Social Justice Leadership Scale In Distance Education: A Validity and Reliability Study[*]

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Abstract

Social justice leadership has become a necessity in education as in many other fields. It is important to see how much this need is met in the world of education and most importantly, this leadership is seen from the eyes of students. Minimizing the disadvantage in the distance education process is possible with social justice leadership. The aim of this research is to develop a scale of social justice leadership of teachers during distance education, based on student opinions. The research was carried out with the participation of 156 students studying in secondary schools in the district of Yerköy, Yozgat, Turkey. Content validity of Social Justice Leadership Scale In Distance Education (SJLSDE) was ensured based on expert opinions. The construct validity of SJLSDE was evaluated by performing exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). As a result of EFA and CFA, it was observed that SJLSDE has a structure consisting of 13 items and four factors: critical view, active participation, justice and support. As a result of the examination of the Cronbach alpha coefficient values performed on the factors of the SJLSDE as a whole, it was seen that the SJLSDE was highly reliable with .90 Cronbach alpha. For the dimensions of justice, support, critical view and active participation, Cronbach's alpha coefficients are calculated as .73, .72, .79 and .70, respectively. Based on these findings, it was concluded that SJLSDE is a valid and reliable scale that can be used to determine the social justice leadership of teachers in the distance education process.

Keywords: Social Justice, Leadership, Validity, Reliability, Distance Education

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Introduction

The future of societies is closely related to the education offered to their generations. Behaviors acquired through education shape society as well as the individual. This relationship between individual and social change is the source for determining the vision and mission of educational institutions. Today, the primary purpose of all educational institutions is to increase the quality of education (Karaca, 2008). The quality of education in schools, which is the source of knowledge, can be guaranteed by the stakeholders in the process of working in harmony with each other, developing and renewing themselves by taking responsibility and by providing equal opportunities and equal standards for each student.

Equal opportunity in education is one of the basic principles of education all over the World (Arslan, 2022). However, there is still a group who are disadvantageous in accessing education opportunities today. (Ertaş & Yüner, 2021). Therefore, social justice can be accepted as research area with a high priority. The concept of social justice has been studied within the framework of the social state principle (Bozkurt, 2018). Fraser (2012) defined social justice as the belief which starts with the acceptance of the idea that all humans have dignity, they are equal and they deserve equal access to all opportunities.

Social justice leadership, another noteworthy concept related to social justice, is defined as "the exercise of altering the arrangements by actively engaging in reclaiming, appropriating, sustaining, and advancing inherent

human rights of equity, equality, and fairness in social, economic, educational, and personal dimensions, among other forms of relationships" (Goldfarb & Grinberg, 2002). In education, social justice leadership is concerned with showing leadership behaviors that will ensure that students in schools have equal education and training opportunities. There is no single definition of this type of leadership, but the focus is on creating teaching opportunities for each student. Gören (2019) states that the characteristics of social justice leadership are to having a critical consciousness and thought, defending transformational change, raising awareness of marginalization and differences, creating an inclusive, democratic, and sense of belonging (feeling) culture, focusing on equality, ensuring that every student can be successful, giving importance to compassion, interest and thought in relationships, and a strong sense of dedication and commitment.

There are students with different demographic and socio-economic characteristics in schools. Social justice leaders try to prevent these differences from turning into disadvantages. As a requirement of social justice, providing equal opportunities to these students with their peers and providing the necessary assistance can improve the teaching-learning environment, and consequently, increase the quality of education (Koçak & Özdemir, 2019).

Educational administrators have an important role in ensuring social justice. The work carried out with the stakeholders in school is important in the equal distribution of the opportunities offered to both teachers and students. In recent years, it has been emphasized in the field of education that planning, implementation, and evaluations in schools assign importance to concepts that increase the quality of life and place justice at the center of education in schools. Social services have great importance in ensuring social justice. Kaynak (2017) explained the welfare level of countries with criteria focused on social justice. Ensuring equality of opportunity in education is accepted as a necessary criterion for the establishment of social justice in wealthy countries.

