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Social justice leadership as a predictor of school climate

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ARTICLE INFO	ABSTRACT
Received: 14 Sep. 2022 Accepted: 17 Feb. 2023	The purpose of this study was to investigate the relationship between school principals' social justice leadership skills and school climate as perceived by teachers. The research was conducted using the predictive relationship model from quantitative research methods. The study's sample size is 400 teachers, calculated with a 5% sample size error and chosen using a simple random sampling method. Data were collected through "social justice leadership scale" and the "school climate scale". The data were analyzed using arithmetic mean and standard deviation analysis for descriptive purposes, and Pearson product moments correlation coefficient and structural equation modeling analyses for relational purposes. As a result of research, it was concluded that teachers perceive high levels of social justice leadership skills and having a high level of positive school climate perception. On the other hand, according to teacher perceptions, it was concluded that school administrators' social justice leadership skills positively predicted school climate.

INTRODUCTION

Individuals are affected by all global economic, cultural, political, and social changes and transformations. Concepts such as freedom, equality, and justice used in this process of change and transformation can be interpreted in different ways over time, and they can be perceived in different ways among individuals or groups in schools with educational organizations as well as in social life (Bozkurt, 2018; Furman, 2012; Theoharis, 2007). Within the context of changing social life, the notion of social justice leadership, which is the subject of the study, can become a topic of discussion in a variety of ways.

When the literature on the concept of social justice, which is frequently encountered in educational research, is examined, we come across many definitions related to the subject (Arar et al., 2017; Fraser, 2012; Furman, 2012; Theoharis, 2007). Despite the fact that social justice is not a concrete concept, it is a life process that exists in societies with different characteristics (Zhang et al., 2018). According to another perspective, social justice is a notion that evolves in order to provide equality of opportunity among persons in the society we live in who face adversity and poor living situations, as well as to develop and better their living conditions (Chiu & Walker, 2007). In education, social justice focuses on the experiences of underprivileged individuals and educational inequities (Gören, 2019).

The effective reflection of the differences created by the developing and changing world on individuals in educational environments makes it important for the administrator in the institution to treat all individuals fairly and equally, and to bring individual differences together at a common point (Nartgun & Sarıbudak, 2020). Schools are social institutions where people of various genders, socioeconomic levels, cultural perceptions, disabilities, languages, beliefs, unions, learning levels, and ideologies come together. It is important to school administrators as a social justice leader to put forth equality and justice-based practices in educational institutions that are socially composed of these differences (Lunenburg, 2003; Ornstein, 2017), to bring the goals of the individual and the organization together at a common point (Connell & Connell, 1993), to create a positive organizational climate. In schools, which are educational organizations, it is related to the social justice leadership of the school administrator that all stakeholders benefit from the opportunities of the school fairly and support disadvantaged individuals (Çobanoğlu, 2021). Social justice leadership skills of administrators and effect of the skills on climate in schools appear as a problematic situation at point of ensuring justice in educational organizations consisting of individuals with different characteristics and are social organizations.

Growing academic interest in social justice leadership studies contributes significantly to the definition of social justice leadership. Many definitions of social justice leadership can be found in the literature on the subject. (Gewirtz & Cribb, 2002; Ornstein, 2017). Social justice leadership is defined as a leadership approach aimed at improving the achievement of those who are unable to succeed academically in educational environments and who have negative socio-economic conditions (Bozkurt,

2018). Fraser (2012), on the other hand, defines social justice leadership as "*a leadership style that supports the effectiveness of the leadership practices of the person who will change the environment in order to lead everyone to good and success even in the most hopeless situations.*" Turhan (2010) defined social justice leadership as an orientation to establish ethical communication in order to achieve high levels of academic success, to support students with different characteristics, and to create epistemological awareness in students for the perception of social justice in a study on social justice leadership.

Justice practices at this educational institution are influenced by how people think about the notion of justice in educational institutions. When the studies on social justice leadership are examined, social justice leadership in educational organizations is explained as having a critical awareness, supporting the stakeholders in the educational institution, distributing the resources used by the organization in a fair and efficient manner, and participation of all individuals in the institution when a decision is taken on behalf of the school (Çobanoğlu, 2021). Social justice leaders can be shown as people who act with a holistic approach without alienating groups and individuals with disabilities and different cultures and characteristics (Bozkurt, 2018).

