A New Way Forward for Social Justice Researchers: Development and Validation of the Social Justice Behavior Scale

Lee D. Flood

University of Tennesse, Knoxville, USA

Abstract	Article Info

Despite social justice leadership receiving an increasing amount of attention by researchers, a methodological imbalance with qualitative inquiries dominating the existing empirical literature base persists. Compounding this issue is the lack of a discipline-specific, quantitative instrument made for the exact purpose of exploring the nature of social justice leadership. This study aimed to answer the calls of a number of scholars (Jean-Marie, Normore, & Brooks, 2009; Nilsson, Marszalek, Linnemeyer, Bahner, & Misialek, 2011; Otunga, 2009) by developing and validating a scale. The Social Justice Behavior Scale (SJBS) was developed through the creation of items based on a literature review, informed directly by a meta-analysis, and refined through the Delphi Technique. Surveys were digitally distributed to principals in the United States. The final dataset consisted of 227 principals from 27 states. Following a principal components analysis with oblimin rotation, the SJBS was found to have three components made up of 23 items that accounted for 62.16% of the total variance. Cronbach's alpha for the entire instrument was .933. The SJBS shows promise as a quantitative research instrument moving forward. Future recommendations include collecting additional data for confirmatory analyses, distributing the instrument in

additional contexts, and bolstering future investigations into social justice leadership through the use of the SJBS as a research tool.

Introduction

The focus on social justice as a specific type of leadership has been a relatively recent development (Bogotch, 2000; Bruner, 2008; Cribb & Gewirtz, 2003; Dantley & Tillman, 2006; Theoharis, 2007, 2008, 2010). Studies concerned with and focused on leadership for social justice have explored how educational leaders have addressed issues of marginalization and inequity (Bosu, Dare, Dachi, & Fertig, 2011; DeMatthews & Mawhinney, 2014; Norberg, Arlestig, & Angelle, 2014; Scanlan, 2012; Slater, Potter, Torres, & Briceno, 2014; Theoharis, 2008, 2010). However, in existing examinations, researchers have predominantly utilized qualitative methods to drive their inquiries.

Jean-Marie et al. (2009) observed that the "dearth of quantitative... studies of social justice are disappointing and limit our ability to understand leadership for social justice in its many forms" (p. 16). The scarcity of studies utilizing such instruments has hindered the ability for scholars to fully comprehend leadership for social justice. In fact, this gap in the literature ends up limiting the ability of individuals to understand leadership for social justice in a holistic, robust, and well-rounded way (Jean-Marie et al., 2009; Nilsson et al., 2011; Otunga, 2009).

Due to the dominant qualitative research approach in the literature, few studies have provided accounts of leadership for social justice from a quantitative perspective. Nilsson et al. (2011) noted that "despite the call for greater attention to social justice... little empirical data have been published that can guide such efforts. One reason for this may be the lack of available instruments to measure such investigations" (p. 260). Much of the literature focuses on possible or theorized outcomes from social justice leadership rather than realized effects due to the limited scope of existing research designs.

Traditionally, research on social justice has taken the approach that social justice outcomes are an ends unto themselves. Effective social justice leadership occurs in socially just outcomes, which tend to center around the leader and attach to improved culture, community, equity, dialogic classrooms and not necessarily to traditional educational metrics. Examples of some specific espoused outcomes of social justice leadership include: valuing/acknowledging diversity (DeMatthews, 2014; Shields, 2004; Theoharis, 2007, 2010), creating networks of support (Furman, 2012; Shields, 2004; Theoharis, 2007), facilitating dialogue (Shields, 2004), developing inclusive learning environments (Bosu et al., 2011; DeMatthews, 2014; Furman, 2012; Oplatka & Arar, 2016; Shields, 2004; Theoharis, 2010; Zembylas, 2010), and reflective practice (Furman, 2012; Shields, 2004).

Dantley, Beachum, and McCray (2008) expressed concerns about these espoused outcomes when they commented on the gulf between "rhetoric and reality" in regards to social justice in schools (p. 124). Although they were specifically reflecting on the dangers of social justice becoming calcified in the vernacular of educators rather than animated within their actions, the same mirror should be held to researchers in the realm of social justice leadership. A general

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acceptance exists that tout social justice leadership to be a *good thing*, but there is little interrogation on if it is an *effective* means to increase, improve, or support a variety of *real* student outcomes. The development and validation of a scale used to measure and link social justice leadership to a myriad of outcomes is necessary. Knowing the specific behaviors and behavioral constructs in which administrators are and are not engaging leads future research to focus on approaches to link those behaviors to outcomes.

Research Questions

In line with the purpose, this quantitative undertaking addresses the following research questions:

1. What are the underlying constructs of social justice behaviors?

2. To what extent is the proposed social justice behavior scale valid?

3. To what extent is the proposed social justice behavior scale reliable?
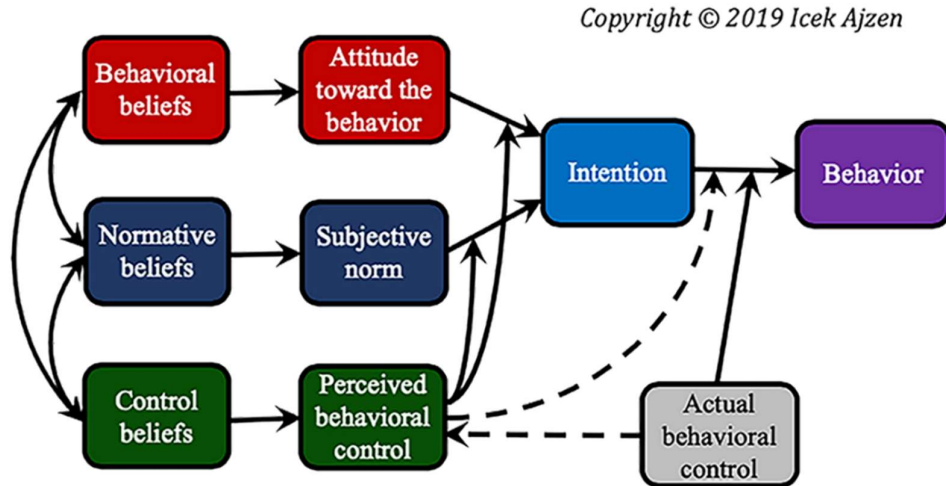
Theoretical Framework

The current study utilized Ajzen's (2012) Theory of Planned Behavior (TPB) as a conceptual framework. Steinmetz, Knappstein, Ajzen, Schmidt, and Kabst (2016) noted that the "key determinant of behavior in the TPB is the intention to perform the behavior in question" (p. 218). The TPB posited that intentions to engage in particular behaviors could be predicted with accuracy by an individual's attitudes towards the behavior, subjective norms, and perceived behavioral control (See Figure 1). This framework is particularly useful in "accounting for actions in specific contexts"

(Ajzen, 1991, p. 181). Ajzen (1991) noted that the "relative importance of attitude, subjective norm, and perceived behavioral control in the prediction of intention is expected to vary across behaviors and situations" (p. 188). Therefore, recognizing the individual contribution of each, as well as understanding that the domains work in aggregate to influence and affect behavior is important.

