for Law and Social Studies educators to determine the perceptions and attitudes of students about the law and justice education and to take the necessary measures in school environments and lessons, through the necessary education and training. Additionally, Alicı and Van (2016), Alkayış (2019), Aycıl (2017), and Irşi (2017) conducted different variables related to the 'Law and Justice course' of secondary school students (class, gender, family income, etc.) for that purpose in their research have developed questionnaires that measure their perceptions and attitudes in the context of. Since the perceptions and attitudes of secondary school students towards the 'Law and Justice course' in the context of family income level were examined in this research, the "Content and Structure of the Law and Justice Course" questionnaire was developed and used by taking inspiration from the questionnaire items used by Aycıl (2016), Alkayış (2019), Aycıl (2017) and Irşi (2017) in their research.

The Relationship of Students' Perceptions and Attitudes toward Family Income level and Law and Justice Course

Studies show that family monthly income is an effective variable on students' legal literacy and perceptions and attitudes toward law and justice. For example, Balbağ et al., (2019), who discussed the family income situation in terms of the possibility of one's supply of products, stated that there is a positive relationship between the family income of the students and their use of technology products and that as the frequency of use of technology products increases, students' justice tendencies differ and decrease. Indeed, Benenson et al. (2007) also stated in their research that children's behavioral development is in the interaction with their socio-economic level of development. Alkayış (2019) and Aycıl (2017) stated that the monthly income level of student families decreases during the structured perception and attitude evaluation of students and teachers taking 'Law and Justice course's, similar to that evaluation, Aycıl, and Sönmez (2018) stated that there is a significant relationship between the monthly income level of the student's families and their perceptions and attitudes toward the 'Law and Justice course'.

Research Questions

When the literature is examined, it is seen that there are few studies on the legal and justice values and legal literacy of secondary school students (Alicı and Van, 2016; Aycıl, 2017; Elbay, 2020; Irşi, 2017; Öngören and Nurdoğan, 2023; Öngören, 2023). For this reason, it is also important to conduct research on the value of justice, which is one of the basic values in secondary school education programs, and to make various arrangements in education programs according to research results and recommendations. Therefore, this research, which examines the perceptions and attitudes of secondary school students toward the ‘Law and Justice course’ according to their family income level, is expected to contribute to the field. For the research, the following research questions were developed and answers were sought;

1. What is the level of perception of student families toward the ‘Law and Justice course’ and law with the variable of monthly income level?
2. What is the attitude of the student families regarding the monthly income-level variable and the content of the ‘Law and Justice course’?
3. What is the attitude of the student families about the monthly income-level variable and the structure and processing of the ‘Law and Justice course’?

METHOD

Research Design

This research was carried out with quantitative data as it was aimed to decipher the interaction between the monthly income level of the student's families and their perceptions and attitudes toward the ‘Law and Justice course’. As a matter of fact, the quantitative research method, which is a deductive, objective, and positivist research method, also reveals the personal opinions and experiences of people who have their own (Bryman, 2012: 715; Merriam, 1998). Additionally, since the research was carried out to determine the relationship between family income levels and students' perceptions, attitudes, theoretical knowledge, and achievement levels toward the ‘Law and Justice course’, Therefore, it was designed with a quantitative-only non-experimental descriptive relational research model (Creswell, 2014). The data obtained in this context were analyzed using mean, standard deviation, frequency, percentage, and ANOVA tests with the help of the SPSS 26 program.

Participants

The participants of the research consist of secondary school students who have previously taken or are currently taking the ‘Law and Justice course’. This research was conducted in Istanbul, where the researcher resides, to conduct it healthily in terms of the data collection process. The case study method not only speeds up research and makes it more practical, but also reduces costs. Moreover, working with a familiar sample may be seen as easier and more practical for some researchers. For these reasons, researchers may choose to include an easily accessible group in their research. In qualitative research, cost and accessibility are important factors to consider when making sampling decisions (Karataş, 2015; Yıldırım ve Şimşek, 2021). As a result, the research group was selected based on the principle of easy accessibility. For the research, in terms of household income of the poorest counties evaluated and Şahinoglu (2020) household income Istanbul Research in 2017, according to data from the most counties with low household incomes Sultanbeyli (2172 ₺) secondary schools in the borough were chosen as a research area. In this context, the official permissions required for the research to be conducted were obtained from the Sultanbeyli District Directorate of National Education, and the names of the schools where Law and Justice's courses were given in the 2020–2021 and 2021–2022 Education Periods in the Sultanbeyli district. The schools identified according to the Personal Data Protection Law No. 6698 were coded by giving various letter groups and numbers without specifying the location and school name. The number of students taking Law and Justice courses in a total of five schools using AS1, BS2, CS3, DS4, and ES5 codes was determined. The “*Content and Structure of the Law and Justice Course*” sacle was applied to the students who were taking Law and Justice courses in the 6th, 7th, and 8th grades by going these schools (Table 1).