School administrators act as social justice leaders by taking care of students, committing to social change, adopting a viewpoint that encompasses all of the institution's teachers, and considering the differences between stakeholders (Bozkurt, 2018). The fact that school principals who adopt social justice leadership act with a critical and questioning perspective against the economic, social and cultural changes and developments that affect the field of education enable them to understand the effect of the changes and transformations on the field of education and the relationship between them (Börü, 2019). As a result of school administrators demonstrating greater social justice leadership behaviors and increasing perceived justice, it is expected that teachers will have favorable attitudes and actions toward the school (Bogotch & Shields, 2014). Academic success is often prioritized in schools. However, in this case, the subject of raising individual understanding of society's uneven and unfair conditions is overlooked. In schools that adopt social justice leadership, students are provided to act with a questioning and critical perspective in order to reduce and prevent social inequalities (Börü, 2019). In this sense, it is anticipated that school administrators' social justice leadership actions in educational institutions will have an impact on the organizational climate. Ruich (2013) found that school administrators' social justice leadership practices result in favorable improvements in the organizational climate in a research he performed.

Organizational perceptions of the employees in the organization are affected by many factors such as organizational, individual and environmental. These factors have an impact on how people interact in the organization, and this situation is referred to as an organizational climate factor (Çomak, 2021). The concept of organizational climate is widely encountered in the literature and attracts the attention of researchers (Pritchard & Karasick, 1973). Organizational climate is explained as the set of features that give the organization identity and characteristics, affect the behavior and discourse of individuals, and dominate the organization (Şentürk & Sağnak, 2012). In other words, the whole of internal characteristics that make organizations different from each other and shape the behaviors of individuals working in the organization is defined as organizational climate (Diş & Ayık, 2016). As among students, there are individual differences among teachers in educational institutions, differences in method and orientation among teachers, and organizational climate varies according to individual and schools (Gültekin, 2012). The primary step in creating an organizational climate for schools that are educational organizations is that school administrators have sufficient equipment and knowledge in communication and behavioral sciences (Bilgi, 2020). Among the qualities that school leaders should have as education administrators is to be knowledgeable and versatile. (Aksoy, 2006). While school administrators are seen as a center of authority according to the traditional education approach, they appear as education and training leaders according to the contemporary education approach (Şişman, 2011). The most influential factor in the formation of the school climate, which is one of the factors that create the effectiveness of educational organizations, is the school principal, who is expected to have leadership characteristics (Soysal, 2021). It is inevitable for school principals who can show leadership qualities to achieve success by creating a positive organizational climate in the educational institution they are in (Şentürk & Sağnak, 2012).

The factor that is effective in the success of school administrators in schools, as in other organizations in society, is a positive and healthy connection with the individuals they work with (Bilgi, 2020). According to Furman (2012), the connection between a manager with social justice leadership characteristics and teachers, students, and parents should be built on trust. Goren (2019) states that school administrators with social justice leadership skills aim to create a positive organizational climate at school.

School administrators are the ones that organize social oppurtunities for those with disadvantaged qualities as social justice leaders (Jean-Marie et al., 2009). One of the main duties of school administrators with social justice leadership skills is to reduce the effects of differences in the school community based on inequalities of opportunity and opportunity in the school environment and to ensure that individuals with disadvantaged conditions benefit from educational opportunities at the highest level (Özdemir, 2017). Considering that these differences will affect the behavior of individuals in schools and therefore the organizational climate, school administrators have important duties as social justice leaders. School administrators are thought to have an impact on creating a positive organizational climate in schools, as well as assuring student satisfaction and developing an effective school life (Arslan, 2019).

When the studies on social justice leadership skills are examined in the literature, it can be said that there are mostly studies on social justice (Gewirtz & Cribb, 2002; Hytten & Bettez, 2011; Speight & Vera, 2004), but studies on social justice leadership do not receive enough attention. In recent years, it has been observed that studies on the relationship between social justice leadership and ethical climate (Arslan, 2019), school life quality and sense of school belonging (Goren, 2019), student motivation (Güler, 2021), school academic optimism (Özdemir & Pektaş, 2017) and organizational adjustment levels (Nartgün & Sarıbudak, 2020) have been carried out in Turkey. In this study, unlike other studies, it is expected to contribute to the literature in terms of examining the relationship between school administrators' social justice leadership skills and organizational climate according to teacher perceptions and to provide a data source for future studies. Similarly, it is thought that the findings on the relationship between school administrators' social justice leadership skills and school climate will guide the field workers and researchers.

