Perceived Teachers' Justice and Perceived Teachers' Authority

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Abstract:

Introduction: The presented study discusses the issues of teacher's authority, its building and maintaining in the context of teacher's justice. The main question to be answered is how high school students perceive teachers as authorities in relation with their perception of teacher's justice.

Purpose: The aim of the present article is the identification of the relationship between perceived teachers' justice and perceived teachers' authority among Slovak high school students.

Methods: 159 Slovak high school students (120 males and 39 females) have participated in our study. Their average age was 17.2 years. The students have attended 3 kinds of high school - technical (49.7%), services (31.4%), and general (18.9%). Two questionnaires were administrated - Teacher Justice Scale (Dalbert & Maes, 2002) and Measurement for Omnisicent Authority Beliefs (Zhou, 2007). Data were examined by Pearson correlation, t-test and ANOVA.

Results: The results have shown the significant positive relationship between perceived teachers' justice and perceived teachers' authority. No gender differences were identified. There are significant differences in general perceived teacher's authority among secondary school students depending on their specialization - technical, services and grammar.

Discussion: Results of the study support previous findings of Cseri (2013) and Gavora (2007) who point out the importance of teachers' justice in building positive learning environment that support students' motivation to learn.

Limitations: The proportion of male and female participants was not equal. Also the proportion of participants divided by school specialization was not equal.

Conclusion: Accessing students fairly is not an easy task for any teacher, since perception of oneself as righteous may differ greatly from the perception of this apparent righteousness by individual students, who naturally dispose interindividual differences. It is extremely important that teachers pay attention to this fact not only at secondary schools but at all

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levels of the educational system, which is one of the basic pillars of public administration.

Key words: justice, authority, teacher, students.

1 Authority

The term "authority" has its roots in the Latin word "auctor", which is defined as a facilitator, guide, supporter, but also a pattern or example. The Latin word "auctoritas" is derived from this word, which after translation into Slovak can be understood as support, certainty, strength, power, reliability (Kábrt, 2000), influence, credibility or importance of the individual (Beck, 2007). Dunn (2011) has perceived the authority at spiritual level. According to his attitude, authority can be perceived as a bearer's internal strength enabling him to make decisions with the feeling of absolute certainty. The necessity of the study of the concept of authority is emphasized by Kitchen (2014). He claimed the pedagogical, philosophical and also political aspects to be taken into account when defining authority.

According to Kosov (2014), authority can be understood as a social relationship between the holders of respect and regard and those who show respect and regard. The bearer is considered to be an individual with undeniable competences and qualities, as a result of which he is given the ability to be a role model, a leader, a representative of certainty and support. As a result, individuals are influenced by thinking and behavioral authority. Therefore, it is essential that the authority acts responsibly and does not abuse his or her position for manipulation.

Barborkov (2012) lists the following types of authorities:

- *the genuine authority* is permanent and is characterized by respect for decisions and strategies by subordinate individuals;
- *the alleged authority* is typical in groups of distrust; the subordinates are unwilling to cooperate and the bearer of the authority does not have the necessary support;
- *the natural authority* is based on personality traits and professional experience; although it is difficult to build it, its loss can be very rapid;
- *the acquired authority* is closely linked to the natural authority, but in addition to the parameters already mentioned, purposefulness is important;
- *the personal authority* is achieved by the natural influence of the individual resulting from the individual's personal qualities and abilities;
- *the position authority* results from the individual's position in the organization;
- *the functional authority* is typical for an individual depending on performance quality of tasks related to his / her function;

- *the formal authority* is closely related to the individual's position in society and to his / her activities resulting from that position;
- *the informal authority* is mainly linked to the role of person and is based on the human and professional qualifications of the individual; this means that the person does not gain authority solely on the basis of personality traits and preparation for the working process, but primarily through the ability to build relationships with subordinates;
- *the statutory authority* is acquired automatically by the assignment of the function and is directly dependent on the strength and degree of inclusion in the organizational hierarchy;
- *the charismatic authority* is conditioned by the relationship to the people and the personal behavior of the individual, reflecting on the power of the personality;
- *the professional authority* is characterized as an authority acquired through professional knowledge;
- *the moral authority* is based on honest dealing with other people and is closely related to the character and humanity of the individual.