Table 1. The Number of Students Participating in the Research (2020–2021 and 2021–2022 Academic Semesters)

School Code	6 th grade	7 th grade	8 th grade
AS1	0	0	37
BS2	0	0	83
CS3	119	41	0
DS4	79	0	0
ES5	0	87	0
Total (N: 446)	198	128	120

The aggregate number of students taking the ‘Law and Justice course’ from the 6th, 7th, and 8th grades in the Secondary School and Imam Hatip Secondary Schools in Sultanbeyli district in the 2020–2021 Academic Semester, and 2021–2022 Education Semester is 2853 (universe), but also the in the research 446 (sample) aggregate number of students participating. Accordingly, the universe and sample comparison of the survey application conducted for students was realized as 14.5%. Approximately 32 questionnaires were removed from the research data because of inadequate information and a random filling process.

Data Collection

The survey method was used in the collection of research data so that data are also acquired within surveys using the scaling method (Lawshe, 1975). Besides that, questionnaires are described as the sum of items that contribute to explanatory the levels of variables that can be observed indirectly with the help of several concrete expressions related to the subject and acquiring a point value related to the variable (Demirbilek, 2021; Katılmış, 2010; Yıldız, 2021). In this research, the “*Content and Structure of the Law and Justice Course*” questionnaire, which was determined as a data collection tool, was created. Accordingly, the questionnaire development stages of the questionnaire used in the research are as follows;

- The questionnaire development stages of the studies carried out using the questionnaire have been examined in detail.
- An item pool consisting of 45 judgments was created inspired by the questionnaire items used in the research of Alici and Van (2016), Alkayış (2019), and Aycil and Sönmez (2018).
- The items to be included in the questionnaire were determined due to the research subject, and a candidate questionnaire/survey form was created for the questionnaire to be used.
- The prepared candidate questionnaire/survey form was presented to 10 experts.
- The new questionnaire, which was revised according to the feedback from expert opinions, was composed of 27 items.
- At the end of the process, the survey items were created and presented to 7 (seven) experts from the field of Social Studies Education and 3 (three) experts from the field of Turkish Education, and as stated by Yurdugül (2005), the content validity index of the survey was calculated to be used in this research.

Data Analysis

The judgments in the research questionnaires are divided into varied questionnaires and sub-dimensions to compose meaning and integrity among themselves and to be able to analyzed (Somer et al., 2002; Yurdugül, 2005). In this research, the judgments in the “*Content and Structure of the Law and Justice Lesson Questionnaire*” directed to the students were divided into sub-dimensions to make sense and classify them differently from each

other. In this context, to determine the level of perception and attitude of students toward the ‘Law and Justice course’ in the questionnaire;

- Perception Dimension of the ‘Law and Justice course’ and the Law
- Dimension of Attitude toward the Content of the ‘Law and Justice course’
- Attitude Dimension of the Structure and Processing of the ‘Law and Justice course’. The questionnaire is divided into three sub-dimensions consisting.

The data from the questionnaires were transferred to the computer manually using the SPSS 26 program thus the data were converted into numerical data. Accordingly, the created datasets were classified into sub-dimensions as previously defined, and the mean and standard deviation values of the datasets were calculated. Firstly, the statistics regarding the mean and standard deviation statistical values of the “*Content and Structure of the Law and Justice Course Questionnaire*” were arranged.

Table 2. Statistical Values of the Mean and Standard Deviation for the Content and Structure of the Law and Justice Course Questionnaire

Content and Structure of the Law and Justice Course Questionnaire	Mean	Standard Deviation	Min-Max
Perception Dimension of the Law and Justice Course and the Law	3,5181	,83451	1–5
Dimension of Attitude toward the Content of the Law and Justice Course	3,5000	,78036	1–5
Attitude Dimension of the Structure and Processing of the Law and Justice Course	3,7681	,82006	1–5

Accordingly, the average value of the attitude about the structure and teaching of the ‘Law and Justice course’ is 3.7681, the average value of the perception toward the ‘Law and Justice course’ and the law is 3.5181, the value of attitude toward the content of the ‘Law and Justice course’ is 3.5000. This shows that students' perceptions of the ‘Law and Justice course’ structure and its implementation are higher than their perceptions of the law. It also shows that their attitudes toward the content of the ‘Law and Justice course’ are at the lowest level (Table 2).

After the mean and standard deviation values of the data sets included in the survey were measured with the help of the SPSS 26 program, Skewness-Kurtosis values were measured to determine the normality distributions of the data (Table 3).

Table 3. Content and Structure of the Law and Justice Course Questionnaire Skewness-Kurtosis Values

Content and Structure of the Law and Justice Course Questionnaire	Skewness	Kurtosis
Perception Dimension of the Law and Justice Course and the Law	-,447	,411
Dimension of Attitude toward the Content of the Law and Justice Course	-,346	,654
Attitude Dimension of the Structure and Processing of the Law and Justice Course	-,768	1,151

As indicated in Table 5, the Skewness-Kurtosis values of all sub-dimensions were measured as minimum -768 and maximum +1.151. It was understood that the values obtained were between the normal distribution values. According to Tabachnick and Fidell (2017), Kurtosis (kurtosis) and Skewness (skewness) values should be between -1.5 and +1.5 for a normal distribution. According to this result, normally distributed data are subjected

to parametric tests (t-Test, Correlation, Multiple Regression, and ANOVA) (Erbay and Beydoğan, 2017). Therefore, ANOVA Test and t-Test were used to determine the difference and significance between the questionnaires and the variables. While 't-Test' is used in the comparison of quantitative continuous data based on two independent groups, ANOVA Test is used in the comparison of quantitative continuous data based on more than two independent groups (Kim, 2017; Köse and Öztemur, 2014). When the ANOVA test was used, the 'post hoc' method was also used to decipher, which data and variables had a significant relationship.

