Relation of Social Justice Leadership with Students' School Alienation and School Burnout[1]

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Abstract

This research aimed to determine whether there is a relationship between school alienation and school burnout, and "social justice leadership", and to identify the nature of this relationship and structure. In this research, a relational screening model was used. In order to analyse the relationship between "social justice leadership", school alienation, and school burnout through data collection tools, correlation analysis, multiple regression modelling, and multiple linear regression analysis were made. Three hundred eighty two high school students studying in Ankara, Turkey participated in the research and data were obtained in April and May 2019. The results obtained from the data show that there is an inverse relationship between social justice leadership and school alienation and school burnout, and that the increase in social justice leadership in school may decrease school alienation and school burnout. It is recommended that high school administrators promote a social justice culture in school to reduce variables such as school alienation and school burnout.

Keywords: social justice leadership, school alienation, school burnout, leadership, high school

Introduction

Considering the fact that inequalities in society and the need for social justice increase day by day, and this is an international problem. For this reason, regulations on social justice begin to attract attention. In the Social Justice Index report (Hellmann, Schmidt & Heller, 2019), it is stated that many countries have deficiencies (health, education, labor market access etc) in terms of social justice. Turkey is fortieth out of 41 among countries in the ranking index of social justice. Increasing population mobility, rising pluralism in schools and knowing the effects of socioeconomic differences on students' academic achievement caused discussions on social justice practices (Rapp,

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2002; Furman & Shields, 2005). The problem of social justice, which is a concern for the entire world, also necessitates "social justice leadership" practices, especially in schools where social inequalities are reproduced (Mills, 2008).

Providing "social justice leadership" in schools serves as an important success for groups from various socio-economic statuses, ethnicities, and cultures at school as well as in society (Furman, 2012; DeMatthews & Mawhinney, 2014). "Social justice leadership" is to provide equality in education for all children of various racial, cultural and ethnic backgrounds (Gerwirtz & Ball, 2000). It gives opportunity to fill the achievement gap and supply the essential resources to disadvantaged students (DeMatthews, 2015), and to reformat, organize and expand the curriculum to meet the needs of a particular student community. It is expected from social justice leaders to focus on equality in education in schools (Brown, 2004) and create the necessary structure to meet the needs of children and families with different racial, cultural, linguistic and economic backgrounds (Dantley, 2005; Dantley & Tillman, 2010). Considering that the change in the world is very rapid, in many countries there is a significant learning gap among disadvantaged students and this gap continues to grow through adulthood (OECD, 2017), deficiencies that may arise in the absence of social justice leaders are of great importance. "Social justice leadership" has effects on many aspects such as attitude towards school, school engagement (Özdemir, 2017), and school belonging (Gören, 2019). Creating models of social justice by evaluating these effects is likely to prevent the increase in the occurrence of many negative situations in terms of access to education, notably school dropout, as well as the reproduction of inequalities at school. School alienation (Calabrese & Poe, 1990) and school burnout (Bask & Salmela-Aro, 2013), which have critical roles in

school dropout, are accepted as important variables, especially in disadvantaged groups. Hascher and Hadjar (2018) defined school alienation as "a specific set of negative attitudes towards social and academic domains of schooling comprising cognitive and affective elements" (179). Therefore, the consequences of these negative attitudes such as decreasing enjoyment of school (Morinaj et. all, 2019), academic failure (Osler & Hill, 1999), and not feeling the need for education (Newmann et al., 1992) can cause school dropout. In another dimension when we consider concept of alienation, social isolation, powerlessness stands out (Brown et. al, 2003; Hascher & Hagenauer, 2010). This concept of powerlessness is directly related to social justice and expected to show its effects more in the lack of social justice. When we consider school burnout, it is related to emotional exhaustion, cynicism, and depersonalization (Wallburg, 2014). Salmela-Aro and others (2009) described school-related burnout as sarcastic and neutral attitudes towards the school and a sense of inadequacy as a student. It is seen that school burnout also leads to negative attitudes, like alienation from school. School burnout causes, inappropriate behaviors (Dyrbye et al., 2010), and diminished academic performance (Salmela-Aro et. al, 2009). Therefore, within the scope of this research, it was aimed to specify whether there is a relationship between variables and to identify the nature of this relationship if there is any.

Literature Review: Social Justice Leadership

While some researchers stated that a clear definition of social justice cannot be made (Bogotch, 2002), other researchers defined the common features of social justice for fair education (Larson & Murtadha, 2002; Marshall & Oliva, 2010), and focused on the analysis of points such as race, marginalization, diversity, sexual orientation and

gender (Dantley & Tillman, 2010). Miller (1999), one of the contemporary philosophers of social justice, explained it based on how good (advantage) and bad things (disadvantage) should be distributed among members of society. In this distribution-based assessment, rather than the good and the bad being in favour of or against certain groups, it is expected that these groups are exposed to the good and the bad equally. Ensuring equality for good and bad also means equalizing opportunities and converging to social justice. Inequality for good and bad widen the gap between good and bad. Especially when evaluated in terms of socio-economic conditions, the unequal distribution of the existing accumulation among the members of the society also disrupts the equality between people.