This research, which was conducted in line with all these contexts, is important because it is expected that a more positive organizational climate will be created in the educational institution where the school administrators' social justice leadership skills increase and that teachers' positive behaviors towards academic and social goals will increase. In this study, it is aimed to examine the relationship between the social justice leadership skills of school administrators and the school climate according to the perceptions of teachers working in educational institutions. Answers to the following problems are sought for this purpose:

1. What is the level of social justice leadership skills of school administrators according to teacher perceptions?
2. What is the level of organizational climate perception of teachers?
3. Is there a significant relationship between school administrators' social justice leadership and teachers' positive school climate perceptions?
4. Are school administrators' social justice leadership skills a factor that predicts teachers' perception of school climate?

METHOD

Research Design

According to the perceptions of the teacher, this study, which aims to determine teacher views on the relationship between social justice leadership skills and school climate, was carried out using the predictive correlational model of quantitative research methods. The predictive correlational model is the research model aiming to determine the existence or degree of change between two or more variables. (Cohen et al., 2000).

Population and Sample

The population of the study consists of 2,689 teachers working in the official kindergarten, primary school, secondary and high school levels in a great city in the southeast of Turkey, in the 2021-2022 academic year. The sample of the research consists of 400 teachers determined by simple random sampling method. Random sampling method is accepted as a valid and effective method among sampling methods, as it gives equal chance to all elements in the population in sampling and allows selection without affecting each other in sampling (Özen & Gül, 2010). In this context, the sample group was randomly determined within the whole population. Gürbüz and Şahin (2018) state that while determining the sample size, a sample size of 341 people would be sufficient at a 95% confidence level in a population of 3,000 people. In this context, it was decided that the sample size of 400 people was sufficient. The personal information of the participants is given in **Table 1**.

Table 1. Demographic information of the participants

Variable		Frequency (f)	Percentage (%)
Gender	Female	251	63
	Male	149	37
Marital status	Married	289	72
	Single	111	28
Educational status	Graduate	235	59
	Postgraduate	165	41
School type	Kindergarten	116	29
	Primary school	113	28
	Middle school	95	24
	Highschool	76	19
Seniority	1-5 years	191	48
	6-10 years	140	35
	11 years and above	69	17
Year worked	1-3	106	27
	4-7	103	26
	8-11	63	16
	12 and above	128	32
Number of teachers	1-9	125	31
	10-19	109	27
	20-29	102	26
	30 and above	64	16
Number of students	1-300	84	21
	301-600	73	18
	601-900	101	25
	901 and above	142	36
Total		**400**	**100**

When **Table 1** is examined, 251 (63%) of the participants in the research by gender are female and 149 (37%) are male teachers. According to marital status, 289 (72%) of the participants were married teachers and 111 (28%) were single teachers. Teachers with a graduate degree consist of 235 (59%), and teachers with a postgraduate degree consist of 165 (41%). According to the type of school the teachers work at, 116 (29%) of the participants in the research are at the kindergarten level, 113 (28%) are at the primary school level, 95 (24%) are at the middle school level, and the remaining 76 (19%) of the sample group are at the high school level. appears to be working. When the seniority levels of the teachers are categorized and analyzed within certain years, it can be

said that 191 (48%) of them are in the range of one-five years, 140 (35%) are in the range of six-10 years, and the remaining 69 (17%) are in the range of 11 years and above. According to the length of time the teachers worked at the same school, it was observed that 106 (27%) were in one-three years, 103 (26%) were in four-seven years, 63 (16%) were in eight-11 years, and 128 (32%) were in 12 years and above categories. When the total number of teachers in the school where the participants work is examined, it is seen that 125 (31%) are in the range of one-nine 109 (27%) are in the range of 10-19, 102 (26%) are in the range of 20-29, and 64 (16%) is seen to be in the range of 30 and above people. Finally, when we look at the number of students in the schools where teachers work, 84 (21%) are between one-300, 73 (18%) are between 301-600, 101 (25%) are between 601-900 and the remaining 142 (36%) teachers also work in schools with 901 or more students.

Data Collection Tools

In this study, examining relationship between school administrators' social justice leadership skills and school climate, data consists of three parts, two parts collected with two different data collection tools and a part containing personal data.