1.1 Teacher's authority

Teacher and students are the main participants in the teaching and learning process. It is the teacher who is responsible for education and formal nurturing. Teacher is a professionally qualified pedagogue who is an integral part of a complex system of interpersonal relationships. The teacher is responsible for the course of the teaching process, from personal preparation through class management to achievement of students. Together with student, teacher is the part of the creation of a class climate. Teacher can influence, plan, organize the lesson, but also solve conflicts among students, while trying to respect students' needs and communicate with them openly and flexibly (Vašášová, 2017).

During the teaching process the teacher can act as an authority only if students accept him or her. The teacher is an important factor in the educational process who can influence the behavior of pupils in the school and outside the school. Similarly, the social climate of the class is positively or negatively influenced by the authority of the teacher (Vašášová, 2017).

As the pioneer of teacher's authority problem is considered to be W. W. Jackson, who had already carried out ethnographic research in 1968 in which he tried to draw attention to the relationship between authority and respect for rules in the school environment. The author stated that management, regularity and rules are very helpful in building teachers' authority in the classroom.

Other authors who agree with his opinion share the above-mentioned factors of authority building with minor variations. Kolár (2009) puts forward the hypothesis that many of the duties and tasks that are associated with students' learning process can only be mastered if student learns to respect order, follow the rules and be responsible for own behavior. Based on this, the author

considers the order, law and duty to be the most important principles of the teacher's authority.

As mentioned before, authority is understood as an individual's unique position acquired on the basis of knowledge, experience and work results. In the case of a teacher, we speak mainly about two types of the authority. Formal authority is acquired by the teacher on the basis of his/her professional status. Informal authority is acquired by the teacher due to his/her abilities, skills and personality (Zimová, 2013). A common feature of both types of authority mentioned above is that the teacher should not enforce authority through power (prohibition, punishment), but should naturally build it through relationships and influence. The teacher, as an authority, should strengthen, build and work on his/her own competences. The aim of the educator should not only be to promote one's own authority, but also to encourage students to build their own authority. Teacher who is able to respect students is perceived as a teacher who is on top of the things. This allows him/her to understand the relationship between student and teacher as complementarities and not as asymmetry between dominance and submissiveness (Zimová, 2013). The teacher, perceived by students as a formal authority, is able to evolve through his/her relationship with the pupils and eventually become perceived as a personal authority. However, this process may take several months (Koničková, 2017). A teacher who is a natural authority for the students is able to join the class team what makes it easier for students to solve specific situations. The aforementioned natural authority of the teacher also enables the students to develop their abilities and helps to follow the rules that pupils set together with the teacher (Zimová, 2013).

In 2014, a total of 549 pupils from primary and secondary schools attended a study in Czech Republic. The results of the study showed that primary school pupils have more frequent problem with the respect for authority than secondary school students. Students from secondary vocational schools had a problem with respecting the teacher as an authority. Students from grammar schools worked best with teachers. Similar results were obtained from the study conducted in Slovakia (Zemaničková, 2014).

1.2 Building and maintaining the authority

Every teacher should be aware that if he or she starts teaching in a new class where students do not know him or her, he or she must act primarily as a formal authority. When teachers make it clear that they need to be respected as a formal authority, students will understand that it is necessary in order to acquire knowledge (Koničková, 2017). However, building a formal authority is not an easy process. The fact is that students accept the teacher's authority easier when teacher assert its with confidence. The teacher should be confident in the first contact with the students and should also guide the learning process in confident way. A teacher who stands straight with his shoulders relaxed, with confidence in his voice, and with eye contact with students, is more confident for them. This

is confirmed by the fact that authority is mainly enforced by the body language (Ušálová, 2011).