Social justice is possible primarily through being concerned with positively equalizing hopes and opportunities for the different members of society in terms of social limitations such are gender, nationality, race, social class, culture, ethnicity, age, and disability (Miller, 1999). Social justice refers to the understanding that increases economic prosperity for all members of society, and that all institutions of society act in the light of this responsibility (Mansfield, 2013). When daily life experiences are evaluated in this respect, many situations can be exemplified. In the provision of social justice, we can define the "*social justice leader*" as a person who creates practices that ensure equality in the educational environment, supports groups that are subject to inequality and aware of inequalities.

Social justice leaders were expected to raise a high level of critical awareness against repression, exclusion, and marginalization (Brooks & Miles, 2008). Social justice leaders also carry out the process of ensuring justice in terms of the groups they support.

In other words, social justice leaders need to analyze whether their organizational practices support certain groups (Boske & Diem, 2012). Researchers supported that educational leadership can positively affect social justice (Garratt & Forrester, 2012; Ryan, 2006; Jean-Marie, 2008). Especially in school life, school dropouts arising from inequalities may occur, and students may become alienated from school. Students may feel marginalized. This is because schools are places where situations such as the exclusion and separation of disadvantaged social groups are reproduced (Mills, 2008; Batruch, 2018). Theoharis (2007) discussed marginalization in "social justice leadership" and according to him it can be achieved through taking deliberate, egalitarian and justice-oriented steps to change the school.

It is seen that in educational environments where social justice was not provided, inequality is maintained and marginalization occurs, students were affected in terms of many aspects such as attitude towards school, school loyalty (Özdemir, 2017), quality of school life and belonging to school (Gören, 2019). Especially in an environment where the person is marginalized for external reasons, students can become alienated and experience burnout.

School alienation is an important problem for the school and needs to be addressed. In-depth examination of its causes is important in terms of reducing the problems it creates at school. Considering the concepts that Seeman (1975) discovered the concept of alienation by Karl Marx, it is seen that he emphasized many points such as individual weakness, meaninglessness, normlessness, cultural alienation, and social isolation. The fact that any one's own truths do not coincide with the general truths of the society in the decision-making process reflects the meaninglessness, while the

normlessness indicates that the social norms that regulate individual behaviors are destroyed (Seeman, 1959). All of this consists of perceptions of self-alienation due to meaninglessness, normlessness, cultural alienation and social isolation (Hascher & Hadjar, 2018). In all dimensions of alienation, there is a distancing of the student from the school and the school becoming meaningless and reasonless for him/her. Although many different definitions of alienation from school (Hascher & Hadjar, 2018) have been made, in general, it can be said that it expresses many negative situations such as increased school absenteeism (Angell-Olsen, 2017), and low academic achievement (Morinaj., Hadjar, & Hascher, 2019). Besides these conflicts that students have with their friends and teachers throughout their education can cause students to stay away from school (Walker & Graham, 2019). Alienation from the school, which has negative consequences that even hinders the enjoyment of the right to education, should not be ignored and what kind of variables it is related to should be examined.

Another negative situation experienced by students is the sense of burnout. Yang (2004) defines school burnout as emotional exhaustion, depersonalization tendency and low personal accomplishment as a result of stress caused by excessive student course load and other problems experienced in the school environment. It is possible to evaluate school burnout in terms of students' feelings of inadequacy, feeling of cynicism towards the school and emotional burnout (Salmelo-Aro, Kiuru, Leisken & Nurmi, 2009). Students who experience burnout increase their absenteeism at school, there are problems in fulfilling the duties and responsibilities assigned to the student related to the course, and the motivation of the students decreases (Yang & Farn, 2005). School burnout creates many obstacles for students and achieving school goals. Seeing school as a source

of stress (Kiuru, et. al, 2008) dropping out of school (Yang & Farn, 2005), alienation from school (Loughrey ve Harris, 1992) can be listed as some of them. It is noteworthy that there may be problems resulting in school dropouts (Basque & Salmela-Aro, 2013). For all these reasons, an in-depth study of school burnout is needed.

Considering that social inequalities increased the occurrences of many negative situations, their relationship with school burnout is also a curious topic. Since it is thought that these types of inequalities had an impact on shaping one's future, especially during adolescence, which is a period characterized by various psychological, physical, social and socio-cultural changes (Caspi, 2002), it is important to put excessive significance on social justice.

Methods

This research aimed to determine whether there is a relationship between school alienation and school burnout, and "social justice leadership", and to identify the nature of this relationship and structure. For this reason, the research seeks answers to the following research questions;

Research Question 1. Is there a relationship between social justice leadership and school alienation?

Research Question 2. Is there a relationship between social justice leadership and school burnout?

Research Question 3. Is there a relationship between social justice leadership, school alienation and school burnout?

Research Question 4. Does the model produce an estimated population covariance matrix that is consistent with the sample (observed) covariance matrix? If yes "what is the path coefficient for specific path?"

This study designed as quantitative research, the structural equation modelling was used in the development of the data collection tools of the research, and relational screening model was used for the analysis of the data obtained. In relational research where the relationship between two or more variables is examined (Fraenkel & Wallen, 2008), the model that aims to decide the presence and degree of co-variation between variables rather than the cause and effect relationship (Karasar, 2014) is called a relational screening model and it is used in this research. "Social justice leadership", "school burnout" and "school alienation" levels of high school students were described, and whether there was a relationship between the variables, and if there was, the direction of this relationship was determined.

