



TEACHERS' PERCEPTIONS OF SOCIAL JUSTICE IN EDUCATION AND SELF-EFFICACY ON IMPLEMENTATION OF INCLUSIVE PRACTICES

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Abstract:

Social justice in education refers to the commitment of schools to safeguard the rights of all students, to combat discrimination and inequality, and to provide equitable opportunities in an inclusive environment. The purpose of the study was to explore the correlation between teachers' perceptions of social justice and their self-efficacy in promoting and implementing effective inclusion of all students with disabilities. In addition, the study investigated whether demographic factors and teachers' professional profiles influence their attitudes about social justice and teaching self-efficacy. The research sample comprised of 172 primary and secondary school teachers. For the purposes of the study, the (a) Social Justice Scale - SJS (Torres-Harding, Siers & Olson, 2012), (b) Teaching Students with Disability Efficacy-TSDES (Dawson & Scott, 2013) were utilized. The study concluded that teachers demonstrate positive attitudes towards the implementation of social justice in the educational process. Educators with high levels of social sensitivity demonstrated greater ability to support children with disabilities as well as optimal guidance of all students to facilitate inclusion, and simultaneously, demonstrated greater professionalism in implementing this policy. It also emerged that female educators had more positive attitudes and showed greater sensitivity regarding the importance of implementing social justice, while younger teachers appear to be overall more positive compared to older teachers. The most important factor that influences perceptions and attitudes on social justice is specialized studies in special education. Spearman correlation coefficient showed a strong positive correlation between the positive attitudes of teachers towards social justice and their teaching self-efficacy. Linear regression analysis, showed that perceived social behavioral control and the intention of future social justice implementation are firmly indicative of high effectiveness in effectively promoting and implementing behavioral practices. The study

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highlights the importance for educational institutions to incorporate social justice education into curricula and promote the use of equitable and effective educational practices to address inequities.

Keywords: social justice, education, self-efficacy, disability, inclusion

1. Introduction

Education still remains unequal for students who are in a disadvantageous position due to ethnic, cultural differences, disabilities and/or special educational needs (Thomson *et al.*, 2011). The notion of social justice in education signals the school's efforts to recognize the rights of all students, combat discrimination, inequalities and ensure equal opportunities for all (Adams *et al.*, 2022; Albright *et al.*, 2017; Vincent 2020). To address the conditions that shape social divides, the teacher plays a critical and decisive role (Makateng, 2022; Hackman, 2005). Teachers with social concerns and sensitivities prioritize addressing the conditions that shape social gaps and social exclusions and adopt effective inclusive strategies (Ayala *et al.*, 2011; Fraser, 2009; Fraser, 2009; Makateng, 2022; Polat, 2011). Effective teaching, from a perspective of social justice, is a challenge for modern education systems as it empowers and encourages all students. Often research focuses on educational policies, resources, funding, curricula and less on the implementation of social justice within the everyday classroom. There is, however, limited research on whether teachers' beliefs about social justice affect the quality of the educational work produced, and further exploration of the matter is needed. The main objective of the present study was to explore the possible association between teachers' attitudes and beliefs about social justice and their self-efficacy for including students with disabilities. Sub-objectives of the study were to research the influence of demographic and professional characteristics of teachers on their views of social justice and perceived self-efficacy. Finally, it was investigated whether beliefs about social justice can potentially be a predictor of self-efficacy for promoting and implementing inclusive practices.

2. Literature Review

2.1 Conceptual Framework of Social Justice in Education

Social justice is referred to as the equitable and fair distribution of power, resources, opportunities and obligations in society to everyone, regardless of race or ethnicity, age, gender, physical or mental ability, religious, spiritual or other beliefs (Ayala *et al.*, 2011; Torres-Harding, Siers and Olson, 2012). Social justice is described as a virtue of moral philosophy known as social ethics and focuses on the duty of each individual to act for the promotion of the common good (Makateng, 2022).

According to Furman (2012), the aim of social justice is to solve problems that arise due to social injustices that hinder the quality of life for vulnerable groups. Nieto and

Bode (2012) define social justice as the philosophy of treating all people with dignity and respect, while Bell (2016) defines it as a process against discrimination and prejudice. Miller (2003; 2001) points out that social justice is related to how benefits, such as education, are distributed. It is, in any case, intrinsically linked to respect for human rights (Pogge, 2002). The common thread running through all definitions of social justice emphasizes the need for all institutions in positions of power to mediate aiming to ensure the equitable distribution of opportunities and resources (Fouad *et al.*, 2006). The process must be democratic, collaborative and work to directly dismantle all oppressive systems (Adams *et al.*, 2022). The vision of social justice is, essentially, a world in which resources are distributed in an equal manner and all members are and feel safe and treated with respect (Adams, *et al.*, 2022). A socially just and equitable education system contributes to the formation of a just society (Pijanowski & Brady, 2020).

