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Engaging Prospective Teachers for Restorative Justice Practices: An Analysis of Psychological Perception

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Abstract:

This study aims to find the psychological perception of prospective teachers toward restorative justice practices. Restorative justice must become part of the curriculum in the academic framework of the prospective teachers. The syllabus must include topics and content related to enhancing restorative justice practices among prospective teachers, which is lacking in the educational system. The research was a descriptive survey with a simple random sampling of 180 prospective teachers for the study in the Murshidabad District of West Bengal. The researchers have developed and validated the perception of the restorative justice practices scale.

The reliability of the developed tool was found to be 0.806 using Cronbach's Alpha. *Descriptive and inferential statistics include Mean, SD, Independent sample "t" test, and one-way ANOVA. The study's findings reveal that most prospective teachers have a low psychological perception of restorative justice practices. However, no significant difference exists between the prospective teachers concerning gender locale and type of institution towards restorative justice practices.*

Keywords: Restorative justice practices; students' deviant behavior; NEP-2020; psychological perception; prospective teachers.

1. Introduction:

During the 1970s, restorative justice gained traction in the deviant judicial system. Restorative justice (R.J.) is a balancing approach to deviant justice administration (Kirchengast, 2021)¹. Tony Marshal's definition of restorative justice states: "Restorative justice is a process whereby parties with a stake with specific offense collectively resolve how to deal with the aftermath of the offense and the implication for the future." Restorative justice is viewed as a method of societal and individual reintegration. R.J. is a theory of educational justice that emphasizes repairing the harm to every stakeholder. Restorative justice can be used to prevent conflict and build relationships. Restorative practices are used in schools, children's services, hospitals, workplaces, communities,

¹ Kirchengast, T. (2021). The Expressive Function of Victims Law: Developing a Substantive and Enforceable Framework of Rights and Remedies in Response to Local Need and the Emerging forms of Victimization. *Journal of Victimology and Victim Justice*, 4(2), 103-118.



and the criminal justice system. This process often involves dialogue between victims, offenders, and community members, encouraging them to take responsibility for their actions and understand their behavior (Zehr, 2013)². Restorative justice is an innovative teaching strategy of the criminal justice system.

R.J. is creating a more inclusive and supportive learning environment and ultimately improving the academic learning outcomes of all students (Evans & Gregory, 2020)³. It has promoted a culture of respect, empathy, and responsibility for problem-solving and conflict resolution. R.J. in education positively contributes to the school community (Evans & Gregory, 2020)⁴. It is a transformative approach to discipline and conflict resolution that emphasizes healing accountability and restoration of relationships rather than punishment (Riestenberg, 2009)⁵.

Fostering resilience through a restorative school community: A whole school approach to social and emotional learning (Riestenberg, 2009)⁶. It applies to education settings, child protection, workplace disputes, family conflicts, environmental issues, and large-scale violent conflicts in education. Teachers will aim to encourage and guide students in the classroom (NEP, 2020)⁷. Applying zero-tolerance policies to maintain control of behavior and using punishment against acts of violence by students; this zero-tolerance brought adverse reactions the most affected the marginalized students (Dianovinina et al., 2024)⁸.

Restorative justice is helpful for deep learning, gaining knowledge and wisdom, and developing critical life skills. Restorative justice practices are psychological management skills that seek to lead deviant behavior students through the healing circle, community engagement, etc.

² Zehr, H. (2013). Evaluation and restorative justice principles. In *New directions in restorative justice* (pp. 296-303). Willan.

³ Gregory, A., & Evans, K. R. (2020). The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here?. *National Education Policy Center*.

⁴ Gregory, A., & Evans, K. R. (2020). The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here? *National Education Policy Center*.

⁵ Riestenberg, N. (2018). Restorative Processes and Trauma-Sensitive Schools. *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Wellbeing and Strengthen Community Engagement*, 174.

⁶ Riestenberg, N. (2018). Restorative Processes and Trauma-Sensitive Schools. *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Wellbeing and Strengthen Community Engagement*, 174.

⁷ Ministry of Education, India. (2020). National Education Policy 2020. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf

⁸ Dianovinina, K., Surjaningrum, E. R., & Wulandari, P. Y. (2024). Adaptation and validation of the children's cognitive triad inventory for Indonesian students. *International Journal of Evaluation and Research in Education (IJERE)*, 13(3), 1356-1362.



2. Review of related literature:

Castilo et al. (2021)⁹ studied restorative justice from intrajudicial criminal mediation-associated factors. The objective of this study, from an evolutionary social perspective, was to examine criminal mediation files in archives. This study is socio-demographic, procedural, and interpersonal variables of 216 people. The result showed a statistically significant difference concerning age, the procedural moment of referral, and the participant relationship. These factors interest the judicial and educational restorative model.