Scales for the data collection created for the research and Structural Equation Modelling used for the content validity analysis of the scales, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

Population and Sampling

Two samples were created in the research. The first of these samples aimed the development of data collection tools. In the scale development process, there are opinions that state a sample of 200 people will be sufficient as an absolute criterion to extract reliable factors in factor analysis (Kline, 1994) or the number of samples can be determined in scale development by multiplying the number of items by five or ten (Bryman & Cramer, 2005). Since the draft scales prepared in line with these opinions

consisted of 19 to 21 items respectively, it was decided that it would be sufficient to evaluate the scale items on a scale of 210, and the first sample was determined as 210. Random sampling model used for the first sample. Data for the data collection tools were collected from 210 high school students in Ankara in April 2019.

The second sample was the one where the data collection tools would be applied. Purposive sampling method used for second sampling. Especially it is aimed to select students from regions with social justice deficiency. The target population (Toker Gökçe, 2018), in which the researcher could choose the sample, was defined by the researcher because the population was quite large (74,157) in determining the sample to which the data collection tools would be applied. The target population of the research was high school students in Mamak, Sincan, and Keçiören districts in Ankara. The reason behind choosing these districts was that in Ankara Development Agency's Ankara Regional Plan (2014-2023) rates. In regional plan it is stated that Ankara's poverty rate is 7.3% and Mamak's 10.3%, Sincan's rate is 5.9% and Keçiören's rate is 6.7%. These three districts' rates are close to Ankara's average. However, these districts were considered not only because they are close to Ankara average, but also because they differ from each other in terms of poverty rates according to the poverty levels within the district. District poverty rate shows people whose poverty levels are different from each other in a district. That is, it reveals the proportions of poor and wealthy households. The higher the rate, the higher the gap in terms of very poor and high figures. As it decreases, comments can be made by looking at the general average. When the district poverty rates of districts are examined, Mamak's 1.1%, Sincan's rate is 47.3 % and Keçiören's rate is 14.3 %. This means that

while the general population of Mamak is poor, there is a gap between the poor and the wealthy in Sincan.

According to the data obtained from Ankara Provincial Directorate of National Education for the 2018-2019 academic year, 74, 157 high school students, 22, 857 of which are in Mamak, 28, 805 of which are in Keçiören, and 22, 495 of which are in Sincan, receive education in the official high schools located in the districts that constitute the target population. Due to the difficulty of reaching all students who make up the research population, the research was conducted on the sample that represented the entire research population. In order to determine the sample, the sample formula of Cochran (1977, 75) was used in the process by considering the 95% confidence level and 5% margin of error, and the sample was determined as 382 students.

$$n = \frac{t^2(PQ)/d^2}{1+\frac{1}{N}\left(\frac{t^2PQ}{d^2}-1\right)}$$

N: Universe Size (number of units)

n: Sample size (number of units)

d: Acceptable error level (.05)

t: The table value of trust level (t: 1.96)

P: Possibility of realizing the desired situation

Q = 1-P PQ = (. 50). (. 50) = Maximum value of 0.25 variance

Data collection from determined samples was carried out in April and May 2019. Out of the 382 students included in the assessment process as a part of the research, 152 of them were receiving education in Sincan, 128 of them were receiving education in Mamak, and

102 of them were receiving education in Keçiören. The number of female students was 98, and the number of male students was 283. When we examine the distribution of students by class, 96 of them 9th-grade, 127 of them 10th-grade, 109 of them 11th-grade, and 49 of them 12th-grade. One of the reasons for the low percentage of 12th-grade students was that the data were collected in May and that these students did not respond due to the national higher education transition exam.

Instruments

In the literature, "social justice leadership" scales developed on a national scope by Özdemir and Kütküt (2015), and Beycioğlu and Kesik (2014) were found. It was determined that in terms of school alienation, mostly teacher-oriented scales were prepared, but a student-oriented school alienation scale was developed by Şimşek, Abuzar, Yegin, Şimşek and Demir (2015). As school burnout scale, the student scale created by Aypay (2011) was determined. Because of the researcher's desire to add different items on "social justice leadership", alienation, and burnout to the determined scales, the fact that level of reliability of some of the scales was low (0.65), and that one of the determined scales was created for elementary-level students, three scales exclusive to this research were developed for data collection. In the research data collected with these scales were assessed. As for the content validity analysis of the scales, exploratory factor analysis (EFA) and followed by confirmatory factor analysis (CFA) were made, and for content reliability, "Cronbach's Alpha internal consistency coefficient" was calculated. Explanations about developing scales are presented below.

"Social Justice Leadership" Scale

In order to prepare the "social justice leadership" scale, firstly, a pool of 21 items was prepared. In order for it to be examined in terms of content validity and evaluation, the draft scale was submitted to the opinion of three experts. Two experts were from the field of educational administration, one expert is from the field of assessment and evaluation. Following the suggestions made by the experts, six items were changed, two items were removed, and 19 items was determining in draft scale. In addition, according to the opinions of the experts, a 5-point Likert scale that included the statements of "totally agree, agree, neither agree nor disagree, disagree, and totally disagree" was prepared. The prepared 19-item draft was applied to the students.

