INVESTIGATING THE RELATIONSHIP BETWEEN TEACHER LEADERSHIP AND SOCIAL JUSTICE LEADERSHIP

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ABSTRACT

INVESTIGATING THE RELATIONSHIP BETWEEN TEACHER LEADERSHIP AND SOCIAL JUSTICE LEADERSHIP

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Teacher leadership has become essential in education and social justice issues have come into prominence recently because of the changes in every area of the life. As there is a limitation of the studies focusing on the relationship between teacher leadership and social justice leadership in Turkish context, the current study tried to find whether teacher leadership predicts the social justice leadership roles. Within the frame of this goal, a correlational study design was set. The sample of the study consisted of 585 participants working at primary, middle and high schools affiliated to MoNE. By applying the convenience-sampling method, the data were collected through questionnaires administered face-to-face. Instruments included Teacher Leadership Questionnaire and Social Justice Leadership Questionnaire. Hierarchical multiple regression was applied to analyze the collected data and the results indicated that institutional improvement and professional improvement dimensions of teacher leadership have a relationship with the dimensions of social justice leadership and

proved that social justice cannot be separated from teacher leadership roles to some extent. In this way, the study may lead to the increment of displayed leadership roles on social justice issues and fill the gap between theory and practice. The study implies that teachers demonstrate leadership roles depending on their willingness and moral values although there are no formal and legal regulations. Furthermore, the study may help the school principals and policymakers arrange the regulations related to leadership on social justice in the field of education.

Keywords: Educational Leadership, Teacher Leadership, Social Justice, Social Justice Leadership

ÖZ

ÖĞRETMEN LİDERLİĞİ VE SOSYAL ADALET LİDERLİĞİ ARASINDAKİ İLİŞKİYİ ARAŞTIRMA

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Öğretmen liderliği, eğitim alanında önemli bir hale gelmiştir ve sosyal adalet konusu da hayatın her alanında meydana gelen değişimlerden dolayı son zamanlarda öne çıkmıştır. Türkiye bağlamında öğretmen liderliği ile sosyal adalet liderliği arasındaki ilişkiye odaklanan çalışmaların kısıtlı olmasından dolayı bu çalışma, öğretmen liderliğinin sosyal adalet liderliği rollerini öngörüp görmediğini bulmayı amaçlamıştır. Bu amaç doğrultusunda, bir korelasyon çalışması gerçekleştirilmiştir. MEB'e bağlı ilk ve ortaokullar ile liselerde görev almakta olan 585 katılımcı çalışmanın örneklemini oluşturmuştur. Kolayda örnekleme yöntemi uygulanması suretiyle veriler anketlerin yüz yüze uygulanması ile toplanmıştır. Veri toplama araçları arasında Öğretmen Liderliği Ölçeği ve Sosyal Adalet Liderliği Ölçeği yer almıştır. Hiyerarşik çoklu regresyon analizi uygulanarak toplanan veriler analiz edilmiştir ve sonuçlar öğretmen liderliğinin kurumsal gelişim ve profesyonel gelişim boyutları ile sosyal adalet liderliğinin boyutları arasında bir ilişki olduğunu ortaya koymuş olup sosyal adalet kavramının bir dereceye kadar öğretmen liderliği rollerinden ayrılamayacağını kanıtlamıştır. Böylelikle, çalışma, sosyal adalet konusunda liderlik rollerinin

üstlenilmesinde bir artışa yol açabilir ve kuram ile uygulama arasındaki boşluğu doldurabilir. Çalışmanın gösterdiği üzere öğretmenler, resmi ve hukuki düzenlemeler bulunmamasına karşın kendi istekleri ve ahlaki değerleri doğrultusunda liderlik rolleri üstlenmektedirler. Buna ek olarak, çalışma, eğitim alanında sosyal adalet liderliğine yönelik düzenlemeler yapmak üzere okul müdürleri ile kanun koyucular için fayda sağlayabilir.

Anahtar Kelimeler: Eğitim Liderliği, Öğretmen Liderliği, Sosyal Adalet, Sosyal Adalet Liderliği

To all my teachers who have helped me get this far

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moments Structures
ASCD	Association for Supervision and Curriculum Development
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CI	Confidence Interval
DV	Dependent Variable
IV	Independent Variable
M	Mean
MoNE	Ministry of National Education (Turkey)
NBPTS	National Board Professional Teaching Standards
OECD	The Organization for Economic Co-operation and Development
PD	Professional Development
PDS	Professional Development School
PISA	Programme for International Student Assessment
PLC	Professional Learning Community
RMSEA	Root Mean Square of Error Approximation
SD	Standard Deviation
SES	Socioeconomic Status

SJ	Social Justice
SJI	Social Justice Index
SJL	Social Justice Leadership
SJLQ	Social Justice Leadership Questionnaire
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
TALIS	Teaching and Learning International Survey
TES	Turkish Education System
TES	Turkish Educational System
TL	Teacher Leadership
TLI	Tucker-Lewis Index
TLQ	Teacher Leadership Questionnaire
UNESCO	The United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The role of leadership in organizational effectiveness has always been a scholarly concern in organization science and administration. This concern has made leadership one of the most discussed topics in each field. Hoy and Miskel (2013) define leadership by saying "leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task" (p. 427). As a different definition of leadership, Stogdill (1950) states "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" (p. 4). As Horner (1997) stated, "the most current theory on leadership looks at leadership as a process in which leaders are not seen as individuals in charge of followers, but as members of a community of practice" (p. 277). There is a wide range of definitions of leadership according to the researchers, and the common word in these definitions is "process", suggesting that it is goal-oriented. It does not point out a certain spot and it takes a period to reach a goal. As in the case of other organizational settings a specific understanding of leadership emerged for educational organizations as well. An educational leader can be defined as a person who has much more responsibility over teaching and learning rather than managing the learning process (Can, 2009; Katzenmeyer & Moller, 2001).

Schools need an educational leader rather than a manager in the 21st century. These two terms are different from one another and being a manager does not mean being a leader. Leadership is generally attributed to school leaders that are managers in schools, yet leadership cannot be limited to management positions. The term "leadership" may belong to teachers as well as school principals and the leadership roles can be shared by both school principals and teachers working at a school. In

1970s, the main focus was on school principals and from a heroic view, they were seen as leaders and managers (Hoy & Miskel, 2013). However, it was revealed that leadership was not individual and all responsibilities have to be shared at classroom and school levels. It was stated that the responsibilities of teachers increased and their instructional leadership was possible at the school level. Therefore, leadership is not directly an outcome of the formal position held by principals in school, but also a part of the practices of teachers.

As part of this understanding, recently a leadership understanding around the teachers has emerged (Katzenmeyer & Moller, 2001). According to this perspective, leadership is attributed to teachers. Teacher leaders teach inside and outside the classroom and while teaching, they are willing to take responsibility to contribute and influence others (Katzenmeyer & Moller, 2001). As Danielson (2006) suggested, Teacher leadership (TL) appears when a person earns it by way of certain actions, instead of assigned formal roles (as cited in Cosenza, 2015). According to York-Barr and Duke (2004), "the most recent emphasis on TL has its roots in the education reform initiatives of the 1980s" (p. 255). Thus, it is not a new term but it has become popular in the past twenty years. Under the name of teacher professionalism, the leadership feature of the teachers emerged as a notion (Little, 1988). This notion has gradually unfolded until now, and, in the current situation, improvement is not only available for teachers themselves but also for their students and colleagues. The concept is consistently promoted as a critical component for both school achievement and teacher professionalization (Cosenza, 2015).

It may be seen that innovations in the education area are made by means of TL. Teachers all around the world face many challenges such as communication problems with the students, parents or colleagues and following the changes in the field every day. In order to put these challenges into words, all teachers do not have a chance, but teacher leaders may create a chance. TL can be a way to solve and upgrade the difficulties (Meyer, 2019).

There are various programs, projects and trainings in order to develop TL and have new teacher leaders. One example of them is that there was a TL master's program helping teachers to progress into leadership in the UK (UK College of Education, n.d.).

Moreover, The U.S. Department of Education works with Association for Supervision and Curriculum Development (ASCD) and the National Board Professional Teaching Standards (NBPTS) to provide teachers with resources so that they can improve themselves from a professional aspect and help students increase their level of achievement (U.S. Department of Education, n.d.). U.S. Department of Education hosted a meeting with numerous teacher participants for the TL movement. The aim was to encourage the participants to lead good work and to become a good example for their peers. According to the meeting, teacher leaders contribute to the school improvement and this leadership model is sustainable. Furthermore, in Finland, a teacher education development program was launched, in 2016, by the notion that the Finnish education's guarantee is the greatest teachers across the globe (Ministry of Education and Culture, 2017). This program by Ministry of Education and Culture was intended to improve teachers' competence in teaching (Ministry of Education and Culture, 2017). Moreover, thanks to this program, the aim was to make a contribution to the students' learning and learning outcomes. Furthermore, in Helsinki, Viikki Teacher Training School was founded and became a part of University of Helsinki to train student teachers (University of Helsinki, n.d.). The school provides teachers with research and in-service training.

In Turkey, numerous events such as webinars, conferences, and seminars are available for educators so that they can make progress in terms of TL. To exemplify, Ministry of National Education (MoNE) offers in-service training programs so that all teachers can improve themselves and turn into teacher leaders (Ministry of National Education, 2021). Moreover, Turkish Educational Foundation launched a new program called "Leader Teacher Program" for growing new generation teachers and making contributions to the education of teachers (Türk Eğitim Vakfı, 2011). Furthermore, TL is supported in 15 countries such as Turkey, the UK, Bulgaria, Greece and so on according to a report published by Frost (2011). In the International Teacher Leadership Project, the aim was to support teacher-led innovation in many countries and the project investigates how teacher-led innovation contributes to educational reform. All participating countries were supported as teacher leaders of processes of innovation and all the project members worked collaboratively with principals of various schools. Various foundations in Turkey also launch many TL programs to

contribute to the education of teachers. For instance, ÖRAV (Öğretmen Akademisi Vakfı, 2019) launched a learner teacher leader program based on necessary skills of teachers determined by MoNE and it aimed that they can have education and they can share these earnings from the programs with their colleagues. Not only teachers also school leaders are included in leadership programs by many foundations such as Sabancı University (Okul Liderliği Sertifika Programı, n.d.). With the help of these trainings, awareness of being a teacher leader has increased for years. Instead of teaching curriculum and keeping up with the syllabus, teachers take on responsibility so as to increase educational quality and improve the educational conditions. In this way, they improve themselves while contributing to the student outcome (Leithwood & Jantzi, 1999). Contribution to the student outcome is one of the major goals of TL and its importance on student achievement cannot be abnegated (Crowther et al., 2009).

A teacher leader has a bunch of skills to make a contribution to a school environment. One of them is effective teaching which is a must in TL (Berry et al., 2010). A learning environment that is conducive for all students in a school must be created by a teacher leader. The teacher should take care of each student. Thus, a teacher leader should be a social justice leader so that a favorable learning environment can be created for all students regardless of their background. That is, inequalities particularly the disadvantaged students suffer from can be reduced and an equitable and healthy learning environment can be provided.

There are no certain job definitions that have been put forward by MoNE for teachers who do not ignore the differences and disadvantages in schools (Kondakci et al., 2016). However, when they want to take an action against the issues of social justice such as differences in gender, race, ethnicity and low socio-economic status, they may benefit from the leadership roles as a teacher. Social justice leaders to provide equity and the highest success in education can remove barriers. However, they do not have certain roles, rules and regulations on this issue. Therefore, TL roles intercede for equity by transforming challenges into opportunities (Crowther et al., 2009).

Social Justice Leadership (SJL)

While the effect of TL on student learning is an undeniable fact (York-Barr & Duke, 2004), it is true that it also has an impact on balancing differences and disadvantaged situations arising from conditions such as gender, race and socio-economic conditions, which are one of the barriers to student learning (Furman, 2012). Therefore, the emergence of social justice leadership (SJL) is much related to TL roles. The term "social justice" has been defined in many ways for years. According to Blackmore (2009), social justice comprises several terms: equality, equity, and equal opportunity, each of which shows a differences from one context to another. From a different perspective, social justice is linked to the full and equitable attendance of people to meet their own needs (Bell, 2016). Although social justice has been studied in many fields such as law, politics and economics, it started to emerge as a term in the texts of the field of education at the beginning of the 20th century (Büyükgöze et al., 2018). Williamson et al. (2007) mention the issues influencing "schooling" in education. In the 19th century, differences among the American society and related terms such as race and racial rankings stood out. Generally, differences include more than one group of people such as minorities, women, the poor, the disabled, children with special needs and LGBTI individuals. According to Young (1990), the equitable distribution of social advantages and loads among the members of a society based on moral principles is called social justice (as cited in North 2006). Gewirtz (1998) stated that social justice can be analysed under two dimensions: distributional and relational. According to her, distributional dimension refers that goods are distributed fairly in a community and it is like a synonym of social justice. The nature of relationships that structure a society is referred to as the relational dimension (Gewirtz, 1998). It refers to political system and it concerns the distribution of rights and social goods that are parts of the social justice in a society. SJL has started to appear dominantly in education in the 1930s (Jean-Marie et al., 2009).

As one of the focuses of educational leadership, SJL justifies equity, equality and fair situations related to education. In terms of practices, it may not differentiate from educational leadership. Social justice is much more important in the field of education, as it is in every field. The fact that there is much more need in the field of education and that this need is not fully realized leads to SJL. As a social justice leader, teachers

have a great responsibility in identifying differences and disadvantages in school. In Turkey, unfortunately, the lack of legal regulations to eliminate these inequalities or the inability to fully meet the needs and the differences between theory and practice have further emphasized the role of SJL in teachers. All of these reasons cause the necessity of focusing on equity in the field of education and trying to come up with solutions for challenges that hinder the increment of the success.

As Jean-Marie et al. (2009) expressed, school leaders can be associated with architects and designers who build social order in the modern society where socially poor students have the same opportunities as the advantaged ones in terms of education and socialisation. Additionally, it is thought that the whole authority belongs to school principals to implement socially just adjustments (Shaked, 2020). Yet, the principals' rise to prominence and crucial role in establishing fair educational practices in the country should not be taken to imply that teachers and other stakeholders had no role to play (Kondakci & Beycioğlu, 2020). The feature of TL of a teacher may predict the potential of having SJL. Indeed, it is expected from school principals that they act as social justice leaders, who provide assistance to students coming from different backgrounds with a variety of needs (Shaked, 2020). In the classroom environment, this expectation can be fulfilled by the teachers. It is important that teachers should be aware of the conditions of the students in the school environment. It is essential that teachers have the perception of providing social justice in education as education life may affect the whole life of the student. There are discrepancies between people in the social realm and in education due to a variety of factors such as socioeconomic background, gender, race, sexual orientation, language, physical and mental abilities, and so on. With increased knowledge of such discrepancies, it is becoming more important to demonstrate a commitment to a world order that is free of inequalities and fair to all (Canlı, 2020). “Social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we exist” are needed to accomplish social justice (Bell, 2016, p. 3). If this thought is interiorized by the teachers, education may reach its goal in each student life despite the various backgrounds. According to Wenner and Campbell (2016), the literature on TL has mainly ignored questions of social justice and equity.

It's clear that Turkish students need equal opportunities in education and the unequal conditions of the students can be eliminated with the help of all stakeholders including governors, MoNE, school principals, teachers, and parents. Having a chance to interact with the studendts closely, teachers have a vital role in this process. Therefore, the need for leadership of teachers may become remedy for overcoming social justice issues. Thus, the study aims to investigate the relationship between TL and SJL under the name of educational leadership as they can be seen as inseparable and correlated notions in the field of education (Bogotch, 2008; Furman & Shields, 2005; Larrabee & Morehead, 2010). Moreover, the study tries to find the responses to how it is possible that social justice can be assured with the help of leadership roles.

1.2 Purpose of the Study

The study aims to investigate the relationship between TL and SJL of the teachers working in Turkish public schools. As it is known, TL is a feature that comes in sight before the development of SJL. From a sociological point of view, around 2000s, the role of leadership was questioned to see whether it ensures social justice or not, and after that time, SJL has started to be popular (Oplatka, 2010) whereas, TL is becoming increasingly recognized by states and municipal governments as a tendency which is powerful and effective (Clemson-Ingram & Fessler, 1997 as cited in Murphy, 2005). In the mid-1980s, scholarly and professional literature began to suggest that TL was a critical component to ensure improvement and development in schools and for the professionalization of teachers (Smylie et al., 2002). In any way, without TL, awareness and perception of SJL may not develop in terms of teachers. Therefore, in this study, it is put forward that TL of a teacher may breed SJL conception and practice of teachers. In other words, the existence of SJL can be predicted by examining TL. Whereas TL is the predictor variable, SJL is outcome variable and the study sheds light on how these two terms are related to each other.

It can be said that there are numerous studies investigating leadership but it may be stated that there is rare study that has investigated the direct relationship between TL and SJL in Turkey by focusing on these questions when literature was reviewed. Thus, this gap is the main problem of the study and filling this gap is the main purpose of

this study. This fact is remarkable point to be searched and the purpose was planned around this point. Research questions of the current study are as follows:

- What is the predictive value of teacher leadership for social justice leadership of the teachers working at public schools?
    - How well does the perception of teacher leadership predict the "support" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?
    - How well does the perception of teacher leadership predict the "critical consciousness" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?
    - How well does the perception of teacher leadership predict the "inclusion" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?

Hypothesized relationships among the variables of the study are demonstrated in the figure below.

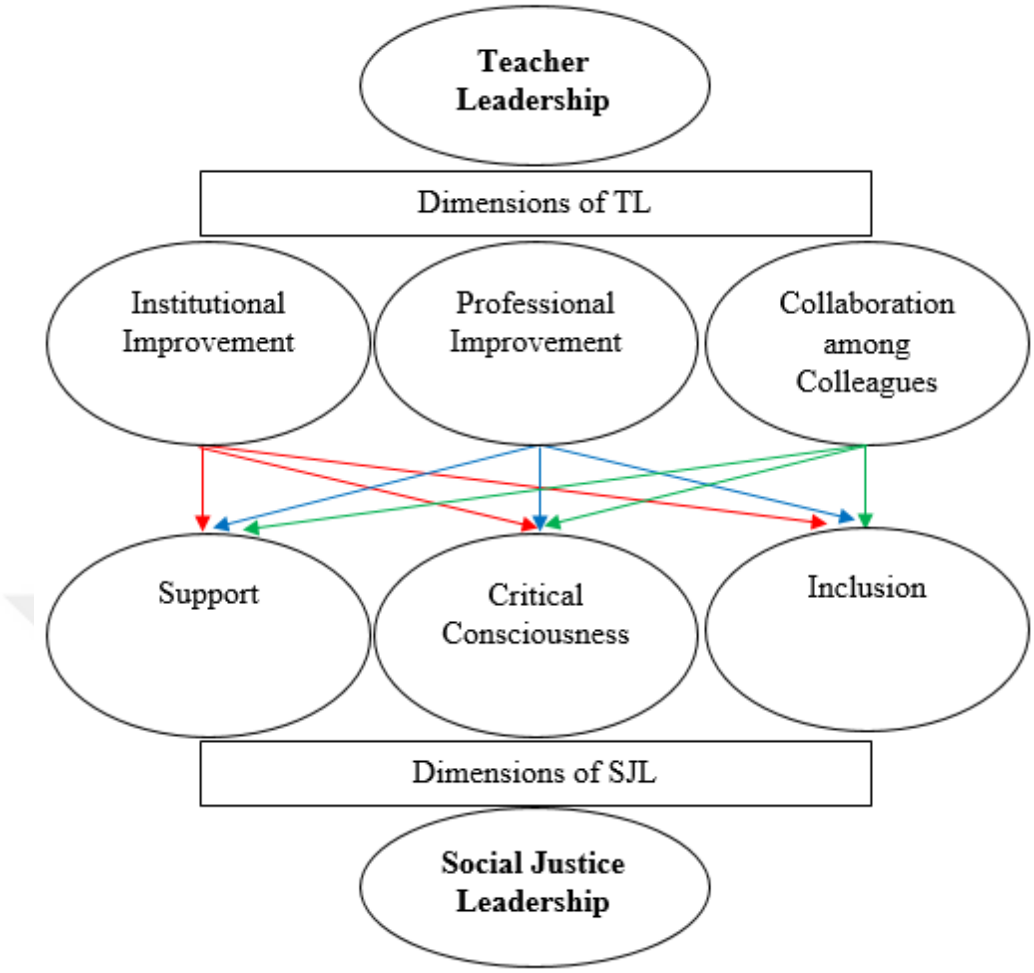


Figure 1.1 *Hypothesized relationships among the variables*

The hypotheses of the study are below:

Hypothesis 1: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "support" dimension of SJL after controlling for the effects of school level variables, individual level variables, and expectation variables.

Hypothesis 2: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "critical consciousness" dimension of SJL after controlling for the effects of school level variables, individual level variables, and expectation variables.

Hypothesis 3: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "inclusion" dimension of SJL after controlling for the effects of school level variables, individual level variables, and expectation variables.

1.3 Significance of the Study

There are numerous reasons why this study has been conducted. First, insofar as the relationship between TL and SJL have not been explored directly, the study narrows down a gap in the available knowledge. Although there are few studies having investigated TL and social justice (Gershon, 2012; Jacobs & Crowell, 2016) in the literature, sparse studies exploring the relationship between TL and SJL have been encountered. In the literature, TL and SJL has been combined with other variables. Even most of the studies search the relationship of these two concepts with other variables such as classroom management tendencies (Öntaş & Okut, 2017), school climate (Kılınç, 2014), school improvement (Harris, 2002; Poekert, 2012), student achievement (Sugg, 2013), and motivation (Olander, 1992; Bolkan et al., 2011). For instance, Büyükgöze et al. (2018) studied SJL with the student engagement and searched the relationship between them. Another recent instance by Özdemir (2017) is about investigating the relationships among SJL, attitudes towards school and school engagement. Akman (2020) searched the relationship between SJL, trust in principals, and student motivation. From that perspective, the study contributes to the literature and opens novel research avenues. Moreover, the findings of the study may lead to arouse curiosity by triggering new research questions among researchers in the future.

Leadership is a trend theme that has been investigated for decades among researchers and studying the trend subject is an advantage as there may be some challenges to be found compared to other subjects. Nearly all educational institutions, private and state schools, attach importance to both professional and personal development of teachers. Within the frame of professional development, leadership is expected to exist in the features of teachers in this century. Reeves (2011) noted that "educational leaders of the 21st century is not a requirement but a necessity to ensure 21st century teaching and learning" (as cited in Adams et al., 2017, p. 3). That is, leadership in education is a necessity, not an expectation anymore. With the help of this study, MoNE, teachers,

and scholars can acquire a general view about the importance of having teacher leaders who are aware of social justice issues. In addition to this, policymakers can direct the programs that consist of training plans of teachers and then, they can determine their strengths and weaknesses about their leadership. Marshall (2004) suggests that educational administration scholars can come forward for social justice issues with the policymakers by focusing on educational leaders. This narrow significance can lead to large-scale benefits later on. It can give an idea to support these with in-service trainings so that they do not remain in theory.

At the outset, there may be some regulations in teacher education. The teaching profession, which is seen as a valuable profession in society, should be sensitive in human relations, but in spite of this sensitivity, similar studies imply that most teachers and even educators receive no training on this issue (Bowers & Soar, 1960). To emphasize the importance and sensitivity of the topic, TL and SJL are the subjects that should be included in teacher education. There may be some implications for the authorities so that they can integrate these topics into the curriculum of Faculty of Education. Moreover, as it is known, some critical issues such as equal opportunity and justice have come to prominence in 2023 Education Vision document (Doğan et al., 2019), yet reflection and practice of it in schools have not been pursued. The dilemma emerges at that point.

On the other hand, social justice has been a contentious issue for years, but it is possibly the most significant component of this research to address this vital topic. Due to the changing conditions of globalization from day to day, social justice becomes a subject that needs to be constantly considered and discussed. In this case, social justice will never become an issue that can be ignored. However, according to Social Justice in the EU and OECD Index Report by Hellmann et al. (2019), overall performance of Turkey on the Social Justice Index (SJI) is in need of policy reforms (see Figure 1.2). In other words, Turkey is below average that is acquired from EU and OECD countries in terms of social justice issues in plenty of areas such as education, health and marketing. In a similar vein, inequality in education has come to light once again with the Covid-19 pandemic and has been included under this heading as a topic to be discussed. Therefore, social justice, especially in education, is an issue that is

necessary to be discussed in Turkey. That's why this study tries to shed light on the topic.