In addition to being a natural fit as a theoretical framework, the current study also identified two opportunities to use the TPB as a theoretical frame, which is widely used in multiple academic disciplines but has not been utilized in educational leadership. There is a significant opportunity to utilize the frame in a way that fits but is novel in application. Moreover, the framework acted as a conceptual umbrella to house both the Social Justice Scale (Torres-Harding et al., 2012) and the SJBS. The SJBS is a valid and reliable measure of attitudes, subjective norms, perceived behavioral control, and behavioral intentions related to social justice behaviors. The instrument tested in this study, the SJBS, will measure components of social justice behaviors specific to educational leadership. The coupling of the two will provide unique, strategic opportunities to explore social justice leadership, especially because both were based upon the same theoretical underpinnings.

Figure 1.

Ajzen's Theory of Planned Behavior [Reprinted with Permission]

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On Social Justice

A multitude of scholars have described the difficulties of crafting a definition of social justice (Blackmore, 2002; Bogotch, 2002; Bogotch & Shields, 2014; Furman & Gruenewald, 2004; Goldfarb & Grinberg, 2002; Larson & Murtadha, 2002; Marshall, 2004; Marshall & Oliva, 2006; Shields, 2004). Blackmore (2009) commented on the expansive range of terms that fall under the social justice umbrella, including "equity, equality, inequality, equal opportunity, affirmative action, and most recently diversity" (p. 7). Hayek (1976), commenting on the scholarly discourse and lack of a concrete definition, mused that "the people who habitually employ the phrase simply do not know themselves what they mean by it, and just use it as an assertion that a claim is justified without giving a reason for it" (p. xi). Therefore, a thoughtful and robust survey of the term and its vast

conceptualizations and definitions across the literature is critical to situate and ground this study.

Despite the difficulty in crafting a definition of social justice, the literature attempted to distill the essence of the term into a written definition. Attempts at a definition generally were dichotomous in nature, assuming either a singular or pluralistic orientation (Bogotch, 2000; DeMatthews, Edwards, & Rincones, 2016; Taysum & Gunter, 2008).

Singular conceptions emphasized the relation of the individual to social justice. Bogotch (2000) summarized singular definitions as ones that privileged individual perception and emphasized the heroic actions and efforts of individuals working towards a particular vision. Bogotch (2000) outlined a singular approach to defining social justice:

> emerges from the heroic [capital H or small h] efforts of individuals - someone with a vision and a willingness to take risks to see that vision enacted... heroic individuals often have a singlemindedness to pursue their own vision tenaciously and apart from others who may not share their particular vision. Such visions, or notions of social justice, begin and end as a discrete, yet coherent belief system which separates nonbelievers from true believers. (p. 4)

However, as DeMatthews et al. (2016) noted, "most scholarship acknowledges a plural conception concerning the equitable distribution of goods and resources and full recognition of marginalized communities" (p. 4). Plural conceptions, unlike singular definitions, were intimately aware of and concerned with the idea and presence of others (Cribb & Gewirtz, 2003; Dantley & Tillman, 2010; DeMatthews et al., 2016; Shoho, Merchant, & Lugg, 2005). Shoho et al. (2005) traced the origin of social justice back to its Latin roots, *equitas socius,* and provided a literal definition that translates to "being fair to one's companions" (p. 49). In this conceptualization, Shoho et al. (2005)

highlighted the movement away from the concerns of the individual and towards the collective in regards to social interactions. Dantley and Tillman (2010) noted that "the concept of social justice focuses on... those groups that are most often underserved, underrepresented, and undereducated and that face various forms of oppression in schools" (p. 23).

Cribb and Gewirtz (2003) fleshed out three constructs that undergird social justice: distributive, cultural, and associational justice. The constructs are interrelated and exist in tension with each other. Distributive justice refers to the distribution of economic, cultural, and social resources among groups. Cultural justice is concerned with themes of recognition, nonrecognition, and domination between groups. Associational justice deals with the recognition *and* engagement of marginalized groups in decision-making processes.

Another more radical view is that social justice cannot be defined outside of the context in which it exists, meaning it can only be understood situated within temporal, spatial, and geographical boundaries, not universally. In support of this context-dependent notion of social justice, Bogotch (2002) posited that social justice has "no fixed or predictable meanings" (p. 153).

Social justice has been described, defined, conceptualized, and operationalized in vast and varied ways. The term tended to be used as a path toward equitable ends for marginalized, colonized, ignored, or forgotten groups. The concept of social justice exists as an idealistic notion that needs to be examined at its merger with practice.

Social Justice and Education Leadership

In the last fifteen years, social justice has received an increasing amount of attention in the educational leadership literature. This

expanding body of work has influenced leadership preparation, practice, and theory. Educational leadership and social justice were inextricably linked and involved the "studying issues of diversity, literacy, equity, democracy, and specific injustices to actions based on social justice, not as a singular construct but rather as socially constructed ideas designed to fit and address local and national problems in and out of schools and universities" (Bogotch & Shields, 2014, p. 10).