A teacher for whom building and maintaining authority is important should follow three guiding principles:

- *proximity* - the student accepts the instruction more easily when the teacher is standing near him or her and speaks calmly rather than when shouting at him or her throughout the classroom;
- *visual contact* - when communicating with a student it is important that the teacher looks into his or her eyes; prolonged eye contact can enhance teacher's influence more significantly; eye contact is also important when students start to disturb; if the teacher stands up from the table and starts to move around the classroom, looking at the distracting students directly in the eyes, he can often calm the situation without a word;
- *style of communication* - in the case of students who refuse to communicate, it is more effective than a scream; if the teacher stands directly in front of the student and asks him, "Why don't you work?", the student starts to cooperate more easily (Koníčková, 2017).

A teacher who has built up a formal authority and who has experience in teaching can also gain personal authority. However, it is not easy to gain the respect of students. The teacher should not forget the following:

- appreciate the student's efforts to learn something new;
- show interest in the student, his or her views, attitudes, feelings;
- not to ridicule the student, to have patience with him or her to show him or her normal respect;
- establish clear rules that students must follow; students must know what follows if they break the rule;
- use procedures to enable students to be involved in the teaching process (Ušálová, 2011).

Pupils are much more responsive to a teacher who calls them by their first name, can say "thank you" and "please", have a professional approach to teaching and smiles sometimes. The process of creating the personal authority of a teacher is a lengthy plot and therefore the teacher should not try to please the students at all costs. The pursuit of exaggerated friendship can lead students to treat teachers as self-imposed and not as an authority (Koníčková, 2017). In addition to the above rules, it is important that every teacher who wants to be an authority for students is aware that in addition to their own duties and respect for student's rights, they also have their rights. In addition to the respect and discipline the students should require, the teacher also has the right to have the students silently and listen to them during the presentation (Ušálová, 2011).

2 Justice

The term “justice” is a frequently used term in many scientific disciplines - law, history, sociology, economics, psychology or pedagogy. The widespread application is due to the fact that the concept of “justice” has very quickly been adopted by the lay public. It is therefore not strange that the term “justice” is currently closely associated with adjectives such as ethical, environmental, political, intergenerational, gender and others.

Justice is defined in two respects by Dworkin (2001). The concept of justice can be seen as an equal distribution of a certain resource, burden or opportunity, but also an individual's right to be treated with the same attention and respect as everyone else. Therefore, equality and parity should be at the heart of justice. According to Rawls (1999), every human being can form, re-evaluate and intelligently promote his own perception of goodness, and he also has a sense of justice. It is the sense of justice that includes the ability to judge actions and circumstances as right or wrong. For this reason, the issue of justice needs to be discussed not only from a political but also a moral perspective, while emphasizing that every concept of justice is dependent on a specific moral or ideological standpoint.

2.1 Teacher's justice

Turek and Albert (2005) characterized the personality traits and educational features of the so-called “good teacher.” They agreed that one of the most important teacher's personality traits is justice. Therefore, the teacher should be aware that in addition to the purposeful educational influence, students are also affected by their spontaneous behavior. In order for a teacher to fulfill his or her work goals, it is essential that the teacher gains respect and trust. Only a teacher who is accepted by students can positively influence them. It is fairness, as one of the most important professional teacher's characteristics that enables the teacher to achieve these goals.

On the other hand, injustice is one of the easiest ways how teacher can lose the authority. The issue of teacher's justice is serious and, according to Vališová (2008), some teachers manipulate students through justice. A teacher who puts himself or herself in the position of the “only righteous” one acts as a judge who only knows what is and what is not good. His or her aim is to induce feelings of remorse, failure and disappointment in students if they do not work as requested by the teacher.

The fact is that a good teacher should treat all students equally. Teacher should not favor any group of students and ignore others. Similarly, student assessment is closely linked to teacher's equity, and the teacher should be able to assess students objectively, ideally through multiple forms of assessment. But the teacher should not forget that students perceive justice from several points of view. Therefore, students expect the teacher to be fair not only in assessing their performance, but also in resolving conflicts that arise in the classroom between

students. Students also require that the teacher treats everyone equally and that he or she fairly assigns tasks related to the organizational aspect of the lesson (Čonková, 2015).

