Social Justice Leadership in Education:

A Suggested Questionnaire

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Abstract	Article Info
This paper reports on the development of the revised Social Justice Questionnaire (SJQ2), an instrument which permits the quantitative examination of socially just school leadership. The SJQ2 is based on data drawn from an exploratory province-wide study to determine to what extent, and how, school principals on Prince Edward Island understand and enact principles of social justice in their work. Although this was a 'stand-alone' project, the research also provides a Canadian contribution to the International School Leadership Development Network (ISLDN). *The researchers utilized a mixed methods approach to glean both qualitative and quantitative data for analysis. The findings indicated that there is a statistically significant correlation between socially just school leadership and the community context. This research supports and enhances current qualitative studies by adding a statistical perspective to show that effective social justice leadership cannot be segregated from the political, economic, and cultural context of the community.*	

Introduction

Education is fundamental to all types and spheres of society. The shared educational norms of a school greatly influence students' development in cognition, emotion, and physical health (Goldring & Greenfield, 2002). The integration of these three aspects determines how an individual participates in social life and thus influences his/her general well-being. Meanwhile, education has similar implications for social sustainability and development in terms of its significant role in passing down civilization and triggering new ideas.

However, education is an endeavor that functions more than to simply maintain social continuity. Our contemporary society is glutted with violence, poverty, hunger, illiteracy, discrimination, homelessness, drug abuse, mental illness, homophobia, and many other fundamental issues concerning economy, politics, and culture. Education, then, is "a primary means of facilitating the harmonious development of a diverse society" (Lumby & Heystek, 2011, p. 5). The purpose of education, therefore, should be to critically address those issues to ensure social sustainability and transformation (Mulcahy, Mulcahy & Mulcahy, 2015). Accordingly, social justice cannot be segregated from "how educational theories and practices are being [re]defined and practiced by professionals within schools, academic disciplines and governmental circles" (Bogotch, 2000, p. 139). A sense of social justice is, or ought to be, threaded throughout the educational enterprise.

In the early years of the twenty-first century, inequities are now less visible and intentional, at least within the mainstream and culturally dominant Euro-Canadian community. However, unintentional injustices are even more harmful and dangerous (Marshall & Oliva, 2006). It is important to identify each and

relationships of the factors that shape the education and educational environment, in which some children and their families are underserved and underrepresented (Boske & Diem, 2012; Marshall & Oliva, 2006; Toom & Boske, 2010). It is also urgent to find strategies that are responsive to the forces triggering social unfairness and inequity (Rivera-McCutchen, 2014) to meet the needs of diverse students (Marshall & Oliva, 2006).

Conceptual Framework

Among all protocols that has been used in the research on social justice leadership, the International School Leadership Development Network (ISLDN) framework is one that revels the multifaceted nature of the context of social justice leadership. For the purposes of this study we used ISLDN as the conceptual framework. This framework, as shown in Figure 1, was the analytic protocol used throughout the data collection and analysis processes utilized in this study.

As presented in this framework, social justice leadership is the responsive to five intertwined dimensions: school leader, school specific context, school community, socio-political discourse, and sociocultural dimension. This framework reflects the multifaceted nature of the context in which social justice leadership is situated. Within each of the dimensions, there are several subthemes to interpret the meaning and evaluation of the dimension.

