

HAIGAZIAN UNIVERSITY

The Relationship of Teacher's Transformational Leadership Behavior and Process-Based
Curriculum with Democratic Classroom Climate and Participatory Citizenship

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A Thesis submitted to the Faculty of Social and Behavioral Sciences in partial fulfillment of the
requirements for the Master of Arts in Education – Emphasis: Educational Administration and
Supervision at Haigazian University

Beirut-Lebanon

May 2015

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DEDICATION

I would like to dedicate this thesis to my amazing parents Mohamad and Zeinab and my siblings Basheer and Nawaar who believed in me and supported me in every possible way to reach my goals

I would like to dedicate this thesis as well to Dr. Hanine Hout whose continuous support made this learning journey possible and enriching

ACKNOWLEDGEMENTS

First and foremost, I would like to thank Allah for His blessings.

I would like to thank Dr. Basma Faour for her support during my graduate school experience and for her much appreciated feedback on my thesis proposal.

Special thanks to my thesis committee for making this study an enriching learning experience.

I would like to thank my adviser Dr. Hanine Hout whose feedback and support helped me reach my goals throughout my 7 years experience at Haigazian University. Her confidence in me and continuous support helped me write a thesis study that truly reflects my views and interests in educational leadership. Thank you for your guidance, time, feedback, assistance, and support in various ways.

Dr. David Tawil's guidance and feedback regarding the method and research design was of great assistance in making this thesis study take place. Thank you for offering your assistance to make sure the study is administered properly.

Special thanks to Dr. Lina Harati for being a reader on this thesis committee. Thank you for believing in me and supporting me. The time you spent listening to my concerns and providing me with detailed feedback are truly valued and appreciated. The lessons I learned from you are valuable.

I would like to thank Dr. Hagop Yaacoubian for the learning opportunities that he has created through the seminars. Seminar discussions and research papers in Philosophy of Education are one of the most beneficial learning experiences for me.

I would like to acknowledge my siblings and their families for their great support to me. Basheer, Maryam, Nawaar, and Bilal, your support, questions, encouraging and comforting words made a big difference. The mere presence of my nephews and nieces made bearable the stress that accompanied thesis writing.

I would like to thank my best friend Lubna for supporting me overseas and for sharing with me my obsession over my thesis. Having a best friend that is equally passionate about education is a blessing.

Finally, I would like to thank my colleagues, course instructors, cousins, relatives, and friends. Thanks a million!

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Abstract

The study examined Gutmann's (1987) theoretical framework of democratic education in an empirical context of some private middle schools operating in Lebanon. The research examined the relationship of teachers' Transformational leadership (TL) behavior and process-based curriculum with democratic classroom climate, as democratic means, and student's participatory citizenship, as democratic ends, for middle school students in Lebanon. The sample consisted of 12 teachers and 301 students from grades 6, 7, and 8 in 4 schools. The instruments used were Multifactor Leadership Questionnaire (5x), Democratic Classroom Climate, and Participatory Citizenship. The results indicated no significant correlation between teacher's TL behavior and Democratic Classroom Climate. Also, there was no significant correlation between teacher's TL behavior and middle school students' participatory citizenship. On the other hand, process-based curriculum schools scored significantly higher than non-process-based curriculum schools on democratic classroom climate. Moreover, process-based curriculum schools scored higher than non-process-based curriculum schools on students' participatory citizenship with marginal significance. Further analyses showed that process-based curriculum schools score significantly higher than non-process based curriculum schools on teacher's Transformational Leadership behavior. Thus, it is concluded that democratic means and ends, in addition to teacher's TL behavior, are more evident at process versus non-process-based curriculum schools. Finally, as part of further analyses, a significant positive correlation between democratic classroom climate and participatory citizenship gives further support for Gutmann's framework of democratic education in its means and ends.

The Relationship of Teacher's Transformational Leadership Behavior and Process-Based Curriculum with Democratic Classroom Climate and Participatory Citizenship

Dewey (1964) strongly believes that democracy is not merely a government structure. It is rather a way of living together, interacting, and sharing occurrences. Dewey also argues that education is to equip learners with methods to carry out their own development and growth. The topic of democracy and education was examined in the current study.

Democratic education is of prominence given that today's quest is for a democratic society. Similarly, Gutmann (1987) claims that if we are committed to democracy, then we are to promote democratic education. This study is based on Amy Gutmann's (1987) definition of democratic education as one that is democratic in both its means and ends. This definition indicates the possibility of a comprehensive democratic educational experience through democratic means and democratic ends of education.

The general purpose of this study was to examine a theoretical understanding of democratic education in an empirical context through the examination of characteristics of middle schools operating in Lebanon. Gutmann (1987) affirms that empirical research is required to evaluate the appeal of democratic education; its means and ends. In the current study, the means of education is expressed as democratic classroom climate. On the other hand, the end of education is expressed through students as future participatory citizens. For a democratic classroom climate (first dependent variable) and participatory citizenship (second dependent variable) to become a reality of democratic education, the teacher's Transformational Leadership behavior (first independent variable) and the process-based curriculum (second independent variable), are being investigated in the current study.

Gutmann (1987) focuses on primary schooling which encompasses elementary and secondary classes. Gutmann claims that the effectiveness of college experience depends on the efforts of lower levels of education to help students surpass the democratic threshold.

Background of the Study

Gutmann (1987) calls for a theory of education that is first and foremost democratic. According to her, what is required for education is a democratic theory rather than a random one. This democratic theory of education is utilized through founding the current study on Gutmann's theoretical framework.

Gutmann's Theoretical Framework (1987)

This framework emphasizes the need for education that is democratic only if the means and ends are democratic. Gutmann (1987) believes that the means of democratic education comprises balancing parental, professional, and public authority figures. On the other hand, Gutmann argues that the creation of democratic citizens capable of governing their lives and contributing to society's governance is the aim of democratic education. To top it off, the author presents conscious social reproduction as the ideal of democratic education. This ideal empowers citizens to affect education which makes possible the reconstruction of political principles, perspectives, and means. Generally, deliberate teaching and the influence of educational systems are two essences at the core of democratic educational theory (Gutmann, 1987).

Gutmann (1987) suggests two conditions for conscious social reproduction ideal to be possible; a non-repressive and a non-discriminatory society. The condition of "non-repression" hinders attempts to use education to limit deliberation of different understandings of good life. Gutmann argues for "critical deliberation" which refuses any blind compliance to a single

political system or way of good life in a democratic society. Similarly, Gutmann and Thompson (2002) define democratic deliberation as a shared practice of providing explanations for adherence to a principle. According to Gutmann (1987), non-repression protects freedom to deliberate and controls any attempt to disqualify dissimilar ways of life. In addition, deliberation is possible because non-repression guarantees values of truthfulness, acceptance, and deference. In this society, adults indulge in deliberation and freedom to disagree without hindering the deliberation of the young. Finally, non-repression is necessary within an ideal of conscious social reproduction to guarantee that education is not used to suppress any way of good life (Gutmann, 1987).

Gutmann's (1987) second condition for conscious social reproduction, "non-discrimination", assures that discrimination against any group of children is not permitted. Lee (2013) presents education as a human right for all individuals as urged by the United Nations. Lee argues that education is a basic human right for everyone in 21st century given that this education frees individuals to accomplish their goals. Similarly, Gutmann (1987) asserts that all children should have the right for education. She adds that an act of discrimination is an act of repression. Consequently, non-discrimination should be met for inclusion of all children in education and to create future citizens who engage in conscious social reproduction. As a result, all children have the right to later take part in a political process that organizes choices of ways of good life (Gutmann, 1987). Buschman (2007) believes that Gutmann provided several lessons in democratic education. For instance, Gutmann asserts that any establishment needs to first exercise democracy in order to promote it. Along with other authors such as Buschman (2007) and Hinchliffe (2013), the author of the current study values this framework for its comprehensive approach of means and ends and scope that encompasses different children. This

framework makes a rationale for her study and a guideline for examining educational characteristics that foster democratic means and ends.

Democratic Classroom Climate as Means of Democratic Education

Gutmann (1987) argues that through democratic education, learners collectively participate in decision-making, problem-solving, and dialogue which allow for conscious involvement. The author of this study suggests “democratic classroom climate” as a democratic means that converges with Gutmann’s framework. Torney-Purta (2002) affirms that classroom climate that hosts courteous dialogue over controversial political and civic topics is coupled with adolescents’ civic engagement. Likewise, Range, Carnes-Holt, and Bruce (2013) stress the need for an engaging and caring climate that hosts democratic practices in a middle school classroom since the emotional and educational needs of middle school students are special.

This democratic classroom climate embraces deliberation, dialogue, questioning, and problem-solving as some democratic practices. Deliberation is a comprehensive democratic approach (Gutmann, 1987; Gutmann & Thompson, 2002). In particular, deliberation is useful for middle school students. According to Shu-Hua (2012), deliberation could be a learning strategy used with middle school students to foster their democratic behavior. In addition, dialogue is a fundamental classroom learning dynamic that respects the voices of students (Greene, 1993; Freire, 1996; Gutmann, 1987; Lim, 2011; Print, Ørnstrøm, & Skovgaard Nielsen, 2002; Schneider, 2010; Tammi, 2013; Tannebaum, 2013; Torney-Purta, 2002; Wilhelm & Wilhelm, 2010). Moreover, questioning renders a classroom climate democratic (Brough, 2012; Matsumura, Slater, & Crosson, 2008; Print et al., 2002; Schneider, 2010). Problem-solving is

yet another democratic classroom environment mode (Brough, 2012; Dewey, 1964; Freire, 1996; Gutmann, 1987; Hytten, 2009; Lim, 2011).