Rötling (2004) presents six values describing a fair assessment of pupils according to an individual relationship standard, based on the following principles:

1. freedom and responsibility - a student can only take responsibility for his or her own learning if he or she has got enough freedom and the opportunity to realize it from the teacher;
2. trust in student's growth - the teacher favors a positive assessment of the student and builds it on the positive assumption that the student will achieve better results tomorrow than today;
3. accepting the individuality of each student - based on the assumption that the teacher recognizes student's uniqueness and accepts him or her with both strengths and weaknesses;
4. mistake as a part of teaching - the teacher should understand that mistake is a natural part of learning; he or she should not perceive the students' mistake as a deficiency, but the possibility for the student to improve and to adapt the current situation in the spirit of the slogan: "we learn from our own mistakes";
5. cooperation - based on the assumption that the educational process is a social phenomenon; this implies that students should be educated in groups of two, three or four; cooperative learning should be part of the lesson and the way how students learn to cooperate and communicate;
6. learning by activity - the student best acquires knowledge or skill when he or she can learn through own activity and experience; therefore, the teacher should only be helpful in teaching of the student.

2.2 Just teacher as an authority

The relationship of the teacher to the student can be described as an evaluation and emotional attitude which the teacher has taken towards the student and which he or she has acquired based on the assessment of the student's personality. This relationship is based primarily on the teacher's assessment of the student's qualities and expressions at school (during the educational process and during the performance of school responsibilities), but also on the assessment of the student's behavior outside the teaching process. The development and course of the relationship between the teacher and the student influence the behavior and activity of the students, but the activity and behavior of the teacher is influenced to the same extent (Ondriová, 2010). These principles, together with many others, create a student's image of the teacher's personality. Students favor a teacher who is fair, reasonably rigorous, demanding, friendly, cheerful and who uses activating teaching methods (Gavora, 2007).

An area that students perceive very sensitively in relation to teacher justice is examining and evaluation. This part of the teaching process directly affects teachers and students and indirectly parents. For many students and parents, the issue of examinations and assessments is the most discussed topic concerning school attendance. The reason is that it affects the most sensitive personal aspect of a person, which is self-confidence. Students achieving good results are generally more confident about themselves than students whose results are not as expected. Examining and subsequent evaluation give the learner a sense of expectation and uncertainty. Although the feelings of examination and evaluation are different for each student, everyone expects them to be fair. There are some principles that a teacher should follow when assessing students (with regard to the student's status and personal development).

These principles are as follows (Krelová, 2005):

- a fair and objective assessment of the student can only be made on the basis of the complex activities and performances that student demonstrates during the lessons;
- the student as a whole must be assessed fairly and without prejudice; the teacher must not just look at student's bad qualities;
- results and statements related to student's assessment should be true, concise, objective and fair.

Students perceive teacher justice in the context of evaluation of their results. Evaluation of results represents the feedback of interaction and informative value of the level of knowledge, skills and readiness acquired by the student. Just as good results are a good mentor's mirror, each teacher should be aware that if his or her students do not achieve the expected results, it is likely that the fault may be on his or her side. Therefore, the teacher should choose a method of assessment that will motivate students and help them to strengthen their self-esteem. In this process, justice is a particularly powerful tool that students can appreciate. However, the teacher must also apply equity as a tool of equality in assessing students in the teaching process (Ondriová, 2010).

As we have already mentioned, the assessment of students has a significant impact on their current feelings. However, few realize that a fair or unfair assessment of a student is also shaped by his or her personality. One of the aims of the education process is to teach the student to learn independently and to prepare student for lifelong learning. However, this goal can only be achieved if the student develops a positive attitude to learning during school. However, if a teacher is unfair and biased towards a student, either in terms of assessing their learning performance or in terms of assessing their activities, it is very likely that the student will develop a negative attitude towards school and learning. This may be of a long-term nature, as a result of which the student will not want to attend school and will not be interested in further education even in adulthood (Dravecký, 2011).