According to researchers (Ayala *et al.*, 2011; Bell, 2016), social justice in education is a broader concept than equity and is linked to; (a) equitable access to the school system, (b) fair treatment within the school, and (c) the educational outcomes. In Fraser's (2008) social justice model, social justice educational environments include (a) recognition of the value of each individual and empowerment of each student, (b) equitable redistribution of resources, sources and opportunities with social responsibility, and (c) equitable representation in an inclusive school community. The concept of recognition, according to Fraser (2009), constitutes acceptance of diversity and fair inclusion theory.

The principle of distribution refers to equality of opportunity, student-centered focus and differentiated instruction. Equity of outcomes would be meaningless if it did not translate into equal success rates for different social groups, including those from less privileged backgrounds (Cribb & Gewirtz, 2003). Overturning unfair teaching practices and promoting the equal participation of all students are key elements of social justice (Bogotch & Shields, 2014). Social justice in education demands changes in curricula and syllabi, teaching materials, teaching aids, teaching methods and practices adopted in the educational process, but most importantly, it requires changes in the philosophy, biases and prejudices of teachers themselves (Belle, 2023; Lee, 2011; Emdin, 2016). If a school denies rights to children, then it is not a fair school; consequently, if the school system has an arbitrary bias against some students, they are not the only ones who suffer, but also the general quality of the educational process towards students as a whole is under threat. Social justice encompasses the vision of a society where the sharing of resources is equitable and all members are physically and mentally safe (Bell, 2016; Musara *et al.*, 2020).

2.2 Teachers' Attitudes and Perceptions of Social Justice

Lisa and Shyman (2021) exploring preservice teachers' social justice beliefs and attitudes toward inclusion of students with disabilities, argued that social justice dispositions are considered a rather significant predictor of positive attitudes towards inclusion. The stronger the social justice orientation, the stronger the positive attitudes toward the inclusion of students with disabilities. Ongel and Tabancali (2022), in their study,

concluded that teachers' conservative attitudes and beliefs towards change and equity create barriers to social justice fulfillment. Shyman and Lisa (2017) examined teachers' perceptions of social justice and attitudes toward inclusive education. The study concluded that there is a statistically significant correlation between positive social justice perceptions and supportive attitudes towards inclusive education. Lee's (2011) study examined teachers' beliefs and attitudes regarding incorporating social justice in educational practice. The results showed that teachers need to first address their own biases, overcome their own bias, and further comprehend the use of social justice pedagogy. According to Lee (2011), for some teachers, managing the classroom based on social justice principles is in conflict with their teaching practices. Corresponding intervention programmes aimed at empowering students themselves in aspects of social justice and facilitated within the classroom are of particular interest. In the direction of social education pedagogy, we often encounter Interventional awareness programmes aiming to defend the rights of vulnerable groups [e.g. against racism (Moeser, 2024) or the teaching of Paralympic sports (Panagiotou *et al.*, 2006).

2.3 Social Justice and Teachers' Self-efficacy

Social injustice in schools, according to Barrantes-Elizondo (2016), is often the result of the lack of emotional literacy among teachers. Emotional intelligence is a fundamental part of social justice. The ability to recognize one's own personal feelings as well as students' emotions and the ability to manage and regulate emotions are social-emotional competencies leading towards social education pedagogy (Barrantes-Elizondo, 2016). There is a growing number of studies that examine the role of teachers' emotional intelligence in raising students' awareness of social justice issues such as racism, disability integration, etc. (Chakraborty & Chlup, 2018). Emotionally intelligent teachers serve diversity in socially just ways, appear more effective in classroom management, enhance the social interaction of students with and without disabilities, promote social cohesion, and are a critical and decisive factor for inclusion (Katsora, Kaprinis & Strigas, 2022). The researchers (Katsora *et al.*, 2022), examining the causal relationship between emotional intelligence and teachers' self-efficacy towards the inclusive practices they adopt within the educational practices, found a strong positive correlation between the two concepts as teachers who display high levels of emotional intelligence also increase their degree of self-efficacy to integrate students with disabilities into the educational process (Katsora *et al.*, 2022).