Figure 1

Macro/Meso/Micro Framework of Social Justice Context
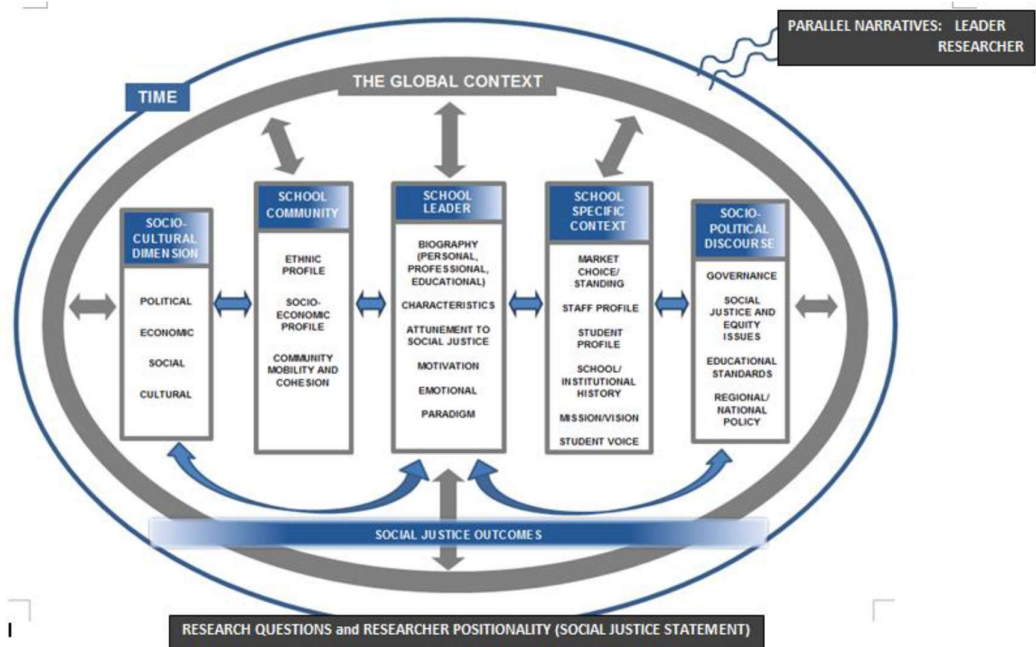
The ISLDN framework has been applied worldwide to guide studies on social justice leadership in education. Some of the studies are set in a single country, region, or cultural context (e.g., Gautam, Alford, & Khanal, 2015; Medina, Martinez, Murakami, Rodriguez, & Hernandez, 2014; Sharvashideze & Bryant, 2014), while others are comparing studies on social justice school leadership in different contexts (e.g., Angelle, Arlestig, & Norberg, 2016; Arar, Beycioglu, & Oplatka, 2017; Gurr, Drysdale, Clarke, & Wildy, 2014; Slater, Potter, Torres, & Briceno, 2014). From these studies, many themes become evident. First, it is apparent that there is a relationship between

effective school leadership and a high–needs school environment. Second, there are more similarities than differences in how social justice leadership is enacted in different contexts. Third, the differences in understanding and actions made by school leaders towards social injustices are significantly associated with context. It is notable that these studies were qualitative in nature and described the school leaders' sense-making and practice towards social justice. The authors in this study employed a mixed method approach to fill the research gap, presenting quantitative research possibilities in this area.

Literature Review

This section includes a discussion on the definition of social justice leadership as well as the relationship between social justice leadership and its multiple personal, school, community, sociopolitical and sociocultural contexts. Meanwhile, the existing research on social justice leadership is discussed and summarized, followed with an illustration focusing on quantitative studies on this topic and protocols used.

Definition of Social Justice Leadership in Education

Social justice leadership is a multidimensional concept, and thus has a complex definition. Many scholars start with claiming that social justice need to be enacted through an inclusive approach, meaning that meaningful engagement of all groups, especially marginalized groups (Capper & Young, 2014; DeMatthews et al., 2016; Jayavant, 2016), should be reflected in education visions, values, and practices of a school. Inclusion goes beyond disabilities, which are usually regarded as the object of inclusive education (Capper & Young, 2014), and extends to a wider variety of marginalized groups

that are usually associated with low incomes and occupational statuses, and those groups that are oppressed because of race, religion, gender, disability, sexual orientation, cultural origin, and language diversity (Dantley & Tillman, 2006; Theoharis, 2007). These inequities are historically and structurally formed, which means that the elimination of the inequities is impossible at one stroke. The process by which these inequities are ameliorated will take time, effort, and systemic change.

Another dimension of the definition focuses on actions taken by school leaders to identify the problems of social injustice and tackle these problems. Goldfarb and Grinberg (2002) defined social justice leaders as those who "create critical conditions and safe spaces" (p. 162). Dantley and Tillman (2010) believed that a social justice leader should be one who "investigates and poses solutions for issues that generate and reproduce societal inequities" (p. 19). DeMatthews, Edwards, and Rincones (2016) claimed leadership for social justice should facilitate "a critical dialogue on the status quo within the school and community" (p. 759). DeMathews (2015, p. 145) summarized the practice of social justice leadership into four categories:

(a) interrogating school policies, cultures, and community expectations;
(b) identifying oppressive and unjust practices;
(c) employing democratic processes to engage marginalized communities; and
(d) substituting unjust practices with equitable and culturally appropriate ones.

