



Exploring Educational Justice: A Qualitative Study of Perspectives from Students, Faculty Members, and Administrative Managers

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Abstract

Background: Educational justice is a crucial aspect of justice that emphasizes equal access to quality education for all individuals. However, there is limited research on educational justice specifically in Medical Sciences Universities. This study aimed to clarify the components of educational justice as perceived by different stakeholders at Yasuj University of Medical Sciences.

Methods: This qualitative research, employing a conventional content analysis methodology, was carried out on 32 participants, including medical students (n=14), faculty members (n=10), and administrative managers (n=8) at Yasuj University of Medical Sciences in 2021. Data were collected through individual semi-structured interviews with participants selected using purposive sampling until data saturation. Interviews were analyzed using Graneheim and Lundman's qualitative content analysis method. The reliability of the data was assessed through four indicators as expressed by Guba and Lincoln. Data were analyzed using "MAXQDA" software version 10.

Results: The analysis of the data resulted in the delineation of five themes, nine categories, and nineteen sub-categories related to different dimensions of educational justice. Specifically, the elicited themes were 1) accountable education, 2) fair education, 3) fair research, 4) support system, and 5) management of resources.

Discussion: Educational justice ensures equitable resource allocation and access to quality education, especially in medical education, where disparities impact students' trajectories. The findings emphasize accountability, transparency in policies, stakeholder involvement, and responsive teaching methods that address community needs. Additionally, an efficient curriculum, supportive student system, fair research, and resource management are crucial for fostering equity in medical education.

Keywords: Education, Justice, Medical, Qualitative research

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Introduction

Justice, in its most comprehensive definition, means providing equity in terms of equal capabilities and providing equal opportunities concerning the specific needs of each person (1). Justice has also been defined as "viewing all the people equally and the possibility for all people to achieve their rights" (2). The attainment of justice is a fundamental principle and objective of the political and social systems within all human societies (3). Universities have consistently faced challenges related to the concept of justice (4). It is widely recognized that educational justice serves as a critical indicator of holistic

development and the sustainability of social systems. The principles of efficiency, equality, and justice are paramount in the allocation of resources and in ensuring equitable access to education (5).

One of the most important aspects of justice is educational justice. Educational justice refers to the equitable distribution of educational resources to all individuals, tailored to their specific needs. Realizing this enduring goal necessitates a robust and holistic commitment to averting the concentration of educational resources in particular locales or among certain privileged groups, thereby fostering an environment in which all individuals



can access educational resources (6). Educational justice represents a critical aspect of the broader concept of justice. Within our religious framework, there is a parallel emphasis on both education and justice (7). The promotion of educational justice has the potential to revolutionize educational practices across various domains, thereby fostering an environment conducive to the widespread development of individual talents and capabilities (5). Consequently, it is imperative to adopt a justice-oriented approach within the educational system. This necessity arises from the fact that in educational settings, particularly at the university level, the perception of justice and the experience of equitable conditions, along with the transparency of principles and regulations grounded in justice, can mitigate apprehensions and anxieties related to perceived violations of rights within the educational environment. Such an approach fosters a sense of dignity and self-worth among students (5).

Justice in education is a measure of education achievement such that every individual student is given fair treatment and opportunity to be successful. Every student is entitled to equitable education, but there are many challenges associated with the successful implementation of this ideal at the ground level such as racial discrimination, financial problems, gender inequality, and gaps in digital competence (8). Research findings accentuate the significance of educational justice in higher education. For instance, Marzoghi et al found a significant and negative correlation between educational justice and various aspects of academic burnout, including emotional exhaustion, academic disinterest, and educational inefficiency (9).