A study by Voulgaraki, Kaprinis & Antonopoulou (2023), which has examined the relationship between emotional intelligence and self-efficacy in the inclusion of students with disabilities, revealed that teachers who are emotionally intelligent showcase increased self-efficacy as they facilitate the appropriate learning conditions, provide equal learning opportunities, act supportive and encouraging, and shape teaching to the needs of their students. The researchers concluded that high emotional intelligence has significant predictive value as far as high self-efficacy in co-teaching practices is concern. They also observed that educators who had specific training in helping students with

disabilities or/and special educational needs felt more confident in implementing co-teaching practices (Voulgaraki *et al.*, 2023). Research by Gkouvousi *et al.* (2024) showed a strong positive association between teachers' self-efficacy to implement inclusion practices and their feelings and sensitivities about inclusion, and linear regression analysis revealed that teachers' feelings and beliefs about inclusion were a predictor of self-efficacy.

The role of school leaders' emotional intelligence has also been proven to be critical in highlighting social justice issues such as equity and inclusive access (Bese & Dali, 2021). According to Sonmez and Gokmenoglu (2023), school leaders who are social justice oriented, provide support, increase critical consciousness of justice, have a vision and values for inclusive practices, and promote inclusive teacher behavior.

3. Material and Methods

3.1 Sample

The sample comprised 172 primary and secondary school teachers, of which 76.74% (n = 132) were female and 23.26% (n = 40) were male. On the variable of age, 52 participants were between 22 to 30 years (30.23%), 48 were between 31 to 40 years (27.91%), 40 participants were between 41 to 50 years (23.26%) and 32 were above 51 years old (18.6%). Additionally, 59 participants had a bachelor's degree (34.3%), 110 held a master's degree (63.95%), and 3 had a doctorate (1.74%). In terms of educational experience, 75 participants had 0 to 5 years of experience (43.6%), 27 had 6 to 10 years of experience (15.7%), 30 had 11 to 20 years of educational experience (17.44%), and 40 had 21 or more years of experience (23.26%). Furthermore, 104 participants worked in primary education (60.47%), 68 worked in secondary education (39.53%), 140 participants worked in a public school (81.4%) and 32 in a private school (18.6%). Also, regarding whether they had undertaken specialized studies in special education (SSE), 59.88% (n=103) of the respondents answered in the negative and 40.12% (n=69) in the positive. Finally, regarding whether they have attended a seminar/ training program in special education, 119 respondents answered positively (69.19%), while 53 responded negatively (30.81%).

3.2 Research Tools

For the purposes of the study, the (a) Social Justice Scale (SJS) (Torres-Harding, Siers, & Olson, 2012) and (b) Teaching Students with Disability Efficacy Scale (TSDES) (Dawson & Scott, 2013) were used. The reliability and factorial structure of the Social Justice scale was tested using Cronbach's Alpha coefficient, which showed that there was high internal reliability, as the values of all factors in the questionnaire were greater than 0.8 (Taber, 2018). In particular, the indicators were as follows; (i) attitudes about social justice (a = .87), (ii) subjective social justice / norms (a = .86), (iii) perceived behavioral control (a = .91), and (iv) social justice behavioral intentions (a = .92). The Cronbach's Alpha of the overall scale was (a = .92). Similarly, the Cronbach's Alpha values for the Teaching Students with Disability Efficacy Scale (TSDES) factors were (i) Instruction (a = .91), (ii)

Professionalism ($\alpha = .83$), (iii) Teacher Support ($\alpha = .87$), (iv) Classroom Management ($\alpha = .88$), (v) Related Duties ($\alpha = .87$) and the overall scale ($\alpha = .91$).

4. Results

4.1 Mean (M) and Standard Deviations (SD) factors of Social Justice Scale (SIJ) and Teaching Students with Disability Efficacy Scale (TSDES)

Table 1 presents the descriptive statistics of the social justice factors along with the 95% confidence intervals of the means. The results show that the respondents agree with "Overall Social Justice" (95% C.I = [5.84, 6.03]). In particular, they tend to strongly agree with "Attitudes about Social Justice" (95% C.I = [6.45, 6.61]) and agree with "Social justice behavioral intentions" (95% C.I = [5.51, 5.82]). They also tend to agree with "Perceived behavioral control" (95% C.I = [5.45, 5.72]), while they slightly agree with "Subjective Social Justice/Norms" (95% C.I = [4.86, 5.19]).