The initiatives being taken to address social justice may vary among different principals. However, one commonality is that

socially just principals are aware not only of the issues of inequity but also that their roles and actions might result in either diminishing or potentially reproducing social injustices. Therefore, it is critical for socially just leaders to "question how they can use their knowledge, expertise, experiences, and resources to address inequities" (DeMatthews, 2015, p. 146).

The third dimension of definitions for social justice leadership refers to what might be termed the ultimate outcome. Many scholars have argued social justice leadership should result in educational transformation and reform (DeMatthews et al., 2016; Goldfarb & Grinberg, 2002). The core elements of such transformation are inclusive education (Capper & Young, 2014; DeMatthews, 2015; Theoharis, 2009) and democratic school communities (Shields, 2004). Social justice leaders are sensitive to stereotypes of people who have different backgrounds, experiences, and perspectives. Such stereotypes have existed in all cultural forms and societies. Social justice school leaders can constantly examine their bias and prejudices to create a safe educational space for open conversations on the learning experience of all students. Ultimately, the practice of social justice will lead to transformation on educational systems and perceptions of individuals.

The Embodiment of Social Justice Principals

It has been widely discussed in the literature that social justice leadership is closely related to individual and contextual factors. For example, personal background is known to influence school leaders' social justice practice (Brown, 2004; Evans, 2007; Ingle, Rutledge, & Bishop, 2011). Factors related to personal background are school leaders' beliefs, background, and experiences (Ingle et al., 2011), as well as gender (Steele, Spencer, & Aronson, 2002). It is also

documented that the racial, ethnic, cultural, and language identities of educational leaders impact their decision-making in creating a social just school environment. In an American study, Santamaria and Jean-Marie (2014) suggested that:

> *educational leaders who are women and also members of historically underserved groups in the US (e.g., American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, Black or African American) tend to manifest cross–cultural leadership practices through different filters of experience than their mainstream and dominant–culture peers. (p. 334)*

From these studies, it can be observed that a principal's social justice behavior is associated with social identities (e.g., gender, race, and ethnicity) and personal characteristics (e.g., language, culture, beliefs, and experiences) held by the principal. Certain identities that a principal embodies may contribute to his/her social justice behaviors at work.

Another related factor to school leaders' social justice practice is school context, which includes elements such as the composition of staff members and student population, school history, educational system, and traditions. Among these elements, student body composition is important in that diversity in religion, language, race, and culture are social capitals that school leaders can make use of to build a strong learning community that values social cohesion (Jayavant, 2016). Researchers looking at Indian school leaders concluded that school leaders' enactment of social justice were closely associated with the students' social background in the schools that they served (Richardson & Sauers, 2014). They explained that when students were mainly middle class or wealthy, social justice endeavors by school leaders were exogenous, meaning these school leaders tended to encourage their students to serve others. On the contrary, when schools were situated in a poor or less affluent

community, the school leaders focused more on providing opportunities for students to exemplify their voices and get out of the poverty. In another study on leadership of principals in urban schools, the researchers argued that effective leaders are responsive to context, especially when schools are experiencing 'disadvantageous situations', such as low students' achievement, racial and linguistic diversity, shortage of high quality teachers, and campus violence (Reed & Swaminathan, 2016). School contexts have been demonstrated to be closely related to school leaders' reaction to social justice issues.

Like school context, community context is also influential to social justice leadership. Studies have shown that when school leaders are able to establish a socially just partnership between school and families, such partnership can improve the organizations' efficiency, enhance equity in the school environment, and obtain better educational outcomes (Furman, 2012). Without the collaboration of school administrators, teachers, and parents, it is impossible for either group to address the diverse needs of students. Efficient school leaders often view parental engagement as "a tool to control student behavior and academic performance or as a means of justifying their own beliefs, programs, and leadership decisions" (DeMatthews et al., 2016, p. 787). By engaging parents in school management, school leaders provide opportunities for parents to be part of the school. It is helpful to establish mutual understanding, tolerance, and respect among people who participate in this process. Parental engagement also provides access to resources that the marginalized groups usually lack.