The realization of educational justice in medical education occurs when key stakeholders recognize and prioritize their roles and responsibilities in cultivating proficient healthcare practitioners. This objective is met by improving their knowledge, attitudes, and competencies in alignment with the specific requirements of the region, community, and patients (5). The study conducted by Yousefi Maghsoudbeiki and Karimiyar Jahromy on educational justice in medical sciences universities revealed that establishing educational justice in medical universities entails setting up indices for educational justice, and then, undertaking required evaluations (7). The findings of the study conducted by Ling and Nasri indicated that there are four key elements in defining equity in education namely health equity, relationships build-up equity, environment equity, and access to higher education equity (8). A research investigation focused on justice within higher education revealed that various sub-disciplines encompassed factors such as the impact on students, the quantity and quality of research publications, research funding, quality of teaching, and services. These factors collectively illustrate the influence of educational justice on student performance (10).

Another study examining the educational environment in India identified several factors perceived as injustices by students. These factors included insufficient support from instructors, experiences of ridicule, authoritarian teaching styles, teacher-centered classroom dynamics, and unprofessional behavior exhibited by educators (11). Some studies suggest that the ethical standards for education, research, and the delivery of dental services by faculty members and students are currently deemed inadequate (12,13).

In the last two centuries, the issue of educational justice has consistently been a focal point in the precise planning of governments. While educational justice emerged in Western societies during the 1950s and 1960s, it has not received adequate attention in developing countries, including Iran. Part of this neglect can be attributed to the cultural and social structures of developing societies; structures that render various forms of discrimination and inequality as natural (14). Although relatively many studies have been conducted on justice, there have been few studies specifically on educational justice and the factors influencing it. Therefore, the present research aimed to elucidate the components of educational justice from the perspectives of students, faculty members, and administrative managers at Yasuj University of Medical Sciences.

Methods

Research design

This research was conducted qualitatively through content analysis at Yasuj University of Medical Sciences in 2021. To explore the participants' views of the topic under investigation, we used the qualitative content analysis methodology. Qualitative content analysis is a research method used to interpret and analyze textual data by systematically categorizing content into themes or patterns (15).

Participants and sampling

This qualitative study was conducted on medical students ($n=14$), faculty members ($n=10$), and administrative managers ($n=8$). Participants were chosen using purposive sampling to ensure a diverse range of perspectives and to obtain rich data. Therefore, the samples were selected with maximum diversity in terms of age, gender, education, work experience, and job positions (Table 1). The maximum variation sampling necessitates the selection of participants that significantly differ from one another, thereby representing the range of variations in the phenomenon under investigation (16).

Inclusion and exclusion criteria

Medical students were recruited based on the following criteria: 1) they had significant involvement with the educational program, 2) they expressed a willingness to

Table 1. Participants' demographic characteristics

Variable	Frequency
Source of sampling	
Medical students	14
Age (Mean $\pm$ SD)	25.60 $\pm$ 3.2
Faculty members	10
Age (Mean $\pm$ SD)	38.50 $\pm$ 2.2
Administrative managers	8
Age (Mean $\pm$ SD)	49.50 $\pm$ 5.4
Gender (all participants)	
Female	16
Male	16
Education	
Professor	2
Associate professor	3
Assistant professor	5
PhD degree	6
Master's degree	2
Work experience	
1-5 years	2
6-10 years	3
11-15 years	5
16-20 years	8

participate in the study, 3) they were in the final two years of their program, and 4) they had a minimum GPA of 17 to ensure academic competency.

Faculty members were included based on the following criteria: 1) they possessed a minimum of five years of teaching experience, 2) they were full-time geography teachers, 3) they demonstrated a willingness to participate in the study, and 4) they had experience in curriculum development and participation in professional development activities related to their field.

Administrative managers were included based on the following criteria: 1) they had a minimum of five years of experience in administrative management, 2) they held a relevant degree or certification in management or administration, 3) they were currently employed in a full-time administrative role, 4) they demonstrated a willingness to participate in the study, and 5) they had experience in implementing organizational policies or procedures.

