
SCALE VALIDATION FOR TEACHER EDUCATOR'S CONCEPTIONS ABOUT SOCIAL JUSTICE TEACHING IN HIGHER EDUCATION CLASSROOM

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ABSTRACT

The aim of this research was to validate a scale to assess teacher educators' views and challenges on teaching for social justice. To develop and operationalize the initial item pool, a comprehensive examination of the relevant literature was done. The quantitative scale addressed the basic values of social justice. Democracy, diversity and equity are the core values of social justice. 58 items were drafted initially and sent for experts' opinions. After their feedback, eight unnecessary and unclear items were removed from the tool. For the scale, a total of 50 items were finalized, divided into four domains: 24 items under democracy, 6 under diversity, 10 under equity and 10 regarding challenges. The scale was given to 60 teacher educators from four public sector universities via a survey. Confirmatory factor analysis and reliability analysis were used to verify the scale's validity and reliability statistically. The loading values for the factors ranged from .897 to 0.521. The pooled items were reduced by 05 items, resulting in a total of 50 items in the final edition. The completed scale demonstrates appropriate reliability and validity across social justice value criteria. This scale, in theory, can help identify the obstacles of addressing social justice in higher education classrooms. The scale for teacher educators' concepts of teaching for social justice

could be useful in determining how social justice values are practiced in higher education classrooms.

KEYWORDS

Scale, Conception, Social justice values, Democracy, Diversity, Equity, Challenges, Teacher educators

INTRODUCTION

Justice refers the quality of being fair or just, which denotes to public behavior that is impartial, balanced, and equal for all. Whereas social justice entails equal rights, fair chances, and equal treatment for all persons (Dover, 2017). Every individual deserves equal economic, political, and social rights, including education, according to the notion of just relations. Understanding diversity, acceptance, creating a fair environment, eradicating prejudice, and ethical behaviors are all examples of social justice (Marshall & Oliva, 2006; Cho, 2017).

It's difficult to define social justice because it is such a broad concept. There are numerous concepts relating to social justice that come from various professions. Many of them place a strong emphasis on features of social justice such as fairness, rules, equity, and democracy (Moore, 2003; Bassey, 2016). Dewey's concept of democracy in education was thought to be the most effective in promoting social justice (Dover, 2017).

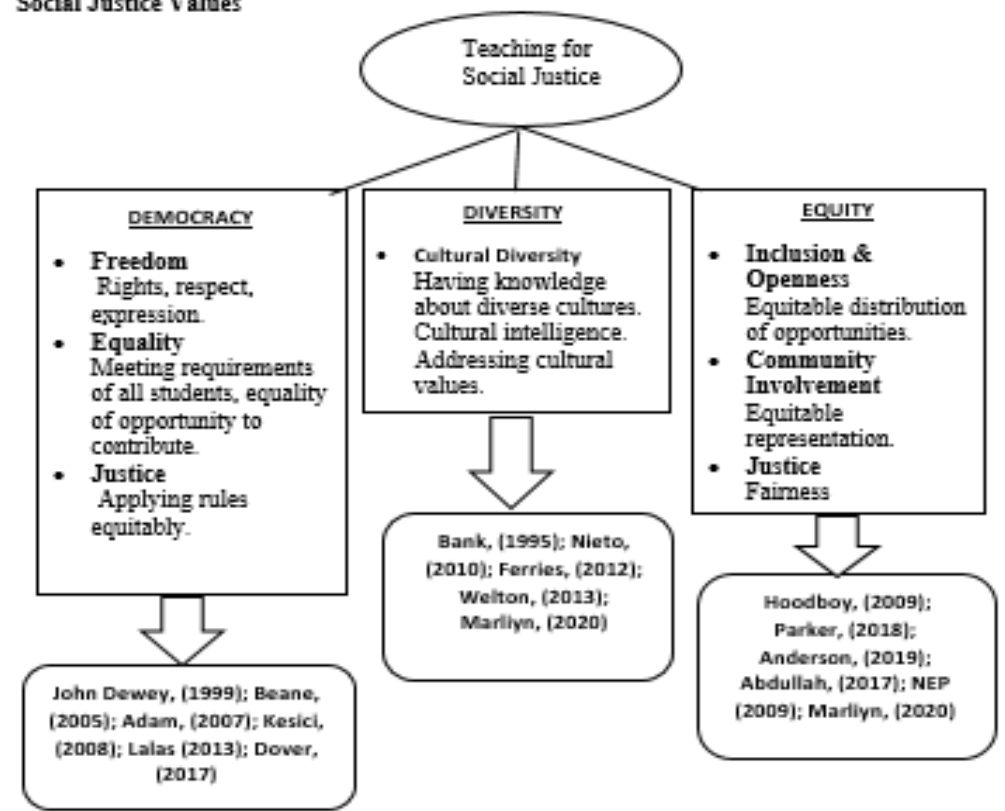
Social justice is usually used in widespread educational settings. When social justice relates with education, the most significant part is teaching. Teaching for social justice is noted for comprising an obvious obligation to attaining equitable society and to dismantling oppression (Hackman, 2005; Cochran-Smith, 2008; Rojas & Liou, 2017). Teaching social justice is explained in different ways in several social settings because change in the society affect the behaviors of people. There are many reasons for educators to teach for social justice, which comprise serving students to deal with discriminatory situations, motivate students to take part in activities about social change, and raise voice for inequalities (Dolby, 2012).

