

## ASSESSMENT OF THE VALIDITY AND RELIABILITY OF THE VIGILANT LEADERSHIP SCALE ON A SAMPLE OF TEACHERS IN SERBIA

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### **ABSTRACT:**

*In the scientific literature, it is continuously emphasized that successful leadership integrates behaviors focused on tasks, social relations, and change. Change-focused leadership has a key role in the contemporary educational context, as schools around the world face increasingly complex challenges in their work. Although the positive effects of change-oriented leadership have been examined relatively often, the role of school leadership in preventing negative outcomes has been neglected.*

*The aim of this paper was to evaluate the construct validity and reliability of the Vigilant Leadership Scale, which was recently created by Gao et al. (2024). Participants were 285 teachers working in primary and secondary schools throughout Serbia. The collected data were analyzed using confirmatory factor analysis, which enables assessment of how well the instrument's expected structure (dimensionality) fits the data. In this paper, dynamic cutoff values of fit indices were used, which take into account the characteristics of the examined model. The obtained results showed that the one-factor model of the scale fits the collected data sufficiently well, and the factor loadings of all items were satisfactory. Additionally, the analysis showed that the scale enables reliable assessment of vigilant school leadership in school settings. The obtained findings point to the conclusion that this scale can be used to research the characteristics of leadership in schools in Serbia and similar educational contexts.*

**Keywords:** school leadership, vigilant leadership, validation, confirmatory factor analysis, reliability