Research on the concept of social justice has increased significantly in the 2000s compared to previous years (Gören, 2019). The subject of social justice has been associated with leadership and studies that support social justice in schools have been discussed in the 2000s. These studies examine students' perceptions of social justice (Gören, 2019, Kütküt & Özdemir, 2015), teachers' perceptions of social justice (Bozkurt, 2018; Koçak & Özdemir, 2019; Özdemir & Pektaş, 2017; Turhan, 2007), or school principals' perceptions of social justice (Börü, 2019; Turhan, 2007).

Many studies have been conducted on the effects of social justice perception of teachers. It has been observed that leadership behavior exhibited by school principals predicts organizational citizenship and organizational commitment of teachers (Bozkurt, 2019). In addition, school leaders' social justice behaviors in schools, increase the quality of school life and the sense of belonging (Gören, 2019). As the research carried out by Börü (2019) indicates, studies on critical citizenship education contribute to the formation of new ideas about social justice.

Bozkurt (2018) examined the relationship between the concept of social justice leadership, commitment to the manager and organizational citizenship of secondary school teachers. It has been observed in the study that social justice leadership behavior is a predictor of both concepts. The study also revealed the worth of school principals' social justice leadership behaviors.

Börü (2019) conducted a study on the implementation of social justice in primary schools and evaluated the leadership behaviors of school principals. In this study, it was stated that teachers and administrators should carry out their duties with care and sensitivity. In addition, there should be changes in the legislation to establish social justice. Kondakçı et al. (2016) stated that the social justice roles of school principals in Turkey remain in the secondary importance and that only after this negative perception disappears, disadvantaged schools will improve and student succes will increase. In addition, it was stated that the centralist structure in Turkey harmed disadvantaged schools, and they attributed this to the misconception that all public schools had the same characteristics.

In the literature, there have been studies regarding different dimensions of social justice. Özdemir and Pektaş (2017) and Cribb and Gerwirtz (2003) examined the social justice in three dimensions: associational justice, distributive justice, and cultural justice. The idea of distributive justice deals with the idea of equitable distribution of material and moral resources to stakeholders. Cultural justice encompasses the idea of equity between groups separated by cultural differences. Associational justice includes the fair participation of individuals or groups in decision-making in social life.

Gürgen (2017) conducted a qualitative research on the perception of social justice in schools and also examined social justice in three dimensions: recognitive, distributive and democracy (participation). With recognizable justice, it is aimed to reveal the similarities and differences of all cultural groups. These dimensions are concerned with the recognition of groups oppressed by dominant groups. Distributive justice is about the equal distribution of social rights, positions and goods to individuals or groups, and focuses on providing equal opportunities and providing more resources to disadvantaged groups. Democracy (participation), on the other hand, is concerned with providing the opportunity for each individual to realize themselves.

Çelik (2015) explained dimensions of social justice leadership as personal, interpersonal, communal, systemic, and ecological dimensions. The personal dimension is directly related to the leader's ability to self-criticize. Self-criticism reveals the deficiencies of the school leader. Thus, the leader will get to know himself better, and with this recognition, he will make better decisions and increase the quality of education. The interpersonal dimension establishes the foundations of social justice, enabling leaders to establish quality communication with other people and to interact with people or groups that remain as a minority in the educational environment. With this communication and interaction, the quality of education becomes higher. The group (social) dimension is related to the coexistence of different cultures in a sense of justice. The group dimension, which is also related to the democratic understanding, enables minorities and disadvantaged groups to be involved in the decision-making process. The group dimension, which enables teachers and students with different characteristics to participate more effectively in the work in the school, receives support from the principles of democracy and from the interpersonal dimension. The systemic dimension includes the activities to be carried out systematically by the school administrator in order to eliminate the injustices stated in the criticisms brought to the educational environment. School administrators ensure that social justice is centralized in all elements established in the educational institution. The ecological dimension constitutes the largest part of social justice regarding educational institutions. The socio-political, environmental, and economic factors that the educational institution is in contact with effect the sustainability of social
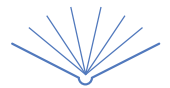
justice. Applications for the ecological dimension aim at improving the bond between education and social life. In order to achieve this goal, all issues related to social life should be analyzed and explained to the stakeholders of education. Topics to be analyzed are local, environmental, cultural, social, and economic issues. Projects on these issues should be implemented, especially with students, and studies that explain this situation should be included in educational institutions. The link between the educational institution and the environment should be strengthened.