The general consensus in western literature suggests that leadership for social justice involves improving educational outcomes, understanding discrimination, and challenging inequities of marginalized groups (Bogotch, 2002; Brooks, Jean-Marie, Normore, & Hodgins, 2008; Bruner, 2008; Dantley & Tillman, 2006; DeMatthews, Edwards, & Rincones, 2016; DeMatthews & Izquierdo, 2016; DeMatthews & Mawhinney, 2014; Furman, 2012; Robinson, 2017; Theoharis, 2007; Theoharis & O'Toole, 2011). Non-western conceptual ponderings have emerged to provide frameworks to understand social justice leadership that are more deeply rooted in the "collective value systems" of traditional societies (Oplatka & Arar, 2016). However, more recent findings in Israel and Turkey have mirrored similar themes to those in Western literature, including the construction of leadership philosophies around the ideas of redistribution, recognition, and representation (Arar, Beycioglu, & Oplatka, 2017).

Theoretical propositions on leadership for social justice have included Berkovich's socio-ecological framework (2014), Theoharis' models of resistance (2007), and Mansfield's striated-smooth construct (2014). Each offers a differing lens from which to understand leadership for social justice as a construct, but they do not bridge the gap between theory and practice. Rather, they provide a researcher-

oriented interpretation of the real, tangible, and immediate daily struggles of educational leaders (Bogotch, 2014). The behaviors of these educational leaders are key to understanding and analyzing social justice within schools.

Meta-Analysis

The first phase in the development of the SJBS involved a meta-analysis of the literature to ground and inform the initial work of hypothesizing constructs and creating items. The meta-analysis was comprised of articles that were published from 2007 forward and produced empirical findings on the nature of social justice leadership.

A hybrid in vivo and process coding schema was used to identify the behaviors that principals were actually enacting in support of social justice (Saldaña, 2013). All codes were made to represent action words due to the focus of the study; thus, some of the in vivo codes needed to be slightly amended to maintain a consistent code written as a gerund. In sum, 335 codes were identified that led to 15 categories and comprised three themes: Self-Focused, School Specific, and Community Minded.

The Self-Focused theme was concerned with behaviors that emanated within individuals including predispositions, perspectives, positionalities, systems of support, and attitudes towards social justice leadership that weren't specifically linked to work done within the school or community. The categories that composed this theme were appreciating diversity, affirming cultural differences, reflecting critically, developing networks of support, and acknowledging and exploring power and privilege. Representative codes included "Developing reflective consciousness," "Placing significant value on diversity, deeply learns about and understands that diversity, and

extending cultural respect," "Demonstrating moral courage and activism," and "Possessing an asset-based orientation toward differences."

The School Specific theme encompassed behaviors that would occur exclusively within the physical space of the school and aligned with the formal capacities and powers of a school principal. The categories that made up this theme included addressing social justice through school mechanisms, focusing on staff development, sharing leadership, communicating open and honestly, and dismantling barriers. Some of the codes that were included in this theme were: "Providing opportunities for teachers to come together and discuss best practices for addressing the needs of all students," "Restructuring school programs into new designs to support their students' learning and professional communities," "Communicating purposefully and authentically," and "Addressing staff when the vision of equitable schooling was not being achieved."

Community Minded referred to principal behaviors that extended to the families and communities that surrounded the schools. This theme moved beyond self-focused and school specific behaviors to include political action, community outreach, relationship building, and leveraging assets from the community to enrich the experiences of those within their schools. The categories I arrived at were engaging families and community members meaningfully, forging collaborative relationships, advocating beyond the school walls, building relationships, and leveraging community and cultural wealth. Codes that were used to construct those categories and the theme included: "Building family and community trust and rapport," "Inviting the participation of voices that would otherwise be silenced or left behind," "Incorporated community partnerships as a way to enhance

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the climate of belonging," "Focusing on developing students' talents and gifts to contribute to their community and society," and "Developing their schools to be more community oriented."

Immediately following the meta-analysis, survey items were developed and adapted that would be true to the spirit of each theme. When possible, the description and verbiage found in the literature in the items was paralleled to avoid adding researcher bias and perspective into their wording. In other cases, codes were adapted or combined to approximate the original author's intent as closely as possible. In total, 39 initial items were developed with 10 items for the Self-Focused theme, 18 for the School Specific theme, and 11 for the Community Minded theme. Item response options were based on frequency and ranged from 0 (Never) to 6 (Every time).

Delphi Technique

Following the literature review and creation of the first version of the SJBS, the instrument was distributed in accordance with the Delphi technique (Hsu & Sandford, 2007). The Delphi technique is an iterative process whereby the initial versions of the scale-items undergo multiple rounds of feedback from an expert panel. Potential experts on the panel were identified based upon their expertise in the realm of school leadership and/or social justice. The expert panel was comprised of six expert reviewers (two male and four female) who were educational leaders (four) or educational leadership scholars (two) with an interest in social justice leadership.

Initially, each reviewer received an electronic link to an electronic survey that contained all of the potential items for the instrument. The reviewers were asked to qualitatively comment on each individual item for issues with readability, wording, clarity,

content specificity, construct alignment, cultural appropriateness, researcher bias, and any other issue they may notice. The SJBS was revised based upon their initial feedback. Eleven items were altered following the first round of Delphi to improve clarity, better define the scope of the statement, and qualify terms.

Following the first round, the same reviewers were sent a link to the instrument where they rated the revised items on a Likert-type scale in regards to question quality (1 = Poor to 5 = Excellent) *and* commented on items if they had any suggestions or concerns. Items had to meet a mean cut-off score of 3.7 or higher (out of 5) to remain on the SJBS (Franklin & Hart, 2007). Following their quantitative scoring and qualitative feedback, scale items were retained/revised (38) or deleted (1; due to ambiguity). This version of the SJBS was resent to the same expert panel members for a third round, which ended up being the final round, of ranking and commentary. Following this round, no items were revised or deleted based on feedback. These 38 items became the initial items used on the SJBS.

Other Measures

In addition to the SJBS, participants were administered the Social Justice Scale (SJS) and the Global Belief in a Just World Scale (GBJWS) in tandem with the SJBS to provide convergent (SJS) and discriminant (GBJWS) validity. The SJS is a 24-item, four-subscale instrument used to measure an individual's attitudes towards and, subsequent, intentions to enact social justice. The SJS exhibited strong internal consistency of each subscale: attitudes α =.95, subjective norms a=.82, perceived behavioral control α=.84, and intentions, α =.88 (Torres-Harding et al., 2012). Example of items include: "I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or

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marginalized groups," "Other people around me feel that it is important to engage in dialogue around social injustices," and "In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems." All items utilized a 7-point Likert type scale, with 1 = disagree strongly, 4 = neutral, and 7 = strongly agree.