The Teaching Students with Disability Efficacy Scale (TSDES) questionnaire shows that respondents moderately agree with the "Overall Teaching Students with Disability Efficacy Scale" (95% C.I = [7.01, 7.31]). In particular, they fairly agree with the factors "Teaching support" (95% C.I = [7.94, 8.25]) and "Professionalism" (95% C.I = [7.90, 8.18]). Furthermore, they moderately agree with the factors "Classroom management" (95% C.I = [6.87, 7.24]) and "Instruction" (95% C.I = [6.62, 7.04]). Finally, they are neutral to slightly agreeable with "Related duties" (95% C.I = [5.11, 5.77]).

Table 1: Mean (M), Standard Deviation (SD) and 95% C.I Factors of Social Justice Scale (SJS) and Teaching Students with Disability Efficacy Scale (TSDES)

Factor	Range	M.	S.D	95% C.I
Overall Social Justice	1-7	5.94	0.62	[5.84, 6.03]
Attitudes about Social Justice	1-7	6.53	0.54	[6.45, 6.61]
Perceived Behavioral Control	1-7	5.58	0.91	[5.45, 5.72]
Subjective Social Justice / Norms	1-7	5.02	1.13	[4.86, 5.19]
Social Justice Behavioral Intentions	1-7	5.66	1.04	[5.51, 5.82]
Overall TSDES	1-9	7.16	1.00	[7.01, 7.31]
Instruction	1-9	6.83	1.38	[6.62, 7.04]
Professionalism	1-9	8.04	0.94	[7.90, 8.18]
Teacher Support	1-9	8.09	1.05	[7.94, 8.25]
Classroom Management	1-9	7.06	1.21	[6.87, 7.24]
Related Duties	1-9	5.44	2.16	[5.11, 5.77]

4.2 Correlation of Social Justice Factors with Demographic Characteristics

The results showed that women maintain more positive attitudes and greater sensitivity to overall social justice, ($M = 6.59$) compared to men ($M = 6.35$) ($t(50.38) = -2.044$, $p = 0.046 < 0.05$). In addition, teachers aged 22-30 years appeared to have more positive attitudes on the Subjective Social Justice/Norms factor ($M = 5.35$) ($F(3.168) = 3.129$, $p = 0.027 < 0.05$) compared to respondents aged 41-50 years ($M = 4.66$) ($p = 0.004$). In relation to educational experience, there are statistically significant differences in the factor of "Social justice

behavioral intentions" ($F(2.169)=3.639, p=0.028<0.05$), as teachers with up to 5 years of teaching experience appeared to have more willingness to participate in social justice activities ($M = 5.84$) compared to respondents with 21 years or more ($M = 5.30$) ($p=0.067$). Furthermore, teachers with specialized studies in Special Education have statistically significant, more positive relationships across all factors. Specifically, for the factor "Overall Social Justice", the mean of those without special education studies ($M = 5.85$) is statistically lower ($t(170)=-2.343, p=0.020<0.05$) than the mean of those who do ($M = 6.07$). For the factor "Perceived Behavioral Control", the mean of those who have not had special education studies ($M = 5.46$) is statistically lower ($t(170) = -2.116, p=0.036<0.05$) than the mean of those who have ($M = 5.76$). For the factor "Social justice behavioral intentions", the mean of those who do not have special education studies ($M = 5.54$) is statistically lower ($t(170) = -1.994, p=0.048<0.05$) than the mean of those who do ($M = 5.86$).

4.3 Correlation of Self-efficacy Factors with Demographic Characteristics

The results of the analyses showed that the scores on the Teaching Students with Disability Efficacy Scale - TSDES were higher among teachers with specialized studies in special education. Specifically, for the "Overall TSDES" factor, the mean of those without special education studies ($M = 6.97$) was statistically lower ($t(170) = -3.220, p = 0.002<0.01$) than the mean of those with specialized studies ($M = 7.46$). For the factor "Instruction", the mean of those who have not studied special education ($M = 6.54$) is statistically smaller ($t(164.96) = -3.605, p<0.001$) than the mean of those who have specialized studies ($M = 7.26$). For the factor "Classroom Management", the mean of those who have no special education studies ($M = 6.84$) is statistically lower ($t(170) = -2.901, p=0.004<0.01$) than the mean of those who have specialized studies ($M = 7.38$). For the factor "Related Duties", the mean of those who have no special education studies ($M = 5.10$) is statistically lower ($t(170) = -2.557, p = 0.011<0.05$) than the mean of those who have specialized studies ($M = 5.95$).