In addition, Fraser (2005) studied social justice with the dimensions of redistribution, recognition, and representation; Kütküt and Özdemir (2015) studied social justice leadership with the dimensions of support, critical consciousness, and participation. Koçak and Özdemir (2019), on the other hand, explained dimensions of social justice leadership as students supporting disadvantaged students, inclusion and critical consciousness. As can be seen, different dimensions have been revealed in the studies carried out on social justice leadership in educational organizations. Today, the effects of a global pandemic are seen in education. COVID-19 has been named as the pandemic process by the WHO and mandatory changes have been made in education practices all over the world. Education and training activities were postponed, schools were closed for face-to-face education, distance education activities were carried out online or via television.

This compulsory transition process caught the education systems unprepared and caused new problems in ensuring equality of opportunity in education (Ertaş & Yüner, 2021). Economic conditions that differ from person to person or from country to country have affected the quality of education services offered (Ertaş & Yüner, 2021). In this direction, the importance of effective implementation of social justice leadership in the distance education process is increasing. Within the scope of this study, it is aimed to develop a measurement tool that can be used to determine the social justice leadership levels of teachers in the distance education process.

It is aimed that the social justice leadership behaviors to be performed by teachers in the distance education process in educational institutions will increase the quality of education and learning activities. It was aimed to develop the SJLSDE, which measures the social justice leadership levels of teachers in the distance education process according to the views of students.

In the study, answers to the following questions were sought:

    1. Is the SJLSDE a valid scale?

    2. Is the SJLSDE a reliable scale?

Method

Study Group

In the first stage of the study, 156 secondary school students (5th, 6th, 7th, and 8th grade) were reached online. 101 (35%) of the participants were female and 55 (65%) were male. 57 of them were in the 5th grade, 27 were in the 6th grade, 24 were in the 7th grade and 48 were in the 8th grade. 113 participants were the students of imams and preachers lower secondary school while 43 of them were in lower secondary schools. Since there are only official schools in Yerköy district of Yozgat, there is no distinction between public and private schools. There are 9 secondary schools in the district in total. In the second stage of the study, to

test the validity of the construct, the study was conducted with students of secondary schools affiliated to the Ministry of National Education in the Yerköy district of Yozgat in the 2020-2021 academic year. The number of students in total is 2089. Assuming the total population -with a sampling error of ± .5, that is, for the 95% confidence interval, the p value is .05, the q value is .05 and the α value is .05- the formula n=(Nt²pq)/(d²(N-1)+t²pq) was calculated and it was found that 324 students can represent population (Kayabaşı, 2010; cited in: Arslan & Kurtoğlu, 2021).

First of all, Mahalanobis distances and frequency values were calculated to determine the outliers and extreme values of the data obtained from 387 students, and a normality test was carried out to determine the suitability of the data set for statistical analysis. In this context, the kurtosis and skewness coefficient values of the groups were calculated. The data belonging to 26 students, which were calculated as extreme or missing values at this stage, were excluded from the analysis (p< .0001). The remaining data on 361 students were analyzed in the study. The frequencies and percentages of the students who were included in this study are presented in Table 1.

Data Collection Tools

In this study, it is aimed to develop a valid and reliable measurement tool that serves to determine the social justice leadership of teachers in the distance education process according to student opinions. "Social Justice Leadership Scale in Distance Education" developed in the study is abbreviated as SJLSDE. In order to develop the scale, an item pool was created based on the national and international literaure, taking into account the principles of social justice and the distance education process together. While preparing the items, the reflections of social justice leadership on the distance education process were evaluated. Opinions of experts on the field of education were consulted for the prepared form and a draft form was obtained in line with the opinions of the experts. The scale was prepared in a 5-point Likert format. Items in the scale ranged from 1 to 5. The scale is graded as "1-Strongly Disagree", "2-Disagree", "3-Neutral", "4-Agree" and "5-Strongly Agree".