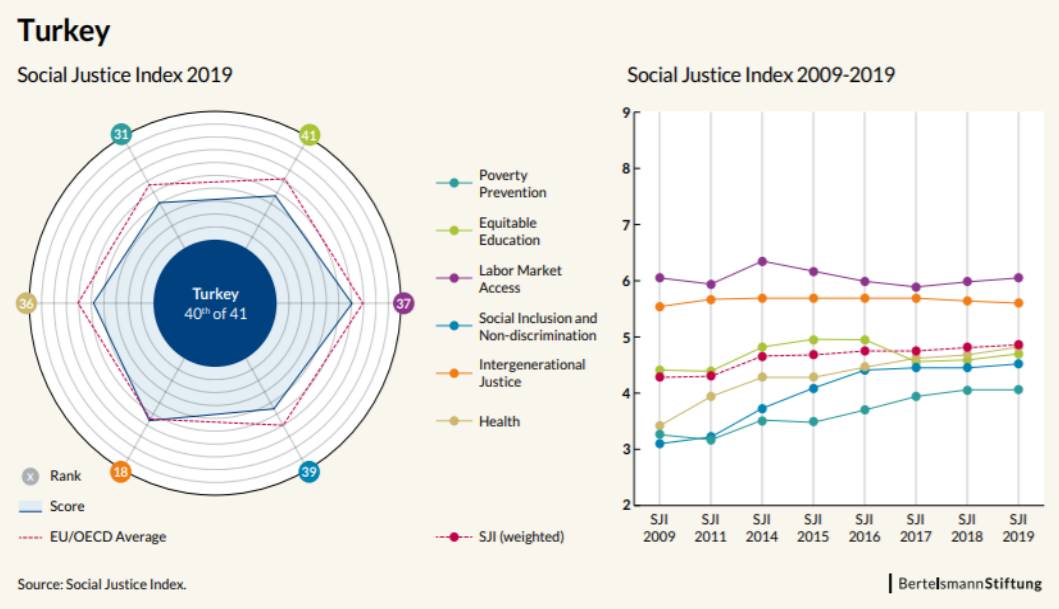


Figure 1.2 *Social Justice Index of Turkey* (source: Hellmann et al., 2019, p. 195)

School leaders and teachers may establish effective learning environments through their leadership and activities (OECD, 2020). In order to ensure that the environment of teaching and learning is improved, this study may make substantial progress in understanding and implementing leadership and social justice issues together. Within the frame of leadership, another aim is to provide the most fruitful teaching and learning for student success by dealing with the barriers the students face (Silins & Mulford, 2004).

Although there is an amplitude of research regarding teaching for social justice and an increase in the debates on TL in the recent years, studies focusing on the link between TL and social justice are limited in the literature (Gershon, 2012). Therefore, there is a need to conduct research on the relationship between TL and SJL.

1.4.Definitions of Terms

In the study, one should find the meanings of the terms to understand the study and its scope. Definitions of the terms are as follows:

Leadership is defined as "a social process in which an individual or a group influences behavior toward a shared goal" (Hoy & Miskel, 2013, p. 427).

Educational Leadership refers to "guidance and direction of instructional improvement" (Elmore, 2000, p.13).

Teacher Leadership is defined by Danielson (2006) as a series of skills used by teachers simultaneously with the skills of teaching, whose influence outreaches their own classroom and covers the school and beyond. Its goal is to improve the school and beyond by mobilising and energising the students and it gives critical responsibilities to teachers about teaching and learning.

Institutional Improvement (School Improvement) means as an instructional change strategy that concentrates on the achievement of students altering the practices in classrooms and adjusting structures of management within the school so that teaching and learning is supported (Hopkins, 2001).

Professional Improvement is described by Truitt (1969) as all activities undertaken by the employees to enhance the skills, strategies, and information needed for them to become effective agents of education.

Collaboration among Colleagues refers to a common term for many colleagues to be working on one or more tasks, each contributing expertise in a certain aspect of the project (Subramanyam, 1983).

Social Justice is defined by Van den Bos (2003) "…as the fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background" (as cited in Hage et al, 2011, p. 2795).

Social Justice Leadership can be defined as acknowledging the inequities in society and particularly schools; it has something with taking action and bringing partners together (Bogotch, 2002; Dantley & Tillman, 2006, as cited in DeMatthews, 2014).

Support as a dimension, means the efforts of teachers to ensure that the disadvantaged students can benefit from high-level educational opportunities (Sharp et al., 2015).

Critical Consciousness refers to actions taken at a personal or collective level to transform society's aspects that are considered to be unfair, such as institutional policies and procedures (Watts et al., 2011).

Inclusion refers to a reform that encourages and respects diversity in all students (UNESCO, 2001).

CHAPTER 2

LITERATURE REVIEW

The chapter covers literature review on educational leadership, teacher leadership (TL), social justice, and social justice leadership (SJL). The chapter is arranged into four main parts with the headings as mentioned above. In the first part, educational leadership is defined, and then, the chapter focuses on one type of leadership: TL, and it is explained in detail. In the second part, the term of social justice is discussed and SJL is presented. In the last part of this chapter, two leadership styles and the relationship between them are depicted. Additionally, similar studies from the literature reviewed and reported in this chapter.

2.1 Educational Leadership

There are two common points concerning the definition of educational leadership as Crowther and Olsen (1997) asserted. One of them is that leadership is a function that needs interaction among people and the other one is that it includes the intended influence on others' behavior. Sirotnik (1995) proposed a definition of leadership by saying that it is an exercise of essential and responsible influence (as cited in Badiali, 2018). With this definition of leadership, the author implies action-taking behavior by saying exercise, and importance of actions by saying essential and virtue of teaching occupation by saying responsible; that's why teacher leaders must join the dimensions of morality and ethics of the profession according to his comment. According to Freadman et al. (2003), the person that has the highest potential to influence others or groups is a leader. From another perspective, it can be argued that influence is a keyword for defining what leadership is. The leadership term is the most appropriate one for this century as educational leadership is a necessity to warrant teaching and learning (Reeves, 2011). According to Yukl (1994), leadership has an effect on ‘‘the interpretation of followers' events, the choice of goals for the group or organization,

the organization of work activities to achieve goals, the motivation of followers to achieve goals, the maintenance of cooperative relations and teamwork, and the recruitment of support and cooperation from outside the group or organization'' (as cited in Leithwood, 2005, p. 1).

Each form of leadership is distinct and has its own set of characteristics (Daučianskaitė & Žydžiūnaitė, 2020). According to the needs of the organizations, leadership styles such as authoritarian, democratic and transactional have emerged. What enterprises need in today's world is leaders who understand the problems which arise in rapidly changing context (Nanjundeswaraswamy & Swamy, 2014). In schools, TL and SJL have been stressed in educational context recently because of the unstabilized situations related to social life.

2.2 Definition of Teacher Leadership

In the light of the previous findings, there isn't an agreement on the conceptualizations of TL but common points in the definitions by many scholars exist. York-Barr and Duke (2004) defined TL as "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" (p. 287–288). Frost (2012) conceptualized TL as "the *process* whereby a teacher can clarify [his or her] *values*, develop a personal vision of improved practice, and then act *strategically* to set in motion a *process* where colleagues are drawn into activities such as self-evaluation and innovation." (p. 211). According to the definition of TL in the study by Crowther and Olsen (1997), TL is an ethical perspective focused on the capacity of education to develop structures of meaning systems and ideas of a better society. TL causes long-term, increased life quality in a society (Crowther et al., 2009). In other words, TL increases the quality of the life in the long process.

According to Danielson (2006), TL did not start to emerge at the beginning of the 21st century. It has a more than 100-year background, but in the literature, it is new to be connected with school reform, democracy and improvement. As the issue of TL has developed in the history, there came three waves (Silva et al., 2000). In the first one, teachers performed their roles as head of department and managers, which are formal

roles, while new roles including curriculum leaders and mentors for newly recruited teachers were introduced for teachers in the second wave (Silva et al., 2000). In the last wave, the main focus was on instructional improvement and organizational culture to support collaboration and continuous learning (Silva et al., 2000).

For several decades, TL has increasingly been gaining attention. Recently, schools are exposed to changes related to each area stemming from especially technological changes. Tasks and responsibilities have gone up gradually and stakeholders have met a new term, TL. The literature shows that TL has a positive influence on the practice and status of teacher leaders (Can, 2007). In a traditional school structure, school leader takes all responsibility but today's changes do not let it happen. Leadership as a potential capacity belongs to teachers and administrators (York-Barr & Duke, 2004). Teachers, rather than school administrators who play a managerial function, are seen as the most significant stakeholders in the teaching and learning process. However, the whole process cannot be managed by only one single person and this process necessitates some leadership skills and responsibilities (Bakioğlu, 1998). The aforementioned term of "influence" in educational leadership is redoubled in this type of leadership. TL can be assumed as an influence on students and teachers. Teacher leaders can be regarded as the most efficient and essential resource of the school (Gülbahar, 2017). In the daily activities of schools, various formal and informal positions, tasks, and communication channels are used to exhibit TL. Being a teacher leader can actualize during both formal and informal processes. A teacher leader should be a volunteer for taking the responsibility, but, at the same time, leaders need to have the requisite qualifications (Beycioğlu, 2009; Can, 2014; Leithwood & Jantzi, 1999):

Table 2.1

Teacher Leadership Roles

Teacher Leadership Roles	Qualifications
Formal	• Group leadership among the teachers • Being an expert at educational issues • Guiding and leading the newly graduated colleagues
Informal	• Coming up with new ideas • Influencing the students and colleagues • Leading the colleagues • Being interested in professional development • Being volunteer in the improvement of the school • Making decisions related to the issues belonging to the school

Concisely, since it is not obtained by appointment or authorization, TL is an informal task (Danielson, 2006). Roles of being master teacher, mentor, and department chair are included in the formal tasks. Most commonly, it is explained as formal and informal leadership activities that include managerial and pedagogical duties (see Table 2.1), such as department chair, course coordinator, and national curriculum coordinator; and informal leadership activities, such as tutoring, guiding a new team, and organizing action research teams. However, being a leader is not a formal task.

According to Harris and Lambert (2003), the most important roles of leader teachers are promoting professional collaboration, organizational growth and renewal, and improving human capacities in the organization. In terms of roles in developing professionalism, York-Barr and Duke (2004) claimed that the construction of TL is not described well as conceptual and operational and thus, their research focused on the different parts that teachers influence instructional and professional development. Additionally, the growth of TL may be influenced by student learning. Therefore, it has become important in educational improvement.

Murphy (2005) classifies TL into three forms: instructional, relational, and enabling. These components refer to different things in the leadership. Teachers as leaders are concerned about the instructional outcomes increased by setting relationships with others in enabling circumstances. Within this scope, teacher leaders should be focused on the outcomes of education which need to be high-quality, the establishment of genuine and desirable relations among members of the school, and the creation of suitable environments which are conducive to learning both for themselves and other people. TL has three main facets according to Katzenmeyer and Moller (2001). These facets involve leadership of students and other teachers in a school; for instance, mentors, coaches, facilitators, trainers, and curriculum experts who come up with novel methods and provides leadership for study groups (Katzenmeyer and Moller, 2001). The second facet relates to leadership for operational duties like organising a school and making progress regarding the targets of the school with roles of action researcher, head of department, and a member of a task force, and so forth (Katzenmeyer and Moller, 2001). Finally, the last of the facests is leadership by way of decision-making or partnership (Katzenmeyer and Moller, 2001). Day and Harris (2002) claimed that TL has four dimensions. The first one is concerned with the implementation of school reform ideas in individual classes. The teacher's position as a leader continues to include this brokering role. It ensures that connections between schools are safe and that chances for effective teacher development are maximized. The second aspect of the teacher leader role is participatory leadership, in which all instructors feel a feeling of ownership over the change or progress. They collaborate with colleagues to create school improvement activities and guide teachers toward a common objective. The mediating function of TL in school reform is the third

dimension of TL. Teacher leaders are valuable providers of knowledge and skill. If necessary, they can rely significantly on additional resources and experience, as well as seek outside help. Finally, developing intimate connections with individual teachers, through which reciprocal learning occurs, is a fourth and maybe most important aspect of the TL role. Vail and Pedras (1994) defined TL by claiming that TL comprises various types of leadership such as educational, instructional, organizational, administrative, and so on.

On the issues related to school improvement, TL is becoming more widely recognized as a critical vehicle (Muijs & Harris, 2006; Vail & Pedras, 1994). As Silins and Mulford (2004) stated, although formal teacher positions may inspire leadership, schools that function as institutions of learning provide support to teachers so that they take on leadership roles informally. Similarly, TL practices, according to Smylie (1997), require direct support from administrators and other working partners with explicit duties and developed professional norms. For leadership roles, professional development, collaboration and communication must be offered. Beycioğlu (2009) verified that TL of teachers is based on sharing authority to increase the effectiveness in in-class and outside activities. From the same perspective, Vail and Pedras (1994) indicated that only when teachers have a responsibility in instructional, administrative and organizational leadership, can they perform as teacher leaders. Otherwise, the tasks and responsibilities provided are not plausible. Moreover, there is a tendency that teachers improve their own abilities and increase the teaching quality when positive relationships are conducted.

Theoretical Framework for Teacher Leadership

The number of underlying theories of TL is considerable according to several scholars (e.g., Hunzicker, 2018; Beycioğlu, 2009; Can, 2014). Beycioğlu (2009) focused on two leadership types for covering the theoretical framework of TL. Transformational leadership has the roots of the emergence of TL and instructional leadership plays an important role, as well. It is similar to instructional leadership in terms of focus on the educational process that determines the success as well as the learning outcomes (Daučianskaitė & Žydžiūnaitė, 2020). According to Harris (2003), TL is based on the idea that anybody in a group may lead, and that leadership is a sort of activity that

could be distributed or shared. Instructional leadership and distributed leadership affected the improvement of formal roles of TL and these components cause TL to be continuous, context-specific and interactive (Mangin, 2005). Therefore, it can be indicated that instructional and distributed leadership styles can be linked to TL and their influence on the emergence of TL is obvious.

2.2.1 Instructional Leadership

In the theoretical framework of TL, various types of leadership underlying TL engender the term related to teaching. Hunzicker (2018) stated "conceptions of TL are grounded in instructional leadership" (p. 21). Instructional leadership and TL are counterparts and they meet in the middle of the common points. The emergence and growth of TL roles seem to be aided by instructional leadership (Beycioğlu, 2009). Like instructional leadership, another leadership type called distributed leadership constitutes the baseline of TL. Crowther et al. (2009) proposed that TL is distributed leadership indeed, and principals pave the way for teacher leaders by establishing parallel leadership settings in which both the teacher leaders and the formal leaders work together; thereby, principals will be able to assist them in managing projects and tackling with problems. The control and coordination of instruction and curriculum are the foundations of instructional leadership, which developed as a basic management job in the 1980s (Yörük & Akdağ, 2010).

2.2.2 Distributed Leadership

TL is a robust strategy for promoting collaborative efforts (Soglin et al., 2016) and efficient teaching practices that cause the improvement of decision-making along with distributed leadership at the leves of school, district, and state (as cited in Hunzicker, 2018). TL is theoretically similar to distributive leadership, but it is more limited in scope, focusing solely on the leadership duties of teaching staff (Muijs and Harris, 2006). Whatever definition of TL one selects, it is apparent that distributed leadership theory underlines cooperative action, empowerment, and shared agency. Leadership is primarily concerned with the interactions among persons within a school and may be separated from person, function, and rank (Harris, 2003) and thus, distributed leadership forms a frame for TL.

Muijs and Harris (2003) mentioned distributed leadership theory by focusing on three main reasons to enable clarity in the conceptualization of TL. The first reason is that it associates the actions by groups of people working at guiding the process of instructional alteration. Secondly, it denotes a social leadership distribution in which the leadership function is spread over the efforts by a large group of people and the leadership task is completed via the interaction of several leaders. The last reason is about the implication of interdependency rather than dependency. It refers to those leaders in various roles sharing responsibility. Furthermore, TL has a wide rande of coverage. It covers every aspect of school leadership from the level of persons to the level of society and makes distributed leadership an actual possibility.

2.3 Dimensions of Teacher Leadership

Beycioğlu and Aslan (2010) determined three main dimensions of TL while composing items of the TL Scale. Institutional improvement, professional improvement and collaboration among colleagues are the dimensions of TL. All these dimensions have a critical role in emergence and improvement of TL. These components also constitute the essentials of TL. Although they seem as different components, they are interrelated to each other. They may differ in terms of their specific goals. Whereas institutional improvement refers to the improvement of the schools, professional improvement and collaboration among colleagues work for the improvement of teachers at the first step.

2.3.1 Institutional Improvement

Leadership, as a variable of TL in the study, may be a significant motivator and supporter of school change for institutional improvement (Hallinger, 2011). Leadership tendency and skills of teachers are the symbols of improvement of the schools. Leadership in the school supports institutional improvement and sometimes leadership practices are shaped to reach the aim at improving the schools (Ryan, 2006). Institutional improvement entails participating in various activities linked to school administration, assuring solidarity and assisting activities in producing outcomes (Beycioğlu, 2009). The school's innovation and development activities are said to be centered on the notion of leadership (Altunay, 2017). Leadership has a substantial positive association with institutional circumstances according to Leithwood and

Jantzi (1999). Educational opportunities cannot be attributed to only actions of schools, but also institutional conditions are important providing the opportunities for students and teachers (Tarabini et al., 2016). In other words, improvement of the institutions plays an important role in providing educational opportunities for the students.

All these implications of TL trigger the professional improvement leading to leadership actions of teachers. Thus, professional improvement can be thought concentric with the institutional improvement in the emergence and increment of teacher leadership.

2.3.2 Professional Improvement

Today, the field of education attaches importance to TL and its inseparable part is professional development (PD). In accordance with this, professional development schools (PDSs) offer one-of-a-kind chances for teacher leaders to grow and practice (Hunzicker, 2018). Professional development schools may make it feasible for TL to emerge, despite the fact that there is no assurance of success (York-Barr and Duke, 2004). Moreover, teacher expertise and professionalism can be gone up with the help of collaboration among colleagues and sharing and encouraging the new instructional practices. One of the effective ways to develop professionally is based on the teacher change and this change may generally lead to emergence of leadership (Whitworth & Chiu, 2015). Like the change in an institution, leadership can be encouraged with a change in a person. Katzenmeyer and Moller (2001) claimed that one of the essential aspects that has made TL come to the fore is the idea that it supports professional improvement for teachers, which has an undeniable impact on enhancing and maintaining improvement in schools and on student learning. Professional improvement must involve skills such as leading groups and seminars, working collaboratively, coaching, teaching adults, action research, and collaborating with others to assist teachers adjust to the new demands (Katzenmeyer & Moller, 2001).

2.3.3 Collaboration among Colleagues

Collaboration is at the center of many professions and the advantages of collaborative working cannot be denied. In education, professional collaboration comprises team

teaching, out-of-class feedback sessions and participating in collaborative professional development (OECD, 2020). Hunzicker (2018) call teacher leaders boundary spanners as they are in collaboration with others for a change beyond the classroom. According to the Teaching and Learning International Survey (TALIS) 2018 report which is entirely based on teachers' and school leaders' self-reports and thus, representing their views, understandings, convictions, and their activities, teachers perform low professional collaboration and this tendency is interrelated with self-efficiency and job satisfaction of teachers (OECD, 2020). York-Barr and Duke (2004) remarked that two perspectives of TL are relationship development and collaboration which appear frequently in the literature. In the study of LeBlanc and Shelton (1997), they searched how teacher leaders gain insight about themselves and other people while they are performing their roles as teacher leaders. After interviews, it was seen that collaboration was highlighted as a primary method. The standards or targets of programs which train teachers underline cooperation, making networks, exchange of opinions and discussion, which is also asserted in numerous academic studies (Lavonen et al., 2020). In a similar vein, professional learning by teachers and their communication with their counterparts and parents are also among the things which are emphasized in similar studies. Therefore, constant improvement of training programmes for teachers and relevant practices can be deemed important, particulary by way of participatory collaboration such as forums, which might be on the agenda of policy-makers of education.

York-Barr and Duke (2004) indicated that seven programs related to TL and its development exist in the literature. Briefly, the central focus of these programs is on pre-service training delivered to teachers. On the other hand, the concepts of in-service training and professional development are aimed to be implemented at the program, as well. In the pre-service programs, the goal is to make the new teachers or administrators conscious of the leadership. Collaboratively working is the most emphasized issue in all of the programs and enchancing relations of cooperation is the fundamental method by which teacher leaders have an impact on their counterparts. Teacher collaboration and cooperation play vital importance in developing and changing the school culture and in contributing to educational and organizational development (Can, 2014). Various elements, such as connections with teachers and

school management, might impact TL (Katzenmeyer & Moller, 2001). In their study, Muijs and Harris (2006) highlighted that the more teachers were involved in activities of cooperation, the more ownership and engagement they had in developing schoolwork.

2.4 Social Justice

Liberty, justice, and individual rights have all drawn attention and inequities and events among people that lead to inequality have become more diverse. Many scholars and practitioners are concerned about social justice (Furman, 2012). The concept of social justice has been disclosed by the idea of offering equality amid inequities (Turhan, 2010). In the early 21st century, social justice has become a significant concern for educational academics and practitioners (Furman & Gruenewald, 2004). It is so natural to come across the term "social justice" in political issues, but it is not a topic just in this area. In recent years, it has been linked to the area of education. Reisch (2002) stated that however, as the nineteenth and twentieth centuries progressed, the disparity between the ideal of social justice and the reality of persisting inequality and injustice has come into prominence. According to Ryan (2006), social justice is not a term that can be defined easily because of its versions, contradictions and ambiguities. As Young (1990) stated oppression can be replaced by injustice in the USA and oppression has five facets: violence, marginalization, powerlessness, cultural imperialism and exploitation. Goldfarb and Grinberg (2002) describes social justice as ensuring and maintaining fundamental human rights of equality and fairness in various aspects of life, including social, academic, financial, and personal aspects, for the purpose of making a change. Distributive, cultural and associational are three main facets of social justice classified by Gewirtz and Cribb (2002). When applied to the school context, there is an indivisible link between democracy and social justice; they shouldn't be separated (Furman & Shields, 2003).

The basic aim of educational social justice is to improve the education and social possibilities of disadvantaged and minority children (Larson & Murtadha, 2005). Social justice was first described as the amelioration of the academic and long-term outcomes of all students who are marginalized historically and culturally (Gurr & Drysdale, 2018 as cited in Kondakci et al., 2021). When social justice is pronounced,

one of the first names coming to mind, Brown (2006) indicated that "When compared to their White middle-class counterparts, students of color and low socioeconomic status (SES) consistently experience significantly lower achievement test scores, teacher expectations, and allocation of resources" (p. 79). In the same way, Furman and Gruenewald (2004) claimed that low-SES children's low scores are an indicator of social injustice (p. 51). Therefore, educational leaders have been under a lot of pressure to prove that every child for whom they have responsbility is successful on single standardized performance tests (Shields, 2004). That said, Shields (2004) added that it is required that educational leaders are transformative, concerned with social justice as well as academic achievement. In this regard, Shields (2004) offers transformative leadership can provide children to study at socially just and democratic schools. In schools, race, class, gender and poverty are remarkable issues and social justice is central to the leadership of school leaders (Wang, 2018). Young (2006) expressed that a democratic process first guarantees disadvantaged group members have the opportunity to voice their experiences, needs and opinions. Yirci and Karaköse (2010) claimed that one of the purposes of social organizations like schools is to bring individuals from various ethnic and socioeconomic backgrounds together in order to foster mutual understanding and promote contact between them.

Turkey is the least socially fair country in the OECD, ranking in the bottom group in each of the six categories (SGI, 2011; OECD, 2020). According to this index report, Turkey performed least among 41 countries in terms of access to education, poverty prevention, social cohesion and non-discrimination etc. Poverty among children in Turkey is 23.5% and it should be removed by the government according to the index report. For the solution for this problem, it was stated that the government should ensure that all children have access to truly equitable educational opportunities and educational progress should not be harmed by the social or cultural background of a person in Turkey. Despite slight improvements, the data were the same in the index report presented by Hellmann et al. (2019). Like Romania, Hungary and Mexico, Turkey ranked among the lowest (rank 40) which means the country is not able to provide socially equal participation in educational opportunities whereas the top positions of Social Justice Index 2019 belong to Denmark, Norway and Sweden. The same principles such as social inclusion, poverty prevention and non-discrimination

were tested and PISA scores were interpreted in this report. According to the report, PISA low performers outnumber in Turkey (31.2%, rank 40). Additionally, PISA performance of Turkish students are lower and Turkey ranks in the 2nd place because of the impact of socioeconomic factors. The report confirmed and stated that Turkey is urgently in need of policy reforms one more time. In addition to these searched principles, Kauder and Potrafke (2015) added globalization as an indicator of social justice in their research. The authors stated that income inequality can be synonymous with social injustice. The dataset by Bertelsmann Stiftung on social justice was used and the results showed that globalization is correlated with social justice. Indeed, rapid globalization enjoys social justice and the authors indicated that social justice is a problem that both social scientists and political decision-makers care about. Therefore, all stakeholders have a role to bear the responsibility to remove the barriers in accessing education.

Notwithstanding these uncertainties and criticisms, a majority of academicians working in the area of leadership agrees that the focal point of social justice is marginalized groups' experiences and injustices in educational chances and its results.

Theoretical Framework for Social Justice

There are various underlying theories of social justice in the literature. Three of these theories are related to the study. The first one is utilitarian theory which supports actions to increase happiness and pleasure. According to utilitarianism, justice is ensured when the best possible good is done for the benefit of the largest number of people (Hantal, 2014). The second theory was put forth by Freire (2002) and if education has a goal to tackle with inequity, social awareness and social consciousness are necessary (Sriraman, 2007). Rawls (2001) pointed the social justice issues by mentioning two principles, the first of which specifies that each person has the same and equal liberty. The second principle is about having fair equality of opportunity in the distribution of goods and the least advantaged people should have the greatest benefit, but not by violating the first principle. Furman (2012) stated that SJL was first mediated as a praxis based on Freire's (2002) work that involved reflection and action. It is seen, in the figure 2.1, that there are five different dimensions of SJL as a praxis: personal, interpersonal, communal, systemic and ecological.