Teacher's authority towards the student is based on an unequal and asymmetric relationship, no matter how friendly the teacher is. If this were not the case, students would perceive the teacher as equal, but not as an authority. The English philosopher Thomas Hobbes has already said that "Power equal to all others is no power." what means, if the students had the same status as the teacher, the appointed person would have no authority. As an authority, the teacher has the power and its tools: social status, charisma, knowledge, information and other means that he or she can use to directly and indirectly influence students' behavior and actions. In applying these means, the teacher must be aware that attaining his or her goals at all costs is not the right way, and that applying violence at the expense of justice can easily disrupt his authority. The teacher has to realize that part of authoritative education is not only the moment of compulsion but also the moment of conviction. If the moment of conviction is missing, we are talking about the domination of a teacher whose students seem to consider teacher authoritative, but not just (Buraj, 2015).

In order for a teacher to be able to teach a student, the student must trust him or her as an authority. It means that the student must take the view that the teacher is really trying to provide him or her with new and valuable knowledge during the lesson. The student also needs to feel that the teacher cares about him or her and, above all, he or she has to believe and accept that the teacher's decisions are fair, or at least guided by the pursuit of fair evaluation (Hadušovská, 2000).

As mentioned above, the teacher does not gain authority permanently. Students react very sensitively to his or her behavior, assessment, attitude, mood. John Hattie, working at the University of Melbourne, has collected more than 65,000 research reports addressing the impact of various factors and interventions on student learning. His results showed that the size of the class, uniforms, and separation of students by ability had a negligible impact on the learning outcomes. He revealed that students' achievements and work are influenced to a maximum extent by factors whose set we can call the teaching expertise. This means that a righteous teacher who is an authority for the students, accepting their needs and uniqueness, can teach students the skills corresponding to one and a half years of teaching by an "ordinary" teacher during the school year (Brezovská, 2017).

As already mentioned, authority provides the teacher with the power that he or she legitimately derives from his or her status. However, the teacher must be able to work with his or her power. Otherwise, two situations may arise (Čonková, 2012):

- the teacher starts abusing power and creates a class climate that is characterized by fear;
- the teacher will not exercise his or her power consistently and will not be respected by students.

This implies that the teacher must be fair not only in assessing students but also in conflict resolution when building and maintaining authority. A teacher who is

an authority should build and maintain his or her status without fear on the basis of fair adherence to agreed rules (Letancová, 2002).

Krelová (2005) dealt with the issue of testing and evaluation in her teacher-centered research. The research, which was attended by 30 secondary vocational school teachers, showed that teachers prefer written examination to oral examination. Most teachers consider orientation testing to be the most appropriate form of examinations which, in contrast to ongoing or thematic examination, forces students to prepare for lessons systematically and regularly. Almost 3/4 of the teachers agreed that the teacher should not have a student "boxed" thus not create a certain student's ideal. Most teachers also expressed the opinion that the most optimal form of students' assessment is grading by verbal assessment. Research has shown that objective testing is only possible in an environment conducive to effective evaluation. Teachers should be familiar with the methods and forms of examination and assessment in addition to the methods of examining and evaluating the students. This will allow students to perceive the examination and evaluation of their knowledge objectively and fairly. Since the teacher acts as an authority and the students accept him or her as an authority, this does not mean that they also perceive him as a righteous authority.

Čonková (2012), in order to clarify the pedagogical causes of students' fear, conducted a survey that showed that more than 1400 students who attended the study were afraid of a teacher who judges them unfairly. The partial results of the research showed that it is moodiness, haughtiness and injustice that students consider as the main reasons for the source of fear.

In further research 100 secondary school students have participated. Research has shown that 75% of students think that a good teacher should be fair in the first place. Almost 1/3 of students regard their teacher as precise because he or she is fair and equally 1/3 of research students said that teachers who evaluate their learning outcomes are fair in most cases (Bělohoubková, 2011).

Cseriová's (2013) research also produced interesting results. 100 pupils from five elementary schools and grammar schools from Brno and seven elementary schools from small villages participated in the research. Research has shown that the vast majority of pupils think that the ideal teacher should above all be able to teach and be fair. 96 pupils out of 100 agreed on this.

3 Methods

3.1 Objectives

The aim of the presented research was to verify the relationship between the perceived justice of the teacher and the perceived authority of the teacher in the general and specific context from the perspective of vocational and grammar school students.