The goal of social justice education is to move beyond theoretic ideas and into classroom activities. Teaching for social justice has an impact on both methodology and content (Banks, 2004; Bassey, 2016). The role of the teacher in social justice education is crucial. Theoretical foundations and pedagogical techniques that support education for social justice and work against oppression are included in teachers' education (Davis, 2017). When teachers integrate social justice with critical pedagogy, multiculturalism, democratic education, cultural studies, and anti-oppressive education, the approaches for social justice teaching are varied (Hyttén, 2011).

The principles of democracy, diversity, and equity are all founded in the word "social justice". Democratic education, equity in education, diversity in education, and culturally sensitive education are all elements of social justice education (Dover, 2013; Cho, 2017). The question is how to bring these concepts into the classroom. When teachers are aware of the importance of putting these principles into practice, practicality is achievable. In this study, the values of social justice, democracy, diversity, and equity are presented in terms of classroom activities.

Pakistani educational system is tainted by the country's existing inequitable social structure, as only a few people advance. Pakistan may experience unparalleled social disorders if attention is not paid to reducing social inclusiveness (Ali, 2014). Social justice education prepares students to deal effectively with real-world challenges by allowing them to consider multiple perspectives. These perspectives of view use critical thinking to discuss issues and discover solutions. Although social justice is a broad concept, but three core values: equity, democracy, and diversity are addressed in this study.

Social Justice Values



Teaching for Social Justice

Social justice teaching is about teacher's understandings on the sources of inequities and rights (Darling-Hammond, 2005). Cochran-Smith (2012) argues that teaching for social justice considers that how teachers comprehend opposing plans, pose the enquiries, and make the decisions; how they formulate relationship with pupils. Teaching for social justice is vast term to explain but literature reveals that its core components are democracy, diversity, and equity. So, current study addressed its basic values that how these values can practice in classroom. Democracy is most significant part of social justice teaching. One core aspect of this study was to recognize the awareness of teachers' to practicing democracy in the classroom. Democratic teaching means integrating the democratic values by using a democratic approach that enables pupils to practice democracy, and providing such a classroom where pupils can raise voice and where they can enthusiastically participate in the process of learning (Kesici, 2008). The significance of practicing democracy has been well recognized all over the literature. Dewey (1974); Barber (1998); Goodland (2002); Beane (2005) argued that values of democracy is grounded on freedom, equality, and justice. Its features comprise fairness, respect, human rights, expression, accountability, and contribution in decision making.

Beane (2005) elaborates evidence of connecting students in classroom as a means for serving them to learn the in democratic style. Garrison (2003) advocates that education is not only important for democracy, but the values of democracy, for example, liberty and freedom of voice is essential to the progression of learning. He stresses that it is the practice of these values in the classroom that makes possible to create a rich learning environment. Equality also represents the basis of Dewey's democratic dispositions. It is the belief that everyone is equal, including students (Dover, 2017). The teaching methods of Freire (1998) democratic teachers collaborate with students to solve problems, shape curriculum and effect change that they challenge during democratic meetings. Within a Deweyan concept of teaching democracy, these practices are not only imparted and facilitated in classroom but also strengthened through pupils experience such processes in their life. The democratic teaching supports students identify their own freedom, it seeks out to rise student's mature viewpoints (Apple & Beane, 2007).