Students who did not maintain good academic standing (GPA below 17) and those who had been on academic probation in the past year were excluded from the study. Faculty members were excluded if they were employed as part-time or adjunct teachers. Additionally, administrative managers with fewer than five years of experience in administrative management and those with potential conflicts of interest, which could compromise the integrity of the study, were also excluded.

Data collection

Data were collected through individual semi-structured

interviews with open questions. The final number of participants was determined based on the principle of data saturation, which indicates that sampling continued until no new information was forthcoming from the data collected. In total, 32 interviews were conducted.

Some questions were included for each batch of participants in the interview to ensure that the researcher collected similar data from all informants; however, the questions were not identical for all participants. Each interview commenced with the following open-ended inquiries: "Please introduce yourself and provide information about your demographic background." The subsequent primary inquiries were posed to each group of participants:

- Students: "What does educational justice mean to you?" and "Can you describe any experiences that illustrate your perspective on educational justice?" Probing questions were: "How did that experience affect you?" and "What changes would you suggest to improve educational justice?"
- Faculty members: "In your opinion, what are the key components of educational justice?" and "How do you perceive your role in promoting educational justice?" Probing questions were: "Can you provide an example of how you have addressed this in your teaching?" and "What challenges do you face in fostering educational justice?"
- Administrative managers: "What policies do you believe are essential for ensuring educational justice?" and "How do you assess the effectiveness of these policies?" Probing questions were: "Can you share specific initiatives that have been implemented?" and "What feedback have you received from students and faculty regarding these policies?"

The duration of interviews varied among the different groups of participants. The average interview time for students was 40 minutes, while faculty members had an average interview duration of 35 minutes. In contrast, administrative managers experienced a longer average interview time of 54 minutes.

Data analysis

The qualitative content analysis method proposed by Graneheim and Lundman was used to thoroughly analyze the data (17). The data analysis process is described below:

In the first step, each interview was transcribed verbatim and read through several times to obtain an overall understanding of the content. Second, the text was divided into meaning units that were condensed. Each meaning unit was comprised of words and sentences containing aspects related to each other. Third, the meaning units were condensed and labeled with codes. In the fourth step, the codes were classified into subcategories and categories based on similarities and differences. Each category consisted of similar codes at the manifest level. Finally,

the underlying meanings and content of the data were extracted, and themes were formulated as the expression of the latent meaning of a text.

Trustworthiness of data

To ensure the accuracy and reliability of the data, the criteria of confirmability, credibility, dependability, and transferability were utilized as standards of scientific rigor in qualitative research, as proposed by Guba and Lincoln (18). Concerning credibility, the study emphasized the importance of extensive engagement with the data and the allocation of sufficient time for data collection. To ensure dependability, an external reviewer oversaw the data collection process and validated the findings. Concerning confirmability, the researchers maintained a neutral stance during the analysis, and co-researchers participated in the review and approval of the coding and categorization. Concerning transferability, all procedures involved in data collection and analysis were meticulously documented, accompanied by a comprehensive description of the data.

Ethical considerations

Before the commencement of data collection, informed written consent was granted from all participants. Appointments were scheduled, and a quiet setting was chosen for the interviews to ensure optimal conditions. This location for students was at the university where their classes were held. Faculty members and administrative managers were interviewed within their respective work environments. At the outset of each interview, the objectives of the study and the stipulations regarding the use of the data were communicated to the participants. Participants were provided with an explanation regarding the necessity of voice recording and the subsequent analysis of the data. Also, the confidentiality of information, as well as the anonymity of participants were taken into account. The right to withdraw from participation constituted an additional ethical consideration in this research.

Results

In this study, 14 medical students (5 males and 9 females; 43.75%), 10 faculty members (5 males and 5 females; 31.25%), and 8 administrative managers (6 males and 2 females; 25.00%) participated. The average age of the students, faculty members, and administrative managers was 25.60 ± 3.2 , 38.50 ± 2.2 , and 49.50 ± 5.4 years, respectively. Other demographic characteristics are depicted in Table 1. The data analysis indicated a range of perspectives among participants regarding the concept of educational justice. The elicited concepts were classified into five themes, nine categories, and nineteen sub-categories (Table 2), highlighting the complex nature of educational justice within medical education.