Social justice leadership scale

Social justice leadership scale developed by Bozkurt (2017) consists of four dimensions and 34 items in total, critical awareness (7 items), participation (11 items), stakeholder support (10 items), and distributive justice (6 items). The answers given to the questions in the Likert-type scale were evaluated as strongly disagree (1), disagree (2), partially agree (3), agree (4), and strongly agree (5). In the related study, Cronbach's alpha value was .98 for all items of the scale, and critical consciousness was .94, stakeholder support .95; attendance .95, distributive justice was determined as .95 for its dimensions. In this study, the Cronbach Alpha value of the overall scale was determined as .98, while the dimensions of critical consciousness were .92; stakeholder support .94; participation was determined as .94 and distributive justice as .92. As a result of the confirmatory factor analysis performed to determine the construct validity of the scale, $\chi2/SD=3.09$, RMSEA=.072, IFI=.916, CFI=.916, and RMR=.041.

School climate scale

School climate scale, developed by Canlı et al. (2018), includes democracy and dedication to the school (5 items), leadership and interaction (6 items), success factors (3 items), sincerity (4 items), conflict (5 items), a total of five dimensions and 23 items. Responses to the items in the scale were evaluated as Likert type, which was evaluated between never (1), rarely (2), sometimes (3), often (4), and always (5). As a result of the analyzes made within the scope of the reliability studies of the scale used in the related study, the Cronbach's alpha value for the dimensions of the school climate was determined as .90 for democracy and school dedication, .89 for leadership and interaction, .75 for success factor, .85 for sincerity, and .73 for conflict dimension. In this study, the Cronbach's alpha value of the overall scale was determined as .84, while the dimensions of democracy and school dedication were .85; leadership and interaction .91; success factor .74; sincerity was determined as .81 and conflict dimension as .86. As a result of the confirmatory factor analysis performed to determine the construct validity of the scale, $\chi2/SD=2.49$, RMSEA=.061, IFI=.954, CFI=.953 and RMR=.050.

Data Analysis

The method used to collect data in this study was the questionnaire method. Within the scope of the research, social justice leadership and school climate scales were distributed to the sample along with the demographic form. SPSS 22.0 package program and AMOS 21 programs were used in the analysis of the questionnaires. After the data were transferred to the computer environment, skewness and Kurtosis values were checked to determine whether they had a normal distribution, and extreme value analyzes were calculated. After the extreme value cleaning, it was observed that the skewness and kurtosis values were in the range of -1 to +1. According to Büyüköztürk et al. (2008), if the kurtosis and skewness values are between -1 and +1, it can be said that the data show a normal distribution. Therefore, it was accepted that the data showed a normal distribution, and it was decided to use parametric tests. In this context, descriptive analyzes such as arithmetic mean and standard deviation were used to determine teachers' perception levels of independent (social justice leadership) and dependent (school climate) variables while analyzing the data for the purpose of the research. In the data analysis process, while determining the perception levels regarding the independent and dependent variables, for the social justice leadership scale , the option '(1) strongly disagree' was evaluated between 1.00 and 1.79 points; '(2) I disagree' option was between 1.80 and 2.59 points; '(3) I partially agree' option was between 2.60 and 3.39 points; while '(4) I agree' option was evaluated between 3.40 and 4.19 points, '(5) strongly agree' option was evaluated between 4.20 and 5.00 points. For the school climate scale's '(1) never' option was evaluated between 1.00 and 1.79 points; '(2) rarely' option was between 1.80 and 2.59 points; the '(3) sometimes' option was evaluated between 2.60 and 3.39 points, the '(4) often' option was evaluated between 3.40 and 4.19 points, and the '(5) always' option was evaluated between 4.20 and 5.00 points. In addition, Pearson product moments correlation analysis was performed to determine the relationship between the variables. According to Kalaycı (2006), correlation analysis studies are done to determine whether there is a relationship between two variables, their direction and, if any, their severity. A correlation value of zero indicates that there is no relationship. According to Kalayci (2006), when the r value is between 0-.40; the relationship between the two variables is low; when it is between .40 and .60, the relationship is moderate; and when it is between .60 and .80, the relationship is at a high level. It is stated that the relationship between .80 and 1 is very high (Kalayci, 2006). In line with the main purpose of the research, structural equation modeling (SEM) analysis was used to determine the predictive power of the independent variable on the dependent variable. Bayram (2013) defines SEM as a method with more than one variable that reveals measurement errors for variables that can be measured and observed in a given model, also that can create new models, and reveal the direct or indirect relationships of predicted and model variables. $\chi2/SD$, RMSEA, RMR, GFI, CFI, NFI, and IFI goodness of fit values were taken as reference for the model's goodness of fit values. Acceptable and perfect fit values of the reference goodness of fit values are given in **Table 4** (Schumacker & Lomax, 2010; Şimşek, 2007).