Table 1.

Original and Modified SJS Items

Original SJS Item	Modified SJS Item
If I choose to do so, I am capable of influencing others to promote fairness and equality	If I choose to do so, I am capable of influencing others to promote fairness and equity
I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being	I feel confident in my ability to talk to others about social injustices and the impact of social conditions on educational issues
I am certain that if I try, I can have a positive impact on my community	I am certain that if I try, I can have a positive impact on my school
In the future, I intend to talk with others about social power inequalities, social injustices, and the impact of social forces on health and well-being	In the future, I intend to talk with others about social power inequalities, social injustices, and the impact of social forces on educational outcomes for marginalized groups

This 7-item instrument measures the "belief in a just world… whereby people get what they deserve and deserve what they get" (Lipkus, 1991, p. 1173). Items were measured on a 6-point Likert scale (1 = strong disagreement; 6 = strong agreement) indicating their level of agreement with how applicable a statement was to themselves and others. The Alpha coefficients for the scale was α = .827. Examples of some of the items were "I feel that people get what they are entitled to have" and "I basically feel that the world is a fair place."

Table 2.

Function of Each Measure in the Study

Measure	Acronym	Use in Study	Reference
Social Justice Behavior Scal	SJBS	Primary Instrument	Flood (2019)
Social Justice Scale	SJS	Administered to study participants in tandem with the SJBS to establish convergent validity	Torres-Harding, Siers, and Olson (2012)
Global Belief in a Just World Scale	GBJWS	Administered to study participants in tandem with the SJBS to establish discriminant validity	Lipkus (1991)

Sampling

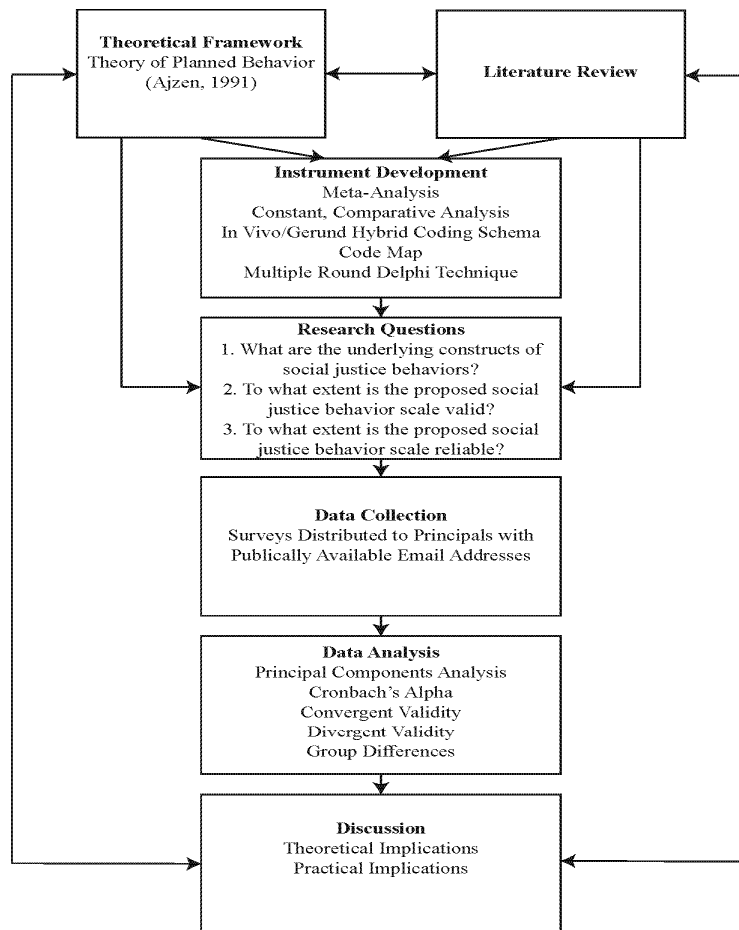Publicly available principal email lists were culled to distribute the instrument via email. These email lists contained nearly 60,000 principal emails from 30 states. However, not all of the emails were valid with over 5,000 bouncing back and, presumably, many going unnoticed into SPAM folders or being screened out by email filtering software. Also, approximately 400 principals opted out or requested to

be removed. Of all surveys distributed, the instrument was viewed by 2,158 individuals, started by 1,555 respondents, and completed by 230 principals. The completion rate of those who started the survey was 14.79%.

Figure 2.

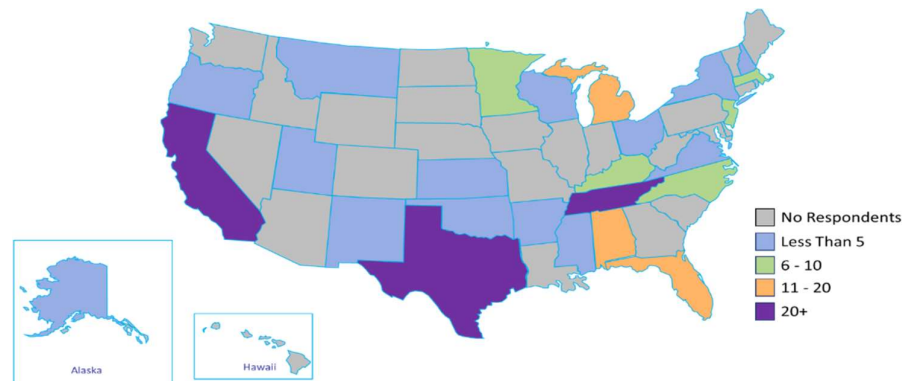*Visual illustration of research design*

Results

In total, 230 principals finished the online survey. Of those 230 responses, three individuals were deleted due to their nonresponse on the final question of the instrument. The final dataset consisted of 227 principals from 27 states. Generally speaking, the dataset tended to be more ethnically diverse, female, and educated than the available, nationally representative data on the 2011-2012 cohort of public school principals (Hill, Ottem, & DeRoche, 2016). The majority of the principals were White (72.69%), female (58.1%), held a Master's degree (51.5%), and served as principals at suburban schools (37.9%). Over forty two percent (42.7%) of the sample were between the ages of 45 and 54. Two thirds of the sample (n = 152) considered themselves to be a social justice leader. Twenty-seven states are represented in the dataset with California (50), Tennessee (28), and Texas (21) having the highest numbers of respondents (Figure 3). It's important to note that this information is simply used to explain where the sample participants came from and not that the participants are in anyway representative of their states as a whole.