United Nations Office on Drugs and Crimes (2020)¹⁰ came out with a concept note, which offers advice on crucial topics to consider when securing access to justice in the light of the COVID-19 crisis for professionals and decision-makers. It consists of 3 sections: preparation, response, and recovery. This note is not comprehensive, and the various stages of the crisis may be chronologically overlapped by different states—such as the adaptation of current or introduction of new steps in the event of a second or third-wave epidemic. It seeks to illustrate some essential elements that will make it possible for the justice system to successfully adapt to the short-, medium-, and long-term crisis effects. (United Nations Office on Drugs and Crimes, 'Ensuring Access to Justice in The Context of COVID-19' (UNDP, 2020).

Waggner & Kathleen (2018)¹¹ Completed a study on: “Restorative Justice Practices in Urban High School: The impact of Disciplinary Outcome.” This study's main objective is to use restorative justice practices to improve disciplinary outcomes among high school students. Mixed method research was used in this study. Data collection method on interview (n=16), Survey (n=140), and a review of public documents. The finding indicates that most staff believed in using restorative justice practices. An essential part of restorative Justice practice is improved staff and student communication.

3. Research Gap & Emergence of the Problem:

Many research studies have been done in the field of restorative justice; looking at the aforementioned literature, there is no study about Engaging Prospective Teachers for Restorative Justice Practices: An Analysis of Psychological Perception. It was felt that there is a need to explore the potential impact of Engaging Prospective Teachers for Restorative Justice Practices: An

⁹ Matás Castillo, M., Méndez, I., Esteban, C. R., & Soto, G. (2021). Restorative Justice Education from Intrajudicial Criminal Mediation Associated Factors. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 627-638.

¹⁰ United Nations Office on Drugs and Crimes came out with a concept note (2020), which offers—Retrieved May 14, 2024, from <https://www.google.com/search>

¹¹ Waggoner, J. K. (2018). *Restorative Justice Practices in Urban High Schools: The Impact on Disciplinary Outcomes for African American and Latino Male Students with Disabilities*. University of California, Los Angeles.



Analysis of Psychological Perception on their teaching and learning. while looking into the literature, a researcher found there is a lack of research conducted on engaging prospective teachers for restorative justice practices: an analysis of psychological perception is more important for educational purposes. Given the circumstances, there is a limited number of researchers conducted on psychological perception on exploring the long-term effect of restorative justice practices integration in higher education.

4. Objectives of the Study:

- (1) To find out the level of psychological perception towards restorative justice practices among the prospective teachers.
- (2) To discover significant differences in the psychological perception of prospective teachers towards restorative justice practices concerning gender, locale, and types of institutions.
- (3) To examine the psychological perception of prospective teachers towards restorative justice practices concerning streams.

5. The Hypotheses of the Study are:

- **Ho1:** There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning gender, locale, and institution types.
- **Ho2:** There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning streams.

6. Delimitation of the Study:

This study was conducted in Murshidabad district in West Bengal (WB). Restorative justice practices have been selected as the dependent variable in the main study: Gender, Type of Institution, and Student Location.

7. Methodology of this Study:

The research was a descriptive survey with a simple random sampling of 180 prospective teachers for the study in the Murshidabad District of West Bengal. The researchers have developed and validated the restorative justice practices perception scale.

7.1 Population of the study:

The population of the present study was Murshidabad district of West Bengal. The study has been undertaken in only one district of Murshidabad. This district was selected purposively. Murshidabad district represents diversity in terms of region, caste, race, language, sex, religion, poverty, occupation, physical, intellectual, emotional, etc.



7.2 Sample: The proposed study included 180 prospective teachers selected from 5 teacher training colleges in the Murshidabad district under Baba Saheb Ambedkar Education University.

Table 1 Name of Selected College:

Sl. No.	Name of Selected college	Sample
1	Union Christian Training College.	40
2	Rosomoyee Vivekananda Teachers Training College	40
3	Bengal college of education	40
4	Kabiguru PTTI	40
5	Salar College of Education	20
Total		180

7.3 Research tools:

Table 2 Cronbach's Alpha test of psychological perception of restorative justice practices toward prospective teachers

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.806	.848	40

The researchers constructed and validated a five-point scale on restorative justice for the present study. The researchers prepared a tool consisting of 40 statements. Content validity was established with the help of experts from various universities, colleges, and other institutions of higher education and research. The reliability of the developed tool was found to be 0.806 using Cronbach's Alpha.