The responsiveness of socially just leadership to context also means that school leaders cannot ignore the socio-political and

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sociocultural forces that are embedded in, and fundamentally influence, the educational system and everyone within it (Crow & Scribner, 2014; Reed & Swaminathan, 2016; White-Smith & White, 2009). Comparative research on school leadership in different sociocultural contexts has noted that social justice leadership is "tightly intertwined in the cultural, historical and personal contexts of the leader and the school" (Arar & Oplatka, 2016, p. 71). The influence of socio-political and sociocultural elements on school leaders' ability to create a socially just educational environment can also be represented in school leaders' perceptions on education and their understanding of equity (Diem & Boske, 2012). Socio-political and sociocultural forces profoundly shape both the educational environment within which school leaders enact to socially unjust issues and school leaders' perceptions on social justice in education.

Altogether, social justice leadership should be understood as a holistic concept that is situated in a multi-layered environment. At the personal level, the influential factors might be the history of the principals, their beliefs, identities, and personalities. At the school level, the relationship between school leaders and staff members, the impact of leadership to school management, the consistency of beliefs held by leaders and staff, will all impact the results of school leaders' initiatives in dealing with social injustices. Similar to the specific school context, the community is another layer of the educational ecosystem. As illustrated previously, community has tremendous power in shaping the performance of schools within its mandate. When principals make endeavors to address the social injustice issues that have happened in the community, changes in communities will ultimately be a tremendous power forth in transforming the schools. At the wider level of the ecosystem, social justice leadership can also

be examined in the national or provincial political and sociocultural context.

Focuses of Existing Research in Social Justice Leadership

In dealing with issues of social injustice in educational contexts, school leaders play a vital role in translating their leadership into actions to produce change (DeMatthews, 2015; Fullan, 1993; Goldring & Greenfield, 2002). In general, the existing inquiries on social justice leadership in education can be categorized into four groups. These are related to process, transformation, context, and preparation.

Process. Scholars have studied how educational leaders make sense of social justice. For example, in a study conducted in Israel, a Jewish principal understood social justice as "national awareness," whilst an Arab principal interpreted it to be the "pedagogy of the depressed people" (Arar & Oplatka, 2016, p. 71). In a study in the United States, the researcher described that a new principal understood social justice from the perspective of inclusive education. To this principal, socially just leaders in schools should take initiatives to restructure the current school system and culture, to provide success to all students, and to deal with challenges and restrictions from the school and community (DeMatthews, 2015). In a comparative study on social justice leaders in Costa Rica and England, the authors argued that although the situational contexts might be hugely varied, educational leaders' perspectives on social justice were demonstrated to be more similar than different, which opened the possibility of sharing the approaches to social justice (Slater et al., 2014). The same conclusion was drawn through other research comparing principals in Sweden and the United States (Norberg et al., 2014).

Transformation. There are scholars who explain the transformative initiatives taken by school leaders in their efforts to address social injustice in their schools and communities (DeMatthews, Edwards, & Rincones, 2016; Higginbottom & Friesen, 2013). DeMatthews, Edwards, and Rincones (2016) reported a female principal of a Mexican school at the border between Mexico and the US enacted social injustice through educating adults, mainly equipping them with "knowledge, skills, critical attitudes, and optimism" (p. 785), in the community. While in another study, Higginbottom and Friesen (2013) noted challenges a principal encountered when he tried to practice equity policy in his school in order to foster each single child, especially those high-need ones. The failure of this principal indicated that social justice practice could not be achieved without the support from school teachers and communities. Ryan (2016) summarized the initiatives taken by social justice leaders as to "work for inclusive decision- and policy-making processes, foster inclusive dialogue, help others to critically reflect on their practice, prioritize socially just pedagogy and ensure that community groups are meaningfully included in school processes" (p. 91). Through these efforts, effective school leaders include stakeholders to collaboratively address the socially unjust issues that have happened in schools by realizing that those issues are really rooted in a wider political and sociocultural context. In doing so, these school leaders become transformative agents and empower the stakeholders to be change agents as well.

Context. Scholars have examined social justice leadership from the lens of internal and external factors that shaped both the practice of leadership and its outcomes. Many scholars agreed that social justice leadership is closely intertwined with personal history, working and education experience, social status, and the cultural and

political environment (Arar & Oplatka, 2016). Others have argued that social justice leadership should be responsive to the dynamic context and leaders need to realize the complexity and intersectionality of all factors that contribute to the social injustice (DeMatthews et al., 2016; Ryan, 2016).