RESULTS

In this section, the results of the analysis of the data collected in line with the purpose of the research, according to the perceptions of the teachers, the social justice leadership skills and school climate levels of the school administrators and the findings about the relationships between these variables are presented. In **Table 2**, school administrators' social justice leadership skills and perception levels of school climate are given according to teacher perceptions.

Table 2. Social justice leadership and school climate levels of school principals according to teacher perceptions (n=400)

	X	Standard deviation	Skewness	Kurtosis
Social justice leadership	3.88	0.72	-0.54	0.22
Critical consciousness	3.79	0.83	-0.56	0.02
Stakeholder support	3.93	0.72	-0.64	0.71
Participation	3.88	0.77	-0.63	0.29
Distributive justice	3.88	0.85	-0.71	0.05
School climate	3.62	0.43	-0.10	-0.38
Democracy and dedication to school	3.99	0.63	-0.26	-0.43
Leadership and interaction	3.91	0.76	-0.52	-0.17
Success factors	3.99	0.68	-0.24	-0.46
Sincerity	3.89	0.62	-0.28	-0.01
Conflict	2.46	0.85	0.52	0.00

When **Table 2** is examined, it is seen that the social justice leadership levels of school principals are at the level of 'I agree' (X=3.88) according to teacher perceptions; in addition, it is seen that critical awareness (X=3.79), stakeholder support (X=3.93), participation (X=3.88), distributive justice (X=3.88) dimensions are also at the 'I agree' level. On the other hand, according to teacher perceptions, school climate levels are at the level of 'mostly' (X=3.62); democracy and dedication to school (X=3.99), leadership and interaction (X=3.91), success factors (X=3.99) and sincerity (X=3.89) sub-dimensions of school climate are similarly at the level of 'mostly'. It is seen that only the conflict (X=2.46) sub-dimension is at the 'rarely' level. **Table 2** shows the Skewness and Kurtosis, mean and standard deviation values required for multivariate normality of social justice leadership and its sub-dimensions and school climate scales. Accordingly, it can be said that the data are within the limits required for normality. When the data of the mean scores obtained from both scales are examined, it can be said that the data show a normal distribution and parametric tests can be used in the analyses. The results of Pearson product moments correlation analysis showing the relationship between school administrators' social justice leadership skills and school climate are given in **Table 3**.

Table 3. Findings on the relationship between social justice leadership and school climate

	1	2	3	4	5	6	7	8	9	10	11
1. Social justice leadership	1.00										
2. Critical consciousness	.90**	1.00									
3. Stakeholder support	.93**	.80**	1.00								
4. Participation	.96**	.83**	.88**	1.00							
5. Distributive justice	.86**	.72**	.71**	.82**	1.00						
6. School climate	.64**	.58**	.58**	.61**	.60**	1.00					
7. Democracy and dedication to school	.67**	.60**	.61**	.63**	.63**	.79**	1.00				
8. Leadership and interaction	.73**	.69**	.64**	.68**	.71**	.81**	.73**	1.00			
9. Success factors	.55**	.48**	.54**	.53**	.47**	.76**	.68**	.61**	1.00		
10. Sincerity	.47**	.42**	.46**	.45**	.41**	.72**	.60**	.53**	.61**	1.00	
11. Conflict	-.35**	-.32**	-.32**	-.32**	-.32**	0.04	-.38**	-.34**	-.24**	-.22**	1.00

Note. **p<.001

Table 3 shows a moderately positive and significant relationship between the dimensions of critical awareness (r=.58; p=.001), stakeholder support (r=.58; p=.001), participation (r=.61; p=.001), and distributive justice (r=.60; p=.001). When the relationship between social justice leadership and the sub-dimensions of school climate is examined; it is seen that there is moderately positive and significant relationship with the dimension of democracy and school dedication (r=.67; p<0.01), a high level of positive significant relationship with the dimension of leadership and interaction (r=.73, p<0.01), a moderately positive significant relationship with the dimension of success factors (r=.55; p<0.01), a moderately positive significant relationship with the sincerity dimension (r=.47; p<0.01), and finally a low-level negative significant relationship with the conflict dimension (r=-.35; p<0.01). On the other hand, when the correlation analysis findings between social justice leadership and school climate are examined, it is seen that there is a moderate, positive and significant relationship between them (r=.64; p<0.01). In line with the main purpose of the study, the findings regarding the non-standardized path coefficients of SEM, which was carried out to test the predictive power of school administrators' social justice leadership skills on school climate, are given in **Figure 1**.