Diversity is another important part of social justice education. It refers to the differences between oneself and others in terms of qualities, traits, beliefs, mannerisms, and values. Ethnicity, gender, race, age, ability, national origin, and sexual orientation are examples of static attributes. It's also expressed through variables including nationality, language, religion, parental status, socioeconomic status, and field experiences (Sheets, 2009). The term "diversity" is commonly used to describe a group of people who have diverse racial, ethnic, socioeconomic, cultural,

and lifestyle experiences (Banks, 2006). The literature reveals that core aspects of diversity include cultural diversity, racial/ethnic diversity and religious diversity. Teachers concerned to practice cultural diversity in their classroom ought to demonstrate their students that they sincerely care about their cultural, emotional, and intellectual needs (Mathew, 2015). He commented on the following methods for promoting cultural diversity in the classroom: i) pay attention to students' ethnic backgrounds. ii) pass on your instructor job to a facilitator. iii) Maintain a high level of linguistic sensitivity. iv) Maintain high standards for student success. v) integrate self-testing approaches. vi) maintains a change-aware attitude.

In term of practice diversity in a classroom first of all teacher can respect the individual differences. He can encounter every student requirement and provide them necessary support according to their needs and demand. In any classroom a teacher can address student differences with tolerance. Nieto and Bode (2008) challenge teachers working to prepare students to teach in a society to go beyond simply teaching of diversity. They both argue there are five levels of teaching for diversity: i) cultural awareness; ii) tolerance; iii) acceptance; iv) respect; v) affirmation, unity and critique. Tolerance for diversity means one has the ability to endure or put up with something, though not necessarily like it or accept it. The prominent part of social justice teaching is equity. Educational equity means that individual and social conditions like ethnic origin, or family background, are not hindrances to attaining educational goals (Cochran-Smith, 2014). Equity pedagogy inform teaching methods for reducing prejudice, bias, stereotypes, and advocate for fairness. It can transform and provide equitable learning for all pupils (Ferries, 2012). Teachers who have desire to implement equity pedagogy, must actively promote the process of knowledge construction and production. Teaching equity challenges teachers to use such strategies for teaching that facilitate the process of learning. Anderson, (2019) have confidence in when teachers use equity pedagogy their teaching and learning in the classroom challenges the deep structures of a school's narrative. Marilyn (2019) adds community involvement to foster the equitable classroom. She believes that only justice by all mean like assessment can endorse equity in classroom.

This study comprised a theoretical approach that utilizes equity theory as a basis to discourse social justice in classroom. The conceptual framework exist visions undergirded by constructs to social justice and observing the classroom as a place for change in society.

LITERATURE REVIEW

Social Justice is notion of just and fair relationships among the society and individual. Social Justice may be manifested in different forms, the examples may include how we deal with race, gender, religion and language. The descriptions of social justice

may contain ideas of acceptance, creating a just world, removing inequalities, understanding diversity, or moral actions (Marshall & Oliva, 2006). Social justice as a concept arose in early 19th era through the subsequent civil revolutions and industrial revolution in all over Europe. The aim of this revolution was to create just and equal societies. In the mid-20th century, social justice had long-drawn-out from being largely concerned with finances to include supplementary domains of other aspects of social life which encompasses the gender, race, environment, and many other reasons and manifestations of dissimilarity (Sleeter, 2001). John Rawls, an American philosopher of the twentieth century said that "Social justice cannot be attained if justice and liberty for one individual is permitted to be dominated by the larger welfare of others" (Bell, 1978. pg.69).

Paul Freire introduced the social justice in education. He claimed and requested that humanization has been the dominant challenge all over the history. Freire enlighten that educational system is typically an oppressive system acting to safe the status quo and assist the elite class (Freire, 1982). He introduced the banking concept in education and provide a thought to society. According to him a teacher can change the society. The teacher is a person who deposit his knowledge in student's mind account. That is why he emerge social justice in education to arose critical consciousness among students via teachers.

The current study focused on teacher educators' understanding of the term and how they may apply social justice in a higher education classroom when conceptualizing social justice for teacher preparation. Part of teaching for social justice, according to Cochran-Smith (1999), is Sleeter (2001) stated "deliberately claiming the position of educator as well as activist based on political consciousness and ideological commitment to lessening societal inequities" (pg, 23). Limited knowledge, deep-rooted beliefs, and attitudes about diversity and justice are difficult to change in the short period of time" (pg, 06). To support educators, work extra efficiently with teachers, we need further studies on practices of social justice teaching.