Preparation. Many scholars have attributed the preparation of educational leaders to their capacity deal with social justice and equity issues (Boske & Diem, 2012; Brown, 2006). These researchers claimed that the curriculum of leadership training programs should be embedded with knowledge of the oppressed and the marginalized, and focus on ensuring an awareness of critical theory, critical social theory, queer theory, for example (Jean-Marie, Normore, & Brooks, 2009). To prepare social justice leaders requires a framework that highlights a combination of "critical consciousness, knowledge, and practical skills" and "curriculum, pedagogy, and assessment oriented toward social justice" (Capper, Theoharis, & Sebastian, 2006, p. 212). Preparing school leaders to be ready to address social injustice has been argued by some as the core component of principal preparation programs (Kemp-Graham, 2015).

Quantitative Studies and Protocols

Most of the inquires mentioned above were qualitative and descriptive in nature. Our review of the literature revealed only a few quantitative studies, which examined either the participants' awareness of social justice or its influence on their leadership style. For example, a recent study on preservice principals examined their social justice commitment in terms of to what extent lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ) knowledge being integrated into principal preparation programs (O'Malley & Capper, 2015). As LGBTIQ individuals face daily

marginalization and oppression, the findings could extend to other marginalized communities that face injustices in the education system. In their study, the researchers developed their own instrument, which contained 33 items covering six aspects to examine preservice principals' LGBTIQ knowledge, strategies, outcomes, and context of the programs. Due to the small number of participants ($N =$ 15 principals), there were no data on the statistical validity of the questionnaire. The discussion of the findings was based on descriptive statistics.

Another study (Brown, 2004) attempted to determine the extent to which principals' perceptions of diversity, social justice, and equity, were evaluated by various measures. These included the Cultural Diversity Awareness Inventory (CDAI), the Bogardus Social Distance Scale, and the Survey of Multicultural Education Concepts (SMEC). Brown (2004) suggested these instruments might be sound, but no data on reliability and validity were reported. Also, most of these quantitative research studies selected preservice teachers instead of in-service educational leaders as research participants.

Brown (2004) further discussed two scales that had been tested to be of high reliability: *Cultural and Educational Issues Survey* and *Personal and Professional Beliefs about Diversity Scales*. The studies that had applied these two instruments demonstrated statistical significance in some areas. For example, 'major of study' and 'gender' were significantly correlated with attitudes towards cultural and educational issues (Pettus & Allain, 1999). 'Gender' also influenced people's personal and professional beliefs on diversity (Pohan & Aguilar, 2001), while personal beliefs and professional beliefs were also demonstrated to be significantly correlated. These studies did not focus on the perceptions and practices of school leaders.

Other than these few studies, there appears to be little research which attempts to explain social justice leadership in quantitative terms. There are some limitations of these instruments developed or applied in those studies. First, they focus on perceptions of one or two subthemes of social justice, such as diversity and marginalization. The researchers understand that social justice leadership is multidimensional, but no single scale is developed to examine it in a multilayer context. Second, these instruments were mainly tested on preservice educators with the purpose of supporting the argument that curriculum and pedagogy for leadership preparation programs should be adopted to be more responsive to social justice. Serving principals were usually not the center of these quantitative studies. Finally, there has been no updated research on these instruments in recent years. The sociocultural, political, and academic context of social justice leadership inquiry has changed greatly since their creation. Thus, to fill in this gap, there should be more quantitative research to address the multilayered and multifaceted nature of educational leadership through the lens of social justice.

Purpose of Study

We designed the research study reported here upon the belief that social justice leadership is a complex concept that is shaped by a multitude of personal, social, and political factors, as well as specific school and community contexts. In this study, we hoped to build upon the current limited set of quantitative studies in social justice leadership. It was our aim to conduct a mixed method research study to triangulate the quantitative and qualitative findings so to deepen our existing understandings of social justice leadership. With this understanding in mind, we set out to develop a statistically valid and

reliable instrument to examine the multi-layered concept of social justice educational leadership.

Method

Mixed method design was utilized in this study to enable a "more complete understanding of [the] research problem" (Creswell, 2014, p. 4). There were two phases in this study, qualitative and quantitative. The first qualitative phase served to identify or narrow the variables of research, whilst the second quantitative phase was the focus of the study reported here (Creswell, Plano Clark, Gutmann, & Hanson, 2003). The purpose of the quantitative approach was to generate a questionnaire, which could be applied to examine the relationship between school leaders' perceptions and actions towards social justice and the various dimensions of the context with which the school leaders were situated.