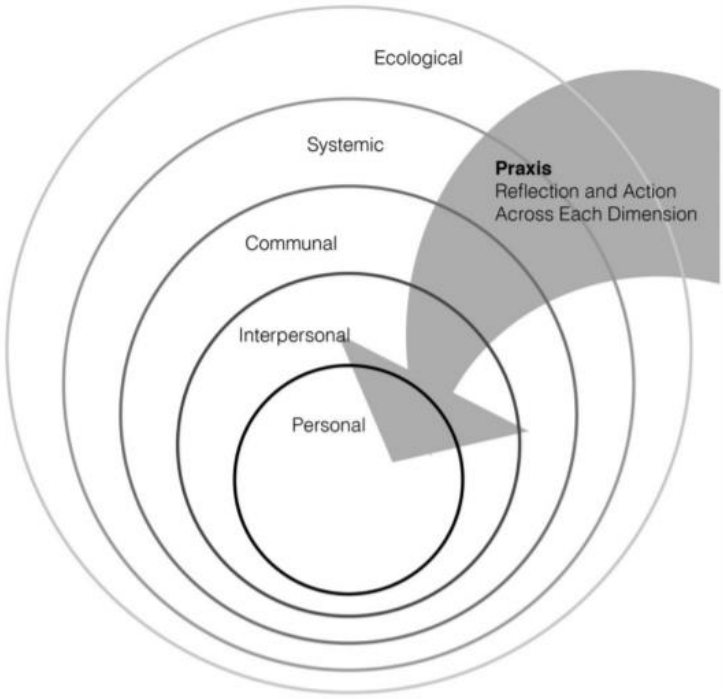


Figure 2.1 *the dimensions of social justice leadership praxis* (source: Furman, 2012, p. 205)

On the issue of social justice, Fraser (1998) launched three lenses including redistribution, recognition and participation. Redistribution refers to injustices in terms of economic status. Recognition refers to injustices in terms of cultural patterns. The last concept is about the democracy and basic rights of being an individual. In several sources, representation lens can be seen and it refers to describing the political issue and misrepresentation refers to political injustice (Fraser, 2008).

2.5 Dimensions of Social Justice

Özdemir and Pektaş (2017) determined three main features of social justice, which have an implication on emerging SJL while composing items of the Social Justice Leadersihp Scale. These features include critical consciousness, inclusion and support. Although three components constituting social justice have different meanings and references related to other issues, in this context, they have definitional differences.

For instance, support as a term can be used for all groups but in social justice context, support has a meaning in telling the situation of the disadvantaged groups, rather than advantaged groups.

2.5.1 Critical Consciousness

Critical consciousness, according to Freire (2004), is the knowledge of social, political, and economic discrepancies and the resistance to such suppressions. Principals must first recognize their own beliefs, preconceptions, and prejudices about race, class, language, and sexual preferences, as well as their impact on their everyday lives. Then they question how those values and assumptions affect their decisions. Democratic engagement in decision-making, reformation of inequitable social structures, inclusive behaviors against diversity, and having awareness in relation to the implementation of leadership with a critical aspect may all help school administrators confront social injustices (Wang, 2018). Kondakci et al. (2021) indicated that social justice leaders should strive to enhance the awareness about social injustice in their schools and then in the society. Being aware of societial differences and problems is a part of understanding social justice issues and if critical awareness is increased, inclusion and support as the other parts of social justice may increase simultaneously.

2.5.2 Inclusion

What principals of social justice do is to make an effort to bring together students in this setting in order to ensure that all students can have opportunities of education equally. Therefore, it can be stated that the purpose of principals of social justice is to achieve equity among pupils in accordance with this principle (Katzman, 2007). Hence, they prepare heterogeneous classes instead of homogenous classes. According to Wang (2018), inclusion becomes a core concept of social justice because of the practices and activities in schools related to the need for full participation of people. As long as teachers have a perspective of inclusion in a positive way, they tend to be facilitators in promoting social justice in schools. Ryan (2006) emphasized inclusion in terms of collaborative approaches addressing the difference between advantaged and disadvantaged. Additionally, inclusion can be achieved with the people engaged in institutional practices and processes. He also added that inclusive leadership includes inclusion, developing critical consciousness and educating students. Furman

(2012) stated that SJL is action-oriented, transformative, inclusive and democratic. Indeed, inclusion is frequently associated with positive social justice outcomes.

2.5.3 Support

Support, which refers to principals' efforts to meet the needs of marginalized pupils, is another dimension of SJL. For the aim of inclusive actions, stakeholders in schools support the disadvantaged student to provide the balance between disadvantaged and advantaged groups. With this aim, social justice leaders work hard to ensure that their pupils have access to high-quality educational opportunities. According to Wang (2018), the principal plays an essential role in providing a learning environment that is collaborative. However, as Wilson et al. (2011) stated, it is the obligation of all educational stakeholders to support and encourage change in education that enhance learning experiences. Thanks to this obligation, teachers have a chance to support student success.

2.6 Social Justice Leadership

Theoharis (2007a) defined SJL by stating that principals make “issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership, practice and vision” (p.223).

Mainly, social justice leader, according to the thought of Theoharis (2007a):

- gives importance and respects diversity
- agrees that professional development and collective efforts to increase awareness of race, class, gender, and disability should be encouraged
- understands the significance of giving all students the opportunity to learn socially and academically
- stresses the importance of every child achieving success
- collaborates with others and recognizes the value of collaborating with others

According to Pazey et al. (2012), social justice has been prioritised in educational leadership program design over the past two decades. Furthermore, according to the

authors, educational leaders must have the necessary skills to ensure that all students, including children and young people of varying abilities, people who are learning English, and students from different backgrounds, have equal educational opportunities in schools, if they wish to acknowledge and implement social justice and equality (Payez et al., 2012). Bogotch and Reyes-Guerra (2014) defended that if the aim of the education is to enable all of the students to be successful in academic and social life, then social justice should be integrated into the contexts.

From the past till now, socially just schools we need have many challenges such as inadequate resources, low income, low quality of educational materials and disadvantageous background of the students. At that point, classical teaching or leading roles dwindle whereas SJL comes into prominence. SJL seems as a cure for the discrepancy among the same level schools and students. In that sense, SJL is a prerequisite for professional development programs for motivating leaders to impel transformative pedagogical action (Capper & Young, 2014 as cited in Liasidou & Antoniou, 2015). Principals who focus on the needs of disadvantaged pupils and encourage their growth are referred as social justice leaders (Oplatka, 2010). SJL is described as a social impact that seeks to achieve social justice in a community or an organization (Turhan, 2010). SJL roles are attributed to school administrators, but teachers should understand social justice concept and should have a role in providing an equitable learning environment (Kondakci & Beycioğlu, 2020). In a similar vein, Özdemir (2017) stated that SJL roles of the principals diminish the inequalities in schools and increase the support in access of the marginal groups to educational opportunities.

Within the scope of social justice, establishment of new programmes with the purpose of training educational leaders and organizing education based on the principles of SJL, which stipulate that equal treatment to students is the basis in terms of resources, contents, and skills, are important (Brown, 2006). Bradley-Levine (2012) claimed that many teacher preparation programs aim to raise educational leaders being a volunteer for working for social justice. How to take part in democratic, inclusive, and transformative techniques to alter the structures of the society and have an impact on stakeholders in order to collectively promote justice and equality in schools is what SJL is about (Wang, 2018). As a basis for the practice of leadership, the leaders of

social justice make critical self-reflection in order to raise a personal awareness and ensure improvement (Furman, 2012). Moreover, despite uncertainties and reasonable criticisms, this growing SJL research is producing a lively, instructive, inspirational, and sometimes frustrating debate in the area.

2.7 Teacher Leadership for Social Justice

There are limited studies on the direct relationship between TL and SJL in the literature. However, there are various studies searching the relationship between these two terms and other variables related to student learning and the school environment. However, numerous studies have underscored that social justice is a part of educational leadership (McNae & Barnard, 2021; Jean-Marie et al., 2009; Warner, 2020). As Blasé and Blasé (2000) stated, teachers can easily practice in schools that have goals for providing inclusive education; therefore, teachers may take an action to provide equality and inclusion of all students in education. Kondakci et al. (2016) mentioned that teachers have some roles related to social justice in the schools despite the fact that there is limited legislation of the legal rules and regulations. That is, apart from the formal roles of teachers, informal roles are applied by them in the schools. Egalitarianism is a prevalent norm in the teaching profession, and it encourages the belief that instructors who take on leadership responsibilities are going out of line (York-Barr & Duke, 2004).

In terms of empirical research studies, the relationship between educational leadership and social justice activities is now in its second decade (Bogotch & Reyes-Guerra, 2014). According to the findings of the study by Crowther and Olsen (1997), TL that is the main focal point of the study cannot be thought isolated from socioeconomic disadvantage that is a main contextual variable. In this regard, it can be claimed that TL and social justice are interrelated with one another.

School administrators have an essential responsibility in providing social justice in schools but this responsibility can be shared by the teachers, as they are more concerned about the educational process of the students. Therefore, teachers may become leaders who enable social justice among the students in the school. According to Furman and Shields (2005), teachers should be the leader of social justice, but they should teach the values of the term to their students so that social justice can be adopted

by all stakeholders in the school. As a teacher educator, Gershon (2012) claimed that effective teaching is teaching for social justice and teachers can be leaders if they address issues of equity, access and justice. The author added by saying that leadership is one of the classroom roles for a teacher and being a strong teacher refers to integrated sociocultural contexts into teaching. “In these ways, TL is social justice in action” (Gershon, 2012, p. 154). Thus, it can be stated that social justice should be an indivisible part of the act of teaching. In fact, being a teacher leader is very connected to social justice issues due to the reasons above. Therefore, this study focuses on the connection between these two terms. The importance of TL cannot be disclaimed in achieving democratic outcomes for students (York-Barr & Duke, 2004). The practices of educational leadership are inextricably linked to the definition of social justice (Bogotch, 2002; Theoharis, 2007a). Marshall (2004), on the other hand, criticized the conventional approach to educational leadership for disregarding social justice problems and concerns. TL is vital in increasing the life opportunities of students in disadvantaged high schools, according to Crowther et al. (2002). Wang (2018) stated that modern educational leadership incorporates social justice encompassing democracy, inclusiveness, critical thinking, fairness and equity. In addition to pursuing social justice in schools, leadership approaches that presume democratic ideals are critical and social democracy strives for educational equity. Teachers have a critical role in identifying and fighting disparities in the classroom, as well as promoting social justice via their instruction (Wang 2018). Teachers are valuable assets not just in terms of students' learning but also in terms of enacting social justice and promoting equity and fairness in all aspects of their life (Furman, 2012). “Educators have had good reason to be concerned with social justice in today’s schools” (Ryan, 2006, p. 4).

In the literature, there are several studies similar to the present study. Shaked (2020) aimed to search the relationships between SJL and instructional leadership roles of school principals and also added goals of schooling to this study. After the author identified the goals of schooling, the study focused on the conceptualization of SJL and instructional leadership. The author reviewed, examined the scholarly written articles and presented a view about the issue. The study results explained that some parts of SJL, such as developing students' engaged citizenship, may be regarded as diminishing school leaders' engagement in some areas of SJL, such as teaching quality

and academic outcomes. Moreover, according to the findings, the author stated that instructional leadership and SJL are somewhat opposite in terms of their goals. In other words, for social justice leaders, preparing students to be active citizens by detecting and questioning unfairness is critical, yet for instructional leaders, such preparation may be perceived as a diversion from the purpose. Additionally, instructional leadership may be considered as promoting SJL since its aim is to steer all students towards the goal of increased academic succsess, regardless of individual students' characteristics which might marginalize them. However, in terms of goals of schooling, these two terms differentiate from one another. The study suggested that the academic achievement of the students should be promoted by the school principals, but social inequity and injustice awareness of them should be increased, as well. Jacobs and Crowell (2016) studied how teacher leaders developed within the framework of TL graduate program by focusing on social justice. The combination of leadership and social justice enable the teachers to increase their critical consciousness and demonstrate leadership behaviours inside and outside the classroom. The authors recommended that programs must assist teacher leaders in considering socially just teaching techniques, unlike leadership for social justice for principals. It may be difficult for teachers to reach beyond their classroom if they do not first comprehend concerns of social justice in their own classroom. Moreover, it was suggested that teacher leaders should be supported by addressing a collaborative teaching environment and professional development trainings should be provided to them. Silins and Mulford (2004) found that higher levels of TL appear in lower SES schools because teachers encounter more obstacles in these schools, which need autonomy of for decision-making. Muijs and Harris (2006) found an interesting finding about TL. In their study, TL is not a term used in the school. For most teachers indicated that TL has no role in their own activities although they led to developments and projects. However, when TL is explained, it gains importance because of its features like professional collaboration. Vail and Pedras (1994) found in their study that the marital status of the teachers may be a predictor of TL because being married gives the support needed to undertake greater duties. TL was not shown to be related to age or years of teaching experience.

2.8 Leadership for Social Justice in Turkish Educational Context

The ever-increasing demands on education and schools lead educators to take on a challenging task in order to satisfy those demands (Kurt, 2016). In Turkish Education System (TES), there are various in-service trainings and programs related to leadership in schools, yet there are several factors affecting the leadership feature of the teachers in the school context. School culture can be perceived as one of the most important obstacles affecting the possible positive effects on the students and in-class practices (York-Barr and Duke, 2004). Rasberry and Mahajan (2008) stated that changing school culture in order to support TL with the help of Professional Learning Communities (PLCs) requires new abilities, practices and willingness to work with colleagues. Moreover, the authors advise that effective practices and policies should be placed to provide a good transition from top-down school culture to a bottom-up environment that all stakeholders share all of the responsibilities including the decision-making process. Other than school culture, issues related to equity may have an effect on leadership actions. Additionally, the need for leadership may fluctuate from East to West of Turkey. Therefore, all other variables should be included to see the effects of leadership. That is, leadership should be shaped with moral purposes such as social justice and equity. Ryan (2006) asserted that educators have a good reason to deal with the social justice issues related to race, gender, language, and ethnicity as these issues make all students separated into two classes: advantaged and disadvantaged. Not every student has an equal chance to be educated. As Young (1990) stated, justice should refer to institutional conditions as a factor. Bakioğlu (1998) stressed another issues affecting leadership in schools such as tremendous responsibility, limited time and resources, salary, teaching and learning conditions, not flexible curriculum and syllabus. According to the author, teachers speculate that leadership is just assigned to school principals and the whole authority belongs to them. That is why teachers may not be willing to manage leadership activities by virtue of all these factors. As solutions for the problems, collaboration and pre-service and in-service trainings may match with the reasons for the problems. In Turkish context, encouraging and motivating novice teachers may help both their professional development and school development (Bakioğlu, 1998).

Kondakci et al. (2016) claimed that Turkey's centralized education system assures that all public schools have the same possibilities and conditions. In Turkey, however, social justice is not embraced in every region and even in each school in the same area. Socioeconomic conditions have a substantial impact on that issue. Inequalities in schools have increased rather than decreased as a result of variations in socioeconomic status, ethnic origin, gender, language, race, and culture (Büyükgöze et al., 2018). Because students are at the midpoint of the educational system, the first and foremost concern of social justice is on them in schools (Wang, 2018). It is commonly acknowledged that SJL is critical in K-12 schools (Furman, 2012). However, SJL is not included in the formal job descriptions of the school administrators or teachers in Turkey (Kondakci et al., 2016; Kılınç, 2014). Whether they conduct SJL roles or activities depends on the individual attempts of school principals (Kondakci et al., 2021). These individual attempts consist of values of helping and the religious beliefs of school principals.

In Turkish context, understanding of social justice is based on the socioeconomic status (SES) of the students in general. In other words, economic conditions come to minds of people although social justice as a term refers to differences such as gender, race, and ethnicity (Graham-Bailey et al., 2019). However, improving socioeconomic status of the students may help stakeholders solve the problems related to financial issues, but not all problems of the minority groups. According to Rawls (1971), distributive justice is not only perceived as economic (as cited in Sunal, 2011). Thus, leadership may not be limited with the solution for the financial problems of the disadvantaged groups (Bussert-Webb & Díaz, 2021).

Although social justice is an issue to be dealt with, there are numerous barriers. Theoharis (2007b) listed four main obstacles including missing thought about marginalized groups and focusing on technical leadership rather than moral leadership. The author added existing national policies working against equity and social justice and burden to individuals who are interested in transformative leadership. Contrary to the indication, Muijs and Harris (2006) defended that the basis of TL is a redistribution of authority within the organization. Namely, whereas national policies, rules and regulations give the whole authority to the school principals, TL refers to the distribution of the power. Kondakci and Beycioğlu (2020) emphasized the main gaps

for the position of social justice in Turkish Education System. According to the scholars, there are four main gaps including research gap, policy gap, leadership gap and institution gap. The first gap is that research on social justice is based on Western terms and concepts. Secondly, there is a lack of policy on social justice in education. The third one is about the absence of a formal job definition of leadership for teachers and school principals. The last gap is that a centralized education system hinders social justice practices in education. Moreover, the main aspects of social justice in Turkey include gender, disabilities and socio-economic status.

There continues to be a paucity of literature, but literature in Turkish context discussed the topic from different perspectives. Turhan (2010) stated that teachers have a role in providing equality in the school like school leaders. In the study with the dataset collected from senior students at the Faculty of Education, the results showed that teacher candidates have lower awareness about equality and social justice responsibilities. To achieve social justice in schools, what needs to be done by school principals is to fulfill their duties and responsibilities of leadership. Similar to school principals, teachers should bear the responsibility in eliminating social injustice actions. Kondakci et al. (2021) aimed to investigate the leadership role in establishing equal experiences of education in two primary schools, which are in a disadvantaged urban setting in terms of socio-economic status in Turkey. It was found that leadership is limited in providing equitable conditions and promoting academic achievement. Moreover, it was suggested that leadership should be strengthened to constitute connections with existing public services in disadvantaged schools. In line with the study results, the scholars also discussed that there is no training for neither school principals nor teachers to work in the socially disadvantaged schools in Turkey. Arar et al. (2020) examined the education of Syrian students under temporary protection and they focused on Fraser's framework (1998) including redistribution, recognition and representation on social justice. According to the results of the study, the unsystematic approach and incongruence of the policy and practice make it ambiguous despite the clear existence of social justice framework in school practices. Moreover, the scholars mentioned the human values of the participants without legislative regulations. In terms of Fraser's lenses, there is an effort in the schools. However, findings also showed that there is a gap in providing infrastructure for teachers and the

leadership of school principals entails a great deal of complications. In the study, it was recommended that more resources should be provided to the educators and teacher and school principal trainings should be updated in accordance with novel needs of the educational area. Kondakci and Beycioğlu (2020) studied social justice issues and focused on the Turkish educational context by examining the theory, research and practice. The implications indicated that the same curriculum and resources are not adequate for providing social justice for each student in the schools and centralized system of Turkish education does not reflect the reality. Additionally, there is no specific policy for disadvantaged students. Moreover, a supportive educational environment may help the educators to reach success in advantaged students. Arar et al. (2017) compared Israel and Turkey in the context of education in order to see differences and similarities regarding social justice in their study. They investigated how school principals perceive and practice social justice in the schools. The findings of the two countries were compared and the findings demonstrated that the principals in both countries in terms of economic disparities created this leadership type. Additionally, the term of social justice was common in both countries, yet rather than educational policy, Turkish school principals appear to be motivated by their own personal goals whereas Israeli educational policy includes social justice. Moreover, the centralized Turkish education system poses a hindrance for school principals; therefore, they have difficulty in demonstrating leadership roles and supporting disadvantaged students. Both countries suffer from the absence of resources, though. Kılınç (2014) mentioned the similar implications related to centralized system of Turkey. Findings of the study showed that teachers do not show any leadership behaviours as they may think that there is no need for this without the support by the school principals. The whole authority for conducting the educative activities belongs to the school principals, so teachers may not need to demonstrate these behaviours. Furthermore, TL may not develop because of the top-down management structure in the schools according to the conclusion of the study. Yirci and Karaköse (2010) tried to describe a general outline for the policy of education within the framework of democracy. Based on the literature, they claimed that there is no connection between the policy and practice. Though national education law and regulations, there are numerous deficiencies related to equity, equality, access and the right to education.

The author suggested that the education policy should be renewed in line with the democratic principles and it should be consistent, long term oriented and scientific. Tomul (2009) aimed to illustrate social justice practices in elementary education schools. In the schools, students had low economic status. The restrictions in demonstrating social justice work were limited resources, inadequate knowledge and lack of legal arrangements. That social justice is much related to economic status and it affects student achievement is found in the study. Based on the findings and gaps in the literature, the present study aimed to investigate the relationship between TL and SJL.

2.9 Summary of Literature Review

There is a definite link between TL and SJL, as evidenced by the literature. TL predicts the possible social justice issues in education. The importance of the studies like the present study can be emphasized by Katzenmeyer and Moller (2001). The scholars indicated that conducted research on TL is important to change the norms, structures and practices. Wang (2018) explained that understanding the role of teachers in promoting equity and social justice is crucial, and teachers who are critical thinkers about diversity in the classroom are valuable assets for school administration. However, in the literature, it is hard to come across research investigating the direct relationship between TL and SJL of teachers. According to Furman (2012), studies so far have presented limited information about the real practices and challenges of SJL. There are some implications by some of the studies investigating the relationships between these two leadership roles and various variables related to education. Because of this limitation, this study tries to examine the implications of the studies and open new research avenue related to these two relationship roles of teachers.

In addition to the importance of leadership on social justice of teachers in schools, the literature review indicated that there are some gaps, practices and policy issues regarding TL and SJL. Thus, it can be said that there is a need to focus on the social justice issues by all of the stakeholders.

CHAPTER 3

METHOD

Detailed information in relation to the methodological procedure of the study is provided in the chapter. Firstly, the design is explained in detail and then, research questions are mentioned. Additionally, population, sampling, and participants are elucidated. Besides, data collection instruments are dwelled on in detail. Moreover, data collection procedure and data analysis are mentioned.

3.1 Design of the Study

The study was designed and conducted within the frame of quantitative research inasmuch as the aim of the study, study design and instruments for data collection necessitate this type of research method. In quantitative research studies, the scholar collects numerical data through surveys or experiments, and quantitative research might be used to figure out how factors and results are related (Rutberg & Bouikidis, 2018). Quantitative research analyzes phenomena using a regular and organized approach to accurate measurement (Polit & Beck, 2012). As Creswell (2009) mentioned, quantitative research method is the method of gathering, evaluating, interpreting, and writing the findings of a study. According to Polit and Beck (2012), quantitative research analysis is based on numbers and accuracy. In parallel with the previous one, Martin and Bridgmon (2012) expressed that data can be quantified, the findings can be generalized because of the large sample in general and the findings can be considered representative of the population in quantitative analysis.

As Lee (1992) stated, "… the quantitative approach is objective and relies heavily on statistics and figures…" (p. 88). Quantitative research was the best method as the study deals with the statistics rather than observation or notes. In a larger population to make a generalization about findings, quantitative research method provides the researcher

with general comments about the findings of the study. In the simplest way, quantitative design that deals with numerical data in a formal and systematic research process aims to establish relationships between variables and tries to explain the causes of these relationships (Fraenkel et al., 2012). Moreover, as features of quantitative research, objectivity, generalizability and statistical data can be listed. Thus, the quantitative method of research was found to be the most suitable for this study. Namely, the research question needed to be searched with the help of this method.

Correlational study, which is a quantitative research method was implemented as the present study examined the relationship between teacher leadership (TL) and social justice leadership (SJL) of teachers. Correlational studies aim to investigate the relationship between minimum two variables with no manipulation. According to Simon (2005), when attempting to decide what form of relationship occurs between two or more quantifiable variables, a correlational analysis is the most suitable technique. As Creswell (2009) explains, the qualitative method ensures that researchers gain in-depth knowledge regarding a subject matter about which there is limited empirical or theoretical knowledge; on the other hand, the quantitative correlational method analyses the relationship between variables in accordance with established theory. In a correlational study, the researcher aims to look for association (or relationships) among variables without interference (Walker, 2005). This design is suitable for seeking the relationship among quantitative variables as it is in the present study.

It was aimed to explore how well school variables, individual variables, and expectation and perception variables predict support, critical consciousness, and inclusion dimensions of SJL in the present study. Therefore, it can be said that correlational design was the most suitable approach for evaluating the relationship among mostly quantitative variables without any manipulation based on the purpose of this research.

3.2 Research Question

The research was conducted in order to find out an answer to the following research questions:

- What is the predictive value of teacher leadership for social justice leadership of the teachers working at public schools?
    - How well does the perception of teacher leadership predict the "support" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?
    - How well does the perception of teacher leadership predict the "critical consciousness" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?
    - How well does the perception of teacher leadership predict the "inclusion" dimension of social justice leadership after controlling for the effects of school level variables, individual level variables, and expectation variables?

3.3 Description of the Variables

The operational definitions of the variables are presented below:

Teacher Leadership: This was an independent and continuous variable, which was measured by three dimensions through the Teacher Leadership Scale in the study. The scale consists of 25 items with a five-point-likert type. Based on the scores on the scale, TL was tested with the scores ranging from 1 = Never to 5 = Always. The higher scores on the scale show a stronger perception and expectation of TL, while the lower scores indicate a weaker perception and expectation of TL. The level of measurement was interval. There are three sub-dimensions in both Expectation and Perception part as follows:

Institutional Improvement: It was a continuous independent variable that represents the teacher leader behaviors attributed to a school principal in general. However, in this scale, this dimension becomes a group of behaviors belonging to a teacher (Beycioğlu & Aslan, 2010). This dimension is measured through 9 items and the highest score of a participant can be 45 and the lowest score of a participant can be 9. The higher scores on this dimension represent greater instructional activities of teachers in a school. The level of measurement is interval.

Professional Improvement: It was another continuous independent variable in the study which demonstrates that the professional improvement of a teacher can be a good example for the other teachers and the students (Beycioğlu & Aslan, 2010). In other words, the highest score shows the willingness in professional improvement of teachers. It was measured with 11 items and the highest score obtained can be 55 and the lowest one can be 11. The higher scores to be taken from this dimension suggest higher willingness in professional improvement of teachers. The level of measurement is interval.