Firstly, EFA was applied to the scale. The aim was to reveal the connection between observed variables and latent through EFA (Çokluk, Şekercioğlu & Büyüköztürk, 2016). For EFA, firstly, evaluations regarding sample size, missing value, normality, and linearity were made. As a result of the Barlett test performed before the factor analysis of the scale ($p = <.05$), it can be stated that the variables included in factor analysis provided the multivariate normality assumption, and therefore the relationship between the variables was linear. Kaiser-Mayer-Olkin (KMO) value was determined to be 0.97. Since the value is greater than 0.50 (Çokluk et al., 2016), and above 0.80, it can be interpreted to be good for the size of the sample (Tavsancil, 2005). About missing value, since a scale is not evaluated if there are missing data after the implementation of the draft scales, the missing data analysis was not performed. In terms of normality, kurtosis and skewness values were checked and the values of skewness (.320) and

kurtosis (-.782) between -1 and +1 were evaluated as a proof that the distribution did not deviate excessively from normal (Çokluk et al., 2016).

When deciding the number of factors within the scope of EFA, it was checked if the eigenvalue was 1 and above, and while deciding the fit of an item, it was checked if the factor load value of the item was 0.45 and above. Although there is a view in the literature that the item load value should be over .30, Tabachnick and Fidel (2007) evaluate the value of .32 as weak, and the value .45 as moderate. Therefore,items with a load value of .45 and over were intended to be included in the scale. It was also noted that each item was under a single factor and that there was a difference of at least 0.10 between the factor loading values of the items in the two factors (Büyüköztürk, 2010; Tavsancil, 2005).

EFA results show that the total variance rates that were found to determine how many factors the scale consisted of were examined, and it was found that only one item had a value above 1. When the contribution of this factor to total variance was examined, it was determined that it was quite high with 71.42%. When the scree plot is analyzed, it is seen that there is a sharp slope in the first factor, and the slope from the 2nd factor is plateaued. In this respect, it was decided that the number of factors should be one. Büyüköztürk (2010) states that when a sudden fall is observed after the first factor in the line graph of eigenvalues, the decrease in the slope may be evidence of one-dimensionality. Factor number was determined as one, and the analysis was repeated. The load values of the 19 items on the scale exceeded 0.45. The distribution of the item loads in the scale is given in Appendix A.

CFA is performed to determine the emerging structure of the developed scale and to test the fit of the model. For CFA, all of the items were modelled as single-factor, and the data were analyzed in the LISREL 8.7 program. Firstly, no problems were observed with the *t*-values of the items and the items themselves. Then the error variances of the items were checked. It is seen that the error variances of the items ranged between 0.23 and 0.40 (Appendix B), and there were no problems.

In the examination of model fit values, it is stated that when the ratio of X^2/df value is smaller than 2.5 in small samples, it indicates a perfect fit (Kline, 2005), when the root mean square error of approximation (RMSEA) is less than 0.08, it indicates a good fit (Sumer, 2000), and when GFI, NFI, and CFIare more than .90, it indicates a good fit (Sumer, 2000). If the RMR value is less than 0.05, it indicates that there is an acceptable fit (Diamantopoulos and Siguaw, 2000). Confirmatory factor analysis' results show the values of the "social justice leadership" scale were determined as follows (X^2/df=2.09, RMSEA = 0.072, RMR = 0.025, GFI = 0.86, NFI = 0.98, CFI: 0.99, IFI = 0.99,). In this context, it can be stated that the "social justice leadership" scale has been confirmed as a model with a 19-item, one-factor structure. Cronbach's alpha value was 0.97 and the scale was found to be reliable according to the value.

School Alienation Student Scale

"School Alienation Student Scale" was aimed to be developed to determine the alienation level of students. For the development of the scale, relevant literature was viewed, and an item pool of 23 items was prepared. In order for it to be examined in terms of content validity and evaluation, the draft scale was submitted to the opinion of three experts. Two experts were from the field of educational administration, one expert is from the field of

assessment and evaluation. Following the suggestions made by the experts, eight items were changed, two items were removed, and there were 21 items in the draft scale. In addition, according to experts' views, a 5-point Likert scale that included the statements of "totally agree, agree, neither agree nor disagree, disagree, and totally disagree" was prepared. The prepared 21-item draft scale was applied to the students. 7 of these items consist of positive statements, and 14 of them consist of negative statements. Therefore, the responses to positive statements were reversely-coded.

In order to apply EFA to the data obtained with the draft scale, firstly, assessments regarding sample size, missing value, normality, and linearity were made. As a result of the Barlett test performed before the factor analysis of the scale ($p = <.05$), it was determined that there was a relationship between the variables included in factor analysis. KMO value was found 0.94. Since the value is higher than 0.50, the appropriate interpretation of the sample can be made. About missing value, since a scale is not evaluated if there are missing data after the implementation of the draft scales, the missing data analysis was not performed. In terms of normality, kurtosis and skewness values were checked and the values of skewness (.477) and kurtosis (-.346) between -1 and +1 were evaluated as a proof that the distribution did not deviate excessively from normal (Çokluk et al., 2016).

When determining the number of factors within the scope of EFA, it was checked if the eigenvalue was 1 and above, and while deciding the fit of an item, it was checked if the factor load value of the item was 0.45 and above. It was also noted that each item was under a single factor and that there was a difference of at least 0.10 between the factor load values of the items in the two factors (Büyüköztürk, 2010; Tavsancil, 2005). As a

result of the EFA, the total variance rates that were found to determine how many factors the scale consisted of were examined, and it was found that three items had a value above 1. However, when the found total variance and the scree plot are analyzed, it is seen that scale's first factor explains 44.78% of the total variance, and other factors have very low percentages. Also, when the scree plot is analyzed, it is seen that there is a sharp slope in the first factor, and the slope from the 2nd factor is plateaued. The number of factors was determined as 1, and the procedure was repeated. It was determined that all items had a load value higher than 0.45 under this factor. The distribution of the load values of the scale items is given in Appendix 1.