4.4 Correlation of Social Justice Factors with Self-efficacy (Spearman's Rho)

Table 2 presents the results of Spearman's rho correlations between social justice factors and self-efficacy regarding the promotion and implementation of inclusive teaching practices. The results indicated that there was a correlation among all self-efficacy factors of teaching students with disabilities and all social justice factors with the exception of the Related Duties factor. The "Related Duties" factor correlated with all social justice factors with the exception of the "Attitudes about Social Justice" factor.

Table 2: Spearman Correlation between Factors SJS and TSDES

Factors	Overall Social Justice	Attitudes about Social Justice	Perceived Behavioral Control	Subjective Social Justice / Norms	Social Justice Behavioral Intentions
Overall TSDES	0.542**	0.359**	0.515**	0.410**	0.476**
Instruction	0.498**	0.373**	0.493**	0.328**	0.434**
Professionalism	0.469**	0.398**	0.415**	0.299**	0.421**
Teaching Support	0.368**	0.298**	0.314**	0.263**	0.323**
Classroom	0.417**	0.242**	0.427**	0.350**	0.337**
Management Related Duties	0.359**	0.082	0.388**	0.386**	0.332**

** . p<0.01

4.5 Multiple Linear Regression Analysis Social Justice Factors X Self-efficacy

Table 3 presents the results of Multiple Linear Regression Analysis with the dependent variable of "Overall Self-efficacy Students with Disabilities". In Model 1, the factors of Social Justice Scale were used as independent variables.

A statistically significant effect of the independent variables on the dependent variable was observed with a good degree of fit ($F(4.167) = 23.323, p < 0.001$), explaining 34.3% of the total variance. The effect of the factors "Perceived behavioral control" ($\text{Beta} = 0.342, t = 3.892, p < 0.001$), "Social justice behavioral intentions" ($\text{Beta} = 0.219, t = 2.500, p = 0.013 < 0.05$) was considered statistically significant as well.

In Model 2, the independent variables are the factors of Social Justice Scale and the studies in Special Education. A statistically significant effect of the independent variables on the dependent was observed with a good degree of fit ($F(5.166) = 20.034, p < 0.001$), explaining 35.8% of the total variance. The effect of the factors "Perceived behavioral control" ($\text{Beta} = 0.329, t = 3.783, p < 0.001$), "Social Justice behavioral intentions" ($\text{Beta} = 0.200, t = 2.383, p = 0.018 < 0.05$) and "Studies in Special Education" ($\text{Beta} = 0.279, t = 2.184, p = 0.030 < 0.05$) was considered statistically significant.

Table 3: Multiple Linear Regression Analysis about Overall Self-efficacy in Teaching Students with Disabilities

Model 1	Independent Variables	B	Beta	t	p-value	VIF
	Constant	2.322		3.074	0.002	
	Attitudes about Social Justice	0.202	0.110	1.579	0.116	1.253
	Perceived Behavioral Control	0.378	0.342	3.892	<0.001	2.005
	Subjective Social Justice / Norms	0.041	0.046	0.584	0.560	1.616
	Social Justice Behavioral Intentions	0.212	0.219	2.500	0.013	1.998
Model 2	Independent Variables	B	Beta	t	p-value	VIF
	Constant	2.500	-	3.327	0.001	-
	Attitudes about Social Justice	0.173	0.094	1.361	0.175	1.267
	Perceived Behavioral Control	0.364	0.329	3.783	<0.001	2.014
	Subjective Social Justice / Norms	0.050	0.056	0.713	0.477	1.621
	Social Justice Behavioral Intentions	0.200	0.207	2.383	0.018	2.006
	Studies in Special Education	0.279	0.137	2.184	0.030	1.044
1: $F(4.167) = 23.323, p < 0.001, \text{Adj}R^2 = 0.343$		2: $F(5.166) = 20.034, p < 0.001, \text{Adj}R^2 = 0.358$				

5. Discussion

The main purpose of this study was to explore the interrelationship between the teachers' attitudes and perceptions of social justice and their self-efficacy in promoting and implementing the inclusion of students with disabilities. In addition, the study analyzed whether demographic factors and professional characteristics, such as gender, age, level of education, teaching experience, and specialized studies in special education, influence their attitudes about social justice and self-efficacy. The results indicated very positive attitudes towards social justice among teachers. In a study by Nganga (2019), which aimed to explore teachers' attitudes and perceptions of social justice in education, the use of the 4Cs (Collaboration, Critical thinking, Creativity and Communication) was identified as an effective strategy as it indicated that teachers in training were initially hesitant to explore social justice issues but eventually gained valuable experience.