In the research where the data used in the survey method are obtained, the validity of the quantitative data is provided in three different dimensions: structure, scope, and appearance validity. In this research, only the Scope Validity Index (SVI) was used. According to the Scope Validity Index (SVI) stated by Yurdugul (2005), at least 5 and at most 40 expert opinions are needed to evaluate the questionnaire items in survey research. In this context, 10 expert opinions were used in the research, and the Scope Validity Index (SVI) was measured accordingly. Thanks to this method, it has been attempted to provide the subject of validity in the research.

Table 4. Sub-dimensions of Content and Structure of the Law and Justice Course Questionnaire's Validity Values

Content and Structure of the Law and Justice Course Questionnaire	Expert	SVI	KMO Barlett
Perception Dimension of the Law and Justice Course and the Law	10	0,63	0,670-0,544
Dimension of Attitude toward the Content of the Law and Justice Course	10	0,70	0,767-0,761
Attitude Dimension of the Structure and Processing of the Law and Justice Course	10	0,72	0,813-0,639

According to the scope validity index data, it shows that the SVI values of 0.63, 070, and 0.72 belonging to the three sub-dimensions of the Content and Structure of the Law and Justice Course Questionnaire provide validity. KMO values were measured for sub-dimensions of Content and Structure of the Law and Justice Course Questionnaire to be in the range of 0.813–0.544 and it was determined that this value was sufficient for validity.

The Cronbach alpha (α) coefficient is a measure of the internal consistency of the items. It is used to question or explain the homogeneity of the items in the questionnaire. Cronbach's alpha reliability test is frequently used in Likert-type questionnaires. Accordingly, Cronbach's alpha reliability values are expressed as follows;

$0 < \alpha < 0,40$: unreliable,

$0,40 < \alpha < 0,60$: low reliable interval,

$0,60 < \alpha < 0,80$, normal reliable interval,

$0,80 < \alpha < 1,00$: very high reliable interval (Kalaycı, 2008; Yıldız and Uzunsakal, 2018).

Table 5. Sub-dimensions of Content and Structure of the Law and Justice Course Questionnaire's Reliability Values

Content and Structure of the Law and Justice Course Questionnaire	İtems	Cronbach Alfa (α)
Perception Dimension of the Law and Justice Course and the Law	6	
Dimension of Attitude toward the Content of the Law and Justice Course	8	,812
Attitude Dimension of the Structure and Processing of the Law and Justice Course	13	

Considering the reliability analysis data of the Questionnaire on the Content and Structure of the Law and Justice Lesson in Table 5, it is seen that the Cronbach alpha value is “,812.” Accordingly, the reliability of the questionnaire is in the very high-reliability range.

Research Ethics

“After preparing the necessary documents concerning the research and ethics committee approval necessary documents, the research process and publication process, the research measurement tools, research data, and all processes were submitted to the xxxxxxxxxxxx Institute of Educational Sciences Research Ethics Committee”.

FINDINGS

The general descriptive information of the students who took the ‘Law and Justice course’ who participated in the survey application in the research is shown in Table 6.

Table 6. Distribution of the Descriptive Characteristics of the Participants

Descriptive Information		<i>f</i>	%
Sex	Female	210	50,7
	Male	204	49,3
Total		414	100
School	Secondary School	263	63,5
	Imam Hatip Secondary School	151	36,5
Total		414	100
Classroom	6 th grade	189	45,7
	7 th grade	116	28,0
	8 th grade	109	26,3
Total		414	100
Family Monthly Income*	1500–2000 ₺	154	37,2
	2001–3000 ₺	132	31,9
	3001–4000 ₺	67	16,2
	+4001 ₺	61	14,7
Total		414	100

*The minimum wage of Turkey for 2021 is based on 2825 ₺ per month.

While looking at descriptive information 50.7% of the participants in the study are male and 49.3% are female. A close balance has been established between these data and the participants of the study in terms of gender. In terms of the school, 63.5% of the participants are Secondary School students and 36.5% are Imam Hatip Secondary School students. According to the class distribution, 45.7% of the participants are 6th-grade students, 28% are 7th-grade students and 26.3% are 8th-grade students. According to the monthly income status of the

family, 37.2% of the participants stated that they had a monthly income of 1500–2000 ₺, 31.9% of 2001–3000 ₺, 16.2% of 3001–4000 ₺, 14.7% of +4001 ₺ and above.

The averages of the Content and Structure of the Law and Justice Course Questionnaire according to the family income level of the students participating in the research and the results of the ANOVA Test were classified within the scope of the research questions.