Collaboration among Colleagues: It was one of the independent variables in the study. This variable means that a teacher leader should be a leader of other teachers. They guide and lead their colleagues on different issues such as professional and institutional needs (Beycioğlu & Aslan, 2010). It was measured with 5 items and thus, a score of a participant ranges from 5 to 25. Higher scores on this dimension show higher level of collaborative feature of the participants. The level of measurement is interval.

Social Justice Leadership: This variable is a dependent and continuous variable in the study. There are three dimensions that measure SJL with the help of the SJL Scale. The scale comprises 23 items with five-point likert type scale ranging from 1-strongly disagree to 5-strongly agree. The scale begins with a sentence "as a teacher at this school, I…" and finishes a meaningful sentence belonging to SJL. The highest score obtained from the scale indicates that teachers exhibit more SJL behaviors, while the lowest score indicates that these behaviors are relatively low. The level of measurement interval. Three sub-dimensions are as follows:

Support: This is a dependent and continuous variable in the study. This variable means that school principals make an effort so that disadvantaged students can benefit from educational opportunities (Özdemir & Pektaş, 2017). Namely, this variable exists in the Social Justice Leadership Scale for disadvantaged group of students. It was measured with 11 items and the highest score of a participant can be 55 and the lowest score of a participant can be 11. The highest score typifies the greatest support of teachers for disadvantaged students. The level of measurement is interval.

Critical Consciousness: This is one of the dependent and continuous variables in the study. In this variable, according to Brooks and Miles (2006), a social justice leader,

i.e. a school principal has a critical viewpoint against the social justice issues (as cited in Özdemir & Pektaş, 2017). It was measured with 9 items and the highest score of a participant can be 45 whereas the lowest score of a participant can be 9. The highest score acquired in this variable symbolizes the existence of critical consciousness about social justice of teachers. The level of measurement is interval as it is in the other variables.

Inclusion: This is one of the dependent and continuous variables in the study. This variable reflects the right of education of disadvantaged students and attendance of them in decision-making process related to some issues. It was measured with 3 items and the highest score of a participant can be 15 whereas the lowest score of a participant can be 3. As the score that can be taken from this scale increases, importance given to the issue of inclusion by the teachers increases, as well. The level of measurement is interval.

3.4 Sampling

The data were collected from Sivas, Turkey. Sivas is located in the Central Anatolia region and 635,889 citizens live in Sivas (TUIK, 2021). In a correlational design study, it is suggested that sampling should be selected carefully so as to catch the exact relationship between the variables (Fraenkel et al., 2012). To select schools in the study, cluster sampling method was applied because of the existence of a high number of public schools in Sivas. According to Fraenkel et al. (2012), cluster sampling method is more effective when it is hard to choose a random sample of participants and when the population is composed of plenty of clusters (i.e., schools). Thus, cluster sampling for choosing the schools was utilized in this study. For sample selection, first several school districts were chosen in Sivas (viz., Okullar Bölgesi, Yenişehir, Alibaba, İnönü and Eski Stadyum) by applying convenience sampling method. According to the information found in the official website of Sivas Provincial Directorate of National Education, there are 239 public schools at primary, middle and high levels in the center of Sivas Province (MoNE, n.d.). Teachers in all these schools constituted the target population of this study. From these school districts, 47 schools were selected. Thus, teachers working in 47 schools constituted the accessible population of the study. Of these schools, 17 were primary schools, 11 were middle

schools, and 19 were high schools. The data were collected from the volunteer teachers in the selected schools.

3.4.1 Participants

The sample size consisted of 47 schools and 585 teachers. In the selected schools, there were 2093 teachers in total but the researcher could reach 632 teachers and all of them volunteered to attend the study. Yet, 47 forms were removed from the data, as they were incomplete. Based on the suggestions of Hair et al. (2014), when the level of missing data is more than 50 %, the variable or the case must be deleted; however, the researcher should employ the method of "trial and error" if the level of missing data diminishes. Therefore, the sample of the study made up of 585 teachers. In other words, 30.19% of the teachers in the selected schools attended the study, but 27.95% of the population formed the sample of the study.

When the characteristics of the schools were examined, all schools are public schools and they all are located in the city center. Of the data, 22.9% from primary schools, 26.8% from middle schools and 50.3% from high schools were collected. In other words, 17 primary schools, 11 middle schools and 19 high schools attended the study. These participant schools were located in different parts of the city and the characteristics of the students were various. For instance, high schools were involved in the study as six different types of schools in order to have a chance to rise the representativeness and generalizability of the findings of different schools. Six types of high schools included: 3 regular high schools, 7 Anatolian high schools, 5 technical-vocational schools, 1 fine arts high school, 1 science high school, and 2 religious vocational high schools. These schools have higher numbers of teachers compared to the other schools in the city. In this way, data may become more representative in a school and the data collection process may become easier. The sampled schools' sizes showed variation in terms of teacher number, which ranged from 81-90 (2.7%) to 118 (7.5%). In terms of student size, the number ranged from 524 (1%) to 1611 (7.5%). Table 3.1 depicts the major characteristics of the selected schools.

Table 3.1

Characteristics of the Selected Schools

Variables	Frequency	Percent (%)	*M*	*SD*	*Min*	*Max*
School Level						
Primary	134	22.9				
Middle	157	26.8				
High	294	50.3				
Teacher Size			49.40	28.87	6	118
1-50	380	65.5				
51-100	160	27.4				
101 >	45	7.7				
Student Size			656.9	267.24	98	1643
1-500	201	35.2				
501-1000	293	32				
1001>	76	13				

N = 585

In the sample, participants were mostly female (*N* = 297, 50.8%). There was a variety in the ages of the participant teachers but mean of the age of the participants was 40.31 (min. 21, max.63). Moreover, participant teachers mostly graduated from Faculty of Education (88.2%) while 11.8% graduated from other departments such as business administration, tourism, engineering and so on (11.8%). In terms of teaching experience, there is a variety among the participants. There are both experienced and

inexperienced teachers working in these schools and this situation makes the data diversified. The highest percentage of the data was collected from teachers who have been working for 20 years (7.4%) while the lowest percentage of the data was collected from teachers having worked for 40 and 43 years (0.2%). Newly recruited teachers make up 0.7% of the data. Teaching experience was within the range of 0 (month) and 43 (M = 16.47, SD = 8.57). Teachers having been in at least one administrative duty existing as a variable in the data analysis constitute 19% of the data while teachers not having been in any administrative duty account for 81% of the data. Demographic characteristics of the participants were presented in Table 3.2.

Table 3.2

Demographic Characteristics of the Participants

	Primary School			Middle School			High School		
	f	*M*	*SD*	*f*	*M*	*SD*	*f*	*M*	*SD*
Gender									
Male	68			94			126		
Female	66			63			168		
Age		43.29	9.12		38.09	7.69		40.14	8.05
Experience		19.74	9.29		14.33	7.44		16.13	8.39
Inservice Training									
Yes	126			139			270		
No	8			18			24		
Admin Duty									
Principal	24			4			3		
Vice Principal	8			21			37		
Both	6			1			7		
None	96			131			247		

N = 585

3.5 Data Collection Instruments

Two scales were utilized to search the relationship between TL and SJL of teachers and to collect the data. One of them was "Teacher Leadership Scale" belonging to Beycioğlu and Aslan (2010). The other one was "Social Justice Leadership Scale" developed by Özdemir and Pektaş (2017). Besides, demographic information forms were distributed with the scales in order to get information in relation to the participants. The demographic information form comprised of some personal questions such as gender, age, teaching experience, and so on. Moreover, there were some questions related to the selected schools such as the number of teachers and type of the school etc.

3.5.1 Teacher Leadership Scale

This scale was developed by Beycioğlu and Aslan (2010) to investigate the perceptions and expectations of teachers and administrators on TL. Initial version of the scale included 29 items. Based on the initial exploratory factor analysis results presented by the developers of the scale, 4 items were eliminated because of either having factor loadings lower than ".40" or being cross loading items. After the elimination of 4 items not meeting the criteria, repeated analyses showed that the ultimate scale included 25 items. Cronbach's Alpha values suggest that the scale was highly reliable ($\alpha > 0.80$). The dimensions of the scale were reliable, as well. For the expectation dimension of the scale, the reliability as follows: institutional improvement: $\alpha > 0.79$, professional development: $\alpha > 0.86$ and collaboration among colleagues*:* $\alpha > 0.89$ and for the perception dimension of the scale, reliability of the dimensions are institutional improvement: $\alpha > 0.87$, professional development: $\alpha > 0.87$ and collaboration among colleagues*:* $\alpha > 0.92$. Moreover, test-retest reliability scores were computed and Pearson correlation coefficient was found as $r = 80$ for expectation dimension and $r = 87$ for perception dimension.

The instrument utilized a 5-point likert scale ranging from always to never ("1 = Never", "2 = Rarely", "3 = Sometimes", "4 = Frequently", "5 = Always"). In the scale, perception and expectation were measured with the same items. That is, participants were requested to rate each question twice by considering the displayed actions (perception) and expected actions (expectation) separately. There are three dimensions

in Perception and Expectation scales: Institutional Improvement, Professional Improvement and Collaboration among Colleagues. In “Institutional Improvement”, the aim was to measure the tendency of teachers to administrative roles that are assigned to school principals in general. In “Professional Improvement”, measurement was about professional improvement of teacher leaders and their contribution to their colleagues and students. In the last dimension, the goal of the items was about measuring the collaborative roles of teachers. The first has 9 items, the second one has 11 items, and the last one has 5 items in total. Some sample items for each dimension are displayed in Table 3.3.

Table 3.3

Teacher Leadership Sample Items

Institutional Improvement	✓ Willing to make contact with institutions and persons in order to provide resources to the school. ✓ Willing to participate in works aimed at improving the school.
Professional Improvement	✓ Being a model in fostering teaching activities that are participatory and sharing. ✓ Acting in a “participatory” manner in the solution of problems related to the school.
Collaboration among Colleagues	✓ Exerting effort to improve colleagues’ professional development. ✓ Informing colleagues about the up-to-date developments regarding their fields.

3.5.2 Social Justice Leadership Scale

The scale was developed by Özdemir and Pektaş (2017) with the aim of measuring school principals’ leadership behaviors for social justice based on teachers’ point of

views. Initial version of the scale included 24 items. The 8th item of the scale was excluded from the analysis because it gave a similar load to the first and second factors, and the EFA was repeated. The EFA results showed a three-dimensional scale with 23 items. Following EFA, CFA was performed and confirmed the three-factor structure yielded by the EFA with a good fitting model. The reliability scores (Cronbach's Alpha) reported by the scale developers were high to be .95, .96, and .87 for support, critical consciousness, and inclusion respectively. The scale consists of Support, Critical Consciousness and Inclusion as three dimensions. In "Support" dimension, the aim was to measure effort of supporting disadvantaged students with the help of financial and human resources by school leaders. In "Critical Consciousness", the aim was to measure the level of critical consciousness about differences of school leaders and effort to transfer this consciousness to the students. In "Inclusion", measurement was about school leaders' tendency to provide the students to have equal opportunities. The first has 11 items, the second one has 9 items, and the last one has 3 items in total. The scale utilized a 5-point Likert scale ranging from 1-strongly disagree to 5-strongly agree.

The scale was used in a different way in this study. The scale items initially designed for school principals were revised to be used by teachers. At the beginning of the items, there was a sentence "at this school, school principal …" and teachers were able to evaluate the SJL roles of school principals. However, in this study, the same items were used for SJL roles of teachers. After getting permission from the authors for the use of scale for teachers, expert opinion was consulted and all items were appropriate for use in that way. Thus, in the study, the items begin with a sentence "as a teacher at this school, I …" and finish a meaningful sentence belonging to SJL. In other words, teachers can evaluate themselves in terms of SJL. The sample items for each dimension of the scale can be seen in Table 3.4.

Table 3.4

Social Justice Leadership Sample Items

Support	✓ I create equal opportunities in school in order to fulfil the desires of the students.
	✓ I exert effort to increase the success of students with low success level.
Critical Consciousness	✓ I am open to criticism.
	✓ I encourage students to be open-minded.
Inclusion	✓ I take into account the opinions of students while determining elective courses.
	✓ I take into account the opinions of students while determining school rules.

3.6 Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is a statistical process for determining whether or not variables accurately reflect constructs. In the study, three Confirmatory Factor Analyses were employed in total. However, before running the analyses, assumptions for each scale were checked. Sample size and missing data, normality, outliers, linearity, homoscedasticity and multicollinearity are the assumptions of CFA (Kline, 2011). Firstly, assumptions were controlled and then CFA was conducted for each scale employed in the study with the help of AMOS 18 Software Package. To interpret the results of CFA, fit indexes as Root Mean Square of Error of Approximation (RMSEA), The Bentler Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Standardized Root Mean Square Residual (SRMR) were used with model chi-square (χ^2).

In terms of missing data, the data set should be re-checked and decided if there is any missing data or incorrect values. With the recommendation Kline (2011), conducting CFA needs minimum 200 participants (Kline, 2011). In order to fulfil this assumption, enough number of participants attended this study (N = 585) and there were no missing values.

After that, univariate normality assumption was checked with the help of the inspection of skewness and kurtosis values, tests of normality (Kolmogorov-Smirnov and Shapiro-Wilk), histograms, Q-Q plots, and box-plots (Kline, 2011).

According to Tabachnick and Fidell (2007), "univariate outliers are cases with an extreme value on one variable; multivariate outliers are cases with an unusual combination of scores on two or more variables" (p. 75). For univariate outliers, standardized z-scores were controlled and cases exceeding recommended value of 3.29 (p < .001, two-tailed test) by Tabachnick and Fidell (2007) were assumed as outliers. Moreover, Cook's Distance and standardized DFBeta values were checked, whether any outliers exist was determined according to cut-off values of Cook's D (values are higher than 1 indicate outliers) and DFBeta (values are higher than 1 indicate outliers). In the event of the presence of outliers, two different data sets were comprised with outliers and with no outliers and through running the analysis with both versions of the data, it was determined whether these outliers should be kept in dataset or not.

Multivariate outliers were detected with the help of Mahalanobis distance values based on critical chi-square table. Multivariate outliers were not eliminated from the data, as well. In addition to this, for multivariate normality checks, Mardia's tests needed to be run. In the case of violation, bootstrapping was implemented (Bollen & Stine, 1992), and the model was tested with 2000 bootstrap samples. Bootstrapping is a resampling strategy that implies the original sample represents the entire population (Nevitt & Hancock, 2001). From this population, several subsamples of the same size as the parent sample are drawn at random, with substitution. These subsamples are then used to conduct empirical research into the uncertainty of parameter estimates and fit indexes. (Byrne, 2001).

Linearity and homoscedasticity assumptions were controlled via examination of bivariate scatter plots. Bivariate correlations are checked for multicollinearity of the

variables and then, squared multiple correlations (R^2), tolerances (1- R^2), and variance inflation factors (VIF) [1/ (1- R^2)] were also checked (Kline, 2011). The criteria for multiple correlations is being higher than .90, for tolerances is being less than .10 and for VIF is being higher than .10 (Kline, 2011).

Multicollinearity problems emerge at higher correlations (.90 and higher) (Tabachnick and Fidell, 2007). By examining the bivariate correlations, multicollinearity assumption can be checked. For the validation of the multicollinearity assumption, tolerance values should be .20 or greater than .20 and VIF values should be smaller than 4 (Tabachnick & Fidell, 2007; Hair et al., 2014) or can be 5 or less (Menard, 1995). The cut points of the fit indexes are examined to understand the results. According to Kline (2011), chi-square should be small and non-significant in the perfect fit. RMSEA values show the comparison of the sample statistics to the population and the fit of current data to the population. A good fit can be named with a value of RMSEA less than .06 and another cut-off value by Browne and Cudeck (1992) is as RMSEA < .05 indicating good fit, and RMSEA < .08 indicating reasonable fit. RMSEA values that are between .08 and .10 remarks mediocre fit whereas values that are above .10 indicate bad fit (MacCallum, et al., 1996). In terms of confidence intervals, the cut-off scores should rank between lower bound of CI ≤ .05 and upper bound of CI ≤ .10 (Kline, 2011). Additionally, AMOS calculates the closeness of fit (PCLOSE) and this value should be non-significant, $P_{Close} > .05$. According to Hu and Bentler (1999), CFI and TLI values should range from 0 to 1 and cut-off value is .95; in addition, .90 is acceptable (p. 27). In terms of SRMR values, Kline (2011) suggests that it should be less than .10 and even it is acceptable, but Hu and Bentler (1999) offers a value less than .08.

3.6.1 Confirmatory Factor Analysis of Social Justice Leadership Scale

3.6.1.1 Assumption Checks for Confirmatory Factor Analysis of Social Justice Leadership Scale

At the first step, aforementioned Confirmatory Factor Analysis (CFA) assumptions were controlled. When the values and figures were examined, to some extent, there was a violation especially in terms of histograms and skewness and kurtosis values.

For multivariate normality check, the results of Mardia's test was significant (p =.00) and the assumption was violated. Therefore, bootstrapping was employed and the model was tested by using 2000 bootstrap samples.

Z-scores were computed for all of the variables to determine the univariate outliers and some violations were detected. Then, for multivariate outliers, Mahalanobis distances were computed and 35 outliers were detected at the critical $\chi 2$ = 51.175 for df = 24, p < .001. When Cook's Distance and standardized DFBeta values were checked, no outliers were noticed according to cut-off values of Cook's D and DFBeta. As a result, two different data sets were created. One of them is with outliers and the other one is with no outliers, and CFA was performed with each of those data sets. The results were examined and compared. It was noticed that there was no radical difference; therefore, the outliers were not eliminated and were kept in the data set.

Bivariate scatter plots were examined for the fulfilment of the linearity and homoscedasticity assumptions. Scatter plots demonstrated that bivariate relationships depart little from linearity and homoscedasticity that recommended the validation of these assumptions. In terms of multicollinearity of the variables, first bivariate correlations were checked. There was no correlation exceeding .90. Moreover, VIF and tolerance values were checked. VIF values were between 1.54 and 3.01, and tolerance values were between .31 and .65, suggesting that multicollinearity assumption was not violated.

3.6.1.2 Results for Confirmatory Factor Analysis of Social Justice Leadership Scale

The three-dimensional structure with 23 items suggested by Özdemir and Pektaş (2017) was tested for SJLQ. The initial CFA results showed a poor fitting model (χ^2 (227) = 932.85, p < .05, *CFI* = .89, *TLI* = .88, *RMSEA* = .073 [90% CI = .068, .078], P_{Close} < .05, and *SRMR* = .0564). Thus, as Arbuckle and Wothke (1999) suggested, modification indices were controlled and error covariances were added between the errors of items 2 and 3 (e7-e8) belonging to support dimension; 2 and 3 (e1-e10) belonging to support dimension; 13 and 14 (e20-e21) belonging to critical

consciousness dimension in three steps. The model was tested after each error covariance was added. After the inclusion of three error covariances, the final model showed a mediocre to good fit with improved fit indices ($\chi^2(224) = 700.71$, $p < .001$, *CFI* = .93, *TLI* = .92, *RMSEA* = .06 [90% CI = .055, .065], $P_{Close} < .05$, and *SRMR* = .05). The lowest and the highest standardized regression weights were controlled; the values ranged from .45 to .84. All standardized estimates were above .40 and all were significant. Moreover, the reliabilities of the scale dimensions were computed with the Cronbach Alpha values and the results put forward high internal consistency with the values of support α = .86, critical consciousness α = .91, inclusion α = .78 (see Figure 3.1).

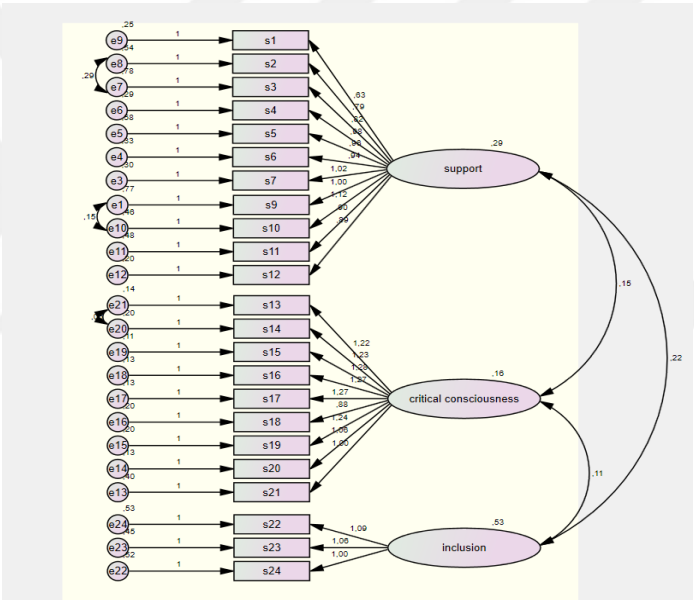


Figure 3.1. *Path Diagram belonging to SJLQ*

3.6.2 Confirmatory Factor Analysis of Teacher Leadership Scale

3.6.2.1 Assumption Checks for Confirmatory Factor Analysis of Expectation Part in Teacher Leadership Scale

The same assumption check process was conducted as it is in the Social Justice Leadership Scale. To check univariate normality assumption, skewness and kurtosis values, Kolmogorov-Smirnov and Shapiro-Wilk and histogram were checked. Some

of the skewness and kurtosis values and visual inspection of the histogram showed violation. In addition, all Kolmogorov-Smirnov and Shapiro-Wilk values were significant, which suggested that the data deviated from normality. For multivariate normality checks, Mardia's test was also performed and the results indicated the violation of the assumption (p = .00). Thus, bootstrapping was applied and the model was tested with 2000 bootstrapped samples.

After that, univariate outliers were checked and z-scores were computed for all variables and a few violations were detected. For multivariate outliers, Mahalanobis distances were computed and 47 outliers were detected (critical χ^2 (25) = 52.62, p < .05). When Cook's Distance and DFBeta values were checked, no outliers were noticed. Thus, two different data sets were constituted as with outliers and with no outliers. For each data set, one analysis was performed. According to the results, no radical difference existed between these two data sets. As a result, outliers were not removed from the data set.

Bivariate scatter plots were inspected for the fulfilment of the linearity and homoscedasticity assumptions and a bit deviation was noticed by virtue of random scatter plots. Besides, bivariate correlations were assessed with regard to multicollinearity of the variables. No correlation exceeding .90 was detected and then, VIF and tolerance values were explored. In the analysis, VIF values ranged from 1.46 to 3.64 whereas tolerance values were .28 and .69. Based on the cut-off values, the criteria were fulfilled. Hereupon, all assumptions were fulfilled and multicollinearity assumption was not violated.

3.6.2.2 Results for Confirmatory Factor Analysis of Expectation Part in Teacher Leadership Scale

Three-factor structure was tested for expectation part of TLQ. The initial model showed a poor fit (χ^2 (272) = 1609.39, p < .05, *CFI* = .87, *TLI* = .85, *RMSEA* = .092 [90% CI = .087, .096], P_{Close} < .05, and *SRMR* = .0628). Then, modification indices were controlled, and error covariances were added between the errors of items 7 and 6 (e8-e9), 9 and 8 (e6-e7), 14 and 13 (e3-e4) belonging to institutional development dimension; 12 and 10 (e19-e20), 18 and 17 (e17-e18), 24 and 19 (e11-e16), 24 and 23

(e11-e12), 25 and 24 (e10-e11) belonging to professional development dimension in eight steps.

The model was re-run after each error covariance and the final model showed an acceptable fit with improved fit indices ($\chi^2(264) = 1129.1$, $p < .001$, *CFI* = .91, *TLI* = .90, *RMSEA* = .075 [90% CI = .070, .075], $P_{Close} < .05$, and *SRMR* = .056). The lowest standardized regression weights value was .44 and the highest standardized regression weights value was .87, and they were all significant. The Cronbach Alpha coefficients computed for each dimension indicated a good reliability: institutional development α = .91, professional development α = .94, collaboration among colleagues α = .83 as can be seen in Figure 3.2.

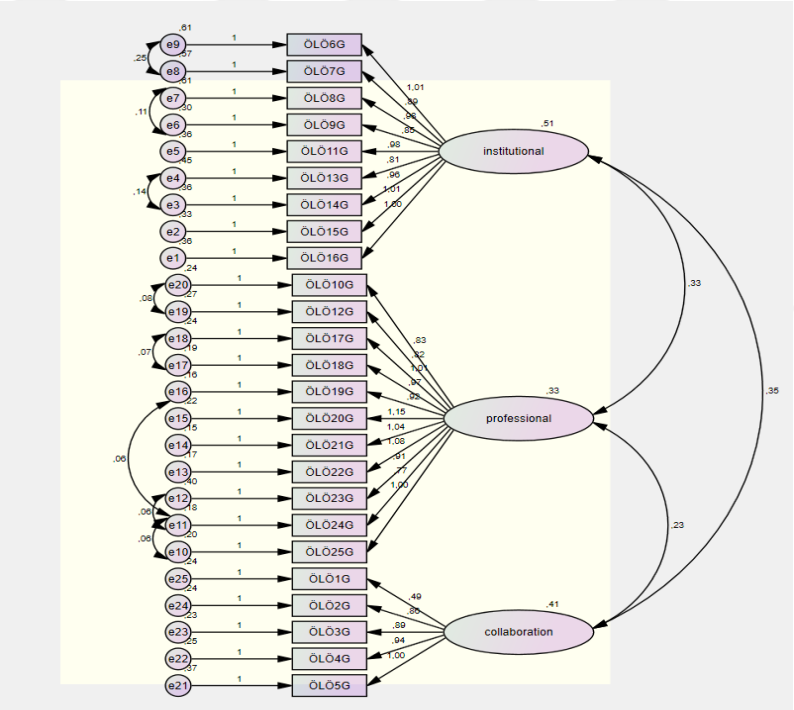


Figure 3.2 *Path Diagram belonging to Expectation in TLQ*

3.6.3 Confirmatory Factor Analysis of Teacher Leadership Scale

3.6.3.1 Assumption Check for Confirmatory Factor Analysis of Perception Part in Teacher Leadership Scale

Before moving on to the CFA, checks of the related assumptions were completed. Firstly, univariate normality and multivariate assumption checks were applied with the help of skewness and kurtosis values, tests of normality (Kolmogorov-Smirnov and Shapiro-Wilk), histograms, Q-Q plots, and box-plots. When the values and figures were scanned, to some extent, there was a violation especially in terms of histograms and skewness and kurtosis values.