A study of 403 Italian adolescents between 11 and 15 years conducted by Lenzi, Vieno, Sharkey, Mayworm, Scacchi, Pastore, and Santinello (2014) underscores schools' educational climate for teenagers' democratic education. Lenzi et al. (2014) conclude that in a democratic school environment, learners examine their societal role and society functions. When adolescent students are involved in rules and decision-making in areas affecting their lives, they consider their teacher fair. Such a climate fortifies teenagers' moral development, values of justice, democratic values, and preparation for social action in communities (Lenzi et al. (2014). Moreover, Lenzi et al. (2014) affirm that justice in the school and civic dialogues are the mediators between democratic school climate and civic engagement of adolescents. Lenzi et al (2014) also propose classroom techniques that increase engagement such as cooperative learning and increased student engagement in policy-making and decision-taking.

To top it off, Morrison (2008) suggests that the micro level of democratic education could be sensed inside the classroom. According to Print et al., (2002), to create a democratic atmosphere at school, a democratic classroom needs to be ensured. The classroom environment has to be one of confidence and safety to indulge in democratic experiences. Morrison (2008) further asserts that for the school to be democratic, it is essential that the classroom becomes a medium where students are entitled to independence, free will, and rights to select academic material, timing, and place. Kesici (2008) also argues that in a democratic classroom, teachers ensure just treatment among pupils, learners' autonomy, and equal opportunities. Values that a teacher could adopt to build a democratic classroom include tolerance for diversity, cultivation of creativity, humane and open dialogue, and communication (Kesici, 2008).

Participatory Citizenship as End of Democratic Education

Gutmann (1987) argues that democratic education prepares students to consciously reproduce rather than replicate their society. Gutmann recommends empirical research to evaluate the effectiveness of democratic schooling on the development of participatory qualities in students such as dedication to community, political efficacy and participation, and respect to diversity. Hence, the author of this study put forward “participatory citizenship” as the end of democratic education for middle school students. According to Westheimer and Kahne (2004), there are three useful versions of good citizenship which reflect different viewpoints: personally responsible, participatory, and justice-oriented citizens.

The author of the current study believed that the view of good citizen that aligns with Gutmann’s framework of democratic ends surpasses personal responsibility. Similarly, Westheimer and Kahne (2004) argue that character education programs based on personal responsibility are insufficient to create democratic citizens. Participatory citizenship makes a democratic end of education. To elaborate, Westheimer and Kahne (2004) define the participatory citizen as a leader and an active member of society characterized by participation in civic matters and social life of community. Westheimer and Kahne (2004) assert that a participatory citizenship program helped enhance students’ leadership effectiveness. Students also felt empowered that their projects could make an effect on their community; civic efficacy.

Characteristics related to Democratic Means and Ends

As discussed, the current study examined democratic classroom climate as the means of education and participatory citizenship as the end of education. Lenzi et al. (2014) recommend more research in which school climate characteristics enhance civic responsibility.

Consequently, the current study presented Teacher's Transformational Leadership (TL) and process-based curriculum as school characteristics that might enhance democratic means and ends of education along with civic responsibility.

Teacher's Transformational Leadership Behavior

In the preface to the second edition of *Transformational Leadership*, Bass and Riggio (2006) explain the mounting appeal of transformational leadership (TL) and the expanding research on it. Today's work conditions require a leadership model that goes beyond directing followers through times of instability. Transactional Leadership is characterized by exchanges between leaders, equals, and followers where the leader communicates the requirements and the subsequent rewards. TL is rather a leadership that leads followers towards elevated functioning and trustworthiness through empowering and challenging them. It is a model characterized by followers' intrinsic incentives and positive growth. Unlike transactional leadership, TL surpasses practices of exchange. Moreover, extensive literature and research verify that TL is "more effective" than transactional leadership in terms of organizational culture, followers' commitment, satisfaction, elevated performance, empowerment, and others (Bass & Riggio, 2006).

According to Bass and Riggio (2006), MacGregor Burns brought in TL more than a quarter of a century ago. Later, TL model and measurement tools were established by Bass and his colleagues. This model went through an evolution from viewing leadership as a passive form to successively viewing it as laissez-fair, transactional, and finally transformational (Bass & Riggio, 2006).

TL utilizes one or more of its four components to attain greater followers' outcomes rather than carrying out agreements. These components are Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). Leaders of charismatic TL who exhibit Idealized Influence are regarded by followers as role models. Through Inspirational Motivation, leaders encourage, challenge, and convince followers. Intellectual Stimulation is possible through cultivating the thinking capabilities of followers. Care, scaffold, and sensitivity to the needs of followers are maintained through Individualized Consideration (Bass& Riggio, 2006).

TL might have a drawback which is discussed in Schuh, Zhang, and Tian's (2013) study. According to Schuh et al. (2013), TL is not a complete blessing unlike what literature signifies. In their study, TL also fostered the unfavorable consequences of authoritarian leadership behavior with respect to followers' reactions. Schuh et al. (2013) argue that the significance of their study is to differentiate between genuine TL and superficial one. Therefore, a downside of TL occurs only when its application is superficial.

In this study, teachers' authentic TL was examined through the use of the scale Multifactor Leadership Questionnaire (MLQ (5X)) by Bass and Avolio, 1995 which reflects all elements of TL and will be discussed in the methodology chapter in details. Bass and Riggio (2006) assert that authentic TL is ensured when leaders use TL components to encourage followers towards greater work performance and loyalty. TL could be spurious if leaders abuse TL components to control followers and ensure followers' reliance on leaders. A moral conduct helps maintain authentic TL.

TL and Teachers

According to Khan and Malik (2013), considering the classroom as an institute, the teacher would be the leader who ensures a learning atmosphere that emphasizes discovery of events. The teacher as a leader observes their performance, scaffolds their attainment of certain concepts, and provides direction to the future. In the presence of such a leader/teacher, learner's performance, pupil personality, teaching value, and learning atmosphere at schools are heightened. Hence, teacher leadership in the classroom has prominent influences in the lives of students.

TL could be used in an educational setting. According to Bass (1997), TL is a universal leadership model. Transactional and Transformational leadership styles could be evident in a big multitude of countries and institutions. Moreover, Bolkan and Goodboy (2009) reveal that TL components have a positive relationship with college student learning outcomes, student participation, and perceptions of teacher credibility. Thus, TL in a classroom setting could have more influence than it was previously believed to have.

The current study examined TL middle school teachers rather than TL school principals or university instructors. TL of teachers seemed viable due to TL's congruence with effective teaching. Treslan (2006) argues that nowadays effective teachers practice some TL practices in the classroom through their relationship with students. Treslan (2006) recommends TL as a novice classroom leadership due to benefits of its emphasis on participatory decision-making, deliberation, knowledge of self, morality, common vision, and empowerment. Likewise, Slavich and Zimbardo (2012) suggest transformational teaching as a comprehensive classroom teaching style. Similarly, Beauchamp, Barling, and Morton (2011) assert that training for TL of Physical

Education teachers is viable. To examine Treslan's (2006), Beauchamp's (2011), and Slavich and Zimbardo's (2012) views of TL for teachers, TL was to be further explored.

The current study focused on the student as a receptor of TL. Bass and Riggio's (2006) call for future research focusing on the followers because the focus so far has been on the leaders in this model. Therefore, this study suggested a new possible influence of TL and that is on democratic classroom climate and participatory citizenship of students.

TL for Democratic Means and Ends

First, through TL's elements and influence, teacher's TL behavior acts as an implied democratic factor that facilitates a democratic classroom climate. Rafferty and Griffin (2004) suggested five sub-dimensions of TL; vision, personal recognition, inspirational communication, intellectual stimulation, and supportive leadership. Moreover, effects of TL also support the suggested influence of TL on democratic classroom climate. According to Bass and Riggio (2006), literature on TL assures an encouraging association with a positive organization's culture. An organizational culture depicted as transformational is family-like because leaders and followers rely on each other. Bass and Riggio (2006) argue that the essence of this genuine culture is the sharing of interests, vision, goals, and shared norms and consequent behaviors (Bass& Riggio, 2006).

Leaders themselves facilitate a democratic climate. Furthermore, Bass and Riggio (2006) consider transformational leaders as adaptive ones who best suit followers' needs. They are leaders and role models who know when to be considerate to followers' needs and when to stimulate their capabilities. In this culture, leaders and followers transcend incentives and personal needs for the welfare of the institution and promotion of quality.

Second, TL of teachers could make an implicit democratic practice that facilitates participatory citizenship. The researcher of the current study suggested TL as an implicit democratic practice by discussing notions of “empowerment” and “delegation” that are presented by Bass and Riggio (2006). Bass and Riggio (2006) recommend future research regarding the extent to which transformational leaders help in developing future transformational leaders. In comparison, students benefiting from teacher’s TL could be transformational leaders in the future. According to Bass and Riggio (2006), literature on empowerment has grown due to its favorable influence. To facilitate the autonomy of followers is to empower them. Through an empowerment framework, followers’ self-regulation is encouraged. Besides, followers are to match their interests with that of the institution and perform tasks by directing themselves. Bass and Riggio (2006) assert that the empowerment of followers through TL leadership makes the growth of followers possible; and it is this growth that makes the essence of TL.

Sharing responsibilities and TL elements such as individual consideration (IC) and intellectual stimulation (IS) create empowerment (Bass& Riggio, 2006). If the end of education is a participatory citizen capable of change in her community, then preparation for that empowerment is crucial. Bass and Riggio (2006) claim that empowered followers have transformational leaders. In congruence, participatory citizens are empowered by having a TL teacher. This empowerment is possible as TL teachers utilize delegation. According to Avolio and Bass (1991), as cited in Bass & Riggio (2006), delegation acts as an empowering practice where the follower has the responsibility and autonomy to complete a task. Sharing of power helps followers achieve beyond expectations as they indulge in group-decision making (Bass& Riggio, 2006).