Moreover, the results supported the idea that teachers possess a high level of social justice behavioral intentions. Teaching social justice helps teachers recognize and respond to social inequality and simultaneously, creates such an environment in the classroom that motivates teachers to take action on social justice issues (DePaoli, *et al.* 2021). The UNESCO (2022) report "Reimagining Our Future Together" illuminates the need for a new social contract for education, emphasizing the role of the educational process in promoting social justice and equity. The study also revealed that teachers showcase a high degree of Perceived Behavioural Control. Perceived behavioral control is a critical concept for understanding how the teachers' behavior can have a profound effect on their community. Research by Campbell (2010) found that teachers possess a significant degree of perceived behavioral control, feel confident in their ability to work with individuals and groups in equitable and inclusive ways and have a positive impact on their community.

In addition, it emerged that teachers mildly agreed with the existence of subjective social justice. According to Gutstein's (2003) research, it is vital to safeguard that teachers have the necessary theoretical and practical skills needed to promote social justice and equity in their classrooms and beyond. Overall, it appears that teachers are willing to discuss issues of subjective social justice, but training and empowerment is required.

Accordingly, the results indicated that teachers with social sensitivity and positive attitudes crucially partake in promoting inclusion. The results are in agreement with a study by Lisa and Shyman (2021), who found a significant correlation between positive social justice perceptions and supportive attitudes towards inclusive education. It is important to address misconceptions about the ability of children with moderate to severe learning, cognitive, or intellectual disabilities that they can achieve and have academic success (Hayes & Bulat, 2017). Furthermore, it is worth mentioning that the most important factor that influences both social justice views and self-efficacy for successful behavioral practices is special education studies. Teachers trained in special education create an appropriate learning climate, develop an increased ability to guide students with disabilities, and better manage the classroom (Katsora *et al.*, 2022;

Savolainen *et al.*, 2022; Savolainen *et al.*, 2012; Voulgaraki *et al.*, 2023). The study highlights that gender is also an important influence on attitudes towards social justice, with female teachers having more positive attitudes than male teachers and showing greater sensitivity to the importance of social justice implementation. It is worth contemplating the impact of gender when developing strategies to improve social equity (Preece & Bullingham, 2022). Age emerged as an important predictor, as teachers aged 22-30 years were more positive about social justice issues compared to older teachers. The results are in compliance with a study by Muenks *et al.* (2018), which found that younger aged teachers are more inclined to try to promote social justice moving forward, to influence other people and inform them about social power inequalities and social injustices, and to participate in activities that enhance social justice.

6. Conclusion

Based on the results of this study, there is a high positive correlation between teachers' attitudes and perceptions of social justice and their teaching self-efficacy. The more positive teachers' attitudes toward social justice, the higher their level of self-efficacy in implementing successful behavioral practices. Teachers with special education degrees appear to be more in agreement with the need to implement social justice while exhibiting greater self-efficacy in the instructional work produced. Teachers younger in age are more willing to talk about social justice in the future and take relevant initiatives to promote it. The positive attitude towards the need to implement social justice increased the capacity in guiding and supporting students with disabilities and/or special educational needs and at the same time improved in better classroom management. Finally, teachers' views on social justice can predict their self-efficacy in creating an inclusive classroom.

7. Implications, Limitations, and Suggestions for Further Research

There is an impending need for greater attention and emphasis on social justice principles in contemporary school environments, as the application of social justice values affects the quality of everyday school life and school learning. The results could help academic institutions to design interventionist social justice training programmes for future teachers. It is important that teachers act on the basis of social justice principles. In addition, it would be productive for school principals to implement training seminars and teacher empowerment programs on social justice. In learning environments that embrace diversity, teacher effectiveness depends not only on academic intelligence but also on social intelligence and maturity. Such programs will foster inclusive values, influence beliefs, and promote teachers' readiness to apply the vision of social justice to everyday school life. Similar intervention programmes could be designed within the classroom to empower students themselves in aspects of social justice. However, due to the limited sample of educators and school units further research is needed, on a larger

scale, so that the findings can be safely generalized. Further exploration and monitoring on the matter of the attitudes and perceptions of educators regarding social justice would, undoubtedly, provide us with a deeper understanding of the construal of the notion and of the relative practical applications. Future research could perhaps utilize multimethodology, exploiting both qualitative and quantitative data through triangulation. A study on the curricula of related academic institutions would, also be of interest, aiming to investigate the degree of implementation of social justice within them.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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