Data Analysis

The form was applied to 156 students studying at secondary school level in Yerköy, Yozgat, in 2020-2021 academic year. In this section, the Mahalanobis distances of the data were calculated. 31 answers, which were determined as extreme or missing values, were excluded from the analysis (p<.0001). 125 students answers were left in the scale. In order to test the construct validity of the 33-item draft scale, the Kaiser-Meyer-Olkin (KMO) coefficient value and the Bartlett Sphericity test were used to determine its suitability for factor analysis. EFA was conducted.

To analyse the factor structure of the scale, eigenvalue and line plot (Scree Plot) were used. Eigen-values of 1 and above and steep descents in the line graph were taken into account in clarifying the number of factors. The factor loading values was analyzed as .45. Items placed under more than one factor had a difference of at least .10 so that the items did not overlap (Büyüköztürk, 2007).

The four-factor structure formed after EFA was tested with CFA which was performed on 361 answers. As a result of the analysis, the goodness of fit values of the scale were evaluated according to the indexes accepted in the literature. In the literature, it has been stated that the ratio of the X^2 value to the degrees of freedom should be five or less (Kline,

Table 1. *Frequencies and Percentages of Demographic Data on Participating Students*

Variable	Level	f	%
Gender	Female	236	65.4
	Male	125	34.6
Number Of Siblings	One Child	64	17.7
	Two Siblings	14	3.9
	Three siblings	132	36.6
	Four Or More Siblings	151	41.8
Mother Education Level	Never Went To School(Illiterate)	9	2.5
	Primary School Dropout	22	6.1
	Primary School Graduate	110	30.5
	Secondary School Graduate	95	26.3
	High School Graduate	95	26.3
	University Graduate	30	8.3
Father Education Level	Never Went To School(Illiterate)	7	1.9
	Primary School Dropout	11	3.0
	Primary School Graduate	70	19.4
	Secondary School Graduate	69	19.1
	High School Graduate	152	42.1
	University Graduate	52	14.4
School Type	Imam Hatip Secondary School	198	54.8
	Normal Secondary School	163	45.2
Location of the School	District Center	330	91.4
	Town	15	4.2
	Village	16	4.4
Bussed Education	Yes	56	15.5
	No	305	84.5
Grade Level	5th Grade	56	15.2
	6th Grade	67	18.4
	7th Grade	89	24.8
	8th Grade	149	41.6
Level of Participation in Live Classes	Never Participated	6	1.7
	Rarely Participated	40	11.1
	Sometimes Participated	83	23
	Usually Participated	112	31
	Always Participated	120	33.2
Device Type	Phone	238	65.9
	Tablet	51	14.1
	Computer	68	18.8
	Other	4	1.1
Number of Available Devices	Only 1	199	55.1
	2	111	30.7
	3 or More	51	14.1
Commonly Used Connection Type	Phone Internet (Mobile)	75	20.8
	Wifi (Wired Or Wireless Home Internet)	286	79.2
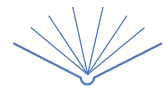
2005). In addition, it was accepted that the RMSEA value was less than .08 and the CFI, NFI, NNFI, GFI and AGFI values were above .90. In order to see the reliability of the scale, the Cronbach Alpha coefficient of the each of four factors and the overall scale was calculated. Lisrel 8.70, Microsoft Excel, and SPSS 22.0 were used for all calculations in the data analysis. For convergent validity, the average variance AVE (Average Varience Extracted) value explained together with the factor loadings was checked. To see the reliability of the scale as a whole and the Cronbach alpha of the four factors and the CR (Composite Reliability) coefficients for the combined reliability were calculated.