Social justice teaching well-known for comprising a clear commitment to attaining equity and equality in society and to dismantling oppression (Cochran-Smith, 2008; Hackman, 2005; Abdullah, 2017). Social justice information benefits individuals well tackle actual issues by viewing at them from several viewpoints. Nevertheless, social justice is above a single subject to be imparted. It is a notion that should incorporate nearly each subject. Teachers today need to know how to practice social justice in classroom. It is such a topic that will only increase in importance in the coming years because we need social justice for a just society. Although social justice is a wider term to explain, but this research holed its three core values: i) democracy, ii) diversity and iii) equity. A significant aspect of social justice is democracy which is required to create a just environment. That how teachers can create a democratic environment in classroom. Social justice teaching can be distinct as a way forward to promote a

democratic society. The truth is that social justice has social, cultural, political, and fiscal significance in our fluctuating sets of practices (North, 2011; Mills, 2016; Dover, 2017). Mills (2016) stated that “teacher education for social justice include connecting knowledge to real-world problems, critical thinking, and challenging received knowledge, understanding multiple perspectives, debating diverse viewpoints and unpacking underlying assumptions” (pg, 23). All of these are essential for democratic classroom which further lead to create a fair society.

Social justice is also a way to teach democracy, to educate students how to perform in the real-world setting (Adams, 2007). In other words, democracy is a style to introduce the students how to raise voice. Social justice is the vital concept of democracy because with this knowledge citizens learn to value their own rights and others’ rights. It makes them enable to think critically about solutions to social issues and problems in their communities. John Dewey, a renowned philosopher of 20th century was the founder of democratic education. He stressed the educators to give liberty to pupils to learn by their own way, rather than forcing learning on them. He recommended teachers to offer the pupils with such learning environment where they can cooperate with everyone and learn through social connections, he also focused on learning by doing (Chomsky, 2004). Arends (2004) writes “Dewey portrayed the classroom as a mirror of society and a laboratory for real life where the students develop their skills to solve their problems in practical situations. The teacher’s responsibility is to facilitate the students. The education based on democratic principles enable them to make decisions for their own learning in the classroom” (pg, 03). The spirit of realistic philosophy of democratic education is search the ways to arose the potential of every student.

Regrettably, Pakistani education system still revolve round transmission paradigm of teaching learning in which the pupils depend on the teachers to deliver the knowledge from textbooks. The pupils duplicate what the instructor writes on blackboard in classroom deprived of any critique. Additionally, students produce same in exams (Rehmani, 2005). Mill and Christie, (2003) elaborated that “teaching has become more complex in today’s dynamic society and demands more innovative practices from the teachers to carry out it in its real sense than it was ever thought” (pg, 23). Literature discloses that the concept of democratic classroom is still vague in terms of application in Pakistan. So, in the current study it was discussed that how teacher educators can promote a sense of democratic classroom with their practices.

The important aspect which is associated with social justice is diversity. It states to differences in individualities, characteristics, beliefs, values, and gestures present to other people. Diversity also exhibited through predetermined factors such as ethnicity, gender, age, ability, national origin, race and sexual orientation. It is also exhibited through changeable features such as nationality, language, schooling, religious beliefs,

marital, parental, socioeconomic status, and field experiences (Sheets, 2009). The diversity usually used to explain all types of differences which means having a group of people in same place with various racial, ethnic, socioeconomic, and cultural backgrounds. The literature reveals that core aspects of diversity include cultural diversity, racial/ethnic diversity and religious diversity.

Diversity has transformed in of 21st century (Gay, 2012). As a feature diversity has gained more reputation due to development of ICT (information communication technologies) and in the scientific advancement that change world as a global village. As the consequence of this advancement, we can witness a paradigm shift in our classrooms. In contemporary societies every classroom is a place of diversity. So, in such situation it is demand of time to trained future teachers to practice diversity in classroom (Abdullah, 2018). The existing situation of the world demand about the need of diversity awareness to foster multicultural understanding among the people within a society. In a classroom teacher and pupils should involve in actions that support them to recognize the composite styles in which race interconnects with other identity symbols (Flynn, 2012).

As an Islamic state majority of Pakistani populations are Muslims. Fundamentally, it is pluralistic nature society. The Public of every province have their exclusive culture with their own customs, taboos, values, way of living dress, peculiar climate and nature of economy (Hoodboy, 2009; Ali, 2014). But then, it is articulated with values of other provinces due Islamic features. The Islamic feature of Pakistani culture is absolutely visible in classroom where pupils come from several parts of the country along with their diversity. The literature reveals that the existing scenario demand from teachers to recognize the culture of diverse parts of the country. It identified the gap for this study that how teachers can overcome the challenges of diversity with their practices.