CFA is performed to determine the emerging structure of the scale in EFA. For CFA, all of the items were modelled as single-factor, and the data were analyzed in the LISREL 8.7 program. Firstly, the t-values of the items were examined. No problems were seen in any of the items (Appendix 3). Then the error variances of the items were checked. It is shown that the error variances of the items ranged between 0.43 and 0.74 and there were no problems. As a result of the CFA, the values of the "school alienation" scale aware as follows (X^2/df=2.10, RMSEA = 0.073, NFI = 0.95, CFI: 0.98, IFI = 0.98, RMR = 0.05, GFI = 0.85). In this context, it can be stated that the alienation scale has been confirmed as a model with a 21-item, one-factor structure. Cronbach's alpha value was found to be 0.93. The scale was determined to be reliable.

School Burnout Student Scale

Related literature was examined for the creation of the scale, and a 22 item pool on school burnout was prepared based on the dimensions of students' feelings of inadequacy and emotional burnout introduced by Salmela-Aro, Kiuru, Leskinen, &

Nurmi (2009). In order for it to be examined in terms of content validity and evaluation, the draft scale was submitted to the opinion of three experts, two of whom were from the field of educational administration, and one of whom was from the field of assessment and evaluation. Following the suggestions made by the experts, nine items were changed, three items were removed. In addition, according to experts' views, a 5-point Likert scale that included the statements of "totally agree, agree, neither agree nor disagree, disagree, and totally disagree" was prepared. The prepared 19-item draft was applied to the students. 2 of these items consist of positive statements, and the remaining 17 of them consist of negative statements. Therefore, the responses to positive statements were reversely-coded.

First of all, EFA was applied to decide the factor number of the scale. As a result of the Barlett test performed before the factor analysis of the scale (p <.05), there was a relationship between the variables included in factor analysis. KMO value was 0.78. This value is acceptable because it is over 0.50 and is at a medium level (Tavsancil, 2005). When determining the number of factors within the scope of EFA, it was checked if the eigenvalue was 1 and above, and while deciding the fit of an item, it was checked if the factor load value of the item was 0.45 and above. Since item 9, item 10, item 15, item 18 and item 19 had a value below 0.45, they were excluded from the scale. EFA's results, the total variance rates that were found to determine how many factors the scale consisted of were examined, and it was found that five items had a value above 1. However, when the found total variance and the scree plot are analyzed, it is seen that scale's first factor explains 35.87% of the total variance, and other factors have very low percentages. Also, when the scree plot is examined, there is a sharp slope in the first and the second factor,

and the slope from the third factor is plateaued. The number of factors was determined as 2, and the procedure was repeated. The component matrix was examined, and it was determined that item 1, item 11 and item 16 were below the acceptance level for factor load value. These items were excluded. All other items had values over 45, and no overlap was observed. Total variance related to the two factors of the scale was explained by 44.15%. The distribution of the load values of the scale items is given in Appendix A.

CFA is performed to determine the emerging structure of the scale in EFA. For CFA, all of the items were modelled as two-factor, and the data were analyzed in the LISREL 8.7 program. Firstly, the t-values of the items were examined. No problems were seen in any of the items (Appendix C). Then the items' error variances were checked. The error variances of the items ranged between 0.23 and 0.81, and there were no problems. CFA results show, the model fit values of the "school burnout" scale were specified as follows (X^2/ df = 1.29, RMSEA = 0.037, RMR = 0.04, GFI = 0.95, NFI = 0.92, CFI= 0.98, IFI = 0.98,). In this context, it can be stated that the burnout scale has been confirmed as a model with an 11-item, two-factor structure. Items 2, 3, 4, 5, 6, 7, 8, 12 and 13 are related to the first factor, whereas items 14 and 17 are related to the second factor. Cronbach's alpha coefficient of the scale was determined as 0.76.

Data Analysis

Within the scope of the research, data collection tools were developed, and data analyses were performed with the developed data collection tools (scales). During the development of scales, firstly, exploratory factor analysis and confirmatory factor analysis were carried out. SPPS 20.00 program was used for EFA, and LISREL 8.7 package program was used for CFA. In order to analyse the relationship between "social

justice leadership", school alienation, and school burnout through data collection tools, correlation analysis, multiple regression modelling, and multiple linear regression analysis were made with SPSS 20.0 package program.

Findings

Descriptive findings obtained from three scales regarding "social justice leadership", "school alienation" and "school burnout" are presented in Table 1.

Table 1.

Descriptive statistics on "social justice leadership", school alienation, and school burnout

Variables	*n*	Arithmetic Mean	Standard deviation	Minimum scores	Maximum scores
"Social justice leadership"	382	55.24	16.35	19	95
School alienation	382	58.15	13.10	21	105
School burnout	382	32.47	7.98	11	55

As shown in Table 1, data obtained from 382 high school students were evaluated, it was observed that the closest average to the highest score that can be obtained from the scale belonged to school burnout. To test relation between "social justice leadership" and students' alienation and school burnout, Pearson correlation analysis was conducted. Correlation analysis results are shown in Table 2.

Table 2.