3.2 Sample

159 students from Slovak secondary schools of triple character - secondary vocational schools with a technical focus and with a focus on services and grammar schools participated in the research. The sample consisted of 120 men (75.5%) and 39 women (24.5%). The respondents were aged 15-19 with an average age of 17.2 years. 79 students (49.7%) attended secondary vocational school with technical focus, 50 students vocational school with focus on services (31.4%) and 30 students (18.9%) grammar schools. Convenience and purposive sampling method has been used.

3.3 Measures

Research data were obtained using the following methods:

- demographic issues - age, gender, type of school, year.
- Teacher Justice Scale (Dalbert & Maes, 2002) - 10 - item scale aimed to determine the level of perceived justice of teachers (e.g. "In general, teachers treat me fairly."). The task of the respondents was to express the level of their agreement or disagreement on a 6-point Likert scale (1 = strongly disagree; 6 = strongly agree). Since 7 items are reverse coded, they must be reversed before calculating the score.
- Measurement for Omnisicent Authority Beliefs (Zhou, 2007) - 15 questionnaire, in which the task of respondents to express the level of their agreement or disagreement with statements concerning the perception of the authority of teachers at the particular school (items 1-8, e.g. "At the school I attend most of the time listening to teachers.") and statements concerning the general perception of authorities in the school environment (items 9-15, e.g. "I rely on the expertise of teachers rather than my own judgment.") on the submitted 6-point Likert scale (1=strongly disagree; 6=strongly agree). Since 3 items are reverse coded, they need to be reversed before calculating the score.

A set of questionnaires was distributed to the respondents in the form of pencil-paper in the period from December 2018 to March 2019.

4 Results

The primary aim of the research was to verify the existence and determine the nature of the relationship between the perceived justice of the teacher and the perceived authority of the teacher. The results in the table (Table 1) indicate the existence of a positive and significant relationship between perceived justice and perceived authority of the teacher. The same result was also seen when we looked at the perceived authority of the teacher by students from a general point of view (to what extent students generally perceive teachers as authorities) while also focusing on the perceived authority of teachers at the particular school. Thus, the results have shown that the more are the teachers perceived as being fair, the more likely they are perceived as an authority.

Table 1

Pearson correlation

	<u>M</u>	<u>SD</u>	<u>TJS</u>	<u>MOAB</u>	<u>MOAB-G</u>	<u>MOAB-I</u>
<i>TJS</i>	42.95	7.63	1			
<i>MOAB</i>	65.72	9.31	0.281**	1		
<i>MOAB-G</i>	30.72	9.31	0.183*	0.823**	1	
<i>MOAB-I</i>	34.97	5.42	0.273**	0.770**	0.282**	1

**correlation significant at the level $p < 0,01$; * correlation significant at the level $p < 0,05$; M=mean; SD=standard deviation; TJS=Teacher Justice Scale; MOAB= Measurement for Omnisicent Authority Beliefs; MOAB-G=Measurement for Omnisicent Authority Beliefs - general; MOAB-I=Measurement for Omnisicent Authority Beliefs – individual

The analysis also included testing of gender differences in all examined variables (Table 2). Although the difference in means, at least at perceived teacher justice, suggests that female students perceive teachers more as fair, the results of an analysis of gender differences suggest that there are no significant differences in perceived justice and perceived authority of the teacher between males and females.

Table 2

T-tests - gender differences

		<u>N</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p</u>
<i>TJS</i>	male	120	42.49	7.34	-1.330	0.185
	female	39	44.36	8.42		
<i>VAU</i>	male	120	65.71	9.73	-0.017	0.986
	female	39	65.74	8.03		
<i>VAUFV</i>	male	120	30.84	6.39	0.333	0.740
	female	39	30.46	5.52		
<i>VAU FK</i>	male	120	34.87	5.52	-0.407	0.685
	female	39	35.28	5.17		

N=number of participants; M=mean; SD=standard deviation; * $p < 0,05$; TJS=Teacher Justice Scale; MOAB= Measurement for Omnisicent Authority Beliefs; MOAB-G= Measurement for Omnisicent Authority Beliefs - general; MOAB-I= Measurement for Omnisicent Authority Beliefs - individual

Since respondents attended secondary schools with three different focuses - technical, services and grammar - we have also tested the data from this perspective. The aim was to test the potential differences in perceived justice and perceived authority of teachers in relation to the type of school respondents attend. The results of the analysis of variance (Table 3) indicate the existence of

differences between the three groups of respondents only in the case of generally perceived authority of teachers.