Additionally, Mardia's test was performed and the test results indicated that multivariate normality assumption was violated (p =.00). In order to obviate the violation, bootstrapping was employed and the model was tested with 2000 bootstrap samples.

To detect the univariate outliers, z-scores were computed for all of the variables and some violation was detected. Then, for multivariate outliers, Mahalanobis distances were computed and 43 outliers were detected: the critical χ^2 value was 52.620 for df = 25, $p < .001$. In terms of Cook's Distance and DFBeta values, no outliers were observed. By taking the outliers into account, two different data sets were created with the outliers and with no outliers. CFA was performed with each of them. The results were compared, and the outliers were not eliminated from the data set, as there wasn't a noteworthy difference between the results.

By examining the bivariate scatter plots, assumptions of linearity and homoscedasticity were controlled. Several scatter plots that led to some deviation were noticed, so it can be said that this assumption deviated little. Any VIF value exceeding .90 and any tolerance value being lower than .10 were not seen in the results and also, VIF values were between 1.73 and 3.94. Moreover, tolerance values ranged from .25 to .58. Thus, multicollinearity assumption was not violated.

3.6.3.2 Results for Confirmatory Factor Analysis of Perception Part in Teacher Leadership Scale

Three-factor structure of the perception part of TLQ was tested through CFA. The results of the initial analysis showed a poorly fitting model (χ^2 (272) = 1568.159, p < .05, *CFI* = .87, *TLI* = .86, *RMSEA* = .09 [90% CI = .086, .095], P_{Close} < .05, and *SRMR* = .0652). As Arbuckle and Wothke (1999) recommended, modification indices were controlled. After that, error covariances were added between the errors of items 6 and 7 (e8-e9), 15 and 9 (e2-e6) belonging to institutional development dimension; 12 and 10 (e19-e20), 18 and 17 (e17-e18), 24 and 19 (e11-e16), 24 and 23 (e11-e12), 25 and 24 (e10-e11), 22 and 21 (e13-e14) belonging to professional development dimension in eight steps. CFA findings showed a better fitting model with the aid of these error covariances.

After adding each error covariance, the model was rerun. The final model revealed an acceptable fit with better fit indices (χ^2(264) = 1125.8, p < .05, *CFI* = .91, *TLI* = .90, *RMSEA* = .075 [90% CI = .070, .075], P_{Close} < .05, and *SRMR* = .059). The standardized regression weights were all significant and ranged from the lowest value of .523 to the highest value of .861. The internal consistency of the scale was provided through calculating Cronbach's alpha coefficients. The results revealed good reliability by yielding the values: institutional development α = .89, professional development α = .94, collaboration among colleagues α = .87. Figure 3.3 presents the path diagram for Perception in Teacher Leadership Scale.

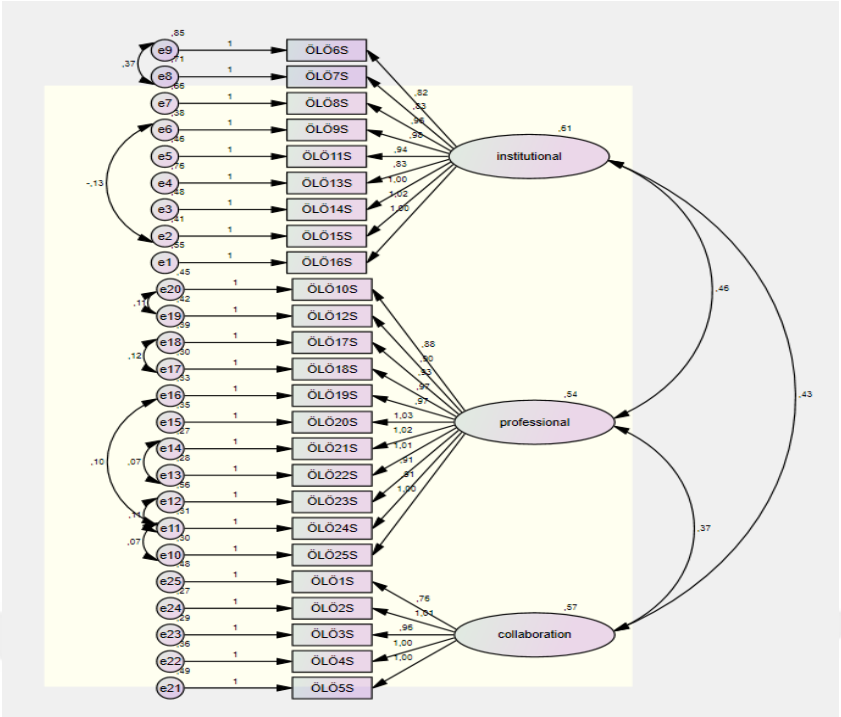


Figure 3.3 *Path Diagram belonging to Perception in TLQ*

3.7 Data Collection Procedure

The data was collected via scales mentioned above through their administration to the teachers working in primary, middle, and high school level public schools in Sivas. Before starting data collection, necessary permissions were gotten from the Middle East Technical University Human Subjects Ethics Committee (see Appendix A) and subsequently Sivas Provincial Directorate of National Education (see Appendix B). The researcher conducted data collection by visiting schools and meeting the volunteer teachers face-to-face. Firstly, teachers were informed in relation to the study and then, consent forms (see Appendix C) were distributed and signed by the voluntary ones. The participants' anonymity and confidentiality were assured and they were informed about their right to give up answering the questions whenever they want. Then, the participants filled the demographic information forms and the two scales. There were no questions in the measurement tool that have the potential to reveal their identities. The data was collected in October- December 2019.

3.8 Data Analysis

In the analysis process, data cleaning was performed and whether there is missing data was checked by the researcher. After that, both descriptive statistics and inferential statistics were employed to analyze the data in the study. These analyses were run by the software SPSS 25. For the demographic information of the participants such as gender, age, experience, marital status, student and teacher numbers in a school etc., descriptive statistics of frequencies, means, and standard deviations were calculated. Before the main analyses, Confirmatory Factory Analyses were conducted to confirm the factor structures of the scales for the sample of the current study with the help of Software AMOS 18 Software Package. As the study investigates how well TL dimensions predict SJL dimensions after controlling for the effects of school level variables, individual level variables, and expectation variables, hierarchical regression analyses were employed. Beforehand, assumptions for regression were validated. While analyzing the results, alpha level was set as .017 inasmuch as Bonferroni Correction was applied as three separate hierarchical regression analyses were conducted.

3.9 Limitations

There are various limitations regarding sampling, data collection procedure and the participants' characteristics of the study worth mentioning. First, scales were developed by other researchers and the goal of the data collection tools may not be one-size-fits-all. Related to finding the real answers from the participants, limitation glitters in the questions of scales. There is a certain type of questions and whether the answers reflect the reality cannot be controlled by the researcher although the questionnaires were administered face to face. This type of data collection tool might be filled randomly, so the use of the tool is risky. Additionally, data were collected in a city and schools affiliated to Ministry of National Education and making generalization of the study results can be done only for this population.

In quantitative studies, data were presented in terms of scores (Fraenkel et al., 2012). Interpretation and output belong to numerical data rather than observation, notes and quotes by the participants. Therefore, no observation or interview was conducted

during the process. Resulting from the research method that is not totally limitation, the findings would be different in a qualitative or mixed method of research.

In the study, TL and SJL were measured with the help of scale items. Whether there is a relationship among the variables were checked only. However, there is a lack of background information related to some factors such as school, school conditions, school administration and teachers. No previous research was conducted to gather information from the participants in terms of social justice issues. Whether leadership is supported and how social justice is defined and the importance of social justice in the schools have not been known. Additionally, research related to SJL in Turkey is rare (Kondakci et al., 2021). Moreover, as Gülbahar (2017) stated, it can be assumed as a limitation that there is lack of research searching TL in the literature defining difficulties and putting clear relationships among the existing study results. In addition to this, concepts were investigated only from the teacher perspective. Therefore, there is a need for understanding of the perception and implementation.

Moreover, history threat in internal validity was a limitation for the study. For instance, out of 239 schools, 47 schools were visited and enough data was collected in three months and the COVID-19 pandemic emerged. The researcher could not go on collecting much more data but face-to-face process could not continue because of the pandemic. Much more data would be added into the dataset if COVID-19 pandemic restrictions had not emerged. In this way, larger sample size may become an advantage for the study against external validity. Cluster random sampling for selecting the schools and convenience sampling method for selecting the school districts were applied. Cluster random sampling was a disadvantage in terms of generalizability; however, these schools are located in different regions and they have different features and educational conditions; therefore, it enhances the generalizability of the results and with enough data, the researcher tried to enable the validity in the study. In other words, it gives a chance to the researcher to acquire general and various data. However, from a different perspective, different school settings and different conditions may be a threat to the internal validity. It was impossible to conduct each scale in the same data collection conditions and this may lead to changes in the responses of the participants. However, the researcher was there in order to respond the questions of the participants and the researcher hindered the interaction among the participants

during the process. Furthermore, majority of the scales were filled during the breaks that mean limited time for the participants. Although break time is enough to fill the scales, this may not be enough for some participants.

Most of the participants have a bias against the term of social justice which includes politics and even some of them indicated they do not know what it means as a concept and they refused to join the research process. Additionally, some of the participants were distracted by the questions that investigate the TL practices from two different perspectives. It was a hesitation for them to choose the items from the scales that is nonmatching with their implementation of the items in real life. In other words, the title of the study made the participants choose the items that are appealing to them. Moreover, social justice can be perceived as socioeconomic status of the students by the stakeholders in schools; however, it refers to many more components than financial issues. Therefore, the results may be biased as referred to selection bias in research because of the sampling and selection of the participants. These situations gave rise to problems in the data collection process. The abovementioned issues and problems faced might have an impact on the study findings.

CHAPTER 4

RESULTS

This chapter presents descriptive statistics results of and bivariate correlations among study variables, along with the hierarchical multiple regression results for all dependent variables.

4.1. Descriptive Statistics and Intercorrelations

Means, standard deviations and inter-correlations for continuous variables explored in this study were calculated and shown in Table 4.1. As can be seen from the table, the average of the student size was 656 (M = 656, SD = 367.24). A teacher in the sample had 16-year-experience in average (M = 16.47, SD = 8.57). Among the expectation variables of TL, the highest mean belonged to expectation in professional improvement (M = 3.55, SD = .57). Then came expectation in collaboration (M = 3.48, SD = .58) and expectation in institutional improvement (M = 3.17, SD = .72) respectively. In terms of perception dimensions of TL, perception in professional improvement (M = 3.15, SD = .74) had the highest values as it was in expectation dimension, as well. And then, perception in collaboration (M = 3.04, SD = .76) came to the second place and finally perception in institutional improvement (M = 2.56, SD = .77). Among the dimensions of SJL, the mean scores could be ordered as critical consciousness (M = 3.59, SD = .48), support (M = 3.13, SD = .54) and inclusion (M = 2.94, SD = .87) from the highest to the lowest. Namely, critical consciousness predominated compared to the other variables.

Bivariate correlations indicated that there were significant and positive correlations between the independent variables (predictor) and dependent variables (outcome) of the study except for number of the students and teaching experience (Table 4.1). For the positive correlations, coefficients values ranged between low (< .20) and high (>

.70) correlations. Specifically, the variable of number of the students had significant negative relationships with institutional expectation, institutional perception and support dimension of social justice. On the other hand, teaching experience only had one significant relationship with collaboration perception. In other words, student size had an inverse relationship with the institutional development and support by teachers. Moreover, it can be said that teaching experience might contribute collaboration of the teachers.

Table 4.1

Means, standard deviations, and inter-correlations

Variable	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11
1. Number of the students	656.90	367.24	-	-.07	-.13**	-.11**	-.07	-.12**	-.07	-.04	-.16**	-.09	-.11
2. Teaching Experience	16.47	8.57		-	-.04	-.06	.02	.09	.04	.11**	.10	.01	.08
3. Expectation Institutional	3.17	.72			-	.71**	.69**	.48**	.27**	.26**	.32**	.26**	.19**
4. Expectation Professional	3.55	.57				-	.56**	.30**	.44**	.23**	.23**	.34**	.13**
5. Expectation Collaboration	3.48	.58					-	.41**	.34**	.50**	.32**	.25**	.18**
6. Perception Institutional	2.56	.77						-	.69**	.68**	.48**	.21**	.33**
7. Perception Professional	3.15	.74							-	.61**	.35**	.30**	.22**
8. Perception Collaboration	3.04	.76								-	.35**	.21**	.23**
9. Support	3.13	.54									-	.55**	.47**
10. Critical Consciousness	3.59	.48										-	.34**
11. Inclusion	2.94	.87											-

**$p<0.01$

4.2 Hierarchical Multiple Regression Analysis

In order to investigate the roles of TL variables in predicting SJL variables after controlling for the effects of school and individual level variables, hierarchical multiple regression analysis was applied in the study. The study was interested in testing statistical hypotheses and sequentially analyzing the effect of multiple predictor variables, so that the relative value of a predictor can be measured on the basis of how much it contributes to a criterion's estimation, beyond what other significant predictors can account for (Petrocelli, 2003). In sequential (sometimes referred to as hierarchical) multiple regression, the researcher prioritizes IVs before evaluating their contributions to the DV forecast (Tabachnick & Fidell, 2007). Moreover, as more than one independent variable (IV) are assigned step by step and their unique importance is evaluated by the researcher, hierarchical multiple regression analysis is conducted by assessing each independent variable (IV) with regard to what it contributes to the equation (Tabachnick & Fidell, 2007).

"If the several dependent variables are nonmetric, then they can be transformed through dummy variable coding (0-1)…" (Hair et al., 2014, p.14). As trichotomous school level and dichotomous administrative duty variables were categorical, dummy coding was employed in the study. School level comprised of three categories, primary, secondary and high. In the first dummy coding, high school was taken as a reference category (HS=0). In the second dummy coding, the participants who took in charge in administration so far and those who did not were compared. As participants who had not taken a role in administration so far constituted the majority, it was taken a reference category (none=0, addum=1). In a similar vein, "0" was given to female and "1" was given to male in the gender category (F=0, M=1).

To put it in a nutshell, individual variables and school variables in demographic part, expectation and perception sub-dimensions of TL were categorized as four groups of predictors (independent variables). All of these independent variables predicted three different sub-dimensions of SJL as outcome (dependent) variables, which were support, critical consciousness, and inclusion respectively in three different hierarchical multiple regression analyses.

In step 1, dummy school type and number of students as school variables were entered and gender, teaching experience and dummy administrative duty as participant variables were entered in the 2nd step. In Step 3, "expectation" level of TL dimensions (institutional improvement, professional improvement & collaboration among colleagues) was added. In the last step, "perception" level of TL dimensions (institutional improvement, professional improvement and collaboration among colleagues) was entered into the regression model.

As the analysis comprises three hierarchical regression analyses, Bonferroni correction was performed and alpha level was determined as .017 (.05/3). Bonferroni correction is an adjustment made to *p* values when, on a single data set, multiple dependent or independent statistical tests are conducted simultaneously (Napierala, 2012).

4.2.1 Assumptions of Hierarchical Multiple Regression Analysis

"The assumption of multivariate normality can be partially checked by examining the normality, linearity, and homoscedasticity of individual variables or through examination of residuals in analyses involving prediction" (Tabachnick & Fidell, 2007, p. 78). Before running the analyses, the assumptions such as normality, linearity and homoscedasticity of residuals, absence of outliers, absence of multicollinearity and independence of errors were checked. Assumption checks were perseverated in each regression analysis and the same cut-off values of the assumptions were based.

4.2.1.1 Assumption Checks for the First Dependent Variable of "Support"

For the first dependent variable of "support", outliers in the analysis were checked by looking at the results of histogram, P-P plots for univariate outliers, Mahalanobis Distance, Leverage, Cook's Distance, DFBeta for multivariate outliers in the first step. In terms of Mahalanobis Distance values, as Johnson and Wichern (2002) stated, normally distributed observations are transformed into probabilities by using the chi-square ($\chi 2$) probability density function, and the calculated distance values are compared with the $\chi 2$ table value and outlier observations are determined (as cited in Esen & Timor, 2019). When the dataset values and $\chi 2$ value at $p = 0.001$ in the table were compared, 13 outliers which were higher than the normal value were detected. After that, leverage values were checked. While Leverage is related to the Mahalanobis

Distance, it is calculated on a different scale so that significant tests are not applied based on a $\chi 2$ distribution (Tabachnick & Fidell, 2007). With using the formula of it "3(k-1)/n where k stands for number of IVs" (Stevens, 2009), values on the SPSS output were checked and the same 13 outliers were detected one more time. "…when a case is deleted; cases with influence scores larger than 1.00 are suspected of being outliers. Measures of influence are variations of Cook's distance and are identified in output as Cook's distance…" (Tabachnick & Fidell, 2007, p. 75). When Cook's Distance (values are higher than 1 indicate outliers) and DFBeta values (values are higher than 1 or 2 indicate outliers) were checked and there was no outlier in terms of these two tests. Analysis was run with the data that have outliers and no outliers, and the results were compared. It was seen that there was no radical change between these two results. Thus, outliers were not eliminated from the data.

In the other dependent variables' assumption checks, the same 13 outliers were detected according to the Mahalanobis Distance, Leverage, Cook's Distance, DFBeta values and for each dependent variable, the analysis was run with the data that had outliers and no outliers, the results were compared and no radical change was not seen in all analyses. Therefore, during further analyses, no outlier was not eliminated from the data.

To validate normality of residuals assumption, histogram and P-P plot of residuals were checked. Visual inspection of histogram and P-P plot suggested that the assumption was met (see Figure 4.1 and Figure 4.2).

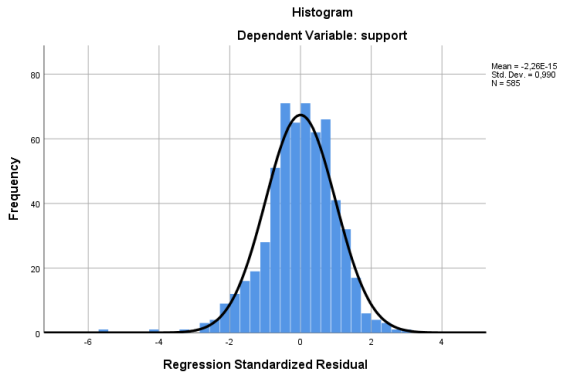


Figure 4.1 *Histogram for "support" dimension*

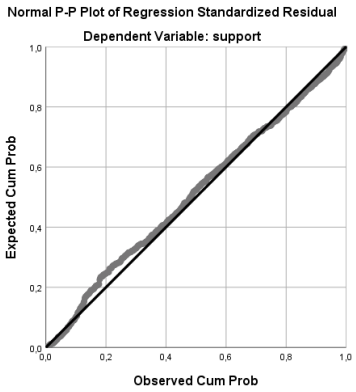


Figure 4.2 *P-P Plot for "support" dimension*

In order to verify homoscedasticity and linearity of the residuals assumption, scatter plots were checked. According to Tabachnick and Fidell (2007), if nonlinearity exists, the form of the scatter plot is curved rather than a rectangular shape. When both variables are distributed normally and are connected in a linear fashion, then the shape of the scatterplot is oval (Tabachnick & Fidell, 2007). After the visual examination of the scatter plot, it was concluded that the assumption was fulfilled.

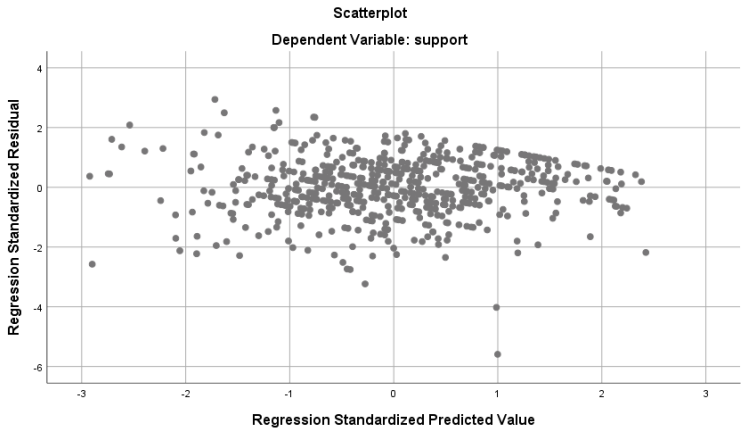


Figure 4.3 *Scatter Plot for "support" dimension*

According to Tabachnick and Fidell (2007), "the statistical problems created by singularity and multicollinearity occur at much higher correlations (.90 and higher)" (p. 90). In that, there was no violation of assumption of multicollinearity when the bivariate correlations were checked. Moreover, following the suggestions made by Tabachnick and Fidell (2007) and Hair et al. (2014), tolerance and VIF values were evaluated to ensure that multicollinearity assumption was not violated. For the validation of the assumption, the value for tolerance should be greater than .20 and VIF should be smaller than 4. Menard (1995), however, suggested that values of .20 or greater for tolerance (1/VIF) and values 5 or less for VIF would not be a problem. In the study, tolerance values were between 0.24 and 0.93; VIF values were between 1.08 and 4.18. Namely, there was no violation in relation to all cut-off values presented and taken into consideration.

Finally, in order to validate independence of errors assumption, Durbin and Watson's value was checked. Durbin and Watson's cut off value criteria for independence of errors, which was coined in 1951, indicates that values less than 1 or greater than 3 are certainly lead to a concern as a rule of thumb (Field, 2013). In this regard, the residual independence assumption was tested and it was found that Durbin-Watson's value (2.076) was between 1 and 3. Thus, the assumption was fulfilled.

4.2.1.2 Assumption Checks for the Second Dependent Variable of "Critical consciousness"

For the second dependent variable "critical consciousness", the same assumptions were checked before running hierarchical regression analysis. Different point from the first one, to check the normality of residuals, histograms and P-P plot were checked and they were deviating a bit from the normality (see Figure 4.4).

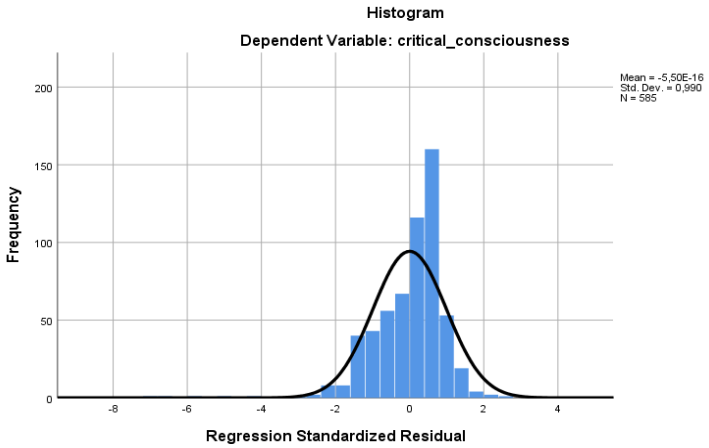


Figure 4.4 *Histogram for "critical consciousness" dimension*

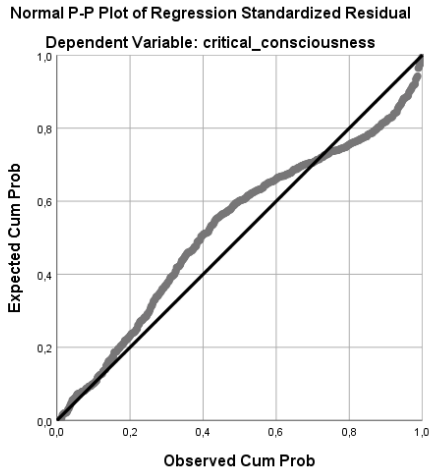


Figure 4.5 *P-P Plot for "critical consciousness" dimension*

Additionally, in order to verify homoscedasticity and linearity of the residuals, an exact oval-shaped scatter plot was not presented in this analysis. This assumption was deviating a bit as can be seen in the figure below.

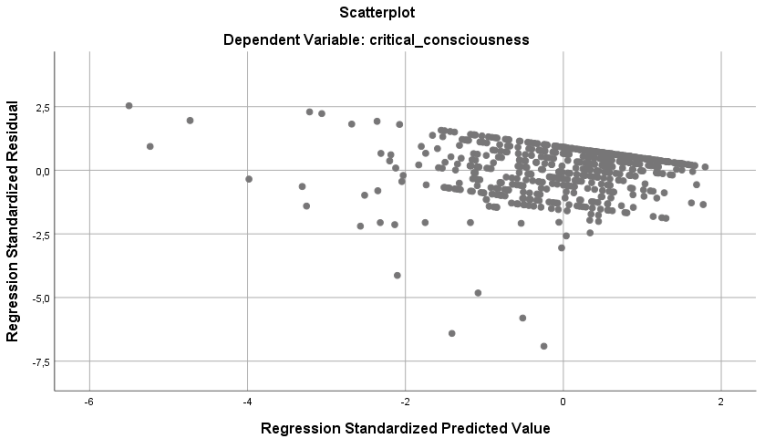


Figure 4.6 *Scatterplot for "critical consciousness" dimension*

To validate independence of errors assumption, when we examined the values of tolerance and VIF, tolerance values were between .24 and .93; VIF values were between 1.08 and 4.18. The value of expectation in institutional improvement was 4.18, but based on the cut-off value by Menard (1995) "VIF (value <5)", it does not violate the assumption of multicollinearity. Furthermore, Durbin-Watson's value (2.170) was between 1 and 3. Thus, the assumption was fulfilled.