Equity is the most consistent theme of social justice. Kohli (2005) proposed social justice education as a formula of empowerment, in which problems of equity addressed devastatingly. So, equity in classroom is associated with empowerment of students without discrimination. On the other hand, according to Bell (1997) social justice education and equity are interrelated, he defined social justice as a process and a goal at the same time. The process is implication of equitable resources in classroom in order to achieve the goal of equity. Fagan (1995) and Willis (1977) are inspired by Freire and described how an educational system that replicates the inequalities of society, and reproduces system of class, contributes to the dropout issues. Equity teaching is a method in which teachers develop teaching strategies and nurture classroom that support all pupils, particularly those who have been deprived in society and school (Banks, 1995). He stated that equity teaching can be useful through: i) developing a cooperative learning that is proven to benefit pupils from diverse

experiences, ii) developing teaching strategies that help students, iii) adapting curriculum to enable students to learn more efficiently (Banks, 2004).

Siddiqui (2009) stated “education in Pakistan is not offering equality and equity for all segments. There is separate education for separate classes according to their standard of living they choose their preferred education type” (pg, 11). He further elaborated with examples that public sector education is for the non-affording, private sector education is further categorized with elite class, middle class and upper class. These classes can receive the education they like. Consequently, the education system further produces gaps in society. Above gap of society create lack of opportunities for marginalized groups which can lead towards serious inequities. Abdullah, (2017) stated, “there is no adequate access to males and females, especially, to study in government universities State is further failing to provide basic education to the marginalized groups” (pg, 36). In spite of government’s interest, no significant research has been done in Pakistani context specifically to ensure equity and social justice over education. The current study intends to take an opportunity to focus towards this direction. Social justice and equity related courses might be helpful to at least build critical consciousness among individuals (Young, 2007). So, in this research it was focused that how teacher educators can practice and overcome the equity related gap in classroom.

Teacher Educators conceptions about Teaching for Social Justice

The above discussion on social justice related values equity, democracy, and diversity raises the question that how these terms can translate through practices in classroom? The western literature provides the answer to this question. The important technique to endorse social justice in classroom is to create a community of conscience. The environment of integrity certifies that pupils’ opinions and voices are appreciated and valued by teacher and class fellows. The educators can create communal principles by generating rules that promote fairness in classroom discussions (McDonald, 2008). He ensures that “ideally students can view each other as academic siblings or co-learners instead of competitors, the perspective allows students to understand that while disagreements may occur, they must work together to increase their knowledge” (pg,07).

Educators can reinforce the classroom through practices that draw upon the varied experiences of pupils. They are able to foster a such atmosphere for students that empowers thoughtful discussions with a variability of views (North, 2009). Teachers can assist discussions about real life problems which affect pupil daily lives. When pupils are able to identify and debate about social injustice, educator as a facilitator can guide them act upon the problems accordingly. Democratic classroom is key application of social justice in classroom where every student can raise his voice

without any fear (McDonald, 2006). The teacher can promote a democratic culture in classroom.

The relation among social justice education and educational practice is central and rarely addressed feature. Freire, (1985) claims, “the necessity of reading both the word and the world is crucial. It is not enough to teach about social justice. Educators must both orient and organize teaching in such a way as to practice social justice” (pg, 28). The pedagogy is not just how, when, and what teachers teach, but is in its place a broader concept together with what educators do, how they think about their effort, the queries and explanatory frameworks that direct them, and the styles they associate with pupils, families, and societies (Marilyn, 2020). She elaborated that goal of teacher education is not replica of “best practice” or application of “the knowledge base”, but preparing teacher to work like professionals who educate against the grain of taken for granted policies and practices by identifying and challenging the assumptions, structures and systems which produce injustices in societies.

In Pakistan injustice in society conquer its culture. Pakistani citizens are unaware of social justice notion and its belongings with society (Rehmani, 2005). There is need to bring the awareness about justice in the classroom. So, the study focused to explore that how teacher educators conceptualize and practice social justice in a classroom. Teachers are the change agents since they have the decisive obligation to navigate the curriculum and coaching with their students in the classroom settings. Teachers can observe the, class, race, gender, sexual orientation, poverty, and disability itself on the educational results of pupils. Teachers have the logical and critical influence of ethnicity capability to evaluate the practices, and policies of institution and its effect on pupil’s life. According to Maryline (2020) “teachers may not be able to transform the society’s fundamental inequities, but they can contribute in many practical ways by raising the level of social awareness of their students and guiding the curriculum for social justice instruction” (pg,4).

This study explored the teacher educators’ conceptualization of social justice teaching. Here is no any finest method to prepare future teacher for social justice teaching. Though, to have familiarity provide base to lead teacher for social justice practices. Thus, we need to know thoroughly that how teachers built their understandings for social justice teaching. This study is noteworthy in the field of social justice teaching for several reasons. Most significantly, teacher educators need concrete illustrations to teach for social justice especially in a higher education classroom. A classroom which consists students of diverse backgrounds. It is important to add to the discourse by looking specifically at the execution process of social justice teaching. The study in hand aimed to validate an instrument that would measure the conceptions of teachers’ educators concerning social justice values in a higher education classroom.