Table 3

ANOVA - differences according to school focus

		<u>N</u>	<u>M</u>	<u>SD</u>	<u>F</u>	<u>p</u>
<i>TJS</i>	T	79	42.86	0.79	0.344	0.709
	S	50	43.58	1.34		
	G	30	42.10	10.7		
<i>VAU</i>	T	79	65.94	1.08	2.904	0.058
	S	50	63.62	1.04		
	G	30	68.76	2.03		
<i>VAUFV</i>	T	79	31.15	0.68	12.834	≤ 0.001*
	S	50	27.86	0.68		
	G	30	34.62	1.19		
<i>VAUFG</i>	T	79	34.78	0.53	0.917	0.402
	S	50	35.76	0.79		
	G	30	34.14	1.26		

*T=technical; S=services; G=general; N=number of participants; M=mean; SD=standard deviation; * p<0,05; TJS=Teacher Justice Scale; MOAB= Measurement for Omnisicent Authority Beliefs; MOAB-G= Measurement for Omnisicent Authority Beliefs - general; MOAB-I= Measurement for Omnisicent Authority Beliefs - individual*

In order to obtain more detailed results, the data were subsequently examined by Bonferroni post hoc testing, which proved the existence of statistically significant differences in the generally perceived authority of teachers between students with technical and service focus ($p=0.006$); between technical and grammar school students ($p=0.022$) and finally between grammar school and service school students (≤ 0.001). Looking at the means in this variable, it is clear that in general, teachers are the least perceived as authority by students from secondary vocational schools with a focus on services, followed by secondary vocational schools with technical specialization and teachers as authorities perceive the most students from grammar schools.

5 Discussion and conclusion

The main aim of the paper was to identify the nature of the relationship between the perceived justice of the teacher and the perceived authority of the teacher on a sample of Slovak vocational secondary school students with a triple focus - technical, services and grammar. In formulating this goal, we started from several home researches conducted so far, which pointed out the difference in respecting of teachers' authority among secondary vocational school and grammar school students, whereas in the Czech Republic and Slovakia this was

not a problem for grammar school students (Zemaníčková, 2014), what the results of our study support.

The results of our research indicate that the relationship between perceived justice and perceived authority of the teacher is significant, which corresponds to the results of Bělohoubková (2011), who states that almost 1/3 of the students questioned consider their teacher precisely because he or she is fair. Up to 96% of students think that an ideal teacher should above all be able to teach and explain the curriculum and be fair (Cseriová, 2013). Students also consider as a favourite teacher the one who is just, reasonably strict and demanding, friendly, cheerful and who uses activating teaching methods (Gavora, 2007). The teacher perceived by students in this way then has an enormous advantage on his or her side, as the above mentioned facts support students' motivation to learn, which is essential for the smooth running of the teaching process. The real experience of teachers suggests that the lack of motivation in the academic environment is becoming a serious problem (Rovenská, 2017).

It follows from the above that building the authority of the teacher is primarily in his or her hands. One, but of course not the only condition that supports authority building is a fair approach to which students, as it turns out, are particularly sensitive. Accessing students fairly is not an easy task for any teacher, since perception of oneself as righteous may differ greatly from the perception of this apparent righteousness by individual students, who naturally dispose interindividual differences. It should not be forgotten that the perception of the teacher as just and fair supports the building of natural authority in particular. However, the fact that a teacher acts as an authority and that students accept it as an authority does not mean that they also perceive him as a just authority (Krelová, 2005). It is therefore extremely important for teachers to pay attention to these facts not only at secondary schools but at all levels of the educational system, which is one of the basic pillars of public administration. One of the ways how to help teachers in mentioned issues is to provide them with social-psychological training as a part of lifelong learning (Geršicová & Barnová, 2018).

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