8: Collection of Data, Analysis of Collected Data, Findings and Interpretations:

The present study deals with interpreting and analyzing results for meaningfulness and generalization of findings, which was completed by some processes. According to L. Cohen, L. Manion & K. Morrison (2005, p.73), "It acts as a bridge between the theoretical discussions of the opening chapter and the subsequent chapters that cover: (a) specific styles of research (b) specific issues in planning a research design, e.g., sampling, validity, reliability, ethics, (c) planning data collection (d) data analysis." Briefly, research design is the blueprint for research. It specifies techniques and procedures for gathering the information required to solve the problem. It addresses at least four issues: what questions to investigate, what data are relevant, what data to collect, and how to interpret the findings. Survey research was used in the first process, where the psychological perception of prospective teachers towards restorative justice practices teaching

sessions was used to arrive at relevant and concrete conclusions based on the information the prospective teachers gave. The data was analyzed. The data collected by the researcher and SPSS statistical tools were analyzed quantitatively. Mean, SD, t-test, and ANOVA tests have been used in this present study.

8.1 Research Objective-1:

To find out the level of psychological perception towards restorative justice practices among the prospective teachers.

Table 1: Level of Psychological Perception Towards Restorative Justice Practices among prospective teachers.

Level of psychological perception					
Psychology		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	64	35.6	35.6	35.6
	Moderate	63	35.0	35.0	70.6
	High	53	29.4	29.4	100
	Total	180	100.0	100.0	

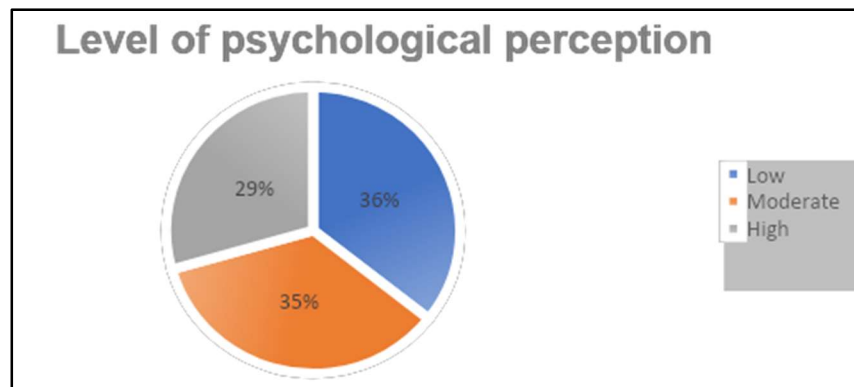


Fig-1: Level of psychological perception of restorative justice practices of prospective teachers.

As per Table 1 and Figure 1.1, 64(35.6%) prospective teachers have low psychological perception towards restorative justice practices; however, 63 (35.0%) prospective teachers have moderate psychological perception towards restorative justice practices. Moreover, only 53 (29.4%) prospective teachers have a high level of psychological perception toward restorative justice practices.

8.2 Research objective 2: To discover the significant differences in the psychological perception of prospective teachers towards restorative justice practices concerning gender.



Hypothesis 1:

Ho1: There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning gender, locale, and institution types.

Table 1.2. Mean, SD score, and ‘t’ value on psychological perception of restorative justice practices between gender, locale, type of institutions of prospective teachers

Level of psychological perception									
Variable		N	Mean	SD	Std. E of Mean	df	‘t’	‘p’	Result
Gender	Male	81	35.51	4.467	.496	178	.207	.356	Not Significant
	Female	99	35.66	5.155	.518				
Locale	Rural	98	34.79	5.091	.514	178	2.466	.318	Not Significant
	Urban	82	36.55	4.372	.583				
Type of institute	Govt aided	71	36.39	4.480	.532	178	1.812	.449	Not Significant
	Private	109	35.06	5.019	.481				

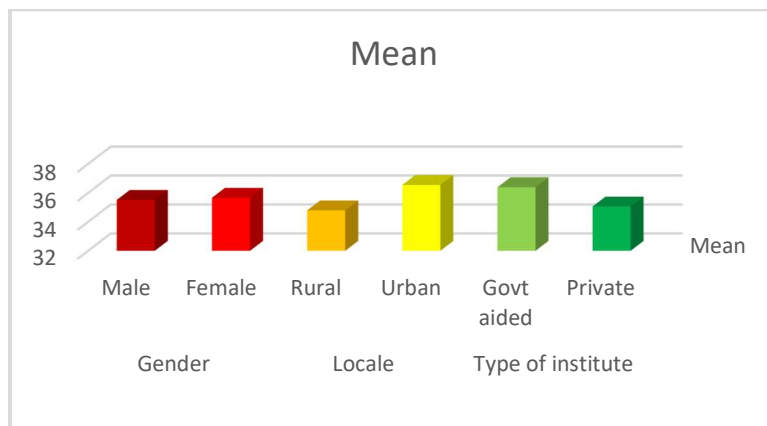


Fig- 2: Gender, locale, and type of institutions-based psychological perception of restorative justice practices of prospective teachers.