RESEARCH OBJECTIVE

1. Validated the scale to measure the teacher educators' conceptions about teaching for social justice in a higher education classroom.

RESEARCH QUESTIONS

1. What are the social justice conceptions of teacher educators in the university classroom?

RESEARCH METHODOLOGY**Scale Development**

The primary goal of this study was to investigate teacher educators' views on social justice and their activities in higher education classrooms. Identify the problems that teacher educators confront while attempting to pursue social justice in a higher education setting. Social justice values include democracy, diversity, and equity. The following stages were used to complete the scale on the conception of social justice values: I A preliminary review of the literature was conducted, with some material being altered with permission. To refine the initial item pool, a systematic examination of the relevant literature was conducted. The quantitative scale has a total of 45 items that encompass the following values: democracy, diversity, and equity. On the other hand, 13 items were based on teacher educator's challenges while practicing social justice in higher education classroom. (ii) secondly, a validation process was carried out with the help of supervisor. She examined and recommended many corrections. After the corrections 5 ambiguous items were deleted from the 2nd part of tool. The 3rd part which was related with challenges initially consist of 13 items which remain 10 after dilatation. A total of 50 items were finalized for the scale under social justice values and challenges. Democracy consists of 24 items, diversity included 6 items, equity based on 10 items and challenges based on 10 items. (iii) At the final stage, a refined scale was consisted of 50 items in total. The final scale was comprised of four parts. The first part was based on demographic information, included gender, age, qualification and designation. 2nd part was comprised social justice values democracy, diversity and equity. Each variable was elaborated with brief definition and reference to cover its significance. Democracy consists of 24 items, diversity included 6 items, equity based on 10 items. Third part was related with challenges based on 10 items. The last 4th part was related with open ended short questions.

Piloting Phase

Pilot testing is an important part in creating a credible scale. The two fundamental criteria in the evaluation of any tool for successful research are reliability and validity. Reliability and validity are the two most important and fundamental features in the evaluation of any measurement instrument or tool for good research (Mohajan, 2017). The validity is ensured by expert opinion and reliability established after examining

the tool statistically. This is the stage that researcher must now decide how to use the scale to assess and achieve the goal. Validity and reliability are two terms that describe how well something measures a process, method, or tool. The goal of this study is to use such a scale that will assess teacher educators' perceptions about social justice. A five-point Likert type scale used to record the answer. It comprised altogether 50 items. To establish the scale's dependability, data was collected from 60 teachers. The sample was comprised both male and female teacher educators. First of all, a mail was sent for permission to almost 89 teachers of different campuses. The 71 teachers acknowledge the mail. Then questionnaire was mailed to all of them. 60 responses were received. 53 female and 7 male teachers respond to questionnaire. Data was collected and entered into SPSS 24. The Cronbach alpha test was used to determine the internal consistency of the items. The study discovered a good reliability value of 0.910.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.910	50

Ideally, the Cronbach alpha coefficient of a scale must be above .7 (DeVellis 2003). The above reliability statistics table indicate .91, suggesting very good internal consistency reliability for the scale. Values above .7 are considered acceptable; however, values above .9 are preferable.

DATA ANALYSIS AND RESULTS

Factor Analysis

In the literature, factor analysis was determined to be the most preferred method for establishing concept validity. The structure and internal reliability of the instruments were revalidated using factor analysis. Factor analysis is usually a two-step process, Exploratory Factor Analysis and Confirmatory Factor Analysis, when used to determine construct validity (CAMPUS, 2012). Principal Component Analysis was used in this investigation based on the number of discovered factors. It concentrates the investigation on both common and uncommon variations. For factor extractions, eigenvalues bigger than one were employed. This value represents the variances of all the variables in relation to the factor.

Exploratory Factor Analysis (EFA)

The 50 questions of the self-developed questionnaire "Teachers' perceptions and practises regarding social justice" were subjected to principal component analysis (PCA) using SPSS version 21. Before doing PCA, the data's suitability for factor analysis was assessed. The Correlation Matrix revealed that several coefficients of .3 and higher were present. The Kaiser-Meyer-Okin value was .77, which was higher than the required value of .6 (Kaiser, 1974), and Bartlett's test of sphericity (Bartlett, 1954) was statistically significant, indicating that the correlation matrix was factorable.