Figure 3.

Respondents by State

To address Research Question 1, a principal-components analysis (PCA) with an oblique rotation was conducted. The purpose of the PCA was to reduce the number of items on the original survey down to a smaller yet more focused collection of statements *and* to determine what items loaded together. By analyzing the items that loaded together, the items on that component can be analyzed and assigned a qualitative label to further make sense of their relationship to one another and in aggregate.

The goal of PCA "is to extract maximum variance from the data set with each component" (Tabachnick & Fidell, 2001, p. 640). Beavers et al. noted that PCA "serves as a means to accurately report and evaluate a large number of variables using fewer components, while still preserving the dimensions of the data" (2013, p. 5). Therefore, a "good" PCA is judged by the extent that it makes sense of the data and provides a robust and accurate account of the variables that determine the factors. An oblique rotation was chosen because of the correlation between items intimated in the literature and demonstrated within the analysis. To this end, I used information derived from multiple sources, including the scree plot, eigenvalues, item factor loadings, reliability statistics, and general factor interpretability to inform decisions and arrive at the factor solution.

Assumptions of a PCA that must be met include sample size considerations, sampling adequacy, and sphericity. The sample size of 227 is considered fair by Comrey and Lee (1992), but was mitigated by following the recommendation of Stevens (2002) to increase the critical value for factor loadings to .364 for a sample of 200. Assumptions related to sampling adequacy and sphericity were tested and met.

PCA is an iterative process requiring several researcher-based decisions rather than a standardized solution in the form of a test

statistic or concrete value. Items that cross loaded, that is loaded onto two or more constructs at .364 or more, were deleted if the absolute value of the difference in loadings was less than the absolute value of .20. Following item deletion for each round, a follow up PCA was conducted using the same guidelines until a final solution was determined. If a component had less than three items load onto it, those items were deleted prior to arriving at the final solution. The descriptive statistics of the items can be found in Table 3.

Table 3.

Descriptive Statistics for Initial SJBS Items

Item	n	Mean	SD
I actively work to understand my own bias so I can better counteract inequity within my school.	227	5.48	1.21
I extend cultural respect to individuals from diverse backgrounds.	227	6.38	.87
I engage in self-reflective, critical, and collaborative work relationships.	227	6.04	1.00
I work to develop a reflective consciousness.	226	5.95	1.07
I continuously reflect to avoid making unjust decisions.	226	6.12	1.03
I am transparent about my practice as a school leader.	225	6.30	.87
I acknowledge my ability to decide which students have access to resources.	225	5.88	1.36
I acknowledge that privilege operates on many levels and provides benefits to members of dominant groups	225	5.56	1.67
I consciously account for and resist my personal biases.	227	5.89	1.04
I demonstrate moral courage.	226	6.23	.84
I empower marginalized student groups through collaborative strategies.	226	5.49	1.13
I nurture socially conscientious teacher-leaders.	227	5.73	1.19
I pose solutions to structural injustices in education.	226	5.33	1.27
I enact a vision for my school focused on equity.	227	6.15	1.07
I create a climate of belonging for all students.	227	6.41	.80
I provide students with greater access to their culture.	226	5.12	1.29
I dismantle barriers that hinder the practice of social justice in my school.	225	5.60	1.19
I embed professional development in collaborative structures.	225	5.76	1.16
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	223	5.30	1.33

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I address deficit perspectives that staff members have of certain student groups.	223	5.59	1.23
I provide equitable access to learning for all students.	227	6.28	.76
I provide equitable learning opportunities for all students.	227	6.27	.83
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	227	4.19	1.93
I model the value of providing equitable access to our students.	227	6.25	.96
I model the value of providing equitable opportunities to our students.	227	6.26	.92
I ensure that the teachers are mindful of both the academic and social issues that students face.	227	6.11	1.03
I prepare students to confront the challenges that face historically marginalized communities.	226	5.25	1.37
I build trust with the community.	227	6.06	.94
I engage in community organizing work.	227	4.74	1.78
I engage in community advocacy work.	227	4.43	1.77
I learn about the lived experiences of marginalized individuals within my school's community.	227	5.33	1.30
I enhance collaboration with stakeholders.	226	5.64	1.10
I ensure that schooling reflects the community's culture and values.	224	5.65	1.16
I raise awareness to advance the school communities' levels of understanding about social inequities.	226	4.96	1.57
I utilize parent networks to strategically recruit teachers, parents, and other community leaders wit	226	4.09	1.65
I act as a catalyst for advocacy work within the community.	224	4.10	1.82
I access community cultural wealth to benefit my school.	227	4.54	1.64
I encourage staff members to view the school through the eyes of the students and communities that they serve.	227	5.89	1.16

The three-component, 23 item solution accounted for 62.16% of the total variance (Table 4). The School Specific component was composed of nine items. Seven of those nine items had loadings greater than .60. The School Specific construct explained 42.35% of total variance. The Community Minded component had seven items, all of which loaded higher than the absolute value of .60 on the component. This component explained 13.55% of the total variance. The Self-

Focused component had seven items. All seven of the items loaded greater than .60. The Self-Focused component accounted for 6.26% of the total variance. The component correlations of the Three-Component solution can be seen in Table 5.

Table 4

SJBS Items Factor Loadings for Three- Component Solution

Item	1	2	3
I pose solutions to structural injustices in education.	0.82	-	-
I provide students with greater access to their culture.	0.81	-	-
I dismantle barriers that hinder the practice of social justice in my school.	0.80	-	-
I empower marginalized student groups through collaborative strategies.	0.78	-	-
I nurture socially conscientious teacher-leaders.	0.74	-	-
I enact a vision for my school focused on equity.	0.74	-	-
I prepare students to confront the challenges that face historically marginalized communities.	0.64	-	-
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	0.53	-	-
I embed professional development in collaborative structures.	0.50	-	-
I engage in community advocacy work.	-	-0.91	-
I act as a catalyst for advocacy work within the community.	-	-0.88	-
I engage in community organizing work.	-	-0.81	-
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with social justice agendas.	-	-0.79	-
I access community cultural wealth to benefit my school.	-	-0.74	-
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	-	-0.66	-
I raise awareness to advance the school communities' levels of understanding about social inequities.	-	-0.64	-
I continuously reflect to avoid making unjust decisions.	-	-	0.77
I engage in self-reflective, critical, and collaborative work relationships.	-	-	0.76
I actively work to understand my own bias so I can better counteract inequity within my school.	-	-	0.75
I am transparent about my practice as a school leader.	-	-	0.75
I consciously account for and resist my personal biases.	-	-	0.71
I work to develop a reflective consciousness.	-	-	0.65
I extend cultural respect to individuals from diverse backgrounds.	-	-	0.62

Rotation Method: Oblimin with Kaiser Normalization. 62.155% of Variance Explained.