Results

The KMO coefficient value and the Bartlett Sphericity test were used to determine whether the SJLSDE was suitable for factor analysis in order to determine the construct validity. In order to be suitable for factor analysis, the value of the KMO coefficient should be greater than .60 and the Bartlett Sphericity test should be significant (Büyüköztürk, 2007). As a result of the analysis, it was found out that the KMO coefficient value of SJLSDE was .806 and the Bartlett Sphericity value was also significant (p<.05). As these results indicate, the scale was accepted as suitable for factor analysis. Within the scope of this study, factor analysis was repeated with the Principal Axis Factoring. The dimensions of the scale and the items included in the dimensions did not change. The results of the EFA and CFA applications for the construct validity of SJLSDE are given below.

Exploratory Factor Analysis

EFA was applied to 33 items in the draft scale. As a result of the EFA of the items in the draft scale, 20 items with a factor loading below .45 were not included in the evaluation. While determining in which factor the items in two or more factors from the remaining 13 items would be found, importance was given to the factor loading value difference being at least .10 (Büyüköztürk, 2007). As a result of the analysis, it was determined that SJLSDE represents a four-factor

structure. Table 2 shows the factor loadings resulting from the EFA performed with these items and their distribution to the factors.

The four dimensions that make up the SJLSDE as seen in Table 2 were named as justice, support, critical view and active participation. SJLSDE as a whole explains 70.06% of the total variance.

There are 3 items in the first dimension of SJLSDE. This dimension is related to the teacher's giving importance to the principles of legality, accountability, equality and justice in education, and consists of items such as" My teacher abides by the principle of equality in award distribution.", "Evaluation is fair (Fair in grading)" and "My teacher does not discriminate between students in his classes.". It is called justice because it has items regarding justice and equal treatment. It is seen that the factor loading values of the items in this dimension are greater than .80. The reliability value of the justice dimension was calculated as .85 and it is sufficient for this value to be greater than .70 for the reliability of the scale (Balcı, 2001). The variance rate explained by this dimension alone was calculated as 35.68%, and it can be stated that this calculated value is greater than .30, providing good discrimination (Büyüköztürk, 2007). It was determined that the item-total correlation values of 3 items in this dimension were between .65 and .75.

There are 4 items in the second dimension of SJLSDE. This dimension is composed of the following items; "My teacher notifies the school administration of students who cannot access the course.", "My teacher takes necessary precautions so that students can use technology.", "My teacher provides additional live lessons to students who need support." and "My teacher actively supports the development of disadvantaged students". It was named as "support" because it has items related to the teacher giving importance to supporting students in education. It is observed that the factor loading values of the items in this dimension are greater than .65. The reliability value of the support dimension was calculated as .73, and it is sufficient

Table 2. *Factor Loadings of Items in EFA and Item Total Correlation*

Item	Expressions	Fac. 1	Fac. 2	Fac. 3	Fac. 4	Item Total Correlation
25	Evaluation is fair (Fair in grading).	.850				.780
23	My teacher does not discriminate between students in his/Her classes.	.763				.677
26	My teacher abides by the principle of equality in award distribution.	.824				.739
22	My teacher takes necessary precautions so that students can use technology.		.751			.587
28	My teacher actively supports the development of disadvantaged students.		.727			.575
20	My teacher notifies the school administration of students who cannot access the course.		.518			.458
24	My teacher provides additional live lessons to students who need support.		.599			.512
4	My teacher allows students to express their thoughts clearly.			.826		.635
8	My teacher respects student rights.			.744		.637
2	My teacher is tolerant of different ideas.			.511		.502
11	My teacher encourages students to attend live classes.				.892	.621
14	My teacher ensures the participation of all students in the coursework.				.672	.628
32	My teacher supports the participation of students in decisions.				.455	.542
	KMO= .806, Bartlett=.000, p<.05 , Total Variance Explained= %70.06					
	* Factors were neamed as follows; Factor 1 justice; Factor 2 support; Factor 3 critical view; Factor 4 active participation.					
	** Values below .45 are not shown.					
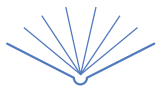
for this value to be greater than .70 for the reliability of the scale. The rate of variance explained by this dimension alone was calculated as 10.13%. It was determined that the item-total correlation values of 4 items in this factor were between .45 and .60.