Process-Based Curriculum

The term process-oriented curriculum was used in the current study to embrace curricular approaches that vary in names but focus on the learner, relevant content, and the process of learning. According to Marjanovic (2005), interdisciplinary and integrated learning activities such as problem-solving are at the core of process-oriented curriculum.

For instance, the process learning task that is widely used today is problem-based learning (Marjanovic, 2005). For a democratic learning experience, problems discussed should be relevant to learners. Similarly, Lim (2011) asserts that for critical thinking curricula to attain democracy, learners should be involved in authentic problem-solving, reasoning, and reflection based on democratic deliberation. Lim (2011) further explains that critical thinking rotates around learners analyzing, assessing, and forming arguments.

Moreover, inquiry also focuses on learning processes and learners themselves. According to Bell, Urhahne, Schanze, and Ploetzner (2010), a currently adopted educational practice is collaborative inquiry learning which centers on self-regulated education and teachers as scaffolds. Bell et al. (2010) claim that inquiring problems makes use of prior experiences and enables transfer of knowledge and experience. Bell et al. (2010) argue that inquiry is a process encompassing generation of questions, investigation of data, student-initiated learning activities, and collaborative learning. Likewise, Wilhelm and Wilhelm (2010) argue for an inquiry-based classroom where learners generate good questions and create methods to find answers. Besides, documentation of learning is a learning process at the heart of inquiry. According to Falk and Darling-Hammond (2010), documentation allows for observing learner's mode of learning and

creating a curriculum that rotates around children's previous understanding. Learners are involved in curriculum planning through setting future lines of inquiry.

Process-Based Curriculum for Democratic Means and Ends

A process-based curriculum was presented in the current study as the second variable that could have a relationship with democratic means and ends. Glassman and Patton's study (2014) presents an understanding of a curriculum that surpasses a list of skills. Glassman and Patton (2014) call for a curriculum where Dewey and Freire's perspectives could act as an approach to understand education in this century. Dewey and Freire highlight freedom of choice and the process by which individuals use their capabilities to enhance their position in the world (Glassman & Patton, 2014). This reflects the elements of democratic classroom environment that hosts freedom of choice along with Deweyan and Freirean education.

On the other hand, process-based curriculum that diverts from pre-set objectives and topics helps create participatory citizens. According to Glassman and Patton (2014), curriculum based on capabilities is not merely a set of skills. A useful curriculum utilizes capabilities to enhance students' belief that they have a real choice in their life pathways. Skills taught are connected to real life dynamics and attained along with self-consciousness (Glassman & Patton, 2014). This curriculum, Glassman and Patton (2014) argue, prepares learners to assume more control in individual experience and society. It prepares students for social action and responsibility.

Need for Teacher's TL Behavior and Process-Based Curriculum

Harjunen's (2011) study found that to give their teachers consent to pedagogical authority, student participants between 13-15 years old expressed some demands. Pedagogical

authority of teachers and student consent are crucial for empowerment and the sharing of power. The demands of adolescents included being heard and respected by teachers. They also requested an open classroom climate, shared responsibility, freedom of choice, cooperation and motivation by teachers, equity, fairness, trust, and tolerance to disagreement. The author of the current study believes that these demands could be met through teacher's TL behavior and process-based curriculum.

Besides, Lenzi et al.'s (2014) study of 403 Italian adolescents between 11 and 15 years old conclude that civic engagement is not restricted to civic education curricula. Lenzi et al. (2014) argue that few studies examine the influence of several factors of school environment on civic engagement. Moreover, most research regarding adolescence development and civics focuses on late stages rather than early and middle phases. Thus, research on a wider understanding of democratic education with respect to young adolescents was vital (Lenzi et al., 2014).

Akar (2014) asserts that education aiming for active citizenship is still of prominence to ensure cohesion of society and reorganization of regions that experienced conflict, such as Lebanon. Akar's (2014) qualitative study of 435 students in Lebanon reveals students' views that the Lebanese civic education textbook and memorizing tasks oppose the essence of active citizenship. According to Akar (2014), active citizenship education in Lebanon is damaged through the existing classroom practices. Based on Lenzi et al. (2014) and Akar's (2014) conclusions, the current study proposed a more comprehensive view of democratic education that focuses on characteristics other than civic education.

Problem Statement

Based on the above discussed premises, the current study put forth democratic classroom climate as means and middle school students' participatory citizenship as ends of democratic education. Print at al. (2002) advocate democratic education that is built-in the whole school curriculum. Therefore, the current study examined broad classroom characteristics such as teacher's TL behavior and process-based curriculum as ones that could be related to democratic classroom climate as the means and future participatory citizenship as the ends.

Research Questions

How is a teacher's TL behavior related to democratic classroom climate?

How is a teacher's TL behavior related to participatory citizenship of students?

Do schools that employ process-oriented curriculum, as opposed to non-process oriented schools, have a democratic classroom climate?

Do schools that employ process-oriented curriculum, as opposed to non-process oriented schools, influence participatory citizenship more?

Hypotheses:

H1: There is a positive correlation between teacher's TL behavior and democratic classroom climate

H2: There is a positive correlation between teacher's TL behavior and middle school students' participatory citizenship

H3: Process-based curriculum schools score higher than non-process-based curriculum schools on democratic classroom climate

H4: Process-based curriculum schools score higher than non-process-based curriculum schools on students' participatory citizenship

Significance of the Study

Professional Significance

The current study is of significance because it aimed to conduct an empirical research on a theoretical framework presented in Gutmann's book *Democratic Education*. This study offered operational terms that converge with Gutmann's (1987) democratic means and ends.

This study responded to the call for examining teacher's leadership role and TL in a classroom setting. To start with, Khan and Malik (2013) deem that it is essential to investigate the teacher's responsibility as leaders for pupil's growth. According to Bolkan and Goodboy (2009), up till now only some literature tackled the topic of TL in the college context with teachers as the unit of study. To top it off, Beauchamp et al. (2011) research has investigated the effect of principal's TL with respect to teacher's outcomes. However, other research did not examine how teacher's TL relates to pupil's outcomes. Consequently, the originality of this study lied in focusing on teacher's TL behavior rather than that of the principal. Finally, Pounder (2006) also suggests that a new and broad empirical research stage regarding teacher leadership should focus on teacher's TL qualities and TL in the school and university context. The current study took part in this research stage. The study also adds to the body of literature since few studies have been made on democratic education in the classroom in Lebanon.

Classroom Implications

Reich (2007) asserts that although we lack empirical research on deliberation, we should remain optimistic about its uses. Research on practical use of classroom deliberation, setting, outcomes, and drawbacks is essential to use deliberation as a classroom tool for the education of democratic individuals (Reich, 2007).

The study could be considered as an answer to Slavich and Zimbardo's (2012) recommendation for further research and reflection to understand how transformational teaching is carried out at various grade levels including preschool, elementary, and middle school. TL behavior of teachers across various types of curricular approaches at different schools is investigated.

Furthermore, Bell et al. (2010) state that nowadays, schools are undertaking a very demanding and interesting project for both teaching and learning; collaborative inquiry learning. This study aimed to investigate the effectiveness of process-based curriculum for democratic education. This can assist school personnel in Lebanon in matters of curriculum planning, design, and changes that benefit middle school students. The current study aimed to argue for a democratic classroom outcome that could be attained through classroom deliberation in event planning, making rules, and taking decisions.

Methodology Overview

This study is a quantitative one that examined the relationship of teachers' TL behavior (first independent variable) and process-based curriculum (second independent variable) with democratic classroom climate (first dependent variable) and participatory citizenship (second dependent variable) for middle school students in Lebanon. The participants of the study were middle school students at private schools operating in Lebanon. These private schools either applied process-based curriculum or content-based curriculum. Students who were in grades 6, 7, and 8 completed a survey composed of two instruments; the Democratic Classroom Climate scale and Participatory Citizenship Instrument. The students' teachers were the other group of participants. Teachers who participated in the study were English Language Arts and social studies teachers in middle school. The teachers completed the Multifactor Leadership Questionnaire MLQ (5x).

After collecting the data and tracking the responses, the statistical tool SPSS was used to produce the statistical results. Pearson Correlation Coefficient "r" was employed to test if there was a significant positive correlation for teachers' TL behavior with democratic classroom climate and with students' participatory citizenship. The possible influence of process based-curriculum as opposed to schools that do not apply process-based curriculum was examined through 2 T-tests.

Limitations of the Study

The results of this study could not be generalized to different populations since the sample of schools is a convenient one with an attempt to ensure best selection. The student body of schools in Lebanon that implement process-based curriculum belonged to upper-socio

economic status. To overcome this shortcoming, other schools were matched on tuition fees and in English language proficiency to limit a possible confounding variable. Another limitation was the small sample of teachers that were included in the study. This, however, depended on the number of grade level sections at each school.

Definition of Key Terms

Democratic Classroom Climate: For the school to be democratic, it is essential that the classroom acts as the micro-level of democratic education, becomes a medium where students are entitled to independence, free will, and rights to select academic material, timing, and place (Morrison, 2008). The democratic classroom climate hosts deliberation, dialogue, questioning, and problem-solving as some of the democratic practices (Gutmann, 1987; Freire, 1996). In this environment, students investigate their role in society, societal purposes, and later learn democratic values (Lenzi et al., 2014).

Participatory Citizenship: Through this view of good citizenship, the citizen is a leader and an active society element who participates in civic affairs and social life of community at all levels (Westheimer& Kahne, 2004).