Participants

Convenience and opportunistic sampling methods (Marshall & Rossman, 1999) were used to enrol participants. At a provincial educators' conference, a number of conference attendants who were either employed in the education system were asked to identify 'socially just leaders'. No further definition was provided, so the judgements were based on their own individual perceptions of social justice leaders in education. As a result, 22 principals were nominated. These 22 nominated principals were categorized by location of school (urban, suburban, and rural) and level of school (elementary, intermediate/consolidated, and high). The individual at each school level with the greatest number of nominations was identified and invited to participate in individual semi-structured interviews, to which all three principals agreed. The three

participants represented elementary/urban, intermediate/suburban, and high/rural school communities respectively.

Qualitative Methodology in Phase One

In the first phase, the ISLDN framework guided the questions asked in the interviews. Participants were asked about their understandings of social justice in education and how they worked to create a socially just education environment in their school. They were also asked to tell their life stories, and reflect on experiences they believed influenced their life and career. Their perceptions of current school context, community context, and socio-political and sociocultural elements that might promote or hinder them to develop social justice leadership were also included in the interview questions. Each of the three interviews lasted for one hour. The recordings of the interviews were transcribed, with corresponding transcription being sent to the participants for member-check.

In the qualitative data analyzing process, each of the three researchers separately performed a content analysis and created themes that later had been compared for internal reliability. Themes identified by the individual researchers were then reorganized and discussed in group meetings to ensure no themes were neglected and all emerging themes made sense. The qualitative aspects of this study are reported elsewhere. Themes from the interview data and existing scholarly literature were used to structure the Social Justice Leadership (SJL) questionnaire, which was used as the protocol in the quantitative phase.

Quantitative Methodology in Phase Two

In the province where this research study was conducted, there are 61 schools, both public and private. The SJL questionnaire was

distributed through email to all principals of the 61 schools and 19 responded. Thus, there was a 31.15% response rate, which is comparable to the 33% found to be an acceptable response rate for an online survey (Nulty, 2008).

The Social Justice Questionnaire (SJQ1)

There were five sections in the original questionnaire: Demographics, School Leader (SL), School Context (SC), Community Context (CC), and Policy Context (PC). The demographic section described information from two points of focus. One was participants' personal information (i.e., gender, age) and their life history related to their experiences of being a principal. The other focus concerned some numeral data of the schools in which participants worked, such as the years of existence, the number of students, staff, etc. and other information like the location and level of grades offered.

The questions in the other four sections (SL, SC, CC, and PC) were structured as Likert-like scales of 6-points (1 as strongly agree to 6 as strongly disagree). There were also 5 polar questions in SL ($n = 2$) and SC ($n = 3$). The 6-point Likert-like scale was chosen because the researchers assumed that when the neutral point was absent, the respondents would give a second thought when they had to choose a side. Additionally, the 6-point Likert scale has also been argued to follow a better normal distribution (Leung, 2011) and higher reliability (Chomeya, 2010) than a 5-point scale.

In the SL, SC, CC, and PC sections, the amount of questions loaded was 31, 20, 13, and 10 (total $n = 74$), respectively. In each section, several items were reverse scored to ensure the points of each items were in the same direction. In SL, questions were designed to examine school leaders' understandings on education and social

justice. In SC, questions were designed to reveal principals' socially just behaviors and socially injustice situations in the school. In CC, questions were designed to determine the presence of social justice related issues in the community. Finally, in the PC, questions were designed to indicate principals' perceptions regarding the supportiveness of government policies to schools.

Data Analysis

The data were recorded and analysed through SPSS (version 21). Five polar questions were removed when the reliability was examined. Cronbach's alphas for the 69 remaining items was .63, which is "questionable" but not "unacceptable" (George & Mallery, 2003, p.231). The reasons might be the "poor interrelatedness between items or heterogeneous constructs" (Tavakol & Dennick, 2011, p. 54); another might be the small number of respondents.

There were two significant correlations identified: SL and SC, $r = -.471$, $p < .05$, and SL and CC, $r = .483$, $p < .05$. It is worthwhile to note that SL and SC are negatively correlated, while SL and CC are positively correlated. These two opposite correlations might be explained as such: When the school leader is situated in a more severely socially unjust environment, they might become a more socially just leader to deal with those injustices, thus creating a fairer and more democratic education environment in their school.