Table 5.

SJBS Three-Component Solution Correlation Matrix

Component	School Specific	Community Minded	Self-Focused
School Specific	1.00	-	-
Community Minded	-0.48	1.00	-
Self-Focused	0.54	-0.22	1.00

Extraction Method: Principal Component Analysis.

The SJBS included 23 items whose creation and wording was directly derived, influenced, and informed by the literature (**APPENDIX**).

The reliability of the three subscales ranged from .872 to .916 (Table 6). The reliability of the Three-Component solution was .933 demonstrating excellent internal consistency. Supplying further evidence to the reliability of the majority of the factors was Guadagnoli and Velicer's (1988) perspective that components with four or more loadings above .60 in absolute value were reliable regardless of sample size. All of the components exceeded that criteria by having at least seven items that loaded above .60.

Table 6

Reliability Statistics for SJBS and Subscales

	Number of Items	Cronbach's Alpha
SJBS	23	.933
School Specific Subscale	9	.914
Community Minded Subscale	7	.916
Self-Focused Subscale	7	.872

Convergent validity refers to the extent of which two scales, instruments, or constructs that are hypothesized to have a relationship end up displaying the theorized relationship (Campbell & Fiske, 1959). Divergent validity is similar but refers to the lack of a relationship with a construct that is hypothesized to be unrelated (Holton III, Bates, Bookter, & Yamkovenko, 2007). To assess for both convergent and divergent validity, correlations between the subscales of the SJBS and other measures were analyzed to determine the direction and strength of the relationship and whether a relationship between the variables should (SJS) or should not exist (GBJWS).

Correlations between the SJBS subscales and each of the SJS subscales were calculated to measure for convergent validity. The scores for the items in each component were first averaged to create a composite score for the component. The correlations between the Self-Focused, School Specific, and Community Minded subscales and all of the SJS subscales ranged between .26 - .55 and were statistically significant at the $p < .01$ level (Table 7). The values primarily demonstrated a moderate positive relationship (falling within the range of .40 - .59) between the components of the SJBS and the subscales of the SJS (Evans, 1996). Of particular importance is Ajzen's (2012) perspective that even when the measures for behaviors are carefully constructed the correlations between behaviors and intentions rarely exceed .80 due to theoretical limitations. The percentage of variance explained by the linear relationship between the SJBS Components and SJS Subscales (r^2) ranged from .063 to .301.

Table 7.

Correlations Between SJBS Components and SJS Subscales

	SJBS Self Focused	SJBS School Specific	SJBS Comm Minded	Att (SJS)	PBC (SJS)	Subj Norm (SJS)	Beh Int (SJS)
SJBS Self-Focused	1						
SJBS School Specific	.63**	1					
SJBS Comm Minded	.34**	.60**	1				
Attitudes (SJS)	.41**	.48**	.35**	1			
PBC (SJS)	.36**	.32**	.26**	.47**	1		
Subj Norms (SJS)	.25**	.42**	.40**	.40**	.29**	1	
Behavioral Intentions (SJS)	.37**	.55**	.43**	.73**	.45**	.57**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations between the SJBS subscales and the GBJWS were analyzed to assess for divergent validity. The Self-Focused Component (r=-.19, r^2=.036), School Specific (r=-.23, r^2=.053), and Community Minded Component (r=-.05, r^2=.003) all displayed negative relationships. The Self-Focused and School Specific Component correlations were statistically significant at the $p < .05$ level. The Community Minded component was not statistically significant. However, the statistically significant values indicated weak to very weak negative relationships between the SJBS components and the GBJWS (Evans, 1996).

Demographic Variables/ Group Differences

Finally, group differences among the sample participants were assessed using a series of one-way between subjects ANOVAS. The

purpose of using one-way between subject ANOVAs was to see if individuals scored differently on the instrument because of their age, education, or location of the school that they worked in. No differences on SJBS scores due to categorical variables were hypothesized. If differences existed, there would have been concerns that the SJBS might be biased for membership in one of these groups. There were no statistically significant mean differences based upon age [F (5, 207) = 1.379, $p < .282$], gender [F (2,209) = 1.503, $p < .225$], highest degree completed [F (3,207) = .308, $p < .820$], and school urbanicity [F (2, 210) = 1.399, $p < .249$].

Differences on SJBS scores between those who did and did not self-identify as social justice leaders were also analyzed. Logically, it makes sense that those that self-identified as social justice leader would demonstrate a proclivity to engage in social justice behaviors at a higher frequency than those that did not. There were statistically significant differences on SJBS scores between individuals who did and did not self-identify as social justice leaders on the three-component solution [F (1, 212) = 22.15, $p < .000$]. There were also statistically significant differences between individuals who did and did not self-identify as social justice leaders (Table 8) on the Community Minded [F (1, 222) = 24.12, $p < .000$], School Specific [F (1, 217) = 21.85, $p < .000$], and Self-Focused [F (1, 222) = 5.46, $p < .020$] components.

Table 8.

Average Scores by SJBS Component

	Self-Identify as a Social Justice Leader?	n	Mean	Std. Deviation	Std. Error Mean
Community	Yes	151	3.75	1.34	.11
Minded**	No	73	2.80	1.39	.16
School	Yes	147	4.73	.75	.06
Specific**	No	72	4.13	1.15	.14
Self-Focused*	Yes	151	5.11	.62	.05
	No	73	4.86	.98	.12

** Group difference is significant at the 0.01 level (2-tailed).

* Group difference is significant at the 0.05 level (2-tailed).