Process-based Curriculum: Interdisciplinary and integrated learning activities such as problem-solving are at the core of process-oriented curriculum (Marjanovic, 2005).

Transformational Leadership: TL utilizes one or more of its four components to attain greater outcomes rather than carrying out agreements. The components of TL are Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). Any or all of the four components could be used by leaders to create a shared vision for the institution (Bass& Riggio, 2006).

Idealized Influence (II): The leader is regarded by his/her followers as an ideal who they want to imitate and be connected with. Followers appreciate, value, and believe in their leader. Followers perceive their leader as one with superior abilities, perseverance, and willpower (Bass& Riggio, 2006).

Inspirational Motivation (IM): Through (IM), leaders present understanding and challenge to others and consequently encourage and inspire them. Leaders exhibit enthusiasm, positive outlook, and dedication to organization's shared vision (Bass& Riggio, 2006).

Intellectual Stimulation (IS): Leaders probe suppositions, redefine problems, and tackle issues from new angles. They call for inventiveness and novelty as they include followers in problem-solving and decision-making. Original methods are required and ideas different from the leader's are not attacked (Bass& Riggio, 2006).

Individualized Consideration (IC): Leaders are sensitive to the individual needs of followers including needs to advance and develop. Leaders coach and advise followers to reach their highest aptitudes. Moreover, differences in needs are accepted. The leader is supportive, visible, and a good listener (Bass& Riggio, 2006).

Deliberation: Gutmann and Thompson (2002) deliberation is a political model that must be present at public political venues as well as at individual's houses. The moral factor in deliberative democracy is evident when one offers reasons and the other respects those justifications that are not permanent.

CHAPTER 2

Review of Literature

The purpose of the current study was to examine the democratic classroom climate as the means of democratic education and students' participatory citizenship as the ends of democratic education. Two school characteristics that could be related with the democratic means and ends suggested in this study were teacher's Transformational Leadership behavior and process-based curriculum as opposed to content-based curriculum. The current study examined democratic education in middle school classrooms in a comprehensive manner rather than restrict it to specific subject areas.

Theoretical Models of Democracy and Education

Shyman (2011) regards Dewey and Freire's contributions to nontraditional education ineffaceable. Dewey's conception of education for growth is an educational democratic manner. Besides, Freire values democracy through his opposition to oppression and call for liberation (Shyman, 2011). In addition, Shyman (2011) argues that Freire and Dewey's works are more similar than believed to be. It is important to analyze the work of both authors due to their emphasis on democratic ideal in contexts of pedagogy and content (Shyman, 2011). Consequently, ideas of Dewey and Freire are referred to in the current study as theoretical models that accompany the discussions of democratic classroom climate and participatory citizenship.

Dewey's Conception of Democratic Education (1964)

According to Dewey (1964), the purpose of education is education itself. To elaborate, the end of education is an ongoing fondness to learn and grow even after school is over. Education; however, becomes mechanical when the aim of education comes from outside. Moreover, Dewey believes that education is also to equip children with means and methods that facilitate growth and prepare them to carry out their own development. Restructuring, reshaping and transformation characterize the educational practice.

Education is defined by Dewey (1964) as “growth” which is a “cumulative movement of action toward a later result” (p.41). The child takes part of a process of growing just like an adult does but in a different manner in the sense that young children are to some extent more dependent and often rely on adults. Interestingly, this child's dependence has a positive connotation as it also encompasses interdependence. Dewey (1964) affirms that one does not supply children with growth. On the contrary, children themselves do the growth. Likewise, a human action is not polished and given to a child. He himself will learn an action and gain the habit of learning by learning “to learn” (Dewey, 1964).

According to Dewey (1964), education is different in different societies. For instance, education in a society that hosts transformation is dissimilar to education in other societies that are not democratic. Dewey asserts that a democratic ideal of society is characterized by group members who share concerns, deal with other groups, and adjust their social habits with experience. He adds that a democratic society welcomes diverse intellectual liberty.

Dewey (1964) regards democracy as a way of living where mutual welfare is widened and various individual capabilities are released. He believes that mutual concerns, free

interactions, and ongoing regulations in “social habits” depict democracy in a society. According to Hilderth (2011), Dewey’s perception of democratic means is not a cliché and is still valid in today’s discussions. Dewey trusts educators and gives them the opportunity to decide on specific ends through deliberation practices. Similarly, Hytten (2009) suggests that Dewey’s views on democracy are still useful in this globalized world. In Deweyan democracy, individuals engage in problem-solving and reflections to mature towards a shared gain. Deweyan democracy is based on experimentation, pluralism, and imperfection. Consequently, democracy has an unfinished nature that requires frequent experimentations. According to Hytten (2009), Dewey does not impose a single form of democracy. It is rather a democracy for mutual respect and recognition of the other and cooperation of citizens towards fairness and equity. Through this democracy, an individual admits to be wrong and recognizes different venues to reach some common societal aspirations. Hytten (2009) concludes that Dewey’s concept of democracy stood the test of time and can provide a path for a common future that we can contribute to. This is the case because Dewey’s democracy celebrates increased relatedness between people, countries, and ideas. It also calls for attention to challenges and several possibilities of growth in societies (Hytten, 2009).

Freire’s Pedagogy of the Oppressed: Problem-Solving and Liberation (1996)

According to Stevenson (2010), Paulo Freire’s book “Pedagogy of the Oppressed” was of assistance for connecting liberation to education in various contexts. Freire (1996) argues against the banking method of education that views the student as an object or a container to be filled in by the all-knowing teacher. Education is not to be a depositing act. Banking education; as Freire (1996) claims, is a practice of oppressive societies that supports the oppressor’s agenda. Freire (1996) argues for conscious participation of the oppressed through problem-solving as a

replacement to the banking method of education. Problem-posing is a means for the oppressed to understand their oppressed reality, be critical about it, and act upon it. The oppressed is to engage in communication, critical thinking, dialogue, and “culture circles”. As a result, the oppressed divert from “being for others” to “being for themselves”. As the oppressed reflect upon their reality, they attain genuine liberation which is “humanization” (Freire, 1996).

According to Freire (1996), liberation is attained as “the oppressed” fight for it and refrain from identifying themselves in terms of the oppressors. This liberation is a painful process that is possible only as the oppressed regard their disadvantaged situation as one that could be transformed. On the other hand, Freire (1996) asserts that the oppressor also enters liberation when s/he views the oppressed as a human, enters the other’s situation, and becomes “for another”. An approach of problem-solving to education could act as the mean of education whereas liberation and humanization is the ultimate end of education for the oppressed and oppressor (Freire, 1996).

In a more recent study, Hopkins (2014) defines democratic curriculum based on the work of some of the pioneers in the field of democracy. Hopkins (2014) reviews works of Dewey, Gandin and Apple, Hirst, Hardarson, and Brough and concludes that the conception of learning as a cooperation act among stakeholders characterizes a democratic curriculum. This negotiation occurs between learners, teachers, the state, school officers, internal community, and recruiters. Through a democratic curriculum, none of the listed stakeholders can exclusively decide on the purpose and outcomes of a curriculum without the approval of others involved (Hopkins, 2014).

Deliberative Democracy: Gutmann and Thompson (2002)

Another theoretical model of democracy is the deliberative one which is rooted in a political and societal framework but could be seen inside the classroom as discussed later in this chapter. According to Gutmann and Thompson (2002), principles that guarantee just political collaboration in a democratic environment makes deliberative democracy. Gutmann and Thompson (2002) argue that their theory of democracy is one that goes beyond procedural principles for fair work such as how a law is applied. Instead, Gutmann and Thompson (2002) define democratic deliberation as a shared practice of providing explanations for why a policy or law should be enacted. This deliberation is a political model that must be present at public political venues as well as at individual's houses. Consequently, a policy is stated and considered fair only after deliberative processes. This kind of democracy is to be sensed in the society (Gutmann & Thompson, 2002).

Gutmann's Theoretical Model: Policies, Society, and Education

Gutmann (1987) bases her democratic theory of education on Dewey's principles of democratic education. She yet goes further to ensure that educational policies do not misuse democratic practices to repress any way of life or exclude any citizen. Gutmann's (1987) democratic theory calls for citizen empowerment. She extends Dewey's conception of education by arguing against Dewey's claim that education should create policies to make what the wisest parent want for their children an education for all other children. On the other hand, for Gutmann (1987), democratic theory of education calls for citizen empowerment as they are involved in educational legislation. Policies, for Gutmann, are based on conditions of conscious social reproduction ideal rather than what the wisest parents want for their children. Thus, the pool of

policies to choose from for a society is limited to policies that are non-discriminatory and non-repressive which preserves the educational democratic ideal (Gutmann, 1987).

Gutmann's democratic theory of education is one that considers the importance of factors outside the school. Gutmann (1987) believes that democratic education is not restricted to schools. It rather includes other agencies such as families, media, and libraries. Similarly, Hopkins (2014) believes that democratic education involves the collaboration of several stakeholders. Moreover, Gutmann's theory is one that connects politics and society to education. Gutmann (1987) argues that this theory of democratic education has a political dimension through investigating and questioning who is to control educational organizations in our communities. Interestingly, she asserts that for education to be democratic, individuals together shape educational aims. Individuals in democratic education refrain from directing the academic content in a way that is suppressing. They also allow disagreement with major political representation (Gutmann, 1987).