The concept of accountable education underscores

the necessity for systemic accountability through the implementation of equitable and transparent educational policies, the involvement of stakeholders in policy development, and responsiveness to community needs. It also addresses the aspect of educational accountability, which emphasizes professional responsibility and the principles of competency-based medical education (CBME).

The theme of equitable education encompasses a well-organized curriculum that aligns instructional plans with the needs of learners and their future endeavors, as well as a variety of learning options that accommodate diverse learning styles. Evaluation practices are essential, ensuring the use of unbiased assessment methods and fostering a supportive educational environment that promotes respect and safety.

Fair research is grounded in ethical research practices, highlighting the importance of fairness in the conduct of research and the necessity of research management skills. Furthermore, the theme of the support system emphasizes the importance of integrated support and professional development, which includes effective student support systems and continuous training for faculty and staff.

Lastly, the management of resources focuses on equitable allocation, advocating for a fair distribution of financial resources and facilities across universities and programs, thereby fostering a just educational environment.

Discussion

Educational justice constitutes a fundamental principle that supports the fair allocation of resources and opportunities within educational institutions, guaranteeing that all individuals, irrespective of their backgrounds, have access to high-quality education. Undoubtedly, one of the important indicators of comprehensive development and the sustainability of health and social systems is justice in all areas, especially educational justice. This indicator is especially vital in the context of higher education, where inequities can profoundly influence students' academic and professional careers. Evidence highlights that the topic of educational justice in Iran has not been extensively researched, owing to its complex and multifaceted characteristics (19). This study aimed to clarify the elements of educational justice as perceived by students, faculty members, and administrators at Yasuj University of Medical Sciences.

The findings of the present study related to the accountable education theme highlight the significance of system accountability on transparency and equitability of educational policies as well as the involvement of main stakeholders in policy formulation. This issue is consistent with the study of Lubiencki and Lubiencki, who argues that transparent communication enhances trust and collaboration among stakeholders, thereby contributing to the advancement of educational practices

Table 2. Themes, categories, subcategories, and sample quotes elicited from the perspectives of different participants