4.2.1.3 Assumption Checks for the Third Dependent Variable of "Inclusion"

For the last dependent variable "inclusion", the same assumptions were checked step by step. According to histogram and P-P plot for testing the normality of residuals, it can be seen that normality was provided compared to the second dependent variable, which is critical consciousness (see Figure 4.7).

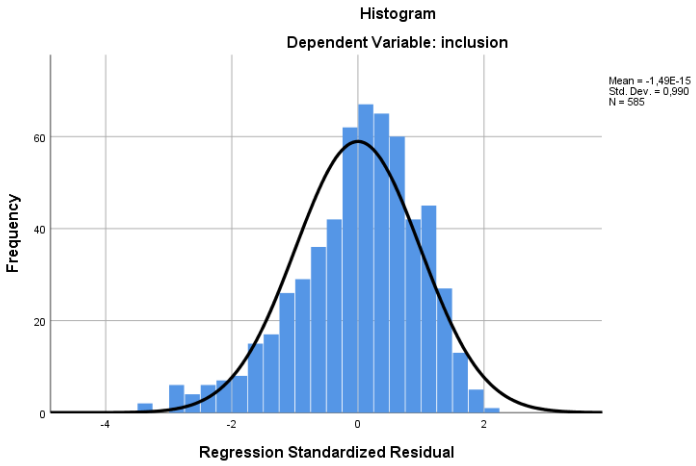


Figure 4.7 *Histogram for "inclusion" dimension*

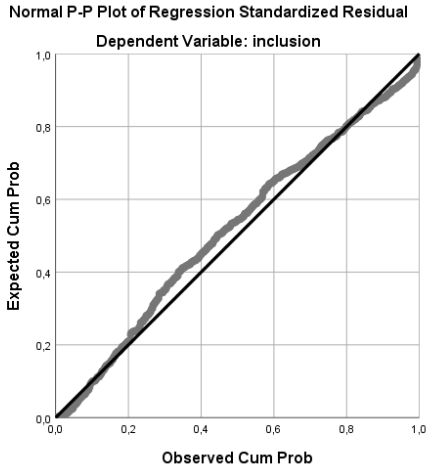


Figure 4.8 *P-P Plot for "inclusion" dimension*

In addition to this, in order to validate homoscedasticity and linearity of the residuals, scatter plot demonstrated in the figure was oval-shaped (see Figure 4.9). Thus, it can be said that the assumption was validated.

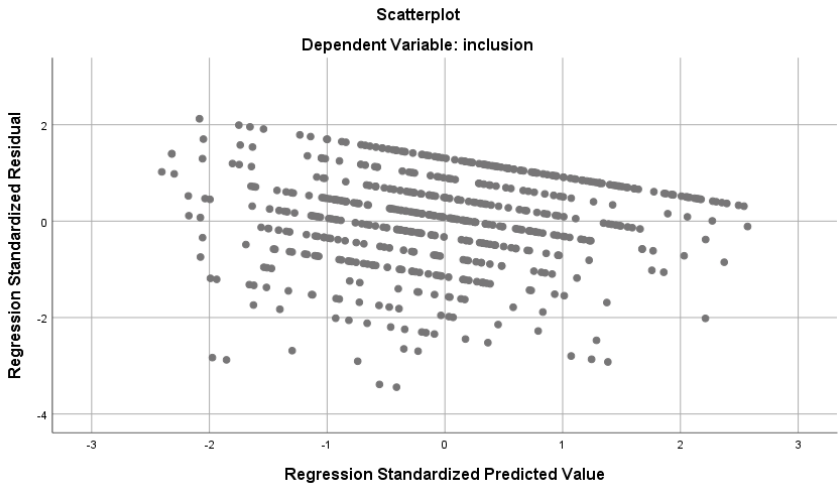


Figure 4.9 *Scatterplot for "inclusion" dimension*

To validate independence of errors assumption, the values of tolerance and VIF were checked. The lowest value of tolerance was .24 and the highest one was .93. VIF values ranged from 1.08 to 4.18. Durbin-Watson's value (1.886) was between 1 and 3. Thus, the assumption was fulfilled in harmony with all of the cut-off values beforementioned. If the assumption is met, the analysis residuals are typically distributed and independent, too (Tabachnick & Fidell, 2007). To put it in a nutshell, preliminary analyses were conducted, and no major violations of the assumptions for the three separate hierarchical regression analyses were concluded.

4.3 Results of Hierarchical Multiple Regression Analysis

4.3.1 Results of Hierarchical Multiple Regression Analysis about ''Support'' Dimension of Social Justice Leadership by Teacher Leadership

A hierarchical multiple regression analysis was conducted to assess how well TL sub-dimensions (institutional improvement, professional improvement and collaboration among colleagues) predicted "support" dimension of SJL after controlling for school level variables, individual variables, and expectation levels of TL sub-dimensions. The analysis results for support demonstrated that first model including primary versus high, secondary versus high and number of the students was significant ($F(3, 581) = 14.02$, $p < 0.017$) with unique significant contribution of primary vs. high in the prediction ($t(581) = 4.75$, $p = 0.00$). That is, the model explained 7% of the variance.

The b-value being positive recommended that primary school teachers' (PS = 1) support for SJL was higher than high school teachers (HS = 0). The rest of the variables in this step didn't make a significant and unique contribution to the model.

By including individual variables that are gender, teaching experience, and administrative duty vs. none in the second step and after controlling the school variables, the results pointed that the second model had a significant prediction in the criterion variable ($F(6, 578) = 8.90$, $p < 0.017$) and it accounted for 9 % of the variance. Only one predictor, administrative duty vs. none, significantly contributed to the model. The b-value being positive recommended that teachers who have at least one administrative duty (admin = 1) support for SJL was higher than teachers who have no administrative duty (none = 0). In the third step, "expectation" of TL was added and individual and school variables were controlled; third model was significant ($F(9, 575) = 13.82$, $p < 0.017$) with expectation in institutional improvement ($t(575) = 2.60$, $p = 0.010$) and expectation in collaboration ($t(575) = 3.36$, $p = 0.001$) significantly contributing to the prediction. The model explained 18 % of the variance. Moreover, expectation in collaboration recorded a higher beta value ($\beta = .18$) than expectation in institutional improvement ($\beta = .16$) The last model, after controlling the effect of all school, individual and TL dimensions variables in Step 1, 2 and 3, was statistically significant ($F(12, 572) = 18.93$, $p < 0.017$). Only one variable, perception in institutional improvement significantly contributed to the model ($t(572) = 5.33$, $p = 0.00$). With the inclusion of these three variables in the model, there was a significant increment in R^2 by 10.6 % (see Table 4.4). As a whole, the model explained 28.4 % variance in total.

Table 4.3.1

Results of the hierarchical regression analysis

Step and Variable		*B*	*SE B*	*β*	R^2	ΔR^2
Support						
Step 1					.07*	.07*
	Primary vs High	.30	.06	.23*		
	Secondary vs High	.03	.06	.03		
	Student Size	.00	.00	-.06		
Step 2					.09*	.02*
	Gender	.08	.05	.08		
	Teaching Experience	.00	.00	.06		
	Admin vs None	.16	.06	.12*		
Step 3					.18*	.09*
	Expectation in institutional improvement	.12	.05	.16*		
	Expectation in professional improvement	-.00	.05	-.00		
	Expectation in collaboration	.17	.05	.18*		
Step 4					.28*	.11*
	Perception in institutional improvement	.26	.05	.36*		
	Perception in professional improvement	.02	.05	.03		
	Perception in collaboration	-.00	.04	-.00		

*$p < 0.017$

4.3.2 Results of Hierarchical Multiple Regression Analysis about "Critical Consciousness" Dimension of Social Justice Leadership by Teacher Leadership

In the second regression analysis, SJL's "critical consciousness" dimension was predicted by TL sub-dimensions after controlling for school level variables, individual variables, and expectation levels of TL sub-dimensions. The first model was significant ($F(3, 581) = 3.53$, $p < 0.017$) but no variable significantly contributed to the model.

After involving individual variables in the second step and after controlling school level variables, the results pointed out that the second model had a significant prediction in the criterion variable ($F(6, 578) = 2.90$, $p < 0.017$) and it accounted for an additional 1% of the variance. That increase was not significant ($p = 0.08$). There was no predictor significantly contributing to the model at this step. At Step 3, "expectation" of TL was added and school level and individual variables were controlled. Third model was significant ($F(9, 575) = 10.05$ $p < 0.017$) with expectation in professional improvement ($t(575) = 5.50$, $p = 0.00$) significantly contributing to the prediction. Furthermore, this variable recorded beta value ($\beta = .31$). The model explained an additional 11 % of the variance ($p = 0.00$). After controlling the effect of school, individual, and TL dimensions in expectation variables in Step 1, 2 and 3, the last model was statistically significant ($F(12, 572) = 9.07$, $p = 0.017$). Only one variable, perception in professional improvement significantly contributed to the model ($t(572) = 2.83$, $p = 0.005$). With the inclusion of perception dimension of TL in the model, there was a significant increase in R^2, and the model as a whole explained 16% of the variance as can be seen in the table 4.4.2.

Table 4.3.2

Results of the hierarchical regression analysis

Step and Variable		*B*	*SE B*	*β*	R^2	ΔR^2
Critical Consciousness						
Step 1					.02*	.02*
	Primary vs High	.10	.06	.09		
	Secondary vs High	-.04	.05	-.04		
	Student Size	-.01	.00	-.06		
Step 2					.03*	.01
	Gender	.09	.04	.09		
	Teaching Experience	.00	.00	-.01		
	Admin vs None	.10	.05	.08		
Step 3					.14*	.11*
	Expectation in institutional improvement	-.03	.04	-.05		
	Expectation in professional improvement	.26	.05	.31*		
	Expectation in collaboration	.08	.05	.09		
Step 4					.16*	.02*
	Perception in institutional improvement	-.05	.05	-.08		
	Perception in professional improvement	.12	.04	.19*		
	Perception in collaboration	.05	.04	.07		

*$p < 0.017$

4.3.3 Results of Hierarchical Multiple Regression Analysis about "Inclusion" Dimension of Social Justice Leadership by Teacher Leadership

In the last regression analysis, SJL's "inclusion" dimension was predicted by TL sub-dimensions after controlling for the effects of school level variables, individual variables, and expectation levels of TL sub-dimensions. The results showed that first model including primary versus high, secondary versus high and number of the

students was significant ($F(3, 581) = 8.38$, $p < 0.017$) with the unique significant contribution of primary versus high in the prediction ($t(581) = 3.04$, $p = 0.002$) like the other two analysis result. The positive b-value yielded for this variable suggested that primary school teachers' (PS = 1) inclusion for SJL was higher than high school teachers (HS = 0). The other variables in this step didn't make a significant and unique contribution to the model. The variables entered in this step explained 4 % of the variance in the outcome variable. At Step 2, after involving individual variables and after controlling for school level variables, the results pointed out that the second model had a significant prediction in the criterion variable ($F(6, 578) = 5.21$, $p < 0.017$) and it accounted for an additional 1% of the variance in the inclusion. That increase was not significant ($p = 0.11$). Also, there was no predictor significantly contributing to the model at this step. Accordingly, at the third step, "expectation" of TL variables were entered into the model. Although this model was significant ($F(9, 575) = 5.61$ $p < 0.017$), no predictor significantly contributed to the prediction. The model explained 8% of the total variance. At Step 4, perception dimensions of TL were included in the model. After controlling for the effects of school, individual and TL dimensions in expectation variables, the last model was statistically significant in predicting the outcome variable (F (12, 572) = 7.49, $p = 0.017$). Yet, only one variable, perception in institutional improvement significantly contributed to this prediction ($t(572) = 3.76$, $p = 0.00$). With the inclusion of perception dimensions of TL in the model, there was a significant increase in R^2, and the model as a whole explained 14 % of the variance as can be seen in the table 4.4.3.

Table 4.3.3

Results of the hierarchical regression analysis

Step and Variable		*B*	*SE B*	*β*	R^2	ΔR^2
Inclusion						
Step 1					.04*	.04*
	Primary vs High	.31	.10	.15*		
	Secondary vs High	-.13	.09	-.06		
	Student Size	-.00	.00	-.05		
Step 2					.05*	.01
	Gender	.08	.08	.04		
	Teaching Experience	.00	.00	.03		
	Admin vs None	.21	.09	.09		
Step 3					.08*	.03*
	Expectation in institutional improvement	.14	.08	.12		
	Expectation in professional improvement	-.02	.09	-.02		
	Expectation in collaboration	.13	.08	.09		
					.14*	.06*
Step 4						
	Perception in institutional improvement	.32	.08	.28*		
	Perception in professional improvement	-.02	.08	-.02		
	Perception in collaboration	.01	.07	.01		

*$p < 0.017$

CHAPTER 5

DISCUSSION & CONCLUSION

The present study tried to carry out an investigation in relation to the relationship between teacher leadership (TL) and social justice leadership (SJL) by examining the existing implementations and understanding the leadership actions. In this chapter, the results of the study are discussed in line with the relevant literature as well as presenting implications and making recommendations for further studies.

5.1 Discussion of the Results

The fact that TL predicts the SJL roles in schools is hypothesized and SJL variables are measured in different steps of the regression analysis separately with the controlling of independent variables. The hierarchical multiple regression results indicated that there are some significant relationships between the variables. In other words, the results indicated that there is a predictive value of TL for SJL. As expected, SJL can be an outcome of TL in terms of some aspects. In parallel with the studies (Blasé & Blasé, 2000; Bogotch & Reyes-Guerra, 2014; McNae & Barnard, 2021; York-Barr & Duke, 2004), social justice makes up one of the parts of TL and it cannot be separated from education. As a recent example, it can be said that injustices among the students came into prominence because of the COVID-19 pandemic. Access to education has become a main problem for the disadvantaged groups and all stakeholders tried to solve the problem during the process.

Demographic information variables were examined, it can be seen that teaching experience is correlated to the collaboration feature of the teachers. Namely, collaboration that is a part of TL is applied more often by the more experienced teachers in school.

The other variable related to the demographic information is about having administrative duty. The results demonstrated that teachers who have had administrative duties before tend to demonstrate SJL roles more often. These findings are parallel with the studies (York-Barr & Duke, 2004; Silva et al., 2000). In other words, school principals have both management and teaching responsibilities. Because of the whole authority of school principals, they can step in social justice issues easily. In terms of other demographic variables, the results showed no significant value.

The average values of the variables were computed and the findings demonstrated that teachers expect "professional development" that is a part of TL at the highest level when compared to collaboration and institutional improvement. This finding may refer to having high-level TL and teachers may be volunteers and eager to improve themselves in their occupation. The importance and necessity of professional development can be perceived by teachers. In line with this expectation, activities and actions related to professional development are observed at the highest level, as well. In contrast to the study of Turhan (2010) searching for the critical awareness of prospective teachers on social justice issues, the current study indicated there is critical consciousness that highest mean compared to the other dimensions about the equality and social justice issues. The findings of the study indicated that collaboration was significant for SJL. It supports the study searching how teacher leaders perceive themselves and others in TL roles conducted by LeBlanc and Shelton (1997). In their study, they emphasized collaboration dimension of leadership, which is parallel to the present study.

Additionally, the findings of the regression analysis also indicated that "perception in institutional improvement" dimension of TL of teachers had a relationship with the "inclusion" of the dimension of SJL of teachers. In other words, teachers who have leadership roles in institutional growth may provide inclusive actions in the school. Teachers who prioritize TL give importance to inclusion in schools. Thus, as SJL was evaluated as an outcome variable, the increment in the predictor variable might be related to the increment in the outcome variable. In terms of meeting hypotheses, these findings partially support the Hypothesis 1: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "support" dimension of SJL after controlling for the

effects of school level variables, individual level variables, and expectation variables because not all three dimensions could support the hypothesis 1.

Furthermore, "perception in institutional improvement" dimension of TL predicted "support" dimension of social justice. According to the findings, teacher leaders support their students in terms of social integration and etiquettes, academic achievement and financial issues. As being parallel with the studies (Theoharis, 2007a; Pazey et al., 2012; Furman & Shields, 2005), support is drawn attention to social justice. The result partially supports Hypothesis 2: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "critical consciousness" dimension of SJL after controlling for the effects of school level variables, individual level variables, and expectation variables in a similar way to the previous one.

The last finding indicated that "professional improvement" dimension of TL predicted "critical consciousness" dimension of social justice. This finding may indicate that teachers who tend to improve themselves as professional may increase the awareness for the situations emerging around them in schools. With the help of trainings, workshops or educational programs (Katzenmeyer & Moller, 2001), they may notice the problems experienced. This finding partially supports Hypothesis 3: Dimensions of teacher leadership such as institutional improvement, professional improvement and collaboration among colleagues significantly predict "inclusion" dimension of SJL after controlling for the effects of school level variables, individual level variables, and expectation variables.

5.2 Implications for Practice

Based on the findings of the study, the findings and tested relationships elicited some implications for practice and theory. These implications can be examined within the framework of Day and Harris' (2003) facets of TL and Fraser's (1998) three lenses on social justice in education depending on the aim of the study.

TL can be perceived by the teachers as a process rather than as a status (York-Barr & Duke, 2004; Frost, 2012; Crowther et al., 2009). Although leadership is expected from

the school principal, leadership roles are assigned to the teachers, as well and in teaching process, it may emerge in practice.

Depending on the scales of the study, expected roles of the TL play an important role in the schools. Additionally, teachers face social justice issues during their careers. Therefore, it cannot be denied that leadership for social justice in schools is necessary; therefore, related to this issue, the findings of the study put forward some practical implications by searching the relationships between the leadership types. First of all, the findings and literature have a consensus that leadership roles of the teachers should be encouraged by the school culture and school administration. To reveal the leadership actions and activities, teachers require much more authority in the decision-making process (Beycioğlu, 2009). Awareness of the school administration may provide teachers to create more appropriate learning environments for the disadvantaged group of students. TL roles might be restricted by the limitation of knowledge, authority, resource and motivation, etc. (Tomul, 2009). That is, lack of consciousness, moral and financial sources in addition to limited authority constitute a blockage that diminishes leadership roles. According to the restriction on the displayed TL roles based on the perceptions of teachers, the study presents an insight into the lack of roles of leadership in schools.

The study implies that there is a misconceptualization of social justice although there is no measurement on this issue. As a term, "disadvantaged" reflects as "socioeconomic status" in the minds of the majority, but the differences of the students cannot be explained with the socioeconomic status only (Sunal, 2011). Thus, various concepts of social justice may be ignored in schools indeliberately. That is, this concept and its genres should be obvious and precautions should be taken depending on the context. This issue can be scrutinized in locality of Sivas Province which data were collected in. Differences related to other issues such as gender, race and culture outweigh socio-economic conditions of the students in bigger cities called cosmopolitan cities; therefore, social justice issues may range from the economic differences and the cultural differences. However, in a smaller city like Sivas, social justice might only refer to economic conditions of the students. Therefore, the term "social justice" may differ from the context to another one.

Although there is no formal job description for leadership (Danielson, 2006; Kondakci et al., 2016; Kondakci & Beycioğlu, 2019), teacher leaders make a contribution to the leadership roles and rather than formal, informal tasks are a part of leadership (Beycioğlu, 2009; Leithwood & Jantzi, 2000; Silins & Mulford, 2004). Therefore, teacher leaders should endeavor to increase leadership roles. For the inclusion part of social justice, teachers seem volunteer for contributing to the inclusion of the students although there is no obligation, rules or regulations (Kondakci et al., 2016; Arar et al., 2017; Arar et al., 2020). There may be many factors underlying that aspect. The first one is about respect towards differences. Teachers do not judge any differences and they try to integrate disadvantaged groups into society. Secondly, teachers may conduct inclusive actions because of their own moral principles. On that issue, incongruence between theory and practice is open to discussion. In the Educational Vision 2023 Document, for inclusive education, it is indicated that in-service training will be provided to teachers on special education to support their practices in the classroom. However, from East to West, inclusion often can be ignored in practice (Yirci & Karaköse, 2010; Tomul, 2009).

The facets of TL by Day and Harris (2002) is accommodable with the implications of the study. The first facet indicates that teachers have a brokering role between school and classroom. It is a responsibility of teachers to transfer the principles into the classes and to enable improvement on the social justice issues. Secondly, collaboration makes all teachers have authority over the change or progress in school. With the help of collaboration, problems regarding social justice can be solved and this collaboration should be encouraged by the school leaders. The third facet states that teachers provide knowledge and skill, but they need additional resources when necessary. As mentioned above, additional resources should be provided by the authorities and other stakeholders so that they can create a powerful learning environment despite the challenges related to social justice. The last facet is concerned with having relationships and mutual learning and it refers to communication and having the same missions for the professional development. In the study, there are some implications related to professional development. Teaching is not comprised of transferring the information, catching up program and curriculum and being successful in the centralized examinations. As long as teaching continues, learning and development

take part in the career of teachers. Therefore, awareness of differences and injustices can be increased in collaboration and the remedy is embedded in the professionalism and eternal learning.

When SJL was examined from the perspective of Fraser (1998), all three lenses were connected to the current study. Depending on the scale items, redistribution was related to economic status of the students. TL for social justice was measured with teacher support for urban poor students in the study. As a disadvantage, economic status should be handled. Moreover, there is a recognition problem related to this issue, though. School administration and teachers may have some problems in identifying differences and disadvantages based on the differences. Differences may not result from only economic status, there may be differences related to gender, race and social status. Recognizing and being aware of these differences will help remove the injustices. The last term "representation" is about the voice of marginalized groups. Some issues such as decision-making process and making common rules may be an evidence for the representation. Additionally, indicating differences should not become a problem for schools.

Based on the predictive findings in the variables of TL and SJL, it can be stated that the capacity and level of the leadership roles should be increased. In this way, SJL roles can be increased correlatively although these roles are conducted based on the desire, willingness and human values in an informal way. Moreover, improvement in the institution and the professional life may have a triggering role in the increment of the social justice actions. The tendency to improve the schools may be interrelated to supporting disadvantaged groups, being aware of differences and including the disadvantages groups in the educational activities. Therefore, increasing the actions and roles of the stakeholders in the improvement of the schools and individuals means that social justice may become a familiar terms for the people in the education.

5.3 Recommendations

In the study, several recommendations are explained below based on the implications and limitations for studies which might be conducted in the future.

5.3.1 Recommendations for Practice

School principals having the whole authority should support TL. TL may increase the school improvement and this improvement can be useful for the student achievement (Gülbahar, 2017; Muijs & Harris, 2006; Ryan, 2006; Vail & Pedras, 1994). There is a requirement for the support by school administration so that teachers can demonstrate their leadership roles effectively (Katzenmeyer & Moller, 2001; Kılınç, 2014; Smylie, 1997).

Another issue is that policy-makers should be aware of the deficiencies of rules and regulations about the disadvantaged students in schools. Due to the lack of specific policies (Kondakci & Beycioğlu, 2019; Tomul, 2009), social justice may be a topic that can be ignored easily.

All stakeholders including school principals, teachers, parents and other public services in a relationship with schools take on the responsibilities in providing social justice in education (Bakioğlu, 1998; York-Barr & Duke, 2004). One of the stakeholders who play a critical role in recognizing marginalized disadvantaged students is family. The families of these marginalized or disadvantaged students should be informed about the differences and collaboration and interaction should be provided among school and family. For motivating these people, rewards can be source of motivation for leadership for social justice towards disadvantaged students or in disadvantaged schools.

Furthermore, the literature suggests formal training like university coursework for TL preparation. In other words, mentioned in-service trainings or even pre-service teaching education should include leadership for social justice issues; it should be taken into account in practice. It is a huge problem affecting every person from every region and there should be a common action with the help of legal arrangements of MoNE. According to TALIS 2018 report (OECD, 2020), related to leadership and collaboration, self-efficacy may affect the leadership roles. It can be implied that low self-efficacy for dealing with social justice issues may make teachers hesitant. With the trainings, the probability of it can be reduced.

The final recommendation could be for the curriculum. Teachers with a sense of leadership can transfer this understanding of leadership to future generations through extra-curricular activities. Based on the understanding that the leader is not a problem poser, but a problem solver, if students are raised with a leadership understanding and can make their voices heard on social justice issues, change and development can occur in schools. The only task of teachers is not only to explain and finish the curriculum, but also to make contribution to their own improvement and student development in various ways. In addition, while student clubs continue to exist for student development, activities such as teacher clubs that can come together in short intervals and that encourage leadership by focusing on social justice issues in schools can be added to the legal regulations. In these clubs, teachers can lead several activities related to leadership and then, they can discuss advantages and challenges of being a leader. That is, expectations and perceptions of teachers can be understood in detail with the help of these kinds of activities. In this sense, informal activities in most schools become official and the difference between theory and practice decreases.