Findings 1

Student families' monthly income-level and their perception of the Law and Justice course and law

Table 7. Means of Perceptions of Law and Justice Course and Law by Family Income level and ANOVA Test

Independent Variable	Family Monthly Income**	N	Mean	Std.	Min	Max	F	p*
Perceptions of Law and Justice Course and Law	1500–2000 ₺	154	3,3626	,64652	1,67	5,00	,952	,416
	2001–3001 ₺	132	3,3081	,59596	1,33	5,00		
	3001–4000 ₺	67	3,2861	,58373	1,67	4,33		
	+4001 ₺	61	3,2104	,58603	1,50	4,50		

* $p \leq 0,05$ **The minimum wage of Turkey for 2021 is based on 2825 ₺ per month.

As seen in Table 7, it is understood that: for law and justice and law students, the perception of the means of family income shows a significant difference according to the variable to determine whether performed ANOVA test because of the difference between the monthly income of the family (F: 952/p,416), statistical aspects are not significant. According to the family income levels of the students, the highest perception score for the 'Law and Justice course' and the law was 1500–2000 ₺ (Avg.: 3, 3626) while the income level was the lowest, the perception scores for the 'Law and Justice course' and law were +4001 ₺ (Mean: 3, 2104) income-level.

Findings 2

Attitudes of students' families regarding the monthly income-level variable and the content of the 'Law and Justice course'

Table 8. Means of Perception of the Content of the Law and Justice Course According to Family Income-Level and ANOVA Test

Independent Variable	Family Monthly Income **	N	Mean	Std.	Min	Max	F	p*
Perception of the Content of the Law and Justice Course	1500–2000 ₺	154	3,2938	,64002	1,00	4,75	4,171	,006
	2001–3001 ₺	132	3,4659	,54870	2,13	5,00		
	3001–4000 ₺	67	3,4813	,57169	1,88	5,00		
	+4001 ₺	61	3,5697	,55973	1,75	4,88		

* $p \leq 0,05$ **The minimum wage of Turkey for 2021 is based on 2825 ₺ per month.

As seen in Table 8, it is understood that: because of law and justice in the attitude of students regarding the content of the course, the means of family income shows a significant difference according to the variable to determine whether performed ANOVA test because of the difference between grade levels (F: 4,171/p: 006), has been determined to be statistically significant aspects. A post hoc test was also conducted to determine the sources of these differences, and because of the test, it was found that there was a significant difference in attitude toward the content of the 'Law and Justice course' between students with family income levels between 1500 ₺ and 2000 ₺ and +4001 ₺ income.

Findings 3

The attitude of student families about the monthly income-level variable and the structure and processing of the Law and Justice course

Table 9. Means of Attitudes About the Structure and Administration of Law and Justice Course by Family Income level and ANOVA Test

Independent Variable	Family Monthly Income **	N	Mean	Std.	Min	Max	F	p*
The Structure and Administration of Law and Justice Course	1500–2000 ₺	154	3,4411	,58139	1,38	5,00	1,745	,157
	2001–3001 ₺	132	3,5402	,50567	1,85	5,00		
	3001–4000 ₺	67	3,5017	,50767	2,00	5,00		
	+4001 ₺	61	3,6217	,63871	1,77	5,69		

* $p \leq 0,05$ **The minimum wage of Turkey for 2021 is based on 2825 ₺ per month.

As seen in Table 9, it is understood that: the means of family income in attitudes about the course structure, students, and teaching the law and Justice show a significant difference according to the variable to determine whether performed ANOVA test because of the difference between grade levels (F: 1,745/p,157), statistical aspects are not significant. According to the family income-levels of the students, the attitude score about the structure and processing of the 'Law and Justice course' is the highest +4001 ₺ (Mean: 3, 6217), while the income level, the lowest perception score for the 'Law and Justice course' and law is the income level of 1500–2000 ₺ (Mean: 3, 4411) (Table 9).

DISCUSSION AND CONCLUSION

This research examines the perceptions and attitudes of students toward the 'Law and Justice course', which is given as an elective course in secondary schools, according to the family income level, and to decipher the relationship between them. In this context, the perception of the 'Law and Justice course' and the law, the attitude to the content of the 'Law and Justice course', and the attitude sub-dimensions about the structure and processing of the 'Law and Justice course' are evaluated according to the family monthly income variable;

- The difference between the student's perceptions of the 'Law and Justice course' and the law and the family monthly income-level variables were not found significant.
- The difference between the student's attitudes toward the content of the 'Law and Justice course' and their family monthly income level was found to be significant. According to the post hoc test, it was understood that there was a significant difference between the students whose family income variables were between 1500 and 2000 ₺ and +4001 ₺ in terms of attitudes toward the content of the 'Law and Justice course'.
- It was determined that there was no significant difference between the students' attitudes about the structure and teaching of the 'Law and Justice course' and the variables of family income level.
- Students' perceptions of the 'Law and Justice course' and law according to their family income levels are the highest at 1500–2000 ₺ income level, while their perceptions toward the 'Law and Justice course' and law are the lowest at +4001 ₺ income level. According to the family income levels of the students, the highest attitudes about the structure and processing of the 'Law and Justice course' are +4001 ₺ income level, while the lowest attitudes about the structure and processing of the 'Law and Justice course' are 1500–2000 ₺ income level.