The Three Components of the SJBS

The School Specific component encapsulated those social justice behaviors aimed at addressing issues of social justice within the schools themselves. As schools continue to have a growing number of students from traditionally underserved and marginalized groups, school leaders need to actively develop ways to provide equitable educational opportunities within these challenging and dynamic contexts (Jean-Marie, 2008). Scholars have encouraged principals within these contexts to engage in the behaviors under the School Specific component to promote social justice. In fact, the literature has suggested that educational leaders should foreground context in many of the behaviors that they engage in within the school including professional development (Cooper, 2009; DeMatthews, 2014, 2016; Jean-Marie, 2008; Theoharis, 2007; Theoharis & O'Toole, 2011; Rivera-McCutchen, 2014), the nurturing of socially conscientious teachers (Cooper, 2009; DeMatthews, 2015; DeMatthews et al., 2016;

DeMatthews & Mawhinney, 2014; Jean-Marie, 2008; Kose, 2009; Place, Ballenger, Wasonga, Piveral, & Edmonds, 2010; Rivera-McCutchen, 2014; Theoharis, 2007, 2009; Theoharis & O'Toole, 2011), and merging student culture with school processes and operations (Cooper, 2009; DeMatthews et al., 2016; DeMatthews & Mawhinney, 2014; Theoharis, 2009). Leaders should promote a vision of equity and proactively work to identify and remove barriers that threaten their work towards that end.

The Community Minded component examined behaviors that expanded beyond the walls of the school and out into the surrounding community. The behaviors within this component were primarily concerned with engaging families and community members, forging collaborative relationships, advocating for the school, and leveraging community and cultural wealth. Cooper's (2009) notion of the role of the principal being that of a "cultural worker who views demographic change and cultural difference as being enriching and educative, not threatening or deviant" is particularly relevant to the spirit of this component (p. 720).

DeMatthews (2018) echoed this sentiment in his case study on successful community engagement by stating that principals must recognize the "innate value and resources within parents" and be able to utilize the cultural capital in their communities to benefit their schools *and* to develop networks of trust where they might not have existed in the past (p. 190). The essence of the Community Minded component really is an added element of social awareness (DeMatthews, 2018; Theoharis, 2007; Wasonga, 2010), connectedness to community (DeMatthews, 2016, 2018) responsibility to the students' network of people (DeMatthews, 2018; Wasonga, 2010), and being engaged at a grassroots level in community organizing issues. These

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behaviors include political advocacy, interrogation of unjust circumstances, and coalition building that go far beyond the scope of what is traditionally considered good leadership (Theoharis, 2007; Wasonga, 2010).

The Self-Focused component was different than the other two components in that the behaviors emanated from and occurred within the principal themselves. While there is some measure of objectivity with behaviors that are outwardly and, to some degree, observable, most of the items making up the Self-Focused component were more subjective in nature. In their study on rural school principals' perceptions of LGBTQ students and social justice, Bishop and McClellan (2016) adamantly posited that:

> *school leaders must be able to recognize and resist personal biases—despite contextual parameters. Until they are able to do so, creating a school climate geared toward the just treatment of all students is unlikely. Nonconsciousness and the inability to question personal assumptions may result in upholding community norms…School leaders must be prepared to foster inclusivity of diverse student identities. They must resist internal and external communities, and they must learn to question the socialized, conventional norms that shape their own thinking and leadership. (p. 147)*

Similarly, the literature is ripe with calls for leaders to actively work to interrogate their own bias (Bishop & McClellan, 2016; Cooper, 2009; Jean-Marie, 2008; Shields, 2010; Theoharis, 2007, 2009), engage in self-reflection (Bishop & McClellan, 2016; DeMatthews, 2014, 2018; DeMatthews et al., 2016; DeMatthews & Izquierdo, 2017; Jean-Marie, 2008; Theoharis, 2007) and demonstrate transparency in their work (DeMatthews, 2016; DeMatthews et al., 2016; DeMatthews & Izquierdo, 2017; Theoharis, 2007**)**.

While schools are composed of a variety of people, school leaders play vital roles in creating culture, developing processes, and making

decisions that affect all of those under their purview. Ajzen's (2012) model reminds us of the importance of attitude towards the performance of a behavior so conscious reflection and interrogation of bias is needed by those committed to social justice work.

Negative Correlations Between Components

The Community Minded component negatively correlated with both the School Specific ($r = -.48$) and the Self-Focused ($r = -.22$) components. The negative correlation with the School Specific component was statistically significant ($r > |.32|$). This was an unexpected finding and warrants an expanded discussion.

With the identified relationship, the scores of the Community Minded component and the other components will move in opposition to one another; that is, the higher a principal scores in the Community Minded component, the lower their score in the School Specific component would be and vice versa. Reverse-coding the items to achieve a positive relationship between components would not make conceptual sense since the items were not negatively worded to begin with, were based on a frequency response scale, and would serve to obscure the true nature of the component (Angelle & DeHart, 2016). However, this unanticipated finding may shed light on the competing demands on principals' time as it relates to engaging in social justice behaviors across multiple domains.

Negative correlations between constructs should be interpreted cautiously given the exploratory nature of the work. Principals' time is finite so the negative correlations may simply indicate a preference of engaging in behaviors in one domain leading to the reduction of time spent in another.

However, the results could suggest possible tensions between the different domains/capacities that principals must operate in to enact social justice. Perhaps, principals see the community outside of the school as problematic and limit their behaviors in that arena accordingly. In turn, principals may be consciously reducing their time spent on community-related endeavors and instead focusing it within their school and increasing the time spent on those specific behaviors.

While the majority of the literature on social justice leadership suggests that the community and school interface is a place for a positive exchange of ideas and rich collaboration, a small number of studies have identified tensions at the intersection. Flood and Oldham (2016) found that principals in their quest to enact social justice within their schools feel they must sometimes subvert community values or go as far as creating a buffer between the school and the outside community to achieve their goals. Bishop and McClellan's (2016) notion regarding the importance that principals "resist internal and external communities" when community norms go unquestioned, unchallenged, and unconsciously reproduced to the detriment of certain student subgroups (LGBTQ students in their study) should be given deeper consideration given the results. In this light, this finding is certainly interesting and demonstrate that more consideration be given to the uncomfortable idea that communities and principals may be at odds regarding social justice causes at least for certain student subgroups (Bishop & McClellan, 2016; Flood & Oldham, 2016).