Themes	Categories	Sub-categories	Sample quotes
Accountable education	System accountability	Equitable and clear educational policies	"I want to know that the policies in place today will benefit not just us, but future generations of students". Participant No. 1.
		Stakeholder participation in policy formulation	"As students, we often feel our voices are overlooked in policy discussions. It's essential for us to be involved to ensure our needs are met." Participant No. 8.
		Responsiveness to the community	"Clear communication of policies helps faculty align their teaching methods with institutional goals, benefiting all students." Participant No. 15.
	Educational accountability	Professional responsibility in education	"It's crucial for all staff to understand their professional responsibilities; this ensures a cohesive approach to student success." Participant No. 2.
Fair education	Curriculum	Competency-based medical education	"Professional responsibility means being accountable not just for our teaching, but also for the impact we have on our students' lives." Participant No. 30.
			"By focusing on competencies, we can better evaluate the effectiveness of our educational programs and make necessary adjustments." Participant No. 6.
	Learners' learning needs	Lesson plan development reflecting learners' needs	"When lesson plans are tailored to our needs, it makes learning more engaging and relevant to our lives." Participant No. 18.
		Curriculum alignment with future tasks of graduates	"By understanding our students' backgrounds and learning styles, we can create more impactful and meaningful lessons." Participant No. 5.
		Diverse learning options, such as online, hybrid, and active learning methods	"Having access to online and hybrid learning options allows me to balance my studies with other commitments more effectively." Participant No. 11.
	Evaluation	Implementing teaching methods catering to diverse learning styles	"Implementing robust evaluation systems is crucial for ensuring that we meet educational standards and enhance student success." Participant No. 28.
		Evaluating students' performance and outcomes	"Regular feedback on my progress is essential; it guides me in achieving my academic goals." Participant No. 31.
		Unbiased evaluation methods	"When teachers show genuine respect for us, it fosters a positive learning environment where we feel valued." Participant No. 24.
	Educational aura	Developing an aura of respect and admiration	"An atmosphere of admiration encourages students to engage more deeply and take ownership of their learning." Participant No. 9.
		A safe and supportive atmosphere free from discrimination	"Our faculty members must be vigilant of their behavior in order not to discriminate between students which can have a harmful effect on learners." Participant No. 27.
Fair research	Ethical research practices	Fairness in conducting research	"As researchers, we have a responsibility to approach our work with integrity. Fairness involves transparent methodologies and equitable representation of all stakeholders involved." Participant No. 16.
			"I see mentoring students in research management as a critical part of my role. It prepares them to navigate complex issues like educational justice in their future careers." Participant No. 22.
		Research management skills	"Effective research management starts with clear policies. We need frameworks that guide our research efforts toward achieving educational justice for all students." Participant No. 29.
Support system	Integrated support and professional development	Efficient student support system	"When I face a difficulty, I need a student support service to be efficient. Such a support service empowers me to seek help without feeling overwhelmed or discouraged." Participant No. 4.
			"We as faculty members must be sure that there is a reliable and well-structured support system to ensure that students receive the guidance they need to succeed academically and personally." Participant No. 10.
		Ongoing training for faculty members and staff	"Medical universities should invest in ongoing training for faculty and staff which is crucial for maintaining high educational standards and adapting to changing needs." Participant No. 17.
Management of resources	Equitable resource allocation	Fair distribution of funds across universities and programs	"It's crucial that funding is distributed fairly; every program should have the resources needed to provide a quality education." Participant No. 7.
		Fair distribution of facilities	"A fair distribution of funds ensures that all departments can thrive and offer students the best possible learning experiences." Participant No. 14.
			"We are committed to evaluating how facilities are allocated to ensure that all students have equal access to essential resources." Participant No. 3.

(20). In addition, transparent communication regarding the development and execution of policies is crucial for fostering trust within the educational community. The obtained findings are consistent with existing literature that reinforces the importance of educational institutions implementing justice-oriented frameworks. For example, Keddie emphasizes that educational justice encompasses not only the equitable allocation of resources but also the acknowledgment of the varied needs and backgrounds of students (21). The majority of participants stated that the responsiveness of educational institutions to

their communities constitutes a fundamental aspect of educational justice. This principle highlights the importance of actively engaging with and addressing the needs, values, and aspirations of the communities served by these institutions. Such responsiveness improves educational outcomes, and fosters equity and inclusion, thereby ensuring that all stakeholders are afforded a voice in the educational process. Epstein believes that engaging community stakeholders ensures that educational policies and practices reflect the unique needs of the community (22). Participants also elaborated on the concepts of

professional responsibility in education and CBME. These two concepts are pivotal in advancing educational justice by facilitating equitable access to high-quality education and equipping students to address the varied needs of their communities. Educators bear an ethical responsibility to advocate for all students by employing active and responsive teaching methods that resonate with their students' future responsibilities (23,24). Within the framework of CBME, the emphasis on specific competencies ensures that medical practitioners are prepared to deliver equitable healthcare, especially in underserved populations (25). Moreover, the continuous assessment and feedback mechanisms inherent in CBME frameworks guarantee that all learners receive the necessary support to thrive (26).