The goodness of fit values of the model obtained in **Figure 1** to reveal the predictive power of school administrators' social justice leadership skills on school climate are given in **Table 4**.
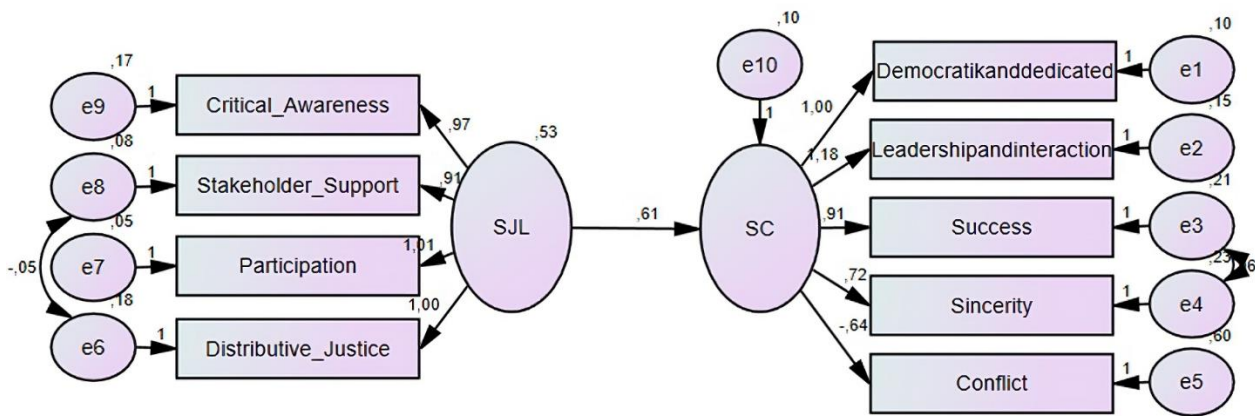
Figure 1. Non-standardized path coefficients of SEM showing the relationship between social justice leadership & school climate (Byrne, 2006; Kline, 2011)

Table 4. Confirmatory measurement model fit indices

Fit indices	Excellent fit values	Acceptable fit values	In this study	Decision
χ^2/Df	≤3.00	≤5.00	3.620	Acceptable
GFI	≥.90	≥.85	.950	Excellent
RMSEA	≤.05	0.06-0.08	.800	Acceptable
RMR	≤.05	0.06-0.08	.019	Excellent
CFI	≥.97	≥.95	.970	Excellent
NFI	≥.95	≥.90	.960	Excellent
IFI	≥.95	≥.90	.970	Excellent

Note. *p<.001

When we look at **Table 4** and examine the model tested to determine the predictive power of the social justice leadership of school administrators on the school climate according to teacher perceptions and the fit indices related to this model; it can be said that the model tested is approved and the fit values it gives are at an acceptable level (Byrne, 2006; Kline, 2011). It is seen that χ2/SD, RMSEA values are within acceptable limits, and GFI, CFI, NFI, and IFI values have perfect fit values (Schumacker & Lomax, 2010). As a result of the analysis of the data obtained, the findings related to the standardized path coefficients of the structural equation model related to the perceptions of teachers and to what extent the social justice leadership of school administrators explains the school climate are given in **Table 5**.

Table 5. SEM standardized path coefficients

Dependent variable	Independent variable	Coefficient
Organization climate	Social justice leadership	.78

Note. *p<0.001 & R=.78

When **Table 5** is examined, it is seen that the social justice leadership behaviors of school principals are a factor that explains the school climate, according to teacher perceptions. In addition, it is seen that the social justice leadership skills of school administrators explain 60% (R^2=61) of the variance in the school climate.