According to Gutmann (1987), the basic virtue for society and education is deliberation and engagement in conscious social reproduction. To elaborate, Gutmann and Thompson (2002) compare deliberation to inquiry in science which requires public display in a repeated manner just like reproduction is essential to strengthen claims for scientific discoveries. In deliberation, individuals are regarded as subjects rather than objects. They can agree or disagree with reasons of enacted laws. Through reason-giving, decisions are created regarding laws at a society level. As Gutmann and Thompson (2002) assert, a reason that is not accepted might be proved to be true at later point. Thus, deliberative democracy is not static but rather subject to change as a result of changes in empirical research or philosophical evidence (Gutmann & Thompson, 2002). Deliberation takes place inside the school as well. Gutmann (1987) considers elementary and

secondary school as primary education where the purpose of primary education is deliberation. She argues that education of children starts as caring adults serve as examples. Didactic learning later follows as children learn how to read, write, make decisions, debate, and evaluate. This gets children ready for the democratic practices as they are prepared to comprehend, interact, and perform problem-solving. Consequently, they will be prepared to accept different modes of life. When no obvious guidelines are present, children should resort to deliberation to take decisions (Gutmann, 1987).

Children also make an interest group for Gutmann's democratic theory of education. According to Gutmann (1987), children are considered as free individuals and also as members of various groups given that not any authority is to presume control over the education of these children. The author asserts that in a democratic society, the young are prepared for deliberation and democratic processes. Non-repression and non-discrimination make possible "deliberative freedom" and "communal self-determination". To elaborate, every child has the right to later in his/her life to deliberately contribute in the restructuring of societal structure. Democratic education is a-neutral in the sense that it supports conscious social reproduction as a way of life provided that conditions of non-repressive and non-discriminatory society are maintained (Gutmann, 1987).

Gutmann's Democratic Theory of Education (1987): Framework for this Study

Gutmann (1987) affirms that democracy at school is prominent for fostering students' participatory values. Current monarchy at school and decreased political participation are indicators for the importance of participatory virtues development during primary education. Cultivation of participatory virtues is an important purpose for students during their cognitive

and expressive development. This cultivation is also crucial as students take part of dialogue with teachers and classmates. Democracy inside the school remains crucial for students' character development even if the school is not an exact reflection of a deliberative democracy. Gutmann (1987) recognizes the fact that democratic schools are not as democratic a society is to be. For instance, teachers do exercise some level of authority since a democratic school balances between the participatory and disciplinary merits of citizen character. However, democracy inside the school, even if limited in some ways, remains essential to help develop future democratic individuals (Gutmann, 1987). This framework is adopted for its emphasis on democracy, society, and the school.

Gutmann's theory has some opponents. However, its flexibility and openness makes possible the utilization of the theory as a framework for the current study. In one opposing view, Corngold (2011) argues against the prominent emphasis that Gutmann places on "conscious social reproduction" in the book *Democratic Education*. According to Corngold (2011), this sole emphasis on conscious social reproduction put limits on the central pursuits of the "individual child". It also leaves little space for a child's forthcoming concern in self-governance and individuality. Interestingly, Gutmann (1987) further claims that her theory gives room for the democratic virtue of discrepancy over educational issues to deepen our understanding of education and lead schools. Using various problem-solving ways rather than providing a single solution is the major goal of this democratic education theory (Gutmann, 1987). Hence, the current study utilized Gutmann's framework for its flexibility in accepting various ways of solving an educational problem. This study aimed to suggest school characteristics that could be related to democratic means and ends; which could be one of many ways of examining democratic education in middle schools in Lebanon.

Democratic Classroom Climate as Means for Democratic Education

In Gutmann's (1987) theoretical framework, the means of democratic education comprises balancing parental, professional, and public authority figures. Gutmann (1987) elaborates that families contribute to the organization of their children's opportunities but do not fully control their future. Besides, through democratic education, educators are to equip children with the means to assess diverse ways of life. Children themselves will assess what their parents and state provides them as means of living. To top it off, critical thinking on authority should be fostered through education. This is an essential prerequisite for democratic ideal practices as future citizens (Gutmann, 1987).

Defining a Democratic Classroom Climate

Theoretical views of democratic education could be materialized through a democratic classroom climate. Morrison (2008) claims that the pioneers of critical education theory; such as Freire and Greene, call for education that values the individual and the group of individuals. Morrison (2008) strongly argues that to make tangible the critical theorists' ideas is to create democratic classrooms that value freedom. This democratic classroom climate makes the micro-level of democratic education as Morrison (2008) concludes. Morrison (2008) argues that even if the critical educational theorists' wishes for democratic climate are inhibited by several challenges, an educational experience that emphasizes democratic principles such as equity and respect is essential. This is possible as students experience democratic thinking skills inside a democratic classroom climate. Morrison (2008) concludes that democracy needs to be fostered both inside and outside the classroom for democracy to be fostered in our societies.

Dimensions of Democratic Classroom Climate

To foster democracy inside the classroom, several dimensions of the classroom need to be cultivated. According to Kesici (2008), teachers articulated that in the attempt to create a democratic classroom, their duties include fostering collective decision-making, fairness, valuable communication, learner-centered education, and freedom of expression. Besides, teacher's fair behavior includes expressing care and respect to all students without discrimination and ensuring equal engagement in classroom discussions Kesici (2008).

Fairness is one dimension of a democratic classroom climate examined in the current study. According to Shyman (2011), for children to live in a world of social endeavor and fairness rather than merely power, a democratic ideal should construct the world. Teachers in a classroom play a role in maintaining fairness. According to Matsumura, Slater, and Crosson (2008), a positive learning environment is characterized by respect, collaboration, considerate interactions, and psychological safety where students safely share their thoughts and feelings without fear of reprimand. Teachers play a role in a democratic classroom climate that is considered fair specifically for teenager students. Lenzi et al. (2014) believe that teacher's fairness influences teenagers' moral development. Consistency in grading and consequences among students helps teenagers develop values of justice, equity, and communal aspirations. Consequently, teenagers will be prepared for taking action in their communities and become participatory citizens in the future (Lenzi et al. (2014).

Moreover, an enriching and safe environment is needed for equal engagement among students and classroom discussion. Harjunen (2011) presents some demands of teenager students under the category of pedagogical interaction in order to grant their teachers pedagogical

authority. Their first demand is to be listened to by their teachers. Harjunen (2011) clarifies that teachers are to listen and to respond to pupils in a serious and respectful way. Teachers also pose questions and assist students in finding the answers in a safe medium. Students also demanded an open classroom environment where dynamics are carried out in a positive, reflective, and just manner. Furthermore, students want teachers to present values that are useful in both the classroom and in real world. Such values include authenticity, self-dependence, fairness, liability, determination, and caring. Students trust people who hold those values (Harjunen, 2011).

Student's valued input; along with classroom discussions, is another dimension of a democratic classroom climate. Range et al. (2013) support classroom dynamics that acknowledge students' input by giving them a choice regarding classroom practices to foster acceptance, respect, participation, and democratic practices that acknowledge students. For instance, Print et al. (2002) provide the case of Danish schools that across all levels have student councils and provide opportunities to treat students not as inferior. Through this council, students influence activities related to them such as after school activities and some school-wide regulations and decisions.

Democratic Practices in a Democratic Classroom Climate

Dimensions of Democratic Classroom Climate are plausible through daily democratic classroom practices. Print et al., (2002), believes that to adopt democracy as a life style, Danish students engage in daily classroom experiences. They have democratic privileges and duties. Democratic principles are learned through dialogue and debate rather than learning specific set of information. In a classroom, generating disagreement through conversations is essential to

face challenging situations and consequently adopt democratic principles and practices. Besides, Schneider (2010) affirms that for a democratic classroom to occur, students need to be prepared and gain the skills for more ownership of classroom dynamics. This model trains learners for rich discussions and engagement as every student is regarded as a thinker and an equal. Steps for gradual transmission of ownership of classroom discussions from teacher to student include preparation and implementation of thinking processes, reasoning, reflection, generating questions, questioning, and dialogue. Consequently, a democratic classroom of active learning and debates based on students as active participants is possible (Schneider, 2010).

Deliberative learning could be an overreaching democratic practice. Shu-Hua (2012) suggested significant effects of deliberative learning such as independent communication ability and toleration ability. Shu-Hua's (2012) findings of the study signify that middle school Taiwanese students who experienced deliberative learning articulated benefits of understanding opposing perspectives and acceptance of others. Through the approach of deliberative learning, the focus was on dialogue, fairness, and discussions grounded on reasons. This learning approach could be an alternative to the traditional one and its drawback of imposing instructions on students. Accordingly, deliberative learning could be evident in the classroom in various ways (Shu-Hua, 2012). To elaborate, Reich (2007) claims that for deliberative democracy participation, a pragmatic solution is demanded. Hence, Reich researched deliberation under the lenses of social psychology, sociology, and linguistics and later examined deliberation as an educational tool. According to him, communicative proficiency is vital to get engaged in deliberative democracy. This proficiency is possible as individuals communicate with each other. Reich (2007) also claims that deliberation in practice is one type of communicative interaction which is a social experience within a specific setting and with a group of individuals. Reich

elaborates that classroom deliberation could help achieve the aims of education and benefit most student even though deliberation itself is hard to manage and supervise. To control classroom deliberation, Reich advises educators to create turn-taking rules, decision-making procedures, and measures to hold individuals responsible for their input (Reich, 2007).

Another approach to deliberative learning is Accountable Talk. According to Michaels et al. (2008), Accountable Talk as a form of classroom deliberation is evidence-based form; is responsible for discussions grounded on reasons. Michaels et al., (2008) believe that all classmates should engage in Accountable Talk or else shortcomings will rise. Academic Talk includes responsibility to the educational community of learners who listen and respond to their classmates to create knowledge. Accountability to the classroom's learning community means that learners base their knowledge on their classmates' contributions and provide valid reasons for the positions they take. A responsibility to standards of reasoning implies that positions are impermanent because learners take positions and reframe them based on evidence. These three dimensions of responsibility are coupled together in a classroom environment (Michaels et al., 2008).