The second identified theme was fair education. The formulation of lesson plans that address the needs of learners and align with the curriculum about the future responsibilities of graduates is crucial for fostering educational justice. To achieve effective lesson planning, it is imperative to integrate differentiated instruction to cater to the varied backgrounds and learning preferences of students, as suggested by Tomlinson (27). Furthermore, the incorporation of culturally relevant pedagogy, as highlighted by Ladson-Billings (28), is essential for ensuring that the curriculum resonates with students' lived experiences, thereby enhancing their engagement and motivation. Research conducted on undergraduate nursing students indicates that they perceive the average effectiveness of the curriculum content and educational outcomes to be at a relatively satisfactory level (29). Other studies indicated that the curriculum of the health services management program must be aligned with the anticipated competencies required of future graduates. It highlighted the necessity for modifications in program objectives, curriculum content, and the skill sets of graduates (30,31). Our findings show both similarities and differences when compared to the research conducted by Yamani et al on educational justice (2). In their study, the behavior of instructors was identified as a primary category within the theme of just education; however, our research did not identify this aspect. This topic has been highlighted in different research investigating the attributes of effective teachers, as viewed by both students and faculty members (32-35). It can be inferred that students expect their instructors to demonstrate equity and impartiality in their interactions with students.

Participants believed that the implementation of diverse educational modalities, including online, hybrid, and active learning approaches, alongside pedagogical strategies that address various learning preferences, is critical for advancing educational equity. Online learning provides flexibility and accessibility, allowing students to progress at their own pace, which is particularly advantageous for individuals encountering challenges

in conventional educational environments (36). Hybrid learning, which integrates both online and in-person instruction, enhances student engagement and facilitates personalized learning experiences that cater to a wide range of needs (37). Active learning techniques, such as collaborative projects and experiential activities, promote a deeper comprehension and retention of knowledge, which is essential for all learners (24,38). Furthermore, acknowledging the existence of diverse learning styles—such as visual, auditory, and kinesthetic—enables educators to customize their instructional methods, thereby improving student engagement and understanding (39).

Regarding equitable evaluation, participants expressed the view that the educational system should implement evaluation methods capable of differentiating between low and high academic achievement. The assessment methods must be impartial to accurately reflect students' true performance, thereby enhancing the accountability of educational institutions. The literature indicates that students may perceive their instructors' evaluations as unjust if they are based on subjective criteria rather than objective measures (40). Jalalvandi et al in their study about educational justice from the perspective of Kermanshah paramedical students reported the absence of hierarchical distinctions among students, the evaluation methods employed, and the pedagogical approaches utilized as the most significant factors influencing educational justice (3). These findings are consistent with the results of the present study. Also, in a systematic review, the results showed that inappropriate students' assessment methods and lack of a standard for evaluating students' performance can have detrimental effects on students' learning (41).

Participants, particularly faculty members and administrative managers, asserted that the educational environment should be conducive to learning. An environment that emphasizes admiration and respect, while also providing support, can significantly enhance students' efforts to achieve proficiency in their respective careers. A study about the educational environment in India found that lack of support, being ridiculed, and bad manners were instances of injustice (11). The research conducted by Pearson reinforces the idea that cultivating a collaborative and respectful workplace culture among educational personnel contributes to the improvement of the overall educational environment (42). Rezaei et al showed that a higher level of employee commitment to the execution of assigned tasks correlates positively with enhancements in quality, which in turn contributes to improved performance, productivity, and overall effectiveness within the educational system (43). The research undertaken by Fatemi et al examined the viewpoints of Medical Sciences students and educational administrators regarding the concept of educational

justice within clinical settings. The findings revealed that discrimination emerged as the primary concern related to educational justice, with participants asserting that disparities among academic disciplines compromise the principles of justice (5). This finding corroborates our results.

Another theme elicited from the perspectives of participants, particularly faculty members and students, pertained to research activities within the educational context. The participants in our study asserted that conducting research must adhere to ethical standards; otherwise, it is perceived as a violation of educational justice. They contended that transparency in research enhances credibility and reduces biases. Molloy and Snow posit that proficient skills in data management and analysis are essential for upholding the integrity of research findings, which researchers should be equipped with (44). Our findings are consistent with the results of the study conducted by Yamani et al exploring educational justice (2).