In this context, when previous studies are examined, Alkayış (2019) and Aycıl (2017) stated that as the monthly income level of student families increases, the level of differentiation in their perceptions and attitudes toward the 'Law and Justice course' increases. Aycıl and Sönmez (2018) also stated that there is a significant relationship between the monthly income level of student families and their perceptions and attitudes toward the 'Law and Justice course'. When the studies conducted outside the 'Law and Justice course' are examined; Benenson et al. (2007) stated that children's behavioral development interacts with their socioeconomic development level; Balbağ et al., (2019) also discussed the family income situation in terms of the individual's ability to supply products and stated that there is a positive relationship between students' family income and their use of technology products, and as the frequency of use of technology products increases, students' justice tendencies differ and decrease.

This research was conducted in Sultanbeyli district (Şahinoğlu, 2020), one of the poorest districts in terms of household income in Istanbul in terms of purpose and accessibility. For this reason, the results obtained should

be evaluated in terms of the administrative position where the research was applied. In this context, as Bařođlu (2017), Baum, and O'Malley (2003) and Tunç (2020) stated, the economic status of families also affects students' understanding of justice as their perceptions, attitudes, and behavior toward education given in the classroom. When the results of the research are examined, the difference between the student's attitudes toward the content of the 'Law and Justice course' and their family's monthly income level is significant, which supports this situation.

Implications

The fact that the students' attitudes toward the structure and teaching of the 'Law and Justice course' are higher than their perceptions of the 'Law and Justice course' and the law indicates that the student's legal perceptions are not sufficiently formed even though the subjects related to law are covered in the course. To overcome this situation, it would be useful to take students to places such as courthouses, police stations, and law offices where legal issues are handled concretely (Alicı and Van, 2016; Alkayıř, 2019).

The significant difference between the student attitudes toward the content of the 'Law and Justice course' and the family monthly income level revealed that the expectations and achievements of the students regarding the content of the course were different. Aycıl and Sönmez (2018) also stated in their research that teachers should make the students active in the course while teaching the 'Law and Justice course' and that the different socio-economic status of the students should be homogenized during the course.

Limitations

Although the fact that the administrative place chosen in the research is the Sultanbeyli district in Istanbul province has formed a segment close to the desired target group in terms of household income, it is insufficient to provide a generalizing result of the research (Yalçın, 2008). Indeed, conducting similar studies in administrative places with low household incomes may be useful in terms of comparing students' perceptions and attitudes toward the 'Law and Justice course' and law. However, it will be useful to compare the research conducted in high-income places in terms of household income with the research conducted.

In this study, a descriptive relational research model used. Because the participants consist of different grade levels and different individuals, the results obtained should be evaluated within this limitation. In future research, longitudinal research design can be used to examine the change in perceptions and attitudes of the same individuals toward the 'Law and Justice course' and law when they move to different-grade levels.

Statements of Publication Ethics

Participants were informed about the data collection and analysis process before participating in this study. Additionally, they signed the consent forms indicating that they agreed to participate in the study. The collected data and the information of the participants are kept confidential. An ethical approval certificate was given from Marmara University Educational Sciences Ethics. Ethics committee document number is 137028/7-18.