Theoretical Implications

This study directly addressed many shortcomings in the educational leadership literature. First, this study helped to fill an informational void regarding social justice leadership behaviors. This

was accomplished in a variety of ways including a meta-analysis specifically focused on understanding and compiling the behaviors that educational leaders undertake to achieve social justice within schools. This meta-analysis led to a novel, working framework/taxonomy for classifying those behaviors into one of three domains: School Specific, Self-Focused, and Community Minded.

Secondly, this study filled a methodological gap in the literature by utilizing a nationally distributed survey to capture quantitative results from as diverse and representative of a sample as possible. The literature is full of heroic principals doing amazing things in challenging contexts (Bogotch, 2000), but the underlying aim of this study was to hopefully capture a snapshot of normal principals doing their best in a variety of contexts to devise a way to better understand how principals lead for social justice. The quantitative results should be useful to a variety of researchers in moving investigations of social justice and social justice leadership behaviors forward.

Lastly, the study resulted in a methodological tool, the SJBS, which can be used to reliably measure three components of social justice leadership. This answers the calls of a number of scholars in the field of educational leadership (Jean-Marie et al., 2009; Nilsson et. al., 2011; Otunga, 2009) and, hopefully, cracks the door open for other important work to be done from a variety of methodological perspectives on the specific behaviors school leaders engage in to advance and effect their social justice agendas in schools.

Practical Implications

From a practical perspective, this study has a number of implications. The most important involves the coupling of the SJBS and

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the SJS with the TPB. The positive correlation between intentions and behaviors has far-reaching implications for leadership preparation programs. According to the TPB, the creation of subjective norms in support of social justice, creation of positive attitudes towards social justice, and increasing the perceived behavioral control around social justice would lead to an increased intention to engage in social justice behaviors (Ajzen, 2012). Through continued study using the SJBS and SJS, principal preparation programs that espouse, desire, or propose to achieve social justice outcomes could investigate that linkage for actual results. I believe that by first interrogating the connection between social justice education/intention formation and the enactment of these behaviors that we might begin to work towards actually understanding the true impact of social justice leadership on a variety of student outcomes. However, I think the strategic way to begin to establish this linkage is by first making the connection through principals and then connecting those principals who are enacting said principals to a variety of changes and outcomes within their contexts.

Furthermore, the SJBS is the first real glimpse into how principals prioritize certain behaviors related to social justice. While the main purpose of the study was to develop an instrument, the results might act as a baseline of sorts for district-level administrators to understand to what extent school-level leaders engage in behaviors related to social justice leadership and how these different domains may compete for their limited time. In the same vein, the SJBS could serve as an equity audit tool to understand the social justice leadership focuses of their principals to help determine professional development or coaching needs on a district or school basis.

Limitations

All research is subject to limitations and this study was no exception. The Delphi technique used to refine the items of the SJBS posed a number of limitations related to access and control (Donohoe, Stellefson, & Tennant, 2012). Issues of access involved Internet coverage, reliability, and ease with which respondents utilized the digital response tools. Limitations related to control were more concerning to this study and involved concerns that arose from the lack of physical interactions between the individual expert panel members and myself during the process. Due to this lack of physical interaction, I had to be aware of concerns about participant distraction (Donohoe et al., 2012). While I do not think these affected the study, it is difficult to know because the interactions occurred digitally.

Furthermore, the composition of the expert panel influenced the creation of the items on the SJBS. Because it was impossible and impractical to include every expert in the Delphi technique, the possibility exists that the items may be influenced by the panel's collective viewpoint and bias regarding the nature of social justice as it relates to educational leadership.

Following the Delphi technique and the creation of the SJBS, there were limitations to the administration of the SJBS. The SJBS required that individuals responded in a truthful and accurate manner. Survey instruments are subject to a sample bias in that those individuals who respond may be more inclined to demonstrate social justice behaviors and, thus, provide a glimpse into the phenomenon that is reflective of a particular set of individuals within the sample and not a true reflection of principals in general. Future research into different demographic groups can help to ease concerns related to sample bias and help to provide evidence on whether or not the sample

for this study influenced the findings. Those wishing to use the SJBS should do so with the full knowledge that this was an exploratory study based upon one administration of the instrument. While the findings are encouraging, they are by no means definitive and could change depending on the context that the instrument is administered in.

Future Directions

The Social Justice Behavior Scale has undergone item development, refinement, principal components analysis, and validity/reliability testing that provide strong initial evidence for its use as a meaningful research instrument moving forward. However, this study was exploratory in nature and should be viewed as the beginning of a research process rather than the culmination of one. The procedures utilized in this study are generally considered as "theory-generating" and would hopefully lead into "theory-testing procedures", like confirmatory factor analysis, to better understand the relationships between the items and components of the SJBS (Stevens, 2002, p. 411).

Future research should explore looking at larger samples of principals from various contexts. While the principals in this study were relatively diverse, the number of participants was comparatively small to the number of individuals that I attempted to recruit. Perhaps, the now streamlined version of the SJBS would aid in completion rates or relationships that other researchers have established would enable them to collect data from principals that didn't participate in this study.

Additionally, researchers should investigate contexts outside of the United States to determine if the SJBS is a valid and reliable

measure outside of the US context. If it proves to be, international comparative data on social justice has shown to be a fruitful avenue for inquiry and the SJBS could open new doors for large scale, quantitative comparative research on social justice.

Lastly, researchers who are already doing or on the verge of pursuing qualitative work on social justice leadership in schools should consider using the SJBS to expand their research designs. Similarly, those considering solely using the SJBS should weigh the merits of collecting the stories of educational leaders so we can better understand their lived realities and how they implement their visions for equity, fairness, and social justice through their leadership behaviors.

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About the author

Lee D. Flood was the Graff Scholar in the Educational Leadership and Policy Studies Department at The University of Tennessee where he earned his Ph.D. Dr. Flood's research interests include the social justice behaviors of school leaders, social justice leadership in international contexts, and critical quantitative inquiry. Dr. Flood currently works as the psychometrician at the College of Veterinary Medicine and an adjunct instructor in the Evaluation, Statistics, and Measurement program at the University of Tennessee. In his spare time, he can be found in the company of his two very most favorite people, Melissa and William, in hot pursuit of the meaning of life or in the creeks and rivers of eastern Tennessee, fly rod in hand, trying to catch *all* of the fish.

Email: leedflood@gmail.com