Correlation values related to "social justice leadership", school alienation and school burnout

Variables	Social justice	School alienation	School burnout
Social justice leadership	1.00	-.451*	-.434*
School alienation		1.00	.514*
School burnout			1.00

*$p < .01$

In Table 2, it is seen that school administrators' displaying “social justice leadership” behaviour and students' school alienation and burnout has a relationship, as well as between alienation of students to school and their school burnout.

Firstly, when the relationship between school alienation and “social justice leadership” is examined, it is noteworthy that there is a moderately significant and negatively moderate-level relationship between these two variables (r = -.451; p < .01). This means that, according to student opinions, a positive increase in the “social justice leadership” behaviours of the school administrators reduces the alienation of the students from the school. As it is shown in Table 1, there is a moderately significant and negative relationship between school burnout and “social justice leadership” (r = -.434; p < .01). Therefore, it can be interpreted that the school principal's behaviour of “social justice leadership” would decrease the level of alienation and burnout of the students at a moderate level.

Another remarkable relationship in Table 2 is a moderately significant and positive relationship between “school alienation” and “school burnout” (r = .514, p < .01). It is expected that as the level of alienation from school increases, school burnout also increases, and similarly, alienation will increase with the increase in school burnout.

Based on these answers, multiple regression model applications were carried out to determine the relationship between “social justice leadership”, school alienation, and school burnout. In the research conducted, in order to examine to what extent the school alienation and burnout predict “social justice leadership”, multiple linear regression analysis modelling method was used. The results of the multiple regression modelling method are given in Table 3.

Table 3.

Multiple linear modelling results of "social justice leadership", school alienation, and school burnout

r	R^2	*F*	*p*
0.509	0.25	66.105	0.00

According to this model, there is a significant relationship between independent variables and dependent variables. It can be said that "social justice leadership" has a significant and moderate relationship ($r = 0.509$; $p < .01$) with school alienation and school burnout. Findings related to multiple linear regression analysis are given in Table 4.

Table 4.

Regression analysis results of "social justice leadership", school alienation, and school burnout

Variables	*B*	*SH*	*ß*	*T*	*p*	*Binary r*	*Partial r*
Constant	96.003	3.621		26.514	0.00		
School Alienation X_1	-0.386	0.064	-0.309	-6.00	0.00	-0.295	-0.265
School Burnout X_2	-0.563	0.106	-0.275	-5.33	0.00	-0.264	-0.236

Dependent Variable: "social justice leadership"

$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2$

In the equation, Y refers to "social justice leadership", X_1 refers to school alienation, and X_2 stands for school burnout. Multiple regression analysis results are given in Table 4. "social justice leadership" = 96.003- 0.386 X_1 -0.563X_2 . According to the results of multiple regression analysis, it is seen that there is a significant relationship between the variables of "school alienation", and "school burnout", and "social justice leadership".

When bilateral and partial correlation coefficients are analyzed, it is seen that "social justice leadership" has a weak and negative relationship with school alienation (*r*

= -0.295) and school burnout (r = -0.264). According to standardized regression coefficients (ß), the relative importance order of independent variables on "social justice leadership", which is a dependent variable, is listed as school alienation and school burnout. As a result, it was determined that "social justice leadership" is affected by school alienation (-0.309) more. This finding is important. In educational environments where social justice was not provided, inequality is maintained (Özdemir, 2017), quality of school life and belonging to school (Gören, 2019) decrease. Considering the alienation concept, it can be said that it expresses many negative situations such as increased school absenteeism (Angell-Olsen, 2017), and low academic achievement (Morinaj., Hadjar, & Hascher, 2019).

Discussion

The starting point of this research, which aimed to determine whether there is a relation between school alienation, school burnout and "social justice leadership", and to identify the nature of this relationship if it exists, was that like everywhere in life, in organizations (Wasonga, 2010) and in schools (Hay & Reedy, 2016) the circumstances of inequality are being reproduced, that this situation may cause negative occurrences for students, and determining to what extent "social justice leadership" will be effective in reducing these occurrences to the minimum.

Considering that the structure of the school system has an impact on inequalities (Dupriez & Dumay, 2006), it can be expected that the arrangements to be made in the system will reduce inequalities to some extent. At least, the reproduction of relationships of inequality at schools, or the impact of it on the education process can be reduced. One of the best ways to do this is to enable leaders to participate in the process and build a

different school management system. It is also important to determine what effects social justice leaders, who will act on inequalities (Normore, 2006) and restructure political, social and economic inequalities in school (Brooks, Jean-Marie, Normore, & Hodgins, 2007), have on groups exposed to inequality.

When the student responses in the research are evaluated, it is seen that "social justice leadership" has a significant and negative relationship with school alienation and school burnout. This means that increasing practices related to the social justice leader reduce the school alienation of students and school burnout. When alienation is evaluated in terms of individual weakness, meaninglessness, normlessness and social isolation (Seeman, 1975), the application of social justice at high schools may help create supportive environments where individual weaknesses are being reduced, and socializing through leaving social isolation takes place. Considering that the concept of social justice leader is not only a limited practice with the school and that s/he carries out activities in cooperation with the society (Kondakçı, Kurtay, Oldaç, Şenay, 2016), it is important to strengthen this impact. It is not enough to achieve equality through leaders alone. If all participants of the process are included in the process, more permanent social justice will be achieved.The contribution of teachers to achieve this equality cannot be ignored as well as the behaviors of the school leader to ensure social justice. Effective leaders alone are not enough to ensure social justice, so they cooperate with teachers (Matthews & Mawhinney, 2014). When it is evaluated that the conflicts that students have with their friends and teachers cause them to alienate from school and stay away from school (Walker & Graham, 2019), the importance of teacher behavior becomes clear. Creating a classroom climate that will keep social injustice out of the classroom by teachers and

providing a communication environment that will make students feel themselves as valuable individuals at school. Thus, negative situations such as school alienation and school burnout are expected to decrease.