REFERENCES

- Acar, O., & Ordu, K. (2022). Investigation of students' attitudes towards science according to grade level and gender in middle schools with different science achievement levels. *Çukurova University Faculty of Education Journal*, 51(2), 1043-1072. <https://doi.org/10.14812/cuefd.1018469>.
- Alkayış, M. (2019). *Ortaokul seçmeli Hukuk ve Adalet dersi öğretim programı ve uygulamasının öğrenci ve öğretmen görüşlerine göre değerlendirilmesi*. (Master Thesis), Adıyaman University, Adıyaman.
- Alıcı, A. H. & Van, N. (2016). Ortaokullarda okutulan "Hukuk ve Adalet" dersinin öğrenciler üzerinde hukuka yönelik duyuşsal eğilimler algısına etkisi. *The Journal of Europe-Middle East Social Science Studies*, 2(1), 107-131. Retrieved from <https://dergipark.org.tr/tr/pub/jemsos/issue/18646/196778>
- Atkinson, R. L., Atkinson, R. C. & Hilgard, E. R. (1995). *Introduction to Psychology*. (Translated by M. Atakay). İstanbul: Social.
- Aycıl, S. (2017). *Ortaokul öğrencilerinin Hukuk ve Adalet Dersine ilişkin görüşlerinin değerlendirilmesi* (Master's Thesis). Gaziosmanpaşa University, Tokat.
- Aycıl, S., & Sönmez, O. F. (2018). Ortaokul öğrencilerinin Hukuk ve Adalet dersine ilişkin görüşlerinin değerlendirilmesi. *Journal of Education and Society in the 21st Century*, 7(20), 541-576.
- Balbağ, N. L., Karataş, A., & Akar, C. (2022). Examination of primary school students' justice tendencies in terms of various variables. *Ahi Evran University Journal of Social Sciences Institute*, 8(2), 426-441. <https://doi.org/10.31592/aeusbed.1096415>.
- Başoğlu, B. (2017). Grekoromen Yıldız Erkek Güreş Milli Takım oyuncularının başarı algısı ve öz yeterlik düzeylerinin incelenmesi. *Gaziantep University Journal of Sport Sciences*, 2(1), 31-40. Doi: <https://doi.org/10.53434/gbesbd.932427>.
- Baum, S., & O'Malley, M. (2003). College on credit: How borrowers perceive their education debt. *Journal of Student Financial Aid*, 33(3), 1. Doi: <https://doi.org/10.55504/0884-9153.1068>.
- Baysal Kar, B. (2017). Keynes'te kapitalizmin ahlaki eleştirisi. *Journal of Business Ethics*, 10, 275-302. <http://dx.doi.org/10.12711/tjbe.2017.10.2.0010>.
- Benenson, J. F., Pascoe, J., & Radmore, N. (2007). Children's altruistic behavior in the dictator game. *Evolution and Human Behavior*, 28(3), 168-175. <https://doi.org/10.1016/j.evolhumbehav.2006.10.003>.
- Beyoğlu, A. (2015). Sanat eğitiminde algı, görsel algı ve yanılsama: Victor Vasarely'nin çalışmaları üzerine bir inceleme. *Trakya University Journal of Social Sciences*, 17(1), 333-348.
- Bryman, A. (2012). *Social research methods*. (4th ed.) New York: Oxford University Press.
- Buyer, A.H. & Van, N. (2016). The effect of "Law and Justice" course taught in secondary schools on students' perception of affective tendencies towards law. *The Journal of Europe-Middle East Social Science Studies*, 2(1), 107-131.
- Çiydem, E., & Kaymakçı, S. (2021). Türkiye'de sosyal bilgiler dersinin yönelimi üzerine bir değerlendirme. *İnsan ve İnsan*, 8(27), 179-207. <https://doi.org/10.29224/insanveinsan.818742>.
- Çöllü, E. F., & Öztürk, Y. E. (2006). Measuring methods of beliefs-attitudes attitudes and application examples in organizations. Evaluation of these methods. *Selçuk University Journal of Social Sciences Vocational School*, 9(1-2), 373-404.
- Decker, J., & Brady, K. (2015). Increasing school employees' special education legal literacy. *Journal of School Public Relations*, 36(3), 231-259. <https://doi.org/10.3138/jspr.36.3.231>.
- Demirbilek, M. (2021). *A mixed method study on the mediating effect of sustainable management behaviors in the effect of school principals' entrepreneurial competencies on productive leadership skills*. (Doctoral Dissertation). Marmara University Institute of Educational Sciences, İstanbul.
- Diener, E., & M.E.P. Seligman (2004). "Beyond Money. Toward an Economy of Well-Being", *Psychological Science in the Public Interest*, 5(1), 1-31. <https://doi.org/10.1111/j.0963-7214.2004.00501001.x>.