There are 3 items in the third dimension of SJLSDE. This dimension is named as critical view because it has items such as "My teacher is tolerant of different ideas.", "My teacher allows students to express their thoughts clearly." and "My teacher respects student rights.", which are related to the teacher giving importance to students' critical thinking in education. It is seen that the factor loading values of the items in this dimension are greater than .70. The reliability value of the critical view dimension was calculated as .75 and it is sufficient for this value to be greater than .70 for the reliability of the scale. The rate of variance explained by this dimension alone was calculated as 7.19%. In addition, the item-total correlations of 4 items in this dimension were found to be between .50 and .65.

There are 3 items in the fourth dimension of SJLSDE. "My teacher encourages students to attend live classes", "My teacher supports the participation of students in decisions" and "My teacher ensures the participation of all students in the coursework", it is named as active participation because it has items related to the teacher's giving importance to students' participation in activities in education. It is seen that the factor loading values of the items in this dimension are greater than .60. The reliability coefficient of the active participation dimension was calculated as .76 as a result of the scale development process, and it is sufficient for this value to be greater than .70 for the reliability of the scale. The rate of variance explained by this dimension only was calculated as 4.81%. However, if rate of variance is greater than .30, it is expressed as providing good discrimination (Büyüköztürk, 2007). In addition, item-total correlations of 3 items in this dimension were found to be between .50 and .65.

Item-total correlation values were examined to determine the discrimination value of the items under the factors. It has been observed that the item-total correlation values of .30 and above in the scales in the literature provide good discrimination (Büyüköztürk, 2007). It was observed that the item-total correlations of the items in the justice, support, critical view and active participation factors of SJLSDE were between .45 and .79. Based on these data, it was determined that the discrimination of the items in SJLSDE was high.

Findings Related to Confirmatory Factor Analysis

The four-factor structure that emerged after EFA was tested with CFA. First of all, the t-values of the items were examined in the path diagram and it was determined that all items were significant (p<.05). As a result of the analysis, the ratio of X2 value to degrees of freedom was calculated as 1.76. RMSEA value was calculated as .04, other goodness-of-fit values as SRMR=.045, GFI=.99, AGFI=.98, NFI=.95, CFI=.98. In the light of these data, it has been concluded that SJLSDE confirms the four-factor structure and is a valid scale (Büyüköztürk, Çokluk & Köklü, 2012; cited in Yüner, 2019).

Findings Related to the Reliability of The Social Justice Leadership Scale in Distance Education Process

In order to determine the reliability of the Social Justice Leadership Scale in The Process of Distance Education, the Cronbach's Alpha internal consistency coefficient of the scale was calculated together with the four factors and one by one. These calculated values are given in Table 3.

Table 3. *Results of Model Reliability Analysis (Croncbach Alpha (α) Coefficent), Average Variance Extracted (AVE) and Composite Reliability (CR) for Dimensions of SJLSDE*

Reliability Statistics			
Scale and Dimensions	Cronbach's Alfa	AVE	CR
SJLSDE	.90		
Intrinsicity Between Dimensions	.86		
Justice	.73	.69	.89
Support	.72	.50	.79
Critical View	.79	.61	.83
Active Participation	.70	.57	.80