Table 2 and Fig 2.1 of the above t-test result reveal the psychological perception by gender; locale institution-based prospective teachers of restorative justice practices. Gender-based ‘t’ (178) = -.207 ‘p’>0.05. The present data states that the male prospective teachers (M= 35.51, SD= 4.467) and the female prospective teachers of restorative justice practices (M=35.66, SD=5.155) are not found to vary significantly. Therefore, the null hypothesis, “There is no significant mean difference in the psychological perception of prospective teachers among restorative justice practices concerning gender,” is accepted. Locale-based ‘t’ (178) =2.466, ‘p’>0.05. The present data states that the rural prospective teachers (M= 34.79, SD= 5.091) and urban prospective teachers (M=36.55, SD=4.372) are not found to vary significantly. Therefore, the null hypothesis, “There is no significant mean difference in the psychological perception of prospective teachers among restorative justice practices concerning locale,” is accepted. Type of institutions based ‘t’ (178)



=1.812, $p > 0.05$. The present data states that the Govt. Aided prospective teachers ($M=36.39$, $SD=4.480$) and private prospective teachers ($M=35.06$, $SD=5.019$) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning types of institution," is accepted.

8.3 Research Objective -3:

To examine the psychological perception of prospective teachers towards restorative justice practices concerning stream.

Ho2: There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning streams.

Table -3: One-way ANOVA based on Ho2.

One-way ANOVA							
Variable		Sum of square	Df	Mean of square	F	Sig. (2 tailed)	Results
Science, Commerce and Arts Stream-based	Between-group	59.182	2	29.591	1.264	.285	Not significant $p > 0.05$
	Within group	4142.396	177	23.403			
	Total	4201.578	179				

Note: df= Degree of Freedom, Sig.= Significant

Table 3 presents the results of an ANOVA test analysis of the streams on specific variables. The sum of squares between groups is 59.182 with 2 degrees of freedom, resulting in a mean square of 29.591. However, the F-value is 1.264 with a corresponding p-value of .285, more significant than the 0.05 threshold for statistical significance. This indicates that the differences in the variables across different levels of streams are not statistically significant. Therefore, the null hypothesis failed to be rejected at 0.05 level.

8.4 Major Finding:

The psychological perception level of prospective teachers towards restorative justice practices of the Murshidabad district of West Bengal is relatively low.

- (i) There is no significant variation in the psychological perception of prospective teachers of male-female, rural-urban, and government-aided private institutions towards restorative justice practices.
- (ii) There exists a significant variation in the psychological perception of sciences, commerce and arts prospective teachers towards restorative justice practices.

9. Discussion and Conclusion:

As per Table -1 and Figure 1.1, 64(35.6%) prospective teachers have a low level of psychological perception towards restorative justice practices; however, 63 (35.0%) prospective teachers have



a moderate level of psychological perception towards restorative justice practices. Moreover, only 53 (29.4%) prospective teachers have a high level of psychological perception towards restorative justice practices. Table 2 and Fig 2.1 of the above t-test result reveal the psychological perception by gender; locale institution-based prospective teachers of restorative justice practices. Gender-based 't' (178) = -.207 'p' > 0.05. The present data states that the male prospective teachers (M= 35.51, SD= 4.467) and the female prospective teachers of restorative justice practices (M=35.66, SD=5.155) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant mean difference in the psychological perception of prospective teachers among restorative justice practices concerning gender," is accepted. Locale-based 't' (178) = 2.466, 'p' > 0.05. The present data states that the rural prospective teachers (M= 34.79, SD= 5.091) and urban prospective teachers (M=36.55, SD=4.372) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant mean difference in the psychological perception of prospective teachers among restorative justice practices concerning locale," is accepted. Type of institutions based 't' (178) = 1.812, 'p' > 0.05. The present data states that the Govt. Aided prospective teachers (M=36.39, SD=4.480) and private prospective teachers (M=35.06, SD=5.019) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant mean difference in the psychological perception of prospective teachers towards restorative justice practices concerning types of institution," is accepted.

The psychological perception of restorative justice practices is a more critical part of educational purposes. Restorative justice practices can become more effective in fostering harm repair and accountability and creating a positive learning environment. However, pre-service teachers can learn to manage the students' deviant behavior. Limited research is available on the psychological perception of preservice teachers toward restorative justice practices. This study will be more fruitful when applied to the psychological perception of restorative justice practices in the business of educational transactions. It will be more helpful in this field.

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