Participants believed that to have a just educational system, there is a need for student support systems as well. The provision of freely accessible academic advising, as emphasized by Frezghi (45), serves to empower students by offering personalized guidance that improves their educational outcomes. Our results reinforce the necessity for faculty members to participate in continuous professional development to enhance their comprehension of educational equity and to adopt instructional strategies that accommodate a variety of learning preferences. This alignment highlights the significance of incorporating principles of educational justice into medical education to promote a more inclusive and equitable learning environment. Evidence highlights that to achieve educational justice, educational managers must make changes to the structures and elements that contribute to injustices. One of these important factors relates to the behavior and beliefs of faculty members, which can be addressed by providing training programs and changing their perspectives and practices to enhance the quality of teaching and equality (46).

The findings indicate that inequalities in resource distribution can considerably impede students' learning experiences, corroborating issues highlighted in existing literature regarding the influence of resource allocation on educational results (47-49). The study by Montaseri et al showed that students' access to libraries and reference books, appropriate use of educational aids and technology, and the active presence of instructors during internships were the most prominent demands of students in achieving optimal conditions (50). Similarly, Ezati and Naderi, in an evaluation of the effects of the mechanisms of allocation of financial resources on the educational performance of students, demonstrated a significant relationship between the two variables (51). Furthermore,

Ainscow et al reported that equitable funding and the distribution of resources are fundamental prerequisites for attaining educational equity (52).

This study has several limitations. Firstly, the sample size was relatively small, consisting of only 32 participants from a single university, which may limit the applicability of the results to other contexts or educational settings. Additionally, the qualitative nature of the research means that the findings are subjective and may reflect the biases of both participants and researchers. The use of purposive sampling aimed at achieving diverse perspectives might introduce selection bias, as those who volunteered may have had stronger opinions or experiences related to educational justice. Lastly, the focus on educational justice may overlook other critical factors influencing the educational experience, such as institutional culture and socio-economic variables.

Conclusion

Educational justice constitutes a fundamental principle that guarantees an equitable allocation of resources and opportunities within the educational sphere, thereby enabling all individuals to attain access to high-quality education. This principle holds particular significance in the context of medical education where existing disparities can profoundly influence students' academic and professional trajectories. The body of research concerning educational equity in Iran is relatively sparse, primarily due to its intricate nature. The present study sought to investigate educational justice from the perspectives of students, faculty members, and administrative managers at Yasuj University of Medical Sciences. The findings highlight the critical importance of accountability and transparency in educational policies, the involvement of stakeholders, and the implementation of responsive teaching methodologies that cater to the diverse needs of the community, ultimately promoting equity and inclusion. Also, the finding depicts the importance of an efficient curriculum, taking learners' needs into account, paying attention to the educational aura, and fair research endeavors. Supportive student systems and fair management of resources can inculcate justice within the educational context.

The findings of this study offer several practical applications that can significantly enhance educational justice within medical sciences universities. First, the insights gained can directly inform the development of equitable educational policies. By understanding the diverse perspectives of stakeholders, policymakers can create frameworks that emphasize accountability, transparency, and inclusivity. This can lead to the formulation of policies that actively involve stakeholders in decision-making processes, ensuring that educational practices reflect the needs and aspirations of the entire academic community. Additionally, the study reinforces

the importance of learners' needs and their future responsibilities. Educators and curriculum developers can utilize these insights to create more relevant and engaging educational programs that incorporate diverse learning modalities.

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Competing Interests

The authors declare that they do not have any conflict of interest.

Ethical Approval

The Ethics Committee of the National Agency for Strategic Research in Medical Education, Tehran, Iran approved this study (Ethical code: IR.NASRME.REC.1400.443).

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