- Diener, E. & R. Biswas-Diener (2002), "Will Money Increase Subjective Well-Being?", *Social Indicators Research*, 57, 119-169. <https://doi.org/10.1023/A:1014411319119>.
- Doğan, O. (2020). *Ortaokul 6. sınıf öğrencilerinin hukuk ve adalet kavramlarına ilişkin algılarının incelenmesi*. (Master's Thesis). Afyon Kocatepe University, Afyon.
- Easterlin, R. (1974), "Does Economic Growth Improve the Human Lot? Some Empirical Evidence", by David, Paul Allan and Melvin Warren Reder (Ed.), *Nations and Households in Economic Growth* (New York: Academic Press): 89-125.
- Elbay, S. (2020). Sekizinci sınıf öğrencilerinin hukuk ve adalet kavramlarına yükledikleri anlamların incelenmesi. *JRES*, 7(2), 585-608.
- Feld, L. P., & Voigt, S. (2003). Economic growth and judicial independence: cross-country evidence using a new set of indicators. *European Journal of Political Economy*, 19(3), 497-527. [https://doi.org/10.1016/S0176-2680\(03\)00017-X](https://doi.org/10.1016/S0176-2680(03)00017-X).
- Irşi, E. (2017). *Evaluation of the Secondary School Law and Justice Curriculum according to the opinions of the teachers*. (Master's Thesis). Gaziosmanpaşa University, Tokat.
- Karataş, Z. (2015). Sosyal bilimlerde nitel araştırma yöntemleri. *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi*, 1(1), 62-80.
- Katılmış, A. (2010). *Sosyal Bilgiler dersinde bazı değerlerin kazandırılmasına yönelik karakter eğitimi programı geliştirilmesi*. (Doctoral Dissertation). Marmara University Institute of Educational Sciences, Istanbul.
- Katılmış, A., Ekşi, H., & Öztürk, C. (2010). The effectiveness of a science-oriented character education program integrated with social studies course outcomes. *Journal of Social Studies Education Research*, 1(1), 50-87.
- King, J. E. (1991). Dysconscious racism: Ideology, identity, and the miseducation of teachers. *The Journal of Negro Education*, 60(2), 133-146. <https://doi.org/10.2307/2295605>.
- Köksal, O., & Şahin, F. (2015). Gelir ve mutluluk: Gelir karşılaştırmasının etkisi. *Socioeconomics*, 23(26), 45-60. <http://dx.doi.org/10.17233/se.91108>.
- Lasswell, H. D., & McDougal, M. S. (1943). *Legal education and public policy: Professional training in the public interest*. Yale Lj, 52, 203.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563-575.
- Levin, K. A., Torsheim, T., Vollebergh, W., Richter, M., Davies, C. A., Schnohr, C. W., ... & Currie, C. (2011). National income and income inequality, family affluence and life satisfaction among 13-year-old boys and girls: A multilevel study in 35 countries. *Social indicators research*, 104(2), 179-194. <https://doi.org/10.1007/s11205-010-9747-8>.
- Levine, R. (1998). The legal environment, banks, and long-run economic growth. *Journal of Money, Credit and Banking*, 596-613. <https://doi.org/10.2307/2601259>.
- Mattei, P., & Broeks, M. (2018). From multiculturalism to civic integration: Citizenship education and integration policies in the Netherlands and England since the 2000s. *Ethnicities*, 18(1), 23-42. <https://dx.doi.org/10.1177/1468796816676845>.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Revised and expanded from "Case Study Research in Education". 350 Sansome St, San Francisco: Jossey-Bass Publishers.
- Nakayasu, C. (2016). School curriculum in Japan. *The Curriculum Journal*, 27(1), 134-150. <https://doi.org/10.1080/09585176.2016.1144518>.
- Öngören, H. (2023). Ortaokul Öğretmenlerinin Hukuk ve Adalet Ders Kitabına yönelik görüşlerinin incelenmesi. *Cumhuriyet Uluslararası Eğitim Dergisi*, 12(2), 328-338. <https://doi.org/10.30703/cije.1184695>.
- Öngören, H., & Nurdoğan, A. (2023). Comparison of the perceptions and attitudes of the sixth-grade students of General Secondary School and Imam Hatip Secondary School towards the law and justice course. *Trakya Eğitim Dergisi*, 13(1), 503-518. <https://doi.org/10.24315/tred.1061328>.

- Öngören, H., & Zaman, M. (2021). Turizm Coğrafyası (Ed. Koday, S., Sevindi, C.) 'Terör saldırılarının turistlerin coğrafi profilindeki değişimi ve etkisi: İstanbul ili örneği' (pp. 137-166). Gazi Bookstore: Ankara.
- Özgür, G., Yörükoğlu, G., & Baysan-Arabacı, L. (2011). Lise öğrencilerinin şiddet algısı, şiddet eğilim düzeyleri ve etkileyen faktörler. *Journal of Psychiatric Nursing*, 2(2), 53-60.
- Reid, N. (2006). Thoughts on attitude measurement. *Research in Science & Technological Education*, 24(1), 3-27. <https://doi.org/10.1080/02635140500485332>.
- Şahinoğlu, İ. (2020). *Kentsel yoksullukla mücadele rejimi: Sultanbeyli örneği*. (Doctoral Dissertation). Marmara University Institute of Social Sciences, İstanbul.
- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower secondary school students in 38 countries. Retrieved from https://www.iea.nl/sites/default/files/2019-04/ICCS_2009_International_Report.pdf.
- Sebele, L. S. (2010). Community-based tourism ventures, benefits and challenges: Khama rhino sanctuary trust, central district, Botswana. *Tourism Management*, 31(1), 136-146. <https://doi.org/10.1016/j.tourman.2009.01.005>.
- Seval, H. F. (2019). International Political Order in the Arctic Region: A Theoretical Approach. *Mediterranean FEAS Journal, Poles in 21st Century Politics*, 1-24. <https://doi.org/10.25294/auibfd.632904>.
- Snook, B., Luther, K., Eastwood, J., Collins, R., & Evans, S. (2016). Advancing legal literacy: The effect of listenability on the comprehension of interrogation rights. *Legal and Criminological Psychology*, 21(1), 174-188. <https://doi.org/10.1111/lcrp.12053>.
- Somer, O., Korkmaz, M., & Tatar, A. (2002). Beş faktör kişilik envanteri-i geliştirilmesi: Ölçek ve alt ölçeklerin oluşturulması. *Turkish Journal of Psychology*, 17(49), 21-33.
- Tabachnick, B. G., & Fidell, L. S. (2017). *Using Multivariate Statistics*. (Seventh Edition) New York: Pearson.
- Tunç, F. (2020). *Yükseköğretimde öğrenci mentorluğu algısı: Devlet ve vakıf üniversiteleri açısından bir inceleme*. (Master's Thesis). Karamanoğlu Mehmetbey University Institute of Social Sciences, Karaman.
- Tunçer, P., Doğanyığıt, P. B., Samancı, M., & Şahin, E. (2022). 18-30 yaş arası bireylerin covid-19 aşısına ilişkin yasal farkındalık ve tutumlarının değerlendirilmesi. *Journal of Academic Social Research*, 10(125), 191-202. <http://dx.doi.org/10.29228/ASOS.57387>.
- World Justice Project (2020). Rule of Law Index. On 10.12.2022 Retrieved from <https://worldjusticeproject.org/sites/default/files/documents/Index-2020-English.pdf>.
- Yalçın, N. (2008). *Sivil toplum kuruluşları ve yoksulluk*. (Master's Thesis), Adnan Menderes University, Aydın.
- Yıldız, Y. O. (2021). Engineering parameters scaling rule for nickel nanowires. *Uludağ University Journal of The Faculty of Engineering*, 26(1), 315-324. Doi: <https://doi.org/10.17482/uumfd.861078>.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91. <https://doi.org/10.1080/1361332052000341006>.
- Yıldırım, A., & Şimşek, H. (2021). *Nitel Araştırma Yöntemleri*. Seçkin Yayıncılık (12. Baskı): Ankara.
- Yurdugül, H. (2005). Ölçek geliştirme çalışmalarında içerik geçerliği için içerik geçerlilik indekslerinin kullanılması. In (p. 771-774), (XIV. National Educational Sciences Congress), Denizli.