Dialogue is another democratic practice. Freire (1996) argues for dialogue as a way to counteract banking-method of education and value learners as subjects. According to Print et al (2002), dialogue is the cornerstone for democratic education in classroom setting. A less authoritarian approach of teaching is essential to help students take decisions and create viewpoints. According to Tammi (2013), learners are to take part of classroom discussions. Their input could be the starter for a classroom dialogue where dialogue is to run among students rather than a response directed by the learner to the teacher. Moreover, the teacher can make an open-ended discussion out of a student's initial input or wrap up an over-consumed discussion

(Tammi, 2013). Similarly, Tannebaum (2013) provides practical classroom techniques to incorporate dialogue and discussion of controversial issues in social studies classroom. Lessons provided by Tannebaum (2013) are ones used in middle and high school level and were successful in developing dialogue in the classroom. Tannebaum (2013) argues that it is necessary that teachers adapt to fit their current classroom these lessons rather than regarding them as “one size fits all” technique. Besides, questioning is another democratic practice. According to Print et al (2002), meaningful questions are posed by both teachers and students in a democratic medium of learning.

Finally, democratic classroom climate dimensions and practices are requested in the Arab world as well. Al Kharusi and Atweh (2012) studied the classroom climate of tenth grade in 4 Omani schools. According to Al Kharusi and Atweh (2012), a supportive classroom climate is one that welcomes students’ input regarding community matters and controversial topics. It is a climate of free expression and active engagement in authentic dialogue and arguments where they learn to accept opposing views. Al Kharusi and Atweh (2012) argue that for enhanced civic participation, the classroom climate in Oman schools need to welcome students’ input in decision making inside the classroom and participation in classroom council. In such a classroom climate, discussion of existing issues of national and international dimensions is necessary to create true democratic participation (Al Kharusi& Atweh, 2012).

Participatory Citizenship as the End of Democratic Education

Gutmann (1987) argues that the creation of democratic citizens capable of governing their lives and contributing to society’s governance is the democratic aim of education. She believes that within a democratic theory of education, children are to become deliberative

characters. The author equates the terms “deliberative” and “democratic” characters. The deliberative character is created through character and moral education. This character is critical for the development of the democratic ideal of society. Besides, democratic citizens respect the democratic practices of society. They also question any practice that might challenge democratic change or practices of immoral policies in society (Gutmann, 1987).

Furthermore, citizen’s participation is for realistic rather than perfectionist attempts for societal change. Dewey and Freire call for change whose agents are all individuals in a society. Moreover, this social action for change aims for lifelike rather than idealistic change (Shyman, 2011). Change is possible through the cooperation of individuals. According to Shyman (2011), social justice and collective improvement is viable as humans rely on each other to improve their individual selves.

This social action for change could be advanced inside the school. Striano (2009) suggests that educational reform must be characterized by social change where education promotes social betterment. From a Deweyan perspective, education is a means for individuals to foster personal development and development for their society (Striano, 2009). Education is of social significance due to its role in change and advancement as learners indulge in reflection, negotiation of perceived resources, sharing, and recognition of knowledge (Striano, 2009). Societal development is thus in the hands of learners who are future citizens. For learners to be agents of this societal development, fostering participatory citizenship through educational programs could be the route.

Defining Participatory Citizenship

Westheimer and Kahne (2004) present personally responsible, participatory, and justice-oriented citizens as three helpful versions of good citizenship that educational programs could foster. The “personally responsible” citizen is characterized as dependable and sincere. S/he is one who recycles, volunteers, and respects laws (Westheimer & Kahne, 2004). Westheimer and Kahne (2004) believe that personal responsibility alone hinders programs that focus on communal action, examination of social issues, and integration of politics. For instance, character education or personal responsibility programs that promote honesty are essential. However, attributes as obedience that are at times promoted through character education programs counteract democratic means of critical examination and active involvement.

Westheimer and Kahne (2004) favor participatory citizenship programs over character education for personal responsibility. A participatory citizen displays leadership characteristics and readiness to participate in civic and social life of their communities. For instance, such a program helps students plan for volunteering rather than simply volunteer. Some topic of societal dimension examined in participatory citizenship programs were health care and poverty. The program even enhanced their personal responsibility as a byproduct (Westheimer & Kahne, 2004). Both authors conclude that educational programs focusing on democracy are to focus on both participatory and justice-oriented citizenship where justice focuses on tackling unfairness in society.

The view of participation as a final stage of democratic education mirrors participatory citizenship's importance as an aim of democratic education. As suggested by Ng (2009), the political socialization of Hong Kong high school students is possible through a three-stage

process. Following the influence by teacher's attitudes and teaching approach, students reach the final stage of social participation (Ng, 2009). Reflection, civic identity formation, civic awareness, duty, and accountability are liable through participation in social occasions. Consequently, the political efficacy of students increased in the course of participation (Ng, 2009).

Characteristics Related to Democratic Means and Ends

Teachers and the curriculum are school characteristics that have a possible relationship with democratic means and ends that are based on Gutmann's (1987) theoretical framework. According to Gutmann (1987), teachers' responsibility is to promote conditions of non-repression and rational deliberation. Besides, the cognitive and emotional requirements for deliberation should be cultivated by teachers. To clarify, teachers are asked to recognize the backgrounds of students and their binds to their communities. They are also asked to help students have a restructuring critical eye over differing communities including the students' and teachers' communities (Gutmann, 1987). On the other hand, Gutmann argues that curriculum content should be examined and based on the learning of democratic deliberation skills. A participatory dimension to classroom practices recognizes students' preferences and promotes their responsibility to learn (Gutmann, 1987)

Teacher's Transformational Leadership (TL) Behavior

Avolio and Bass (1999) believe that the six features of transformational leadership (TL) are Charisma and Inspiration, Intellectual Stimulation, Individual Consideration, Contingent reward in addition to Active Management by Exception, and Passive Avoidant Leadership. Similarly, Bass and Riggio (2006) argue that TL is no longer viewed as the extreme opposite of

transactional leadership. They both are on a continuum and part of full range model of leadership. Bass and Riggio (2006) define the full range model as one that encompasses additional components derived from transactional leadership and laissez fair behaviors. Every leader demonstrates each of the leadership styles to varied extents. Bass and Riggio (2006) assert that the most favorable style for a leader is depicted by frequent evidence of transformational leadership. On the other hand, the least adequate behavior of leaders is the laissez-faire inactivity (Bass& Riggio, 2006).

In their book *Transformational leadership*, Bass and Riggio (2006) base their conclusions on a multitude of studies on TL in various contexts. In general, TL behavior is different from other leadership styles. According to Bass and Riggio (2006), TL shares many qualities with charismatic leadership. However, TL encompasses charismatic leadership and not the opposite. Besides, Bass and Riggio conclude that TL is different from transactional leadership in its attempt to go beyond transactional exchange and rewards. As presented by Bass and Riggio (2006), TL model creates genuine followers' commitment and engagement in the work through being sensitive to the followers' needs for self-respect (Bass& Riggio, 2006). Interestingly, followers in TL model are also satisfied with their leaders' leadership behavior (Bass& Riggio, 2006).

Moreover, Bass and Riggio (2006) present positive influences evident for TL on enhanced work performance in numbers, in quality, and in creativity. Besides, Xueli, Lin, and Mian's (2014) study of 300 manufacturing plant agency workers in China reveals that TL has both a direct and indirect effect on organizational commitment. The indirect pathway is mediated by organizational structure and job characteristics.

Authentic TL

TL might yield unfavorable results if not employed authentically. Schuh's et al. (2013) study included 228 participants in various institutions and industries. In this study, when the missing factor was morality, TL fostered the unfavorable consequences of authoritarian and self-invested leadership behavior with respect to followers' reactions. Schuh et al. (2013) suggest that the training of leaders in moral behavior and limited authoritarianism is as essential as training them in TL in order to enhance follower's functioning in TL model. This will help protect the values of authentic TL and avoid unfavorable outcomes of TL malpractices (Schuh et al., 2013).

TL is authentic if it considers the factor of morality. According to Zhu, Avolio, Riggio, and Sosik (2011), authentic TL leaders help promote followers' readiness to examine their moral principles and actions which will fortify their moral character. To do so, leaders genuinely express their moral principles to followers. Transformational leaders themselves accept development of their moral identity through interactions with their context. This acceptance for growth, internalization of experiences, and reflection makes their morality one of continuity. Followers interacting with such leaders will welcome dynamic moral development as well and adopt it (Zhu et al., 2011).

TL's Favorable Outcomes in a School Setting

According to Leithwood and Jantzi (2005), researchers recommend a broad rather than narrow understanding of TL. Leithwood and Jantzi (2005) created a literature review that encompassed 32 empirical studies from 1996 till 2005 that examine the school principal's TL behavior. This review affirms a significant indirect effect of principal's TL on teacher performance and involvement at a school setting. School culture, teacher's dedication, and

teacher's job contentment are some mediators of the effect of principal's TL. Leithwood and Jantzi (2005) claim that TL is not anymore perceived as a superhuman top-bottom leadership style. To elaborate, different school contexts allow for participatory, democratic, authoritarian, or team forms of TL. A foundation for the adoption of TL might be crisis and unstable situations. Leithwood and Jantzi (2005) argue that TL is utilized in this setting since it provides support, common vision, clear aims, and motivation for people.