5.3.2 Recommendations for Further Research

Several recommendations are explained based on the implications and limitations for studies which might be conducted in the future. First, in the study, demographic information including some variables such as age, teaching experience and administrative duty was gathered from the participants. However, future studies may add some variables like graduate program degree to measure the leadership in detail. The second recommendation is related to the sampling method. Furthermore, school level and type can be balanced with the stratified random sampling so that the research can achieve a wide range of the findings although it is nonrandom sampling method. Moreover, the sample included teachers working in public schools in a city. Further studies may include teachers working in private schools to make a contribution to private sector. As some of the educational activities differentiate from the activities implemented in public schools, a further comparative study between a private school and a public school can help understand the leadership roles and perceptions on social justice issues.

Rather than focusing on a province, the study can be carried out throughout Turkey. The differences from East to West of Turkey may lead the policymakers and practitioners to direct their perspectives on the leadership practices and social justice issues.

It is seen, in the relevant literature, that studies on SJL generally focus on qualitative methods or they are case studies (Özdemir, 2017). Although it is a quantitative study, this research topic can be conducted in a qualitative design and this trend can be continued with other study types. Additionally, mixed-methods study may enable the researchers to look from the different perspectives into the topic. Moreover, data triangulation can be much more helpful with the data collected from students, teachers and school principals.

Recent research on social justice and leadership has tended to be theoretical (Theoharis, 2007a). Muijs and Harris (2006) indicated that the level of empirical studies on the practical aspects of TL are low when compared to the substantial level of studies on TL. In Turkish educational context, studies on SJL, which especially focus on the leadership roles of teachers rather than school principals, are needed. Rather than review of the literature, many more empirical studies can be conducted. As Furman (2012) stated, the rise of empirical studies relating to the practical implementation of SJL has begun in the current situation, and a majority of these studies are case studies. Apart from case studies, such experimental and longitudinal studies can be conducted on this issue. Another recommendation might relate to the limited amount of empirical research which clearly puts forth relationships between the variables. Gülbahar (2017) asserted that the shortcoming relating to the relationship of TL can be deemed a limitation. According to Furman (2012), real-life implementation of SJL and problems faced in this process have been addressed to a limited extent in the studies conducted so far. To examine the clear relationship between two variables, in-class observations and interviews may make the advantages and drawbacks more clear. In-class observations and interviews with the teachers may make us notice the neglected problems in the classroom environment. Teachers who have leadership practices and are aware of social justice may conduct their lessons in a different way with a variety of activities. Furthermore, the importance of collecting background information from the students, teachers and even school principals is a

very essential topic that future researchers may focus as social justice issues can be interrupted by many more variables. Furthermore, the more data researcher get refers to access richness in the study.

Another recommendation may be about the prejudices of the participants. To eliminate the prejudices against social justice issues, the researcher may maneuver before the process. This does not mean that the researcher may interrupt with the procedure, yet the researcher may explain the goal of the study clearly.

As a final recommendation, explained variances in the section of the results of the study relatively low. Therefore, searching about the other variables related to students, teachers and school environments may help the further studies explain SJL in a more inclusive way. Recent regulations related to postgraduate education of the teachers may have an impact on the SJL actions of teachers as academic education may inform the teachers working K12 schools about the trend themes related to social justice and leadership and also, demographic information forms can be shaped in line with the recent actions of MoNE.

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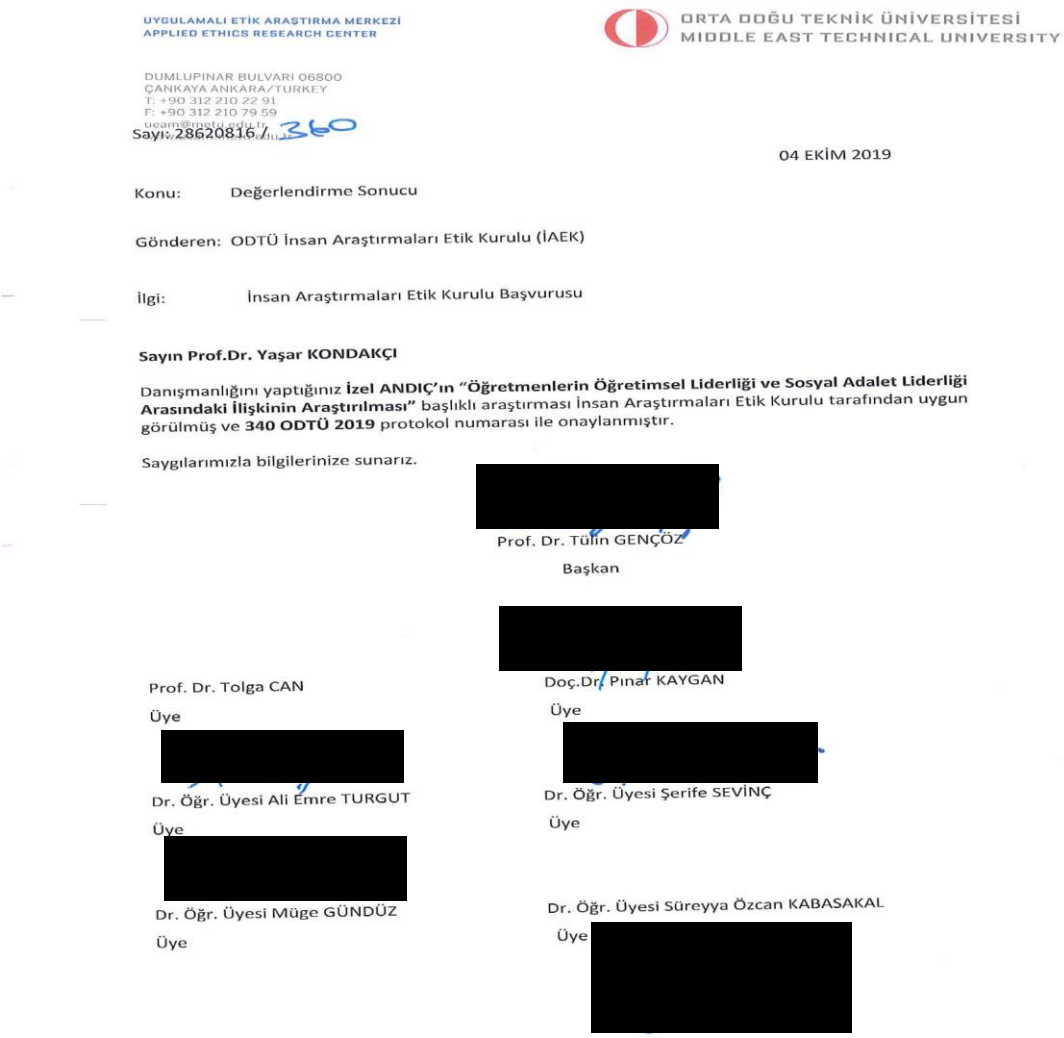
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APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE



UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 360

04 EKİM 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Yaşar KONDAKÇI

Danışmanlığını yaptığınız **İzel ANDIÇ'ın "Öğretmenlerin Öğretimsel Liderliği ve Sosyal Adalet Liderliği Arasındaki İlişkinin Araştırılması"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **340 ODTÜ 2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

[redacted]
Prof. Dr. Tülin GENÇÖZ
Başkan

[redacted]
Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

[redacted]
Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

[redacted]
Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

[redacted]
Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

[redacted]

B. APPROVAL OF SİVAS PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION

T.C.
SİVAS VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 92255297-605.01-E.21557667
Konu : Araştırma İzni (İzel ANDIÇ)

01.11.2019

DAĞITIM YERLERİNE

İlgi : a) Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Dekanlığının 14/10/2019 tarihli ve 34484703/2019/33 sayılı yazısı.
b) Valilik Makamının 31/10/2019 tarihli ve 92255297-605.01-E.21437580 sayılı onayı.
c) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 sayılı 2017/25 no'lu genelgesi.

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü Eğitim Yönetimi ve Planlaması Programı yüksek lisans öğrencisi İzel ANDIÇ, "Öğretmenlerin Öğretimsel Liderliği ve Sosyal Adalet Liderliği Arasındaki İlişki" konulu çalışması için, onaylı bir örneği müdürlüğümüzde muhafaza edilen veri toplama araçlarının, gönüllülük esas olmak kaydıyla ilimizde bulunan okullarda uygulanması Valilik Makamının ilgi (b) onayı ile uygun görülmüş olup onay örneği yazımız ekinde gönderilmiştir.

Söz konusu araştırma çalışmasının bitiminde, araştırma yapan kişi tarafından sonuç raporunun bir örneğinin CD ortamında müdürlüğümüze gönderilmesi hususunda;

Bilgilerinizi ve gereğini arz ve rica ederim.

Ebubekir Sıddık SAVAŞÇI
Milli Eğitim Müdürü

Ek: İlgi (b) Onay Sureti (1 sayfa)

Dağıtım:
Gereği:
-Orta Doğu Teknik Üniversitesi
Eğitim Fakültesi Dekanlığı

Bilgi:
-16 İlçe MEM
-Tüm Resmi/Özel Okul Müd.

Güvenli Elektronik İmzalı
Aslı ile Aynıdır
01 / 11 / 2019

Lutfi KELDAL
Şef

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Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 4cc8-5a7f-3991-85a7-0194 kodu ile teyit edilebilir.

C. INFORMED CONSENT FORM

Eylül 2019

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma ODTÜ Eğitim Yönetimi ve Planlaması Bölümü yüksek lisans öğrencisi İzel Andıç tarafından Prof. Dr. Yaşar Kondakçı danışmanlığında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu çalışmanın amacı, Türkiye'deki okul öncesi, ilkokul, ortaokul ve lise öğretmenlerinin öğretimsel liderlik ve sosyal adalet liderliği arasında bir bağlantı olup olmadığını araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Bu gönüllü katılım formunda yazan hususları kabul etmeniz halinde size sunacağım öğretimsel liderlik ve sosyal adalet liderliği anketlerini kendinizi en iyi yansıtacak şekilde doldurmanız ve mümkün olduğunca her soruya cevap vermenizdir.

Katılımınızla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma veya cezaya maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz.

Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacak, veriler ve kimlik bilgileri herhangi bir şekilde eşleştirilmeyecektir. Katılımcıların isimleri bağımsız bir listede toplanacaktır. Ayrıca toplanan verilere sadece araştırmacı ve danışmanı ulaşabilecektir. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir, fakat katılımcıların kimliği gizli tutulacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

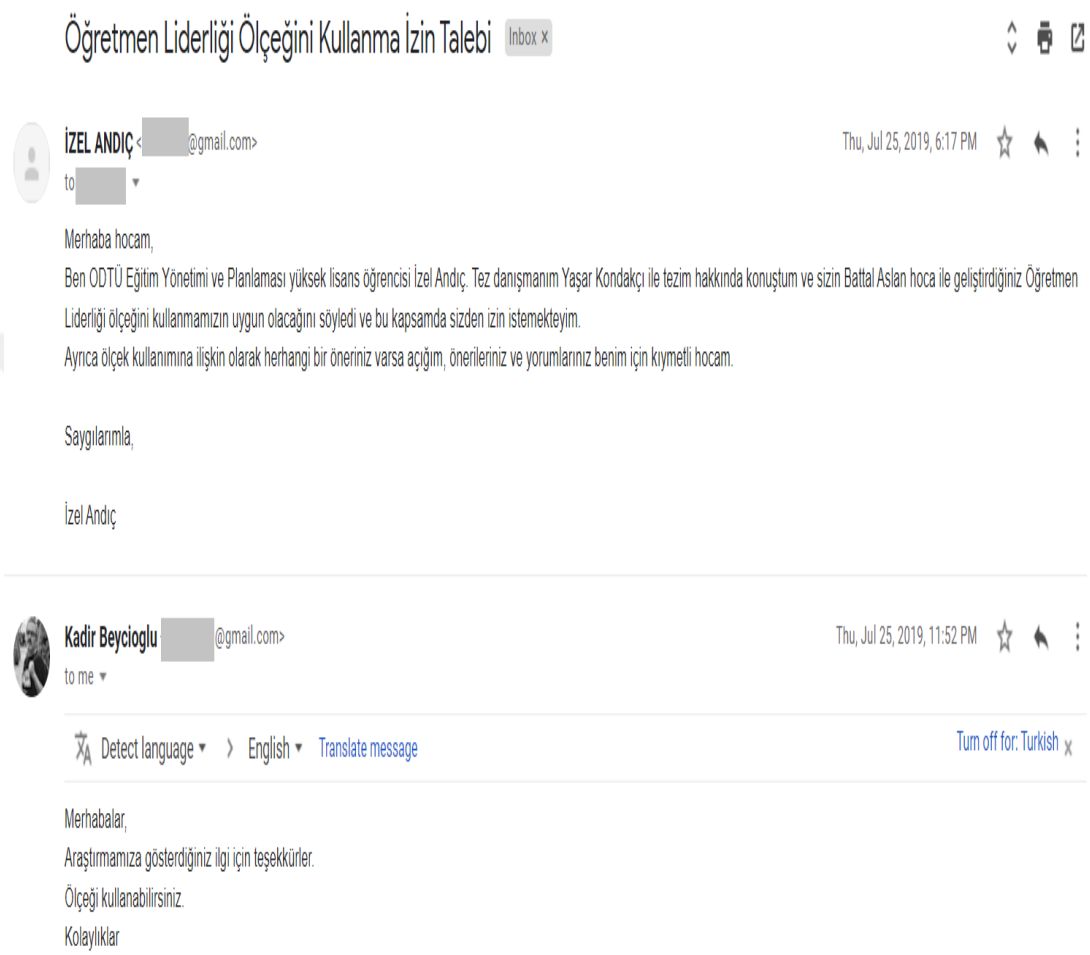
Çalışmayla ilgili soru ve yorumlarınızı araştırmacıya [redacted]@gmail.com adresinden iletebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad Tarih İmza

---/----/-----

D. PERMISSION TO USE TEACHER LEADERSHIP SCALE



Öğretmen Liderliği Ölçeğini Kullanma İzin Talebi Inbox x

İZEL ANDIÇ <[redacted]@gmail.com> Thu, Jul 25, 2019, 6:17 PM

to [redacted]

Merhaba hocam,

Ben ODTÜ Eğitim Yönetimi ve Planlaması yüksek lisans öğrencisi İzel Andıç. Tez danışmanım Yaşar Kondakçı ile tezim hakkında konuştum ve sizin Battal Aslan hoca ile geliştirdiğiniz Öğretmen Liderliği ölçeğini kullanmamızın uygun olacağını söyledi ve bu kapsamda sizden izin istemekteyim.

Ayrıca ölçek kullanımına ilişkin olarak herhangi bir öneriniz varsa açığım, önerileriniz ve yorumlarınız benim için kıymetli hocam.

Saygılarımla,

İzel Andıç

Kadir Beycioglu [redacted]@gmail.com> Thu, Jul 25, 2019, 11:52 PM

to me

Detect language › English Translate message Turn off for: Turkish

Merhabalar,

Araştırmamıza gösterdiğiniz ilgi için teşekkürler.

Ölçeği kullanabilirsiniz.

Kolaylıklar

E. PERMISSION TO USE SOCIAL JUSTICE LEADERSHIP SCALE

Sosyal Adalet Liderliği Ölçeğini Kullanma İzin Talebi Inbox ×

İZEL ANDIÇ [redacted]@gmail.com> Jul 20, 2019, 8:31 PM

to [redacted]

Merhaba hocam,

Ben ODTÜ Eğitim Yönetimi ve Planlaması yüksek lisans öğrencisi İzel Andıç. Tez danışmanım Yaşar Kondakçı ile tezim hakkında konuştum ve sizin geliştirdiğiniz Sosyal Adalet Liderliği ölçeğini kullanmamızın uygun olacağını söyledi ve bu kapsamda sizden izin istemekteyim.

Tezimde kullanacağım form öğretmenlerin müdürleri değerlendirdikleri form değil, öğretmenlerin kendilerini değerlendirdikleri formdur. Öğretmenlerin kendi sosyal adalet liderliklerini değerlendirebilecekleri formu elinizde var mıdır? O formun geliştirilmesi ile ilgili makale buldum ancak bu konuda da yardımınıza ihtiyacım var.

Tatilinizde sizi rahatsız ettiğim için özür diliyorum ancak yardımlarınız benim için çok kıymetli.

Saygılarımla,

İzel Andıç

murat özdemir [redacted]@gmail.com> Jul 20, 2019, 8:46 PM

to me

Turkish › English Translate message Turn off for: Turkish

İzel merhaba,

Sosyal adalet liderliği konusunda, öğretmenlerin kendilerini değerlendirebilecekleri bir ölçek formu bende mevcut değil. Ama şu yapılabilir; ekte paylaşmış olduğum ölçeğin ifadelerini "kişinin kendisini değerlendirebilir" bir formata dönüştürebilirsin. Örn. ilk madde "öğrencilerin başarısızlığını önleyecek tedbirler alır" yerine "öğrencilerin başarısızlığını önleyecek tedbirler alırım". Bu koşullarda ölçeği kullanırsan, Yaşar Hocamın da tabi ki görüşünü alarak geçerlik (DFA) ve güvenirlik (Cronbach alfa) çalışması yapman iyi olur.

Bu mümkün olmaz ise, iki seçeneği değerlendirmen gerekir; a) varsa yurt dışında yapılmış bir ölçek bulup adaptasyon yapabilirsin, b) kendin bir ölçek geliştirebilirsin.

Sevgiler

Murat ÖZDEMİR

[redacted]

F. DEMOGRAPHIC INFORMATION FORM

Öğretimsel Liderlik ve Sosyal Adalet Liderliği Arasındaki İlişkinin İncelenmesi

Değerli katılımcı,

Bu çalışmanın amacı ilk ve ortaokullar ile liselerde çalışan öğretmenler arasında öğretimsel liderlik ve sosyal adalet liderlik algıları arasındaki ilişkinin incelenmesidir.

Yukarıda belirtilen amaca yönelik ifadeleri içeren bu anketin tamamının cevaplandırılması yaklaşık 15-20 dakika sürmektedir. Anketin her bir kısmındaki ifadeleri okuyup, kendi durumunuzu, gözlemlerinizi ve düşüncelerinizi göz önüne alarak sizi en iyi yansıtan tercihleri işaretlemenizi ve yanıtlanmamış bir ifade bırakmamanızı rica ederiz.

Bu çalışmaya katılım gönüllülük esasına dayanmaktadır. Anket formuna kimliğinizi açık edecek herhangi bir bilgi yazmanız gerekmemektedir. İsminiz ve çalıştığınız okul ismini belirtmeniz istenmemektedir. Sağladığınız bilgiler sadece araştırmacılar tarafından incelenecektir ve sadece bilimsel amaçla kullanılacaktır. Elde edilecek bilgiler başka hiçbir amaç için kullanılmayacak ve başka kişi ve kurumlarla paylaşılmayacaktır. Çalışmaya katkılarınız için teşekkür ederiz.

Araştırmacı: İzel Andıç

Kısım I : Bu kısımdaki maddeler sizinle ilgili genel bilgileri ortaya çıkarmayı amaçlamaktadır. Lütfen her bir maddeyi okuyarak sizin için en uygun seçeneği işaretleyiniz. Lütfen her bir maddeyi cevapladığınızdan emin olunuz.	
1. Cinsiyetiniz	❑ Erkek ❑ Kadın
2. Yaşınız	Lütfen belirtiniz .....
3. Medeni durumunuz	❑ Bekâr ❑ Evli ❑ Boşanmış
4. Eşiniz çalışıyor mu?	❑ Evet ❑ Hayır
5. Mezun olduğunuz bölüm	Lütfen belirtiniz .....
6. Mezun olduğunuz program türü	❑ Birinci öğretim ❑ İkinci öğretim
7. Öğretmenlik deneyiminiz	Lütfen yıl olarak belirtiniz .....
8. Öğretmen olarak statünüz nedir?	❑ Başöğretmen ❑ Uzman ❑ Stajyer ❑ Sözleşmeli ❑ Vekil ❑ Kadrolu
9. Çalıştığınız kurum	❑İlkokul ❑Ortaokul ❑ Lise
10. Okulunuzdaki öğretmen sayısı	Lütfen belirtiniz .....
11. Okulunuzdaki öğrenci sayısı	Lütfen belirtiniz .....
12. Bugüne kadar yürüttüğünüz idari görevler	❑ Müdür ❑ Müdür yardımcısı ❑ Yok
13. Çocuğunuz var mı?	❑ Evet ❑ Hayır
14. Daha önce hizmet içi eğitim aldınız mı?	❑ Evet ❑ Hayır

G. TURKISH SUMMARY / TÜRKÇE ÖZET

1. Giriş

Yıllardır farklı ihtiyaçlar birden fazla liderlik türünü ortaya çıkarmıştır. Her alanda olduğu gibi eğitim alanında da liderliğe ihtiyaç duyulmaktadır. Liderlik, kişinin ortak bir amacın yerine getirilmesinde diğer kişilerin de yardımını ve desteğini alarak görevini tamamladığı bir sosyal etki sürecidir (Hoy & Miskel, 2013; Stogdill, 1950; Horner, 1997). Eğitim lideri, öğrenme sürecini yönetmekten ziyade öğretme ve öğrenme konusunda çok daha fazla sorumluluğu olan kişi olarak tanımlanabilir (Can, 2009; Katzenmeyer ve Moller, 2001). Eğitim liderliğinin sınıftaki yansıması olan öğretmen liderliği dünya çapında önem kazanmaktadır. Lider öğretmenler sınıf içinde ve dışında öğretir ve öğretirken diğerlerine katkıda bulunmak ve onları etkilemek için sorumluluk almaya isteklidirler (Katzenmeyer ve Moller, 2001).

Dünyada ve Türkiye'de öğretmen liderliği konusunda birçok eğitim, seminer ve etkinlikler düzenlenmektedir. Frost (2011) tarafından yayınlanan bir rapora göre öğretmen liderliği Türkiye, İngiltere, Bulgaristan, Yunanistan gibi ülkeleri içeren 15 ülkede desteklenmektedir. Milli Eğitim Bakanlığı (MEB) öğretmen liderliği konusunu hizmet içi eğitimlerine ekleyerek bu konuda bir standardizasyon sağlamayı hedeflerken (MEB, 2019). Ayrıca Türk Eğitim Vakfı bu konuda faaliyetlerde bulunup raporlarını sunmuştur (TEV, 2011).

Eğitim alanında da ortak bir amaç etrafında toplanan öğretmenler sınıf içinde ve sınıf dışında birçok değişkene liderlik etmektedir. Bu değişkenlerden biri de eğitim alanında başarıya ve gelişime engel teşkil eden sosyal adalet konusudur. Sosyal adalet denilince akla başta sosyoekonomik koşullar gelse de okullardaki yaş, cinsiyet, ırk ve kültürel farklılıklar göz ardı edilemez. Öğrenme ve öğretme ortamını hazırlayan öğretmenler bu farklılıklarla zaman zaman karşılaşmakta ve başarı önüne geçmemesinde gerekli çabayı göstermektedir. Sosyal adalet eğitimin ayrılmaz bir parçası olarak eğitimcilerin göz ardı edemeyeceği bir konu haline gelmiştir.

Blackmore'un (2009) tanımına göre sosyal adalet; eşitlik, fırsat eşitliği gibi birkaç terimden oluşur ve her biri bir bağlamdan diğerine farklılık gösterir. Farklı bir bakış açısıyla sosyal adalet, insanların kendi ihtiyaçlarını karşılamaya tam ve adil katılımını ifade eder (Bell, 2007). Okullardaki farklılıklar ve dezavantajlı durumlar başarının önündeki engellerden biri olan bu konuda lider öğretmenler elini taşın altına koymaktadır. Sınıfta karşılaşılan bu durumlar lider öğretmenlerin sosyal adalet konusunda yeni bir liderlik türünün ortaya çıkmasında katkıda bulunmaktadırlar.

Alanyazına göre sosyal adalet eğitimin ve öğretmen liderliğinin ayrılmaz bir parçasıdır ve öğretmenlerin bu konuyu göz ardı ederek öğretime devam etmeleri mümkün değildir (McNae & Barnard, 2021; Jean-Marie et al., 2009; Warner, 2020). Furman ve Shields'e (2005) göre öğretmenler sosyal adaletin lideri olmalıdır, ancak sosyal adaletin okuldaki tüm paydaşlar tarafından benimsenebilmesi için terimin değerlerini öğrencilerine öğretmelidir. Sorumluluk sadece öğretmene ait değildir, veliden Milli Eğitim Bakanlığına kadar herkese aittir. Wang (2018) modern eğitim liderliğinin demokrasiyi, kapsayıcılığı, eleştirel düşünmeyi, adaleti ve eşitliği kapsayan sosyal adaleti içerdiğini belirtmiştir. Okullarda sosyal adaleti gözetmenin yanı sıra, demokratik idealleri varsayan liderlik yaklaşımları kritiktir ve sosyal adalet eğitimde eşitlik için çaba gösterir. Türkiye, altı kategorinin her birinde en alt grupta yer alarak OECD'deki sosyal açıdan en az adil ülkedir (SGI, 2011; OECD, 2020). Bu endeks raporuna göre Türkiye, eğitime erişim, yoksulluğun önlenmesi, sosyal uyum ve ayrımcılık yapmama vb. konularda 41 ülke arasında en az performansı sergilemiştir. Türkiye'de çocuklar arasındaki yoksulluk %23,5'tir ve endekse göre hükümet tarafından ortadan kaldırılmalıdır. Bu sorunun çözümü için hükümetin tüm çocukların gerçekten adil eğitim fırsatlarına erişimini sağlaması ve eğitimdeki ilerlemenin Türkiye'deki bir kişinin sosyal veya kültürel geçmişinden zarar görmemesi gerektiği belirtilmiştir.