APPENDIX A.

HUKUK VE ADALET DERS İÇERİĞİ VE YAPISI ANKETİ

Sıra No	Bu bölümde bulunan ifadeler sizin hukuk konularına karşı tutumunuzla ilgili düşüncelerinizi öğrenmek için hazırlanmıştır. Sizlerden istenen maddeleri dikkatlice okumanız ve kendinize en uygun olan seçeneği "X" işareti koyarak işaretlemenizdir. Her cümle için yalnızca bir seçeneği işaretleyiniz.	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
	Hukuk ve Adalet Dersine ve Hukuka Yönelik Algı					
1.	Hukuk ve Adalet dersini beğenmekteyim.					
2.	Hukuk ve Adalet dersine seyerek çalışır ve hazırlanırım.					
3.	Hukuk ve Adalet dersini seçmem iyi oldu diyebilirim.					
4.	Derse olan ilgi ve merakım dersin öğretim sürecinde maksimum düzeydedir.					
5.	Hukukla ilgili (hâkim, savcı, avukat) meslekleri hiç sevmem.					
6.	Hukuk konuları ile ilgili bir şeyler okumak ilgimi çekmez.					
	Hukuk ve Adalet Dersinin İçeriğine İlişkin Tutum					
1.	Hukuk ve adalet konuları ile ilgili Sosyal Bilgiler dersi tek başına yeterlidir.					
2.	Hukuk ve Adalet dersindeki konuların içeriği güncel olaylardan ve günlük yaşamdan olaylardan seçilmiştir.					
3.	Hukuk ve Adalet dersinin içeriği yeterlidir.					
4.	Konular, adil olma değeri ve farkındalık kazandırılmasında etkili olabilecek niteliktedir.					
5.	Hukuk ve Adalet dersinde verilmesi gerekenden çok fazla bilgi verilmektedir.					
6.	Dersin içeriğindeki konular toplumun ihtiyaçlarına hizmet edecek niteliktedir.					
7.	Dersin içeriği kazanım elde etmemiz için uygun ve yeterlidir.					
8.	Hukuk ve Adalet Dersi içeriği öğrencilerin günlük hayatlarında kullanabileceği bilgileri içermektedir.					
	Hukuk ve Adalet Dersinin Yapısı ve İşlenişi Hakkında Tutum					
1.	Ders kitabındaki veya e-kitaptaki görseller konuları anlamama yardımcı oluyor.					

2.	Hukuk ve Adalet dersinde adliyeye gezi düzenlenmelidir.					
3.	Hukuk ve Adalet dersinde anlamını bilmediğim çok kelime bulunmaktadır.					
4.	Hukuk ve Adalet dersi için iki saatlik ders saati süresi yeterlidir.					
5.	6. 7. ve 8. sınıflar için Hukuk ve Adalet dersi uygundur.					
6.	Hukuk ve Adalet ders kitabı ya da e-kitabı görsel ve tasarım yönünden dikkat çekici buluyorum.					
7.	Ders kitabındaki ya da e-kitaptaki bilgiler açık, sade ve anlaşılır bir dille yazılmıştır.					
8.	Ders kitabında veya e-kitapta yer alan konular açık ve anlaşılırdır.					
9.	Hukuk ve Adalet dersi yapısal olarak özsaygı ve hak arayışları konularına değinmektedir.					
10.	Hukuk ve Adalet dersindeki etkinlikler sıkıcı değildir.					
11.	Bu ders Hukuk ve Adalet kurumlarının nasıl işlediğini bizlere öğretmektedir.					
12.	Hukuk ve Adalet dersinde uygulanan program farklı öğretim yöntem ve tekniklerini kullanmaya yönelik olarak sunmaktadır.					
13.	Öğretmen kılavuz kitabı olmaması öğretmenler açısından bir problemdir.					