TL could be used to create school change. Barry (2012) coined Transformational Quality Theory (TQ) with the purpose of advancing the current situation of the school he is leading. Barry (2012) provides eight behaviors that help educators lead to the realization of educational quality through TL. For instance, one behavior is based on an ethic of care where individuals were cooperative to achieve a common aim rather than feel manipulated by others. Ethic of care is maintained through actions as listening, understanding, and taking initiatives to improve situations. Besides, through TQ behaviors, students' engagement is ensured to foster educational quality. As for alliance with others, teachers believe the behavior of partnership and solidity fosters a quality of learning. Teachers also believe that "choice in job" is knitted with educational quality. Finally, I/You/Us behavior is vital in group arrangements where all participants are valued subjects rather than objects.

The implementation of TQ and the 8 behaviors at Barry's workplace helped this American High School personnel transform curriculum, athletic programs, teaching and learning, pedagogy, and school climate within 2 years (Barry, 2012). It is worth noting that Barry (2012) repeatedly shared the TQ model with stakeholders including school personnel and teachers. The transformation was feasible because school personnel working cooperatively shared the same transformational view of the meaning of quality (Barry, 2012).

TL and Teachers

Khan and Malik (2013) believe that, whether explicitly or implicitly, the teacher plays the roles of the leader, director, catalyst, and onlooker. Teachers as classroom leaders could be classified as transformational ones. According to Bass and Riggio (2006), regardless of the extensive research on leadership, this field remains one of the multifaceted constructs that needs more research to unfold it. Similarly, Leithwood and Jantzi (2005) suggest that more research and gathering of data on TL is more helpful than creating a new category of leadership. Besides, TL grew to be instructing and engaging rather than confining to one outlook (Bass & Riggio, 2006). Consequently, the current study examined TL in an educational setting where middle school teachers are possible leaders who exhibit TL behavior.

Slavich and Zimbardo (2012) proclaim that transformational teaching is largely based on the theoretical framework of TL. According to Slavich and Zimbardo (2012), the term transformational teaching was first used by Slavich (2005, 2006). Slavich and Zimbardo (2012) define transformational teaching as explicit or implicit aspiration to heighten the students' acquisition of major course ideas and concurrently transform their standpoints towards learning, values, beliefs, and skills.

Instructor's TL has favorable outcomes. Bolkan and Goodboy (2009) conclude that through college professor's TL behavior, a progressive effective approach to teaching is possible due to the TL's fostering of admiration and enhancement of learning in a university setting. This approach highlights the teacher-student relationship. Bolkan and Goodboy (2009) elaborate that all components of TL had strong positive relationships to all learning outcomes and to teacher credibility. To elaborate, students' perception that instructional practices are personalized to fit

their individual needs and capacities might explain the role TL plays in the enhancement of learning outcomes, participation, additional effort, and teacher credibility (Bolkan& Goodby, 2009).

Furthermore, Pounder (2006) argues that studies of TL in the classroom context were in general limited to university classrooms. Interestingly, Slavich and Zimbardo (2012) affirm that TL style is congruent to the practices of good teachers. Likewise, Treslan (2006) believes that effective school teaching and TL behavior are alike to a great extent for educators who view teaching as a regulation act of learning dynamics. According to Treslan's (2006) comparative study, effective teachers utilize TL attributes to promote student-teacher relationship. Students of TL teachers are active in their educational dynamics. They benefit from teacher-student interactions that empower, motivate, and provide them with clear goals and models. Through TL, traditional textbook teaching and top-bottom student-teacher relationship are minimized. TL teachers emphasize morality through maintaining equity, autonomy, fairness, and sense of community (Treslan, 2006).

School teachers could be trained in TL. Beauchamp et al. (2011) conducted an experimental study to examine an intervention program of training Physical Education teachers in TL. Students of teachers trained in TL stated significantly higher levels of self-determination, enthusiasm, and an aim to be committed to physical activity as opposed to students in the control condition at the first post intervention test.

TL for Democratic Means and Ends

Relationship of TL with Democratic Classroom Climate

According to Tyssen, Wald, and Heidenreich (2014), TL has an indirect positive influence on a short-term project's accomplishment. Findings suggest that TL has positive effects in a temporary setting as well. In this current study, a possible temporary setting could be a middle school classroom. TL could be related to a democratic classroom climate. First, the elements of TL and the favorable outcomes this leadership yields facilitate a democratic classroom climate. According to Engel (2008), both communal unity and uniqueness of persons are promoted in a learning atmosphere of democratic education. Slavich and Zimbardo (2012) assert that transformational teaching describes the educational environment in the classroom rather than simply listing a set of teaching techniques. This democratic climate could be related to TL's aim to surpass self interest and TL element of individualized consideration discussed earlier in the current study. Furthermore, Treslan (2006) compares effective teaching domains to TL elements. A classroom environment of effective teaching is one that hosts reverence, empathy, regulation of class routines and behavior, and founding of a learning environment (Treslan, 2006). Likewise, TL elements include achievement, integrity, flexibility in decision-making, accountability, care for others, and self-initiated aspirations (Treslan, 2006).

Second, the review of literature by Bass and Riggio (2006) indicates a promising positive organization's culture within the model of TL. In this culture, a troubling situation is not a danger but rather allows for experience of potentials. The leader; is both a role model and advisor, who introduces new comers to this culture and helps elevate follower's loyalty for a longer time (Bass& Riggio, 2006). This culture could be positive through team psychological

safety. According to Raes, Decuyper, Lismont, den Bossche, Kyndt, Demeyere, and Dochy, (2013), the remarkable difference between TL and laissez-faire is that TL has a stronger relationship with team psychological safety to take risks. Team spirit and a culture of articulating that spirit are both fostered by TL. To elaborate, TL predicts team psychological safety ($b = 0.70$, $t = 4.42$, $p < 0.001$) and team psychological safety predicts Team Learning Behavior (TLB) ($b = 0.58$, $t = 3.36$, $p < 0.001$). This is a full mediation by team psychological safety. Moreover, TLB predicted by TL's psychological safety and considered in this study of nursery teams within a hospital university in Flanders emphasized taking part of conversations, creating partnership among team members to build shared knowledge and creating group activities (Raes et al., 2013). The listed TLB could be mirrored in Democratic Classroom Climate scale used in the current study were learners cooperate to plan events and express their views in a fair classroom setting.

Third, the leader in a TL model is an agent in fostering a democratic classroom climate. Khan and Malik (2013) conclude that the teacher is the leader of the classroom whose behavior fosters the learning and growth of the whole child. Specifically, leaders who are transformational play a role in the fostering of democratic classroom climate. According to Raes et al. (2013), transformational leaders advance team learning by creating conditions for learning without actually intervening in the learning process. In addition, leaders in TL act as coaches, advisers, and providers of challenge and scaffold to help foster followers creative problem-solving and leadership skills (Bass & Riggio, 2006). Huen, Leithwood, and Jantzi (2002) present a model of TL developed from Leithwood's recent studies. This model includes three dimensions that transformational leaders undertake; setting directions, developing people, and redesigning the organization. According to Huen et. al (2002), to set directions, the leader cultivates consensual

decision making, high performance expectations, and common vision. The leader also develops employees through support, modeling of beliefs, and cognitive stimulation. Finally, to redesign the organization, collaboration among colleagues and partnership with stakeholders is essential within the TL framework (Huen et. al, 2002). Communal decision making, cognitive stimulation, and belief in students could be necessary in a democratic classroom climate.

Hence, in a classroom setting, the TL behavior of the teacher, who is a classroom leader, is related to a democratic classroom climate. According to Slavich and Zimbardo (2012), teachers; through transformational teaching style, are coaches who initiate collaborative groups of students working with each other and with their teacher. Teachers create a shared vision for the course, model experience, challenge and motivate students, provide individualized attention and feedback, and provide extensive reflection. Consequently, both academic and personal developments are heightened (Slavich& Zimbardo, 2012).

Relationship of TL with Participatory Citizenship

“Followers’ Empowerment” and “Delegation” are evident when leaders implement TL elements such as individualized consideration and intellectual stimulation as deduced by Bass and Riggio (2006). For “Individualized Consideration”, Avolio and Bass (1999) argue that it is reflected in leader’s continuous attempt to understand and respond to individual’s needs and help each of them grow. Whereas “Intellectual Stimulation” is a leader’s attempt to encourage subordinates to question current techniques, solve problems, and improve performance (Avolio& Bass, 1999). Such elements create empowerment. Moreover, Bass and Riggio (2006) assert that empowerment is possible as leaders create opportunities for followers to grow as leaders themselves. This is possible when leaders are sensitive to the individual needs of followers or

through putting high expectations on them to achieve more than the anticipated performance and with higher quality (Bass& Riggio, 2006).

Other TL elements are also associated with a positive outlook to the future. According to Bass and Riggio (2006), through elements of charisma and inspiration, leaders make followers believe in an enhanced future which by itself is rewarding. Followers in this model have an internal locus of control to rationalize their effort which further increases their commitment to the organization's aims and long-term future. Moreover, Bass and Riggio (2006) deduce that through TL, followers are satisfied because they are trusted and encouraged to reach higher self-esteem and self-efficacy.

In a school setting, empowerment of learners is a necessary condition. Treslan (2006) adds that learners will be transformed when they are supported for their self-actualization and consciousness. Through teacher's TL, learners will be trusted and alerted to the necessity of transform. TL also values empowerment and this is evident in effective teaching that regards students as active participants. If TL and effectiveness are applied, students will be at the center of all decisions. Learners will be treated fairly, motivated, and involved in their learning (Treslan, 2006). Similarly, Slavich and Zimbardo (2012) argue that the current understanding of transformational teaching entails that teachers act as leaders who help students in their process of self-discovery to develop their self-perceptions. Besides, this approach goes beyond the traditional approach of instructional objectives so they include attitudes and beliefs of students where learning becomes pertinent and significant for students (Slavich& Zimbardo, 2012).