The Social Justice Questionnaire (SJQ2)

Following the first administration of the SJQ, we identified a number of issues that suggested modifications to the instrument were required. Accordingly, the revised questionnaire (SJQ2) was developed and is presented here.

Although the SJL questionnaire demonstrates two significant correlations, the overall reliability could be increased. Moreover, the length of the questionnaire (74-items) may have been too long for participants to finish. The required time commitment for survey completion may have affected the validity of the survey. Therefore, further reliability analysis of the items in each section was conducted in order to increase the Cronbach's Alpha coefficient.

After reliability analysis, the items that affected the reliability of each section were removed from the questionnaire. A comparison of the reliability and the number of each section is demonstrated in Table 1

A Comparison of Original and Revised SJQ

	SL		SC		CC		PC		Overall	
	n	*α*	*n*	*α*	*n*	*α*	*n*	*α*	*n*	*α*
Original	29	.540	17	.449	13	.787	10	.675	69	.630
Revised	13	.905	8	.760	4	.893	7	.790	32	.782

The revised SJL questionnaire was condensed to 32 items, with an acceptable coefficient ($α$ = .782) (George & Mallery, 2003). The items in each section are shown in Table 2.

Table 2

Items Loaded in Each Section of the Revised SJQ

Section	Items
SL	1. To me, social justice means taking care of the individual.
	2. To me, social justice means providing opportunities to those who have been deprived of.
	3. I am a person of strong persistent.
	4. Education is to help kids find and follow their passions.
	5. I have mentors who have influenced my growth as a principal.
	6. I always think about how to give back to the community through education.
	7. My family traditions shaped my attitudes toward education.
	8. Being a principal takes a lot of my time and energy.
	9. In my practice as principal, I must believe in kids and people.
	10. I am passionate about my job.
	11. The purpose of education is to build the character of my students.
	12. I possess a high emotional intelligence.
	13. I try to support people no matter who they are.
SC	1. My staff and I have similar educational beliefs.*
	2. Drug abuse is an issue among my students.
	3. Everyone in my school recognized and believes in the mission of the school.*
	4. My staff have good personal health and well–being.*
	5. Alcohol abuse is an issue among my students.
	6. I recognize the needs of my students.*
	7. Bulling is a serious issue at my school.
	8. Providing a lunch program is irrelevant to social justice.*
CC	1. Household poverty is quite an issue in the community of my school.
	2. The community served by the school is a transient one.
	3. Criminality and/or street violence is an issue in the community.
	4. Drug abuse, alcohol addiction, family violence, and/or mental health issues are common in the community.

PC	1. The Department of Education, Early Learning and Culture is supportive in my operation of the school.
	2. Large–scale assessment is helpful in evaluating educational quality of schools.
	3. The Department of Education, Early Learning and Culture does not support me in my position as a principal.*
	4. Most people I deal with in the Department of Education, Early Learning and Culture are not accessible.*
	5. All the costs on large–scale assessment are not worthwhile.*
	6. I feel that most educational policies on PEI are relevant to my school.
	7. Large–scale assessment improved the quality of education in my school.

Note. Items with * are revise-scored.

A correlation analysis was once again conducted on the revised SJL survey and only one statistical significance between SL and CC was demonstrated, $r = .538$, $p < .05$. However, in the revised SJL2 questionnaire, there was no longer a significant correlation between SL and SC.

Discussion

Although the correlation between SL and SC is tested to be different in the two versions of the SJL questionnaire, SL and CC demonstrated significant correlation in both versions. These statistical results echo qualitative studies on the relationship between principals' social justice behaviors and the environment they are in (Bogotch, 2000; López, González, & Fierro, 2010; Ryan, 2016). There are two layers of interpretation of the correlation between SL and CC.

First, community context is essential in conceptualizing social justice in education. It is impossible to disconnect the community from a school when social justice is under discussion. Judgements about actions that are appropriate to create a democratic and just

school environment can not be divorced from judgements on the socioeconomic and sociocultural situations of the community. In particular, as indicated in the CC section of the SJL questionnaire, poverty, population transience, criminal violence, drug abuse, alcoholic addiction, and mental health issues are all issues that social justice leaders should take into consideration in understanding their students. The more that school leaders are aware of students' backgrounds and contexts, the more possible it will be that the school leaders are able to "establish trust and discourse with individuals and groups and to distribute the organization's resources according to insights derived from this recognition" (Arar, Beycioglu, & Oplatka, 2017, p. 194).