Thirteen components with eigenvalues greater than one were found, accounting for 56.61 percent, 54.05 percent, 56.51 percent, 47.93 percent, 49.21 percent, 49.15 percent, 40.12 percent, 39.72 percent, 37.25 percent, 31.27, 27.81 percent, 21.37 percent, and 14.07 percent of the variance, respectively. The following table summarizes the effects of EFA.

Table 2:

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
DEM1 6	.737												
DEM1 7	.684												
DEM1 8	.610												
CH43	.544												
DEM19	.387												
DEM2 2	.739												
DEM2 3	.684												
DEM2 1	.640												
DEM2 4	.398	.708											
DIV 25			.808										
DIV 26			.548										
DIV 29			.354										
CCA3 1				.74									
EQ20				.55									
DEM4				.54									
CH33						.757							
CH32						.727							

CH34	.574			
CH40	.749			
CH39	.550			
CH41	.514			
CH38	.491			
DEM1	.816			
DEM2	.803			
DEM4	.450			
DIV30	.758			
DIV28	.673			
DEM1	.441			
DEM9	.370			
CH47	.812			
CH50	.789			
CH35	.461			
EQ36	.768			
EQ38	.694			
DEM1	.813			
DEM3	.416			
DEM8	.405			
EQ33	.706			
DEM1	-.494			
DEM2	.471			
DEM7				
DEM0				

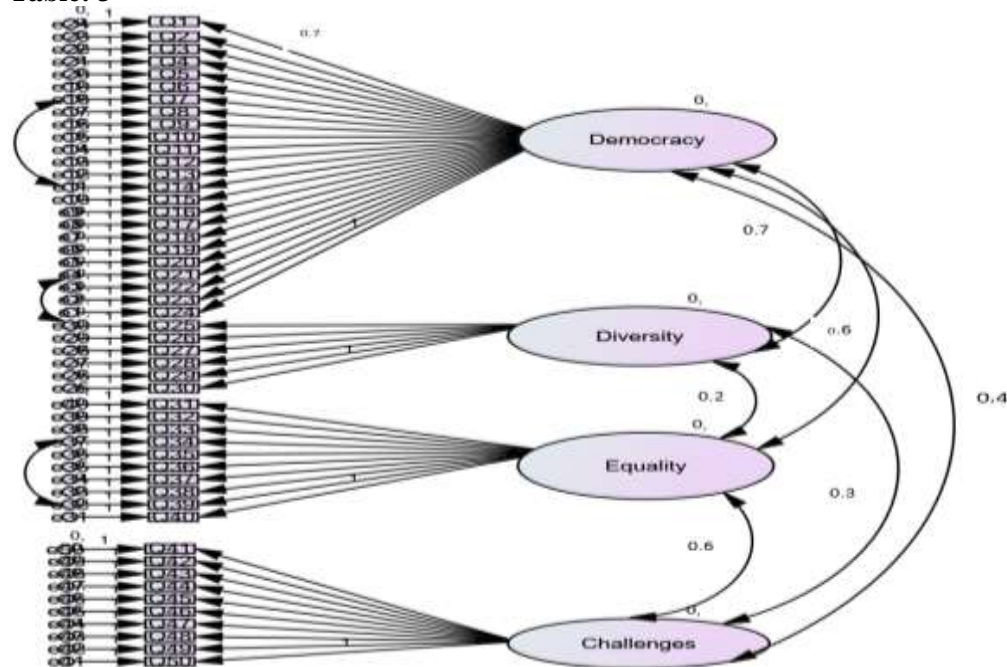
DEM6	.782
DEM7	-
DEM8	.509

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization

Confirmatory Factor Analysis (CFA)

Following the EFA, confirmatory factor analysis (CFA) is performed with the help of Amos 18 to ensure that the items are genuine. We intended to measure how well the things used as part of the overview "fit" with the predetermined build, according to CFA. Each question in the study has a position with one of the latent variables that analysts have formally identified (Kline, 2005). CFA as a measuring paradigm is appropriate for the proposed investigation since it distinguishes between latent and observable variables. The latent variables of this study include teachers' perceptions and practices about social justice (democracy, diversity, equality, and challenges). These theoretical factors are difficult to predict.

Table: 3



CFA is useful to direct for the current study because it represents items with poor reliability measured builds, conveying more amended and sensible loadings, and

provides general model fit indicators such as CMIN/DF, Root-Mean Square Error of Approximation (RMSEA), Tucker–Lewis Index (TLI), Comparative Fit Index (CFI), and PCLOSE (Kline, 2005). To begin, break down the model by putting all factors for four factors. To increase model fit value, a strategy to connect the modification indices is used. CMIN=2859.45, CFI=.805, RMSEA = 0.07, and SRMR=.071 suggest that the model is well fitted.