The fact that “social justice leadership” had a negative relationship with school burnout in the research also draws attention. If a long-term imbalance occurs between the energy that people consume for a job and the energy they recover, burnout occurs (Salmela-Aro & Tynkkyen, 2012). One of the main factors of burnout is that people work hard for a job, but cannot get the award for their effort in return due to different inequalities (socioeconomic, cultural, etc.). This is also true for the school. Considering that the “social justice leadership” is a leadership style that advances activism in an individual's administration practice to change situations into spaces where all flourish in any event, when apparently a condition is hopeless (Fraser, 2012), it is expected to create environments where students will be safeguarded in terms of alienation and burnout, and where students will not be dragged into alienation and burnout arising from inequalities.

Another point observed in the research is that there is a positive correlation between school alienation and school burnout. It is one of the expectations that burnout experienced for different reasons may lead to alienation, and alienation to burnout. Some of these negative attitudes are likely to be caused by inequality. From an egalitarian perspective, students are expected to have a positive attitude towards school and to have a low level of alienation and burnout towards a school environment where social justice is provided. Since it is not possible to turn schools into homogeneous groups, efforts can be made to minimize inequalities with “social justice leadership”. In this way, the system can be tried to be synchronized from bottom to top, not from top to bottom.

Limitations and Implications for Future Research

This research has some limitations. In the research, data were collected from the regions of Ankara where the socio-economically disadvantaged people and migrant groups live. It was not intended to highlight the situation in different geographical regions or any different kinds of disadvantageous circumstances. Future research can share the experiences of groups who need "social justice leadership" (sexual identity, ethnic group, etc.) by receiving their detailed opinions on the matter. This research is also limited in that it receives students' opinions through questionnaires. The opinions of teachers and school principals on social justice, alienation from the school and school burnout can be included in future studies. This study can be considered with its qualitative dimension, and a deepening of the views of the participants can be suggested for future studies.

Despite the research limitations described here, I believe this research provides important information by analysing the relationship between "social justice leadership", school alienation, and school burnout. More research is needed to evaluate this relationship in different dimensions. In addition, there is a need for more research as to what kinds of variables in schools are affected by "social justice leadership", the level of awareness of school leaders to implement their leadership role, and the creation of more egalitarian environments in schools.

Conclusion

As a result of analyses performed, it was observed that "social justice leadership" has a significant and negative relationship with school alienation and school burnout, and "social justice leadership" was more affected by alienation from school. While it is thought that they will have a much bigger impact within the scope of the research,

according to the findings, a negative moderate level of relationship of “social justice leadership” with school alienation and school burnout was found. This is a very important result. Increased “social justice leadership” moderately reduces students' alienation from the school and school burnout. Of course, students experience alienation from school (Polat & Özdemir, 2018) and school burnout (Dahlin, Joneborg & Runeson, 2007) not only because of inequality but also for different reasons. However, the fact that moderate “social justice leadership” is effective reveals the findings regarding how to approach such problems systematically.