Second, school leaders tend to develop a focus on social justice leadership when schools are in a high-needs community. Abundant studies (e.g., DeMatthews, Edwards, & Rincones, 2016; DeMatthews, & Mawhinney, 2014; Hickey, Gill, & Brown, 2011; Medina, et. al., 2014; Theoharis, 2008) have documented how socially just school leaders address the socially toxic environment which is often situated in urban, cross-border, and developing areas. In these places, "poverty, economic inequalities, social and linguistic disparity, and the high mobility of students" (Medina, et. al., 2014, p. 92) are issues that schools must face and address before the school leaders are able to focus on students' academic achievement (Chenoweth & Theokas, 2013).

The significant correlation between community context and socially just school leadership indicates that the effect between social justice leaders' actions and the context is mutual. School leaders are not only affected by the social and economic situation of the community, but through their understandings and reactions they also

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affect the community to be more socially just (Berkovich, 2014). The qualitative research findings that effective school leaders are able to establish a more socially just learning environment in school through engaging the participation of community members into school management (Auerbach, 2009) and strengthening the community (Theoharis, 2007) are therefore confirmed by these quantitative results.

Although SC and CC are tightly interwoven, there is no significant correlation between SL and SC in the SJL2 questionnaire. There are two main components of the questions in SC section: staff and students. Although the situation of students should represent the community where students come from, when the component of staff added in, significant correlation does show between SL and SC. How school teachers and staff might affect SC's understanding and initiatives in coping with socially unjust issues is a topic that worth to be explored.

Limitations and Significance

This mixed-methods study examined the relationship between school leaders' perceptions and enactments towards social justice issues. There are some limitations to this research. For example, in the quantitative part, the small number of completed questionnaires might affect the statistical results. Since this research was only conducted in a small province with a limited number of schools, further research can be done to an extended area to include more school leaders. Another limitation is that the revised version of the SJL questionnaire has not been retested. Both versions of the SJL analysis were based on one set of data. The revised SJL questionnaire

is only a preliminary outcome of this research. It needs to be retested and modified.

For all the limitations, the significance of this study is meaningful. This mixed methods research is a pilot in statistically testing the relationship between social justice leadership and its environment. The results showed that social justice leadership was significantly correlated to the community in which the school was located. Although this argument has been widely discussed in qualitative literature, it has never to our knowledge been statistically proven. This research and the suggested SJL questionnaire suggest the possibility and set the base for further quantitative research on social justice leadership in education.

Conclusion & Recommendations

The significant correlation between social justice leadership and the community context has the possibility for understanding the plurality of social justice leadership in education. To be an effective leader and address social justice issues, a principal must be responsive to the context in which the school is situated. Additionally, the context will impact the actions of a responsive and socially just school principal. While the definition of successful education differs from one culture to another, perceptions of successful principalship across nations do share commonalities, which include the need to be responsive to the context and culture (Gurr, 2014). No school is isolated. With education being the focus, an intertwined net is formed and shaped by school leaders, teachers, students, parents, and people from communities. To understand social justice leadership in education, it is necessary for researchers and practitioners to examine the net with a clear conscience of a

wider sociocultural and political environment where a specific school is situated. Furthermore, each individual within the net is shaped by and thus represents a unique environment. Therefore, the practice of social justice leadership is impossible to be a principals' personal preference but should be a response to a multi-layered context with education being its centre.

Based on the finding of significant correlation between SL and CC, it is strongly suggested that the system of principal rotation is very necessary. Since SLs develop stronger awareness to cope with higher-need community situations, it is necessary for principals from lower-need communities to be put in schools within higher-need communities, so that the awareness for socially just education is not restricted within a few principals from a few schools. Socially just education is an issue that needs a more in-depth understanding from a bigger population.

Additionally, in the current study, the authors have proposed the SJLQ2 as an instrument which might be implemented in further research to statistically determine how principals' perceptions of socially just leadership are enacted in various school contexts. Academically, this questionnaire helps narrow the current research gap created by the dominance of qualitative approaches to social justice research. In presenting the SJQ2 we hope and encourage others to also examine issues of socially just school leadership through the lenses of quantitative and mixed methods research.

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