One way to employ TL is delegation which is an empowerment practice of sharing of responsibility as suggested by Bass and Avolio (2006). In an attempt to carefully carry out

delegation, clear guidelines, support, and incentives should be provided to followers who complete a task that captures their interest (Bass& Riggio, 2006). This act is reflected in the demands of adolescents before they give teachers pedagogical authority. Harjunen (2011) presents adolescents' request for freedom of choice and the use of various teaching techniques. What students detested is an environment of formality and constriction. This demand reflects their need for sharing some responsibility for classroom dynamics (Harjunen, 2011).

Furthermore, TL helps followers and students surpass their individual interests towards group betterment. According to Effelsberg, Solga, and Gurt (2014), mediated by followers' identification with the organization, followers transcend their self-interest for that of the organization. According to Treslan (2006), in a classroom setting, teacher leadership is utilized to support certain values and classroom's individual and group development. Consequently, the people-oriented aspect of leadership is important in classroom leadership where interactions are characterized by value, reliability, and truthfulness. Treslan (2006) also considers TL teachers as successful ones who interact with learners to help them achieve beyond personal goals and attain betterment of school as a group.

Consequently, Slavich and Zimbardo (2012) suggest that teachers; along with their teaching style; internalize 4 of the TL aspects; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Students' educational achievement, principles, expertise, and beliefs might be notably promoted if TL is effectively employed as an aspect of transformational teaching.

Process-Based Curriculum

As suggested by Gutmann (1987), along with teachers' classroom responsibilities, curriculum practices are essential agents in fostering democratic education for a diverse group of students. Therefore, curriculum, that is process-based, is the second school characteristic that could be related to democratic means and ends of education. According to Marjanovic (2005), interdisciplinary and integrated learning activities such as problem-solving are at the core of process-oriented curriculum. This definition is utilized in the current study to avoid confining the study to a limited number of schools or only some subject areas and teaching models. As for curricular approaches based on content as opposed to process, these focus on the use of textbooks. According to Foster (2012), nowadays, textbooks are still used in classrooms as they purportedly offer a framework that proposes assessed and taught material, learners' groupings, timing, and methods. Moreover, Foster (2012) suggests that, through practicum programs, practice teachers are to examine textbooks that they will utilize. Teachers are trained to take decisions about the adopted textbook because it is the venue for both teaching and assessment.

Furthermore, Apple (1993) believes that real people with existent interests create, design, and write textbooks published under political and economic restrictions for markets, sources, and authority. Likewise, Foster (2012) elaborates that schools are mediums where those in power control knowledge that is also measured through standardized tests. Therefore, the use of textbooks requires specific content that is not generated from the unique groups of learners.

Process-Based Curriculum rather than Inquiry Model

The characteristic examined in the current study is process-based curriculum rather than inquiry model. According to Maaß and Artigue (2013), the emphasis of inquiry-based learning is

the student as s/he becomes acquainted with mathematical and scientific approaches of inquiry. Within inquiry-based learning, the teacher facilitates the students' learning dynamics. It introduces students to learning skills and helps students learn the process of science as scientists rather than learn a set of concepts. Maaß and Artigue (2013) clarify that through inquiry, students are subject to various activities such as observing, questioning, examining multiple sources of information, investigating, conducting experiments, providing hypotheses, clarifying answers, and reporting findings. Throughout the listed activities, learners engage in rational thinking as students are exposed to different approaches that scientists take in doing science. Similarly, Leonard and Penick (2009) conclude that in a science classroom that is inquiry-based, students conduct observations, present questions, make predictions, design methods to answer questions, gather and present information, interpret results, communicate findings, revise data, and answer initially posed questions. Therefore, the author of the current study does not aim to study inquiry as a curriculum to avoid restricting the study to curricular models that are mainly implemented in science and mathematics classrooms.

Besides, French (2005) argues that the concept of inquiry-based teaching is unclear to scientists especially if it is not put in some context. To clarify, the concept means different things across different fields. It could have even lost its meaning as the use of the term has extensively spread. Teachers of science might withdraw from the use of inquiry teaching because the meaning of inquiry approach remains vague (French, 2005). The author of the current study refrains from using the term "inquiry-based learning" for the possibility of lack of clarity and uses problem-based curriculum. The broad definition of process-based curriculum is used here with its emphasis on the learning processes across the curriculum rather than the focus on content through textbook-based teaching.

Rationale for Process-Based Curriculum

Various theoretical views could support curriculum of process rather than content. Noddings (2012) argues that it is not the discipline taught that matters. However, what is central is the teaching method that incorporates higher order thinking and connects learning to personal interests and culture backgrounds. Noddings (2012) concludes that students are not simply minds to be filled. Rather, education should consider them as persons with values, uniqueness, and important input. Similarly, Greene (2012) urges to refuse a single interpretation coming from a textbook, class, teacher, or one student.

Opposite to a single interpretation in education, Noddings (2012) argues for content derived from one's own human experience rather than singular modal derived from one group's experience. Besides, not all learners identify with a "one-size fits all" curricula. Eisner (2012) refers to curriculum as an "imaginative artful task" originated from learners. Greene (2012) also calls for curricula that host different world views where learners confront contradictions, acknowledge their past, and explore their "becoming" rather than "being" nature. The author values a curriculum that views individuals as humans free to grow and exist as they accept their differences, diversity, and possibilities of reinventions.

A Curriculum of Learning Processes

According to Shyman (2011), Dewey and Freire regard democratic education as the ideal to replace traditional education. Traditional education as viewed by Dewey and Freire is one that emphasizes the split between the role of the teacher and that of the students. The student in traditional education is only receptive of knowledge rather than an active learner who takes part in sharing meaningful experiences (Shyman, 2011). The learner in democratic education does not

merely receive knowledge from the teacher. Dewey manifested his views through a Laboratory school. According to Engel (2008), John Dewey created the Laboratory School as a manifestation of his democratic education principles. Curriculum was not divided into different subject areas. On the contrary, it was an organic whole. Children learned within a cooperative community that resembles a democratic society. Children were also regarded as active participants as they examined occupations. In his school, social process and reform was of prominence whereas personal growth was a byproduct (Engel, 2008). Furthermore, thinking processes are at the heart of educative processes. Dewey (1964) argues that a practice is educative if it entails thinking where the student is engaged in an interesting experience that entails problem, intellectual stimulation, observation practices, availability of resources, and resolutions. The method of education should allow for knowledge examination by applying knowledge. The truthfulness of ideas and clarity of meaning is possible through testing knowledge. Dewey (1964) pinpoints that good education methods are adaptability, readiness to learn, and responsibility for one's activity's outcomes. Such a curriculum of thinking could be sensed in Finland's new school system. According to Thomas (2013), the curriculum of Finland is not based on a set of instructional outcomes that should be mastered by students. It is rather a curriculum that welcomes students' input and focuses on big understandings of knowledge. Finnish educational system requires that the curriculum is meaningful to each student. In other words, curriculum in Finland is one that students can relate to. In this educational system, the teacher caters to the individual goals of students, provides meaningful learning experiences, and equips all students with skills that they truly need later in life (Thomas, 2013).

According to Brough (2012), democratic education requires a student-centered curriculum where the core of education is the learner herself. Brough (2012) believes that

student-centered curriculum is based on Dewey's conception of collective construction of curriculum. It is also based on his views that schools are a miniature of a democratic society that hosts communal attempts to problem-solving. Moreover, Brough (2012) favors a curriculum where democratic questions are ones without predetermined answers that seek for students' opinion. The teacher runs discussions without a ready-made set of instructional objectives. Teachers also model thinking about curriculum which welcomes students' income about constructing the curriculum. Learning units are successful when they are initiated by a teachable incident during interacting with kids (Brough, 2012).

Integrated and Interdisciplinary Learning Processes of the Curriculum

Critical thinking processes take part of the curriculum. Lim (2011) believes that critical thinking curriculum should be characterized as "critical". A critical dimension serves as a mean for learners to thoroughly discuss matters of social justice and moral goodness and relate to other society individuals (Lim, 2011). Lim (2011) criticized the view that good thinking is apathetic one. Instead, thinking involves the whole learner. Lim (2011) condemns apathetic thinking that takes away the values, beliefs, and motives of thinkers which are qualities detrimental in identifying and solving a problem. According to him, when problems are at the heart of democratic education and illicit skills of logic and argument analysis, they set the floor for proper democracy.

Problem-based learning is another process of learning., Loyens, Magda, and Rikers (2008) present findings proving that student-directed learning can be cultivated by problem-based learning and based on learning substance selected by learners themselves. According to Hmelo-Silve'r (2004), review of research reveals that knowledge acquisition and thinking skills

are fostered through problem-based learning. Tackling problems is also part of an inquiry in learning activities. Bell et al. (2010) argue that collaborative inquiry aligns with situated learning that poses genuine problems. Inquiring problems makes use of prior experiences and enables transfer. Through collaborative inquiry, pupils share their knowledge to clarify an understanding, resolve problems, and cooperatively encounter challenging situations (Bell et al., 2010).

Inquiry models can take part of several curricular programs and designs. Wilhelm and Wilhelm (2010) conclude that inquiry is a democratic program as learners are engaged in a continuing dialogue to generate their own understanding rather than simply adopt knowledge handed to them. Interestingly, Wilhelm and Wilhelm (2010) argue that diverse needs of students; especially unresponsive students, are met through inquiry -based curricula that are initiated by essential questions to generate knowledge. According to