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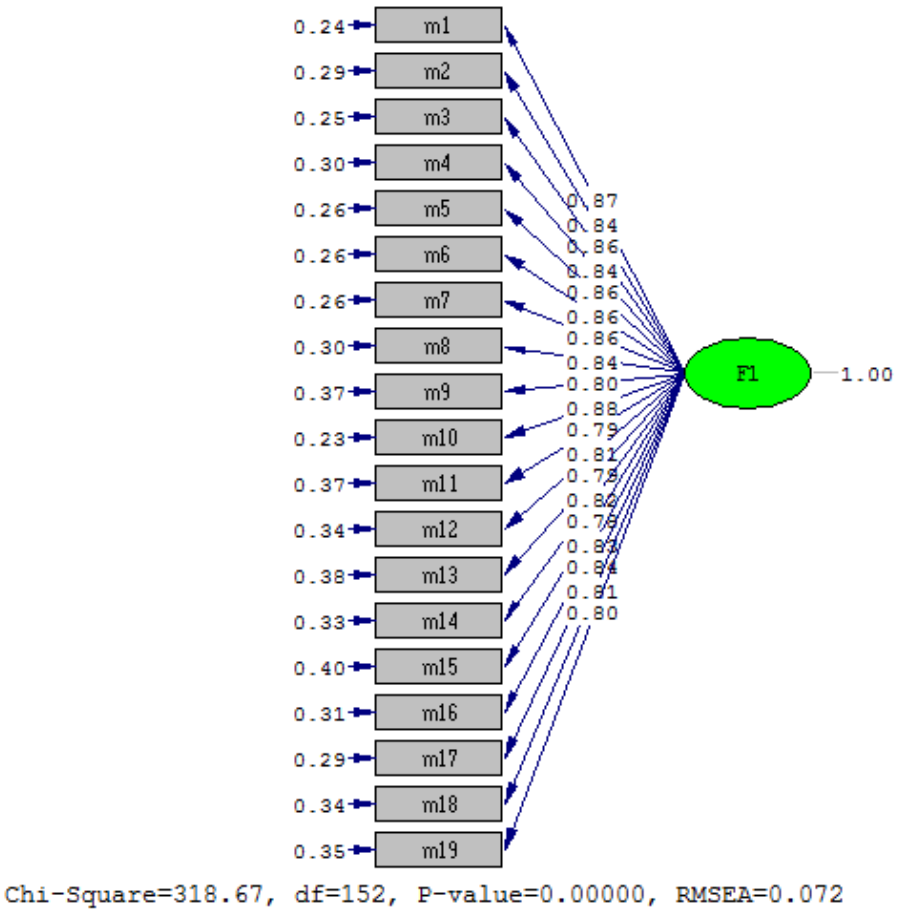
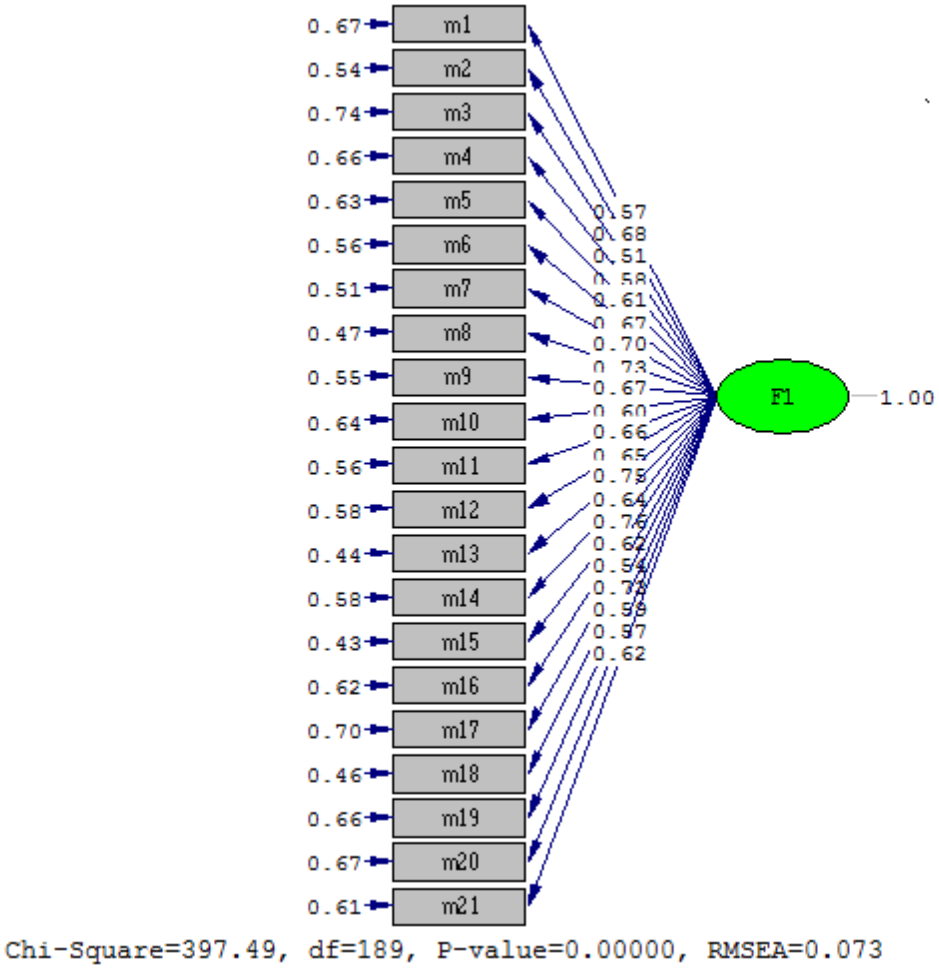
Appendix A. Scale's item factor loads values

Social Justice Leadership Scale Item Factor Load Values		School Alienation Scale Item Factor Load Values		School Burnout Item Factor Load Values		
Item	**Item Factor Load Values***	**Item**	**Item Factor Load Values***	**Item**	**Factor 1**	**Factor 2**
1	.873	1	.621	2	.672	
2	.857	2	.703	3	.633	
3	.873	3	.547	4	.648	
4	.846	4	.604	5	.516	
5	.882	5	.631	6	.594	
6	.871	6	.688	7	.580	
7	.873	7	.723	8	.453	
8	.849	8	.753	12	.582	
9	.813	9	.688	13	.536	
10	.889	10	.630	14		.894
11	.806	11	.688	17		.890
12	.833	12	.666			
13	.803	13	.764			
14	.831	14	.677			
15	.790	15	.781			
16	.845	16	.647			
17	.857	17	.571			
18	.835	18	.748			
19	.823	19	.618			
		20	.601			
		21	.643			
Total variance explained = % 71,42 KMO = .97 Bartlett Sphericity Test= (X^2=4178,952, p <.000)		Total variance explained = % 44,78 KMO = .94 Bartlett Sphericity Test = (X^2==2162,461, p <.000)		Total variance explained = % 44,158 KMO = .78 Bartlett Sphericity Test = (X^2==462,983, p <.000)		

Appendix B. CFA of Social Justice Scale



Appendix C. CFA of School Alienation Scale



Appendix D. CFA of School Burnout Scale