In Table 3, it is seen that the internal consistency reliability value among the dimensions of SJLSDE is .86 and the internal consistency reliability value between 13 items is .90. Cronbach's alpha coefficients for SJLSDE, were calculated as .73 in the dimension of justice, .72 in the dimension of support, .79 in the dimension of critical view and .70 in the dimension of active participation. The reliability coefficient calculated in such scales is .70 and higher, which is considered sufficient for the reliability of the scale (Balcı, 2001). Average Varience Extracted (AVE) for SJLSDE, were calculated as .69 in the dimension of justice, .50 in the dimension of support, .61 in the dimension of critical view and .57 in the dimension of active participation. Average Varience Extracted value calculated in such scales is .50 and higher, which is considered sufficient for the reliability of the scale (Fornell & Larcker 1981; Anderson, Babin, Black & Hair, 2010; cited in: Korkmaz & Zorlu, 2020). Composite Reliability (CR) for SJLSDE, was calculated as .89 in the dimension of justice, .79 in the dimension of support, .83 in the dimension of critical view and .80 in the dimension of active participation. Composite Reliability coefficient calculated in such scales is .70 and higher, which is considered sufficient for the reliability of the scale (Fornell & Larcker 1981; Anderson, Babin, Black & Hair, 2010; cited in: Korkmaz & Zorlu, 2020). In line with the data obtained, it was decided that SJLSDE is a reliable scale.

Discussion, Conclusion and Recommendations

In this study, social justice leadership in the distance education process was developede. Social justice leader is the leader who stands by the marginalized groups due to their differences and puts this thought at the center of the leadership behavior. In the distance education process, it was observed that the studies on social justice leadership were quite limited. For this reason, it is aimed to develop a valid and reliable scale suitable for determining the level of social justice leadership in the distance education process. In order to develop the scale, an item pool was created by reviewing national and international resources in the relevant field. In this process, the principles of social justice and the distance education process were considered together. Care was taken to ensure that the items were compatible with the distance education process by making use of expert opinions.

A 33-item draft form was prepared in line with the opinions of the experts whose opinions were consulted. The construct validity of the scale was examined with EFA and it was seen that it had a four-factor structure representing the scale. It was determined that the scale as a whole explained 70.06% of the total variance. In order to determine the distribution of the items under the factors, the factor loadings of the items were calculated. Items, which were below the .45 factor loading and were found to be overlapping, were gradually

removed from the scale as a result of these calculations. As a result, it was seen that SJLSDE was represented by a structure with 13 items and four factors, and these four factors were named as justice, support, critical view and active participation.

The structure of the 13 items and four-factor scale, which was handled as a result of EFA, was tested with CFA. It has been determined that the goodness of fit values calculated as a result of CFA are within the reference ranges accepted in the literature and the designed theoretical model has a high agreement with the data. When the results of EFA and CFA were evaluated, it was concluded that SJLSDE is a valid scale. Item-total correlations were calculated for the discrimination of the items in SJLSDE. As a result of this calculation, it was determined that the discrimination levels of the items in the scale were compatible with the reference values determined in the literature.

In order to determine the reliability of SJLSDE, the Cronbach alpha coefficients of the factors and the scale as a whole were calculated separately. The calculated values prove that SJLSDE is a reliable scale. Based on these findings, it was concluded that SJLSDE is a reliable scale for determining the level of social justice leadership in the process of distance education. In this study, the validity and reliability of the social justice leadership scale in the process of distance education were tested. The study can be repeated with study groups with more participation. Significant outputs can be produced as a result of its application, especially at primary and secondary education levels. Thanks to the studies to be carried out with SJLSDE in the future, the current situation of the schools in the transition from normal education to distance education can be revealed, the points that need to be improved can be determined, and thus the precautions to be taken for the distance education process can be taken in advance. The relationships between social justice leadership in the process of distance education and school culture, climate, education quality, student success, online classroom management and school-related behaviors can be investigated. The effect of social justice leadership on outcomes such as school effectiveness, student success, and satisfaction of school stakeholders can be addressed.

Even if the pandemic process is over, distance education has now become an inevitable element of education systems. For this reason, it is critical to ensure social justice and teachers' social justice leadership in order to minimize possible losses in the distance education process. Especially for the disadvantaged students, the studies to be carried out in accordance with the social state principle in the distance education process will increase the quality of the education service that these students will receive. For this purpose, the scale developed to determine the level of social justice leadership of teachers in educational institutions in the distance education process is important in terms of shaping the educational activities to be implemented.

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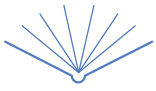
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