DISCUSSION

Social justice in education has been introduced by a Freire who claimed that humanization has been the central challenge throughout the history. The idea was rooted with Dewey's concept of progressive education. This paradigm explains how instructors can teach social justice in the classroom, resulting in a more just society. It also implies the prospect of learning and developing skills in order to handle a variety of difficulties relating to democracy, diversity, and equity. University programs all across the world are now teaching primary and secondary school teachers to successfully address social justice in the classroom. However, the abstract ideas of social justice are not directly represented in Pakistani teacher training programs.

These essential ideals of democracy, diversity, and equity must be addressed in social justice education in general. Because actual social justice education necessitates explicit information, prospective instructors must have it. However, there is a need to approach information in a comprehensive manner. To become great social justice teachers, instructors must learn to combine pedagogies from a variety of sources.

Social justice in education can be described as a key component of contemporary classroom which further lead to a just society. Teachers play a vital role to impart social justice values in students. Therefore, teachers need deep understanding of the term social justice. In addition, they must have knowledge of how they themselves are change agents and how they can bring change in stereotype classroom.

The study instruments employed in previous studies, such as teaching for social justice perception questionnaires, were all centered on a particular value of social justice (Suba, 2017). As a result, there is no single scale that can be used to assess a teacher educator's overall beliefs about teaching for social justice. Teaching for social justice Perspective is considered in a broad sense, according to current debate. The tool was divided into four sections. Demographic information (gender, designation, age, and academic qualification) was queried in the first section. The second phase included three social justice values (democracy = 24 points, diversity = 6 points, and equity = 10 points). The third section dealt with ten-item challenges. The fourth and last section dealt with open-ended, short inquiries. The tool consists of 50 total statements after the expert evaluation and analysis using EFA and CFA techniques.

The current study focused on the concept of holistically teaching for social justice. It was discovered that there is a research tool that adds to the difficulties of teaching social justice. According to the literature, teaching for social justice goals cannot be accomplished without first understanding the challenges. As a result, the present validated measure included values and difficulties related to social justice. The existing scale was tested for validity and reliability. The value of reliability was judged to be outstanding. A total of 34 highly connected items made up the final measure. Furthermore, the results of the Exploratory Factor Analysis confirmed the presence of the three value domains examined in this study.

CONCLUSION

Inequity in education is a well-documented issue. Social justice in education can be defined as a critical component of today's classroom that leads to a more just society. Teachers are critical in instilling social justice values in pupils. As a result, teachers must have a thorough comprehension of the word "social justice." Furthermore, teachers must understand how they are change agents and how they can affect change in a stereotypical classroom. As a result, this study looked into how teachers think about social justice, with a focus on the concepts of diversity, democracy, and equity. In Pakistan, social justice education, particularly in teacher education, must be addressed. Because it is critical for teachers to practice social justice in the classroom and push for educational reform "Education in Pakistan does not provide equality and equity for all segments," according to Siddiqui (2009). Separate schooling exists for different classes, and people choose their chosen education type based on their standard of living" (pg, 11). Males and females, in particular, do not have enough access to government universities. Furthermore, the state fails to give basic education to marginalized people (Abdullah, 2017). Despite the government's desire, no significant study on ensuring equity and social justice in higher education has been conducted in Pakistan.

However, in this study it is focused that how teacher educators can practice and overcome the justice related gap in higher education classroom. Furthermore, what type of challenges teachers face to practice social justice in classroom. Future researchers should look at social justice pedagogies and practices. We need a framework that assists teacher educators in teaching for social justice in a comprehensive manner for better results. In a nutshell, it is concluded that in order to create a just society, kids must be taught about social justice values. As awareness grows in the classroom, a fair culture will emerge. Individuals can easily see how social justice will improve their quality of life and society as a whole. Teacher educators can play a significant role in developing social justice awareness among students. In terms of ramifications, future scholars must look into strategies to improve implementation

of social justice values in classroom from grassroots level to higher education.

RECOMMENDATIONS

For social justice education, the following steps are essential:

1. A series of comprehensive solutions for implementing social justice education have been presented in the National Education Policy. On the other hand, the policy initiatives indicated in the NEP must be carried out in order to close the gap between theory and practice.
2. Facilities and resources for education may be distributed evenly across the nation.
3. It is essential to give instructors a solid understanding of the subject of social justice.
4. Education for social justice depends on in-service training for teachers and education management on how to conduct social justice education and how to turn schools into real-world social justice examples.
5. Social justice may be properly emphasized in the curriculum at the school level so it can provide a pave till university.

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