Türk Eğitim Sisteminde (TES) okullarda liderlikle ilgili çeşitli hizmet içi eğitimler ve programlar bulunmakla birlikte öğretmenlerin okul bağlamında liderlik özelliklerini etkileyen çeşitli faktörler bulunmaktadır. York-Barr ve Duke'e (2004) göre okul kültürü, öğrenciler ve sınıf içi uygulamalar üzerindeki olası olumlu sonuçları etkileyen en önemli engellerden biri olarak algılanabilir. Ayrıca, liderlik ihtiyacı Türkiye'nin doğusundan batısına dalgalanabilir. Bu nedenle liderliğin etkilerini görmek için diğer

tüm değişkenler araştırmalara dahil edilmelidir. Yani liderlik, sosyal adalet ve eşitlik gibi ahlaki amaçlarla şekillendirilmelidir. Bakioğlu (1998), büyük sorumluluk, sınırlı zaman ve kaynaklar, maaş, öğretme ve öğrenme koşulları, müfredat ve müfredatın esnek olmaması gibi okullarda liderliği etkileyen diğer konuları vurgulamıştır. Yazara göre öğretmenler, liderliğin sadece okul müdürlerine verildiğini ve tüm yetkinin onlara ait olduğunu düşünmektedirler. Bu nedenle öğretmenler, tüm bu faktörler nedeniyle liderlik faaliyetlerini yönetme konusunda istekli olmayabilirler. Sorunlara çözüm olarak işbirliği ve hizmet öncesi ve hizmet içi eğitimler sorunların nedenleriyle örtüşebilir. Kondakci vd. (2016), Türkiye'nin merkezi eğitim sisteminin tüm devlet okullarının aynı olanaklara ve koşullara sahip olmasını sağladığını belirtimiştir. Türkiye'de ise sosyal adalet her bölgede, hatta aynı bölgedeki her okulda aynı şekilde benimsenmiyor. Sosyoekonomik koşulların bu konuda önemli bir etkisi vardır. Sosyal adalet, ele alınması gereken bir konu olmasına rağmen, çok sayıda engel vardır. Theoharis (2007b) marjinalleştirilmiş gruplar hakkındaki düşünce ve ahlaki liderlikten ziyade teknik liderliğe odaklanmak gibi dört ana engeli sıralamıştır. Kondakci ve Beycioğlu (2020), Türk Eğitim Sisteminde sosyal adaletin konumuna ilişkin temel boşlukları vurgulamışlardır. Bu belirsizliklere ve eleştirilere rağmen, birçok liderlik araştırmacısı arasında ortak bir anlayış, sosyal adaletin marjinal grupların deneyimlerine ve eğitim fırsatları ve sonuçlarındaki eşitsizliklere odaklandığıdır.

Yukarda vurgulanan sorunlar ve sebepler nedeniyle bu çalışma öğrenci başarısı önündeki engellerden biri olan sosyal adalet konusuna odaklanarak öğretmen liderliğinin sosyal adalet liderliği rollerinin ne derece yordayıcısı olduğunu ve aralarındaki ilişkiyi araştırmayı amaçladı.

1.1 Çalışmanın Amacı ve Araştırma Soruları

Devlet okullarında çalışan öğretmenlerin öğretmen liderliği ve sosyal adalet liderliği arasındaki ilişkiyi incelemek bu çalışmanın amacıdır. Öğretmen liderliğinin sosyal adaletin alt boyutlarını ne derece öngördüğü ayrıca alt sorular olarak araştırılmaktadır.

Araştırma Sorusu

Devlet okullarında görev yapan öğretmenlerin sosyal adalet liderliğini öğretmen liderliğinin yordayıcı değeri nedir?

Alt Sorular

Okul düzeyindeki değişkenlerin, bireysel düzeydeki değişkenlerin ve beklenti değişkenlerinin etkilerini kontrol ettikten sonra, öğretmen liderliği algısı sosyal adalet liderliğinin "destek" boyutunu ne kadar iyi yordamaktadır?

Okul düzeyindeki değişkenlerin, bireysel düzeydeki değişkenlerin ve beklenti değişkenlerinin etkilerini kontrol ettikten sonra, öğretmen liderliği algısı sosyal adalet liderliğinin "eleştirel bilinç" boyutunu ne kadar iyi yordamaktadır?

Okul düzeyindeki değişkenlerin, bireysel düzeydeki değişkenlerin ve beklenti değişkenlerinin etkilerini kontrol ettikten sonra, öğretmen liderliği algısı sosyal adalet liderliğinin "kapsama" boyutunu ne kadar iyi yordamaktadır?

1.2 Çalışmanın Önemi

Bu çalışma sonuçlarının öğretmen liderliği rollerinin sosyal adalet liderliği rolleri üzerindeki varsayımını doğrulayarak eğitim liderliği ve sosyal adalet konularında literatüre katkı sağlaması düşünülmektedir. Yıllardır farklı değişkenlerle arasındaki ilişki incelenmiş olsa da öğretmen liderliğinin sosyal adalet liderliği arasındaki ilişkiyi araştıran çalışma sayısı kısıtlıdır. Öte yandan, sosyal adalet yıllardır tartışmalı bir konu olmakla birlikte, bu hayati konuyu ele almak muhtemelen bu araştırmanın en önemli bileşenidir. Küreselleşmenin günden güne değişen koşulları nedeniyle sosyal adalet sürekli üzerinde düşünülmesi ve tartışılması gereken bir konu haline gelmektedir. Bu durumda sosyal adalet asla göz ardı edilebilecek bir konu haline gelmeyecektir.

2. Yöntem

2.1 Araştırmanın Deseni

Öğretmen liderliği ve sosyal adalet liderliği arasındaki ilişkiyi inceleyen bu çalışmada ilişkisel araştırma deseni kullanılmıştır.

2.2 Örneklem

Araştırma evrenini Sivas İl Milli Eğitim Müdürlüğünden alınan bilgiye göre ilkokul, orta okul ve lise seviyesinden 239 devlet okulu oluşturmaktadır (MEB, 2020). Tüm bu okullarda çalışan her branştan öğretmen araştırmanın çalışma evreninde yer

almaktadır. Kolayda örnekleme yöntemiyle 47 okulda 585 öğretmenin gönüllü katılımıyla veri toplama süreci tamamlanmıştır. Verilerin %22,9'u ilkokullardan, %26,8'i ortaokullardan ve %50,3'ü liselerden toplanmıştır. Yani araştırmaya 17 ilkokul, 11 ortaokul ve 19 lise katılmıştır. Örneklemde, katılımcıların çoğunluğunu kadın öğretmen oluşturuyordu (N = 297, %50.8). Katılımcı öğretmenlerin yaşlarında çeşitlilik olmakla birlikte, katılımcıların yaş ortalaması 40.31 (min. 21, max.63) idi. Ayrıca katılımcı öğretmenler çoğunlukla Eğitim Fakültesi mezunu (%88,2), %11,8'i işletme, turizm, mühendislik vb. bölümlerden (%11,8) mezun olmuştu.

2.3 Veri Toplama Araçları

Öğretmen Liderliği Ölçeği

Beycioğlu ve Aslan (2010) tarafından geliştirilen üç boyutlu ölçek 5'li Likert tipi model ile oluşturulan 25 maddeden oluşmaktadır ve öğretmenlerin öğretmen liderliğini algı ve beklenti olmak üzere iki ana boyutta ölçmektedir. Aynı maddeler hem algı hem de beklenti boyutunda sunulup öğretmenlerin beklentileri ne düzeyde ve bu beklentileri ne derece sergiledikleri davranışlarda gözlemledikleri kurumsal gelişme, profesyonel gelişme ve meslektaşlar arasında iş birliğinden oluşan üç boyutta ölçülmektedir. Bu çalışmada ölçeğin alfa iç tutarlık katsayısı beklenti için boyutlarda sırasıyla .91, .94, .83; algı için sırasıyla .89, .94, .87'dir.

Sosyal Adalet Liderliği Ölçeği

Özdemir ve Pektaş (2017) tarafından geliştirilen üç boyutlu ölçek 5'li Likert tipi model ile oluşturulan 23 maddeden oluşmaktadır ve öğretmen görüşlerine dayalı okul müdürlerinin sosyal adalet liderliğini ölçmektedir ancak bu çalışmada anket öğretmenlerin kendi sosyal adalet liderliğini ölçmek için çalışmanın amacına uygun hale getirilmiştir. Öğretmenlerin sosyal adalet liderliğini destek, eleştirel bilinç ve katılım olmak üzere üç boyutta ölçmektedir. Bu çalışmada ölçeğin alfa iç tutarlık katsayısı sırasıyla .86, .91 ve .78'dir.

2.4 Veri Toplama Süreci

Araştırma verisi 2019-2020 eğitim öğretim yılı güz döneminde toplanmıştır. Süreç başlamadan önce gerekli izinler ODTÜ İnsan Araştırmaları Etik Kurulu'ndan (Ek A) ve Sivas İl Milli Eğitim Müdürlüğünden (Ek B) alınmıştır. Yüz yüze veri toplama

sürecinden okullarda ilk okul müdürüne bilgi verildikten sonra öğretmenler öğretmenler odasında ziyaret edilmiştir. Gönüllü katılımcılar ilk onam formu (Ek C), demografik formu (Ek D) ve daha sonra da iki ölçeği doldurmuşlardır.

2.5 Veri Analizi

Toplanan verilerin SPSS 25 programı yardımıyla ön analizler, betimsel ve hiyerarşik çoklu regresyon analizleri yapılmıştır. Ayrıca AMOS 18 programında doğrulayıcı faktör analizi (DFA) yürütülmüştür.

3. Bulgular

Bu çalışmada incelenen değişkenler için ortalamalar, standart sapmalar ve karşılıklı korelasyonlar hesaplanmıştır. Öğrenci sayısı ortalaması 656'dır (Ort. = 656, SS = 367.24). Örneklemdeki bir öğretmen ortalama 16 yıllık deneyime sahiptir (Ort. = 16.47, SS = 8.57). Öğretmen liderliğinin beklenti değişkenleri arasında en yüksek ortalama mesleki gelişim beklentisine aittir (Ort. = 3.55, SS = .57). Ardından sırasıyla işbirliği beklentisi (Ort. = 3.48, SD = .58) ve kurumsal gelişme beklentisi (Ort. = 3.17, SD = .72) gelmektedir. Öğretmen liderliği algı boyutlarında mesleki gelişim algısı (Ort. = 3.15, SS = .74) beklenti boyutunda olduğu gibi en yüksek değerlere sahiptir. Ardından, işbirliği içinde algı (Ort. = 3.04, SS = .76) ikinci sırada ve son olarak kurumsal gelişmede algı (Ort. = 2.56, SS = .77) gelmektedir. Sosyal adalet liderliği boyutları arasında ortalama puanlar en yüksekten en düşüğe eleştirel bilinç (Ort. = 3.59, SS = .48), destek (Ort. = 3.13, SS = .54) ve kapsama (Ort. = 2.94, SS = .87) olarak sıralanabilir. Dahası bulgulara göre öğretmen liderliği sosyal adalet liderliğini bazı değişkenlerde öngördüğü ve katkıda bulunduğu ortaya çıkmıştır. Ayrıca yapılan doğrulayıcı faktör analizi (DFA) sonuçları, Öğretmen Liderliği Ölçeği beklenti boyutu için (χ2(264) = 1129.1, p < .001, CFI = .91, TLI = .90, RMSEA = .075 [90% CI = .070, .075], PClose < .05, and SRMR = .056); Öğretmen Liderliği Ölçeği algı boyutu için (χ2(264) = 1125.8, p < .05, CFI = .91, TLI = .90, RMSEA = .075 [90% CI = .070, .075], PClose < .05, and SRMR = .059) uyum indekslerinin kabul edilebilir olduğunu göstermiştir. Sosyal Adalet Liderliği Ölçeği için ise (χ2(224) = 700.71, p < .001, CFI = .93, TLI = .92, RMSEA = .06 [90% CI = .055, .065], PClose < .05, and SRMR = .05) kabul edilebilir bir uyum göstermiştir.

3.1 Tartışma

Öğretmen liderliğinin okullarda sosyal adalet liderliği rollerini yordadığı varsayılmış ve sosyal adalet liderliği değişkenleri bağımsız değişkenlerin kontrolü ile ayrı ayrı ölçülmüştür. Hiyerarşik çoklu regresyon sonuçları, değişkenler arasında bazı anlamlı ilişkilerin olduğunu göstermiştir. Başka bir deyişle, sonuçlar öğretmen liderliğinin sosyal adalet liderliği için bir yordayıcı değeri olduğunu göstermiştir. Beklendiği gibi, sosyal adalet liderliği bazı açılardan öğretmen liderliğinin bir sonucu olabilir. Çalışmalara paralel olarak (McNae ve Barnard, 2021; Blasé ve Blasé, 2000; York-Barr ve Duke, 2004; Bogotch ve Reyes-Guerra, 2014), sosyal adalet öğretmen liderliğinin bir parçasıdır ve eğitimden ayrılamaz. Bu nedenle adaletin sağlanmasında öğretmenler kritik bir role sahiptir. Güncel bir örnek olarak, COVID-19 pandemi nedeniyle öğrenciler arasındaki sosyal adaletsizliklerin ön plana çıktığı söylenebilir. Eğitime erişim dezavantajlı grupların temel sorunu haline gelmiş ve bu süreçte tüm paydaşlar sorunu çözmeye çalışmıştır.

Demografik bilgilere ilişkin diğer değişken ise daha önce yöneticilik görevi yapıp yapmamakla ilgilidir. Sonuçlar, daha önce idari görevlerde bulunan öğretmenlerin sosyal adalet liderliği rollerini sergileme eğiliminde olduğunu göstermiştir. Bu bulgular bazı çalışmalarla (York-Barr ve Duke, 2004; Silva vd. 2000). paralellik göstermektedir Diğer bir deyişle, okul müdürlerinin hem yönetim hem de öğretim sorumlulukları vardır. Okul müdürlerinin tam yetkileri sayesinde sosyal adalet konularında rahatlıkla adım atabilmektedirler.

Ayrıca araştırma bulguları, öğretmenlerin öğretmen liderliğinin "kurumsal gelişim algısı" boyutunun, öğretmenlerin sosyal adalet liderliğinin "kapsama" boyutu ile ilişkisi olduğunu göstermiştir. Başka bir deyişle, kurumsal gelişimde liderlik rolüne sahip olan öğretmenler okulda kapsayıcı eylemler sağlayabilir. Öğretmen liderliğini ön planda tutan öğretmenler, okullarda kaynaştırmaya önem vermektedir. Kaynaştırma ile ilgili olarak, öğretmen liderlerin kurumsal gelişimin eş zamanlı olarak artması için kapsayıcı faaliyetleri artırma misyonu olabilir.

Çalışma bulguları işbirliğini gösteren modelin anlamlı olduğunu göstermiştir. LeBlanc ve Shelton (1997) tarafından yürütülen öğretmen liderliği rollerinde öğretmen liderlerin kendilerini ve başkalarını nasıl algıladıklarını araştıran çalışmayı

desteklemektedir. Çalışmalarında bu çalışmaya paralel olarak liderliğin işbirliği boyutuna vurgu yapmışlardır. Ayrıca öğretmen liderliğinin boyutları sosyal adaletin "destek" boyutunu yordamıştır. Elde edilen bulgulara göre öğretmen liderler, öğrencilerini sosyal bütünleşme ve görgü kuralları, akademik başarı ve finansal konularda desteklemektedir. Bazı çalışmalara paralel olarak (Theoharis, 2007a; Pazey vd. 2012; Furman ve Shields, 2005), sosyal adalete destek dikkat çekmektedir.

3.2 Öneriler

Uygulamaya Yönelik Öneriler

Çalışma amacı ve bulguları okullarda liderlik uygulamalarına yönelik bazı önerilerde bulunmaktadır. Bu uygulamaya yönelik öneriler başta Milli Eğitim Bakanlığına, okul müdürlerine ve öğretmenlere liderlik çalışmalarında, liderlik rollerinin artırılmasında yardımcı olmaya çalışmaktadır.

Tam yetkiye sahip okul müdürleri öğretmen liderliğini desteklemelidir. Öğrenci başarısı için ve bu başarıya dayalı olarak okul gelişimi öğretmen liderliği ile artırılabilir (Gülbahar, 2017; Muijs ve Harris, 2006; Vail ve Pedras, 1994; Ryan, 2006). Öğretmenlerin liderlik rollerini etkin bir şekilde ortaya koyabilmeleri için okul yönetiminin desteğine ihtiyaç vardır (Kılınç, 2014; Smylie, 1997; Katzenmeyer ve Moller, 2001).

Diğer bir konu da politika belirleyicilerin okullarda dezavantajlı öğrencilerle ilgili kural ve düzenlemelerdeki eksikliklerin farkında olmalarıdır. Belirli politikaların olmaması nedeniyle (Kondakci ve Beycioğlu, 2019; Tomul, 2009), sosyal adalet kolayca göz ardı edilebilecek bir konu olabilir.

Eğitimde sosyal adaletin sağlanmasında okul müdürleri, öğretmenler, veliler ve okullarla temas içinde olan diğer kamu görevlileri dahil tüm paydaşlar sorumluluk almaktadır (Bakioğlu, 1998; York-Barr ve Duke, 2004). Marjinalleştirilmiş dezavantajlı öğrencilerin tanınmasında kritik rol oynayan paydaşlardan biri de ailedir. Bu marjinal veya dezavantajlı öğrencilerin aileleri farklılıklar konusunda bilgilendirilmeli, okul ve aile arasında işbirliği ve etkileşim sağlanmalıdır. Bu insanları motive etmek için ödül, dezavantajlı öğrencilere veya dezavantajlı okullarda sosyal adalet için liderlik için motivasyon kaynağı olabilir.

Ayrıca, alanyazın, öğretmen liderliği hazırlığı için üniversite dersleri gibi resmi eğitim önermektedir. Diğer bir deyişle, söz konusu hizmet içi eğitimler hatta hizmet öncesi öğretmenlik eğitimi, uygulamada göz ardı edilmemesi için sosyal adalet konularında liderliği içermelidir. Her bölgeden insanı etkileyen büyük bir sorundur ve MEB'in yasal düzenlemeleri ile ortak hareket edilmelidir. Liderlik ve işbirliği ile ilgili TALIS 2018 raporuna (OECD, 2020) göre öz yeterlilik liderlik rollerini etkileyebilir. Sosyal adalet sorunlarıyla başa çıkmada düşük öz-yeterliğin öğretmenleri tereddüte düşürebileceği ima edilebilir. Eğitimler ile bunun olasılığı azaltılabilir.

Son öneri müfredata yönelik olabilir. Liderlik anlayışına sahip öğretmenler bu liderlik anlayışını gelecek nesillere müfredat dışı aktivitelerle aktarabilir. Lider sorun üreten değil sorunu çözendir anlayışından yola çıkarak öğrenciler liderlik anlayışına sahip yetişirse ve seslerini sosyal adalet konularında duyurabilirlerse okullarda değişim ve gelişim söz konusu olabilir. Öğretmenlerin tek görevi müfredatı anlatıp bitirmekle sınırlı kalmayıp farklı yönlerden hem kendi gelişimlerine hem de öğrenci gelişimine katkıda bulunabilirler. Ayrıca öğrenci kulüpleri öğrenci gelişimi için varlığını sürdürürken öğretmen kulüpleri gibi kısa aralıklarda bir araya gelinilebilen ve okullardaki sosyal adalet konularına odaklanarak liderliğin teşvik edildiği etkinlikler yasal düzenlemelere eklenebilir. Bu kulüplerde öğretmenler liderlikle ilgili çeşitli etkinliklere liderlik edebilir ve ardından lider olmanın avantajlarını ve zorluklarını tartışabilirler. Yani öğretmenlerin beklentileri ve algıları bu tür etkinlikler yardımıyla detaylı bir şekilde anlaşılabilir. Bu anlamda çoğu okulda informal gerçekleşen etkinlikler resmiyet kazanır ve teori-pratik arasındaki fark azalır.

3.2.1 Yapılacak Çalışmalara Öneriler

Çalışmada, çıkarımlara ve kısıtlamalara dayalı olarak ileride yapılacak çalışmalar için çeşitli öneriler mevcuttur. Araştırmada öncelikle katılımcılardan yaş, öğretmenlik deneyimi ve idari görev gibi bazı değişkenleri içeren demografik bilgiler toplanmıştır. Ancak ileride yapılacak araştırmalar, liderliği daha detaylı bir şekilde ölçmek için lisansüstü program derecesi gibi bazı değişkenleri ekleyebilir. İkinci öneri ise örnekleme yöntemiyle ilgilidir. Araştırmanın tesadüfi olmayan örnekleme yöntemi olmasına rağmen geniş bir bulgular yelpazesine ulaşabilmesi için okul düzeyi ve türü amaçlı örnekleme ile dengelenebilir. Ayrıca örneklem, bir ildeki devlet okullarında

görev yapan öğretmenlerden oluşmaktadır. Bundan sonraki çalışmalar özel sektöre katkı sağlamak için özel okullarda çalışan öğretmenleri içerebilir. Bazı eğitim faaliyetleri devlet okullarında uygulanan faaliyetlerden farklı olduğu için, özel okul ve devlet okulu arasında yapılacak olan karşılaştırmalı çalışma, liderlik rollerini ve sosyal adalet konularındaki algıları anlamada yardımcı olabilir.

Araştırmalar bir ilden ziyade Türkiye genelinde yapılabilir. Türkiye'nin doğusundan batısına farklılıklar, politika belirleyicileri ve uygulayıcıları liderlik uygulamaları ve sosyal adalet konularına ilişkin bakış açılarını yönlendirmeye yardımcı olabilir.

Sosyal adalet liderliği ile ilgili daha önce yapılan çalışmalar ağırlıklı olarak nitel vaka çalışmaları şeklinde yürütülmüştür (Özdemir, 2017). Nicel bir araştırma olmasına rağmen bu araştırma konusu nitel bir desende yürütülebilir ve bu eğilim başka bir çalışma türü ile devam ettirilebilir. Ek olarak, karma yöntem çalışması, araştırmacıların konuya farklı perspektiflerden bakmalarını sağlayabilir. Ayrıca öğrenci, öğretmen ve okul müdüründen toplanan veriler yardımıyla veri üçlemesi çok daha yararlı olabilir.

Sosyal adalet ve liderlik üzerine son araştırmalar teorik olma eğilimindedir (Theoharis, 2007a). Muijs ve Harris (2006), öğretmen liderliği konusunda önemli bir literatür varken eylem halindeki öğretmen liderliğine ilişkin ampirik çalışmaların nispeten nadir olduğunu belirtmişlerdir. Türkiye eğitim bağlamında sosyal adalet liderliğine ve özellikle okul müdürlerinden çok öğretmenlerin liderlik rollerine odaklanan çalışmalara ihtiyaç vardır. Literatür taramasından çok daha fazla ampirik çalışma yapılabilir. Sosyal adalet liderliğinin fiili uygulamasına ilişkin ampirik araştırmalar, bu araştırmaların çoğu vaka çalışmaları biçiminde olmak üzere yeni ortaya çıkmaktadır (Furman, 2012). Vaka çalışması incelemeleri dışında bu konuda bu tür deneysel ve uzun vadeli çalışmalar yapılabilir. Diğer bir öneri, değişkenler arasındaki açık ilişkileri gösteren ampirik çalışmaların olmaması olabilir. Gülbahar (2017), öğretmen liderliği ile ilgili net bir ilişki eksikliğinin çalışmamız açısından bir sınırlılık olarak değerlendirilebileceğini ileri sürmüştür. Furman'a (2012) göre, şimdiye kadar yapılan çalışmalar sosyal adalet liderliğinin gerçek uygulamaları ve zorlukları hakkında sınırlı bilgi sunmuştur. İki değişken arasındaki net ilişkiyi incelemek için sınıf içi gözlemler ve görüşmeler, avantajları ve dezavantajları daha net hale

getirebilir. Sınıf içi gözlemler ve öğretmenlerle yapılan görüşmeler, sınıf ortamında ihmal edilen sorunları fark etmemizi sağlayabilir. Liderlik uygulamalarına ve sosyal adalet bilincine sahip öğretmenler, çeşitli etkinliklerle derslerini farklı bir şekilde yürütebilmektedir. Sosyal adalet konuları daha birçok değişken tarafından kesintiye uğratılabileceğinden, öğrencilerden, öğretmenlerden ve hatta okul müdürlerinden arkaplan bilgisi toplamanın önemi gelecekteki araştırmacıların odaklanabileceği gerekli bir konudur. Ayrıca, araştırmacı ne kadar çok veri toplarsa çalışmadaki veri zenginliği de o derece artar.

Çalışmanın sonuçları bölümünde açıklanan varyanslar nispeten düşüktür. Bu nedenle, öğrenciler, öğretmenler ve okul ortamları ile ilgili diğer değişkenlerin araştırılması, ilerideki çalışmaların SJL'yi daha kapsayıcı bir şekilde açıklamasına yardımcı olabilir. Örneğin, lisansüstü eğitimine yönelik son düzenlemeler öğretmenlerin sosyal adalet etkinliklerinin artmasında etkiye sahip olabilir çünkü akademik eğitim sosyal adalet ve liderlikle ilgili trend temalar hakkında Milli Eğitim Bakanlığına bağlı farklı seviye okullarda çalışan öğretmenlerin bilgisinin artmasına sebep olur. Ayrıca demografik bilgi formları MEB'in bu son kararları ile uyumlu bir biçimde şekilllendirilebilir.

Son bir öneri olarak, sosyal adalet konularına yönelik önyargıları ortadan kaldırmak için araştırmacı süreç öncesinde gerekli önlemleri alabilir. Süreçte problem çıkmayacak şekilde araştırmacı çalışmanın amacını net bir şekilde açıklayabilir.

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