DISCUSSION, CONCLUSION, AND SUGGESTIONS

The aim of the research is to examine the relationship between school principals' social justice leadership skills and school climate according to teacher perceptions. As a result of the findings obtained in this research, which aimed to examine the predictive power of social justice leadership skills of school administrators according to teachers' perceptions on organizational climate, it was determined that teachers' perception levels of school principals' social justice leadership skills were at a high level. In other words, it can be said that teachers are satisfied with the support of school principals and their attitude towards diversity. From this perspective, it is seen that school principals support other stakeholders and students, take measures to increase success, respect different views and are open to criticism, and ensure the participation of students in the decisions taken. It is seen that intensive studies have been carried out on social justice leadership in recent years. Similar results were obtained in existing studies, but some differences were observed in the sub-dimensions.

Büyükgöze et al. (2018) concluded that there is a medium level of perception of social justice leadership in their study with students, there is a high level of perception of social justice leadership according to the teachers in the study conducted by Nartgün and Sarıbudak (2020), also it is at a high level in the study conducted by Akyürek (2021), and also a high level of perception of social justice leadership is concluded in the study by Çobanoğlu (2021).

As a result, it is seen that the results of the related studies show parallelism with this study. Similar to the results of this study, it is seen that teachers' perceptions of school administrators' social justice leadership skills are at a high level. This situation can

be interpreted as that school administrators have a critical attitude in the implementation of administrative processes in their institutions, support their stakeholders, ensure their participation in decisions and activities, and are fair in reaching opportunities.

As a result of the findings regarding teacher perceptions of the school climate, teachers' perceptions of the school climate in the areas of democracy and dedication to the school, leadership and interaction, success and the sincerity of the school environment are high; while it was observed that their perceptions of conflict were at a low level. As a result, it can be stated that teachers have a high level of positive organizational climate perception in general. Similar to the results of the research, Canli (2016) states that as a result of his research, teachers have positive thoughts about the school climate in the school where they work. Again, Bayram and Aypay (2012) emphasized that teachers have a high level of positive school climate perception in their study on the relationship between principal effectiveness, school climate and student control ideologies in primary schools. As a result of these, we can talk about a school climate where management processes are carried out in a democratic and fair manner, teachers and other stakeholders have effective communication with school administrators, groupings and conflicts are less, and the achievements of students and teachers are appreciated and supported.

As a result of the research findings, it was concluded that there is a positive and significant relationship between the social justice leadership skills of school administrators and the school climate. According to this result, it can be said that as the social justice leadership skills of school administrators increase, a positive school climate will increase in schools. Supporting the research findings, Şentürk and Sağnak (2012) concluded that there is a positive and significant relationship between school principals' leadership behaviors and school climate according to teacher perceptions. On the other hand, Bakkal and Radmard (2020) revealed that there is a high level of positive relationship between school administrators' educational leadership behaviors and school climate, and that school climate is a factor affecting teacher motivation. According to these results, it can be said that a positive organizational climate will be created in schools with the increase in the leadership behaviors that consider individual differences in schools, exhibit democratic management practices, ensure fair access to school facilities and opportunities, and support the participation of stakeholders in school activities.

According to the findings obtained as a result of the analyzes made to determine the predictive power of the social justice leadership skills of the school administrators on the school climate, it was concluded that the social justice leadership skills positively and significantly predict the school climate. According to this result, it can be said that the social justice leadership skills of school administrators are a factor that explains the positive school climate. When the studies in the literature are examined, Agustina and Kristiawan (2021) state that the leadership behaviors of school principals are a factor affecting the school climate and this situation increases the working efficiency of teachers. On the other hand, Tepe and Yılmaz (2020) concluded in their research that toxic leadership behavior, which is expressed as power poisoning, affects the school climate negatively and this situation leads to negative psychological consequences, creates undesirable situations on leadership and interaction, and self-interest comes to the fore. In this study, it was seen that the social justice leadership skills of school administrators were a factor that explained the school climate at a high rate. In this context, it can be said that school administrators should pay attention to practices such as exhibiting participatory democratic management in their administrative practices, supporting disadvantaged stakeholders, and being fair in the distribution of duties and work in schools.

As a result of the research, it was seen that there is a significant relationship between the social justice leadership skills of school administrators and the school climate, and that social justice leadership is a factor that explains the positive school climate. In this context, suggestions can be made to school administrators working in the field, such as conducting management processes effectively, considering the opinions of teachers, students and other stakeholders in decisions, creating an effective communication network, and establishing a communication network with stakeholders outside the school. In addition, it can be suggested that researchers can carry out studies on different variables affecting the school climate, as well as conducting in-depth studies such as what can be done to increase the social justice leadership skills of school administrators and teachers' positive school climate perception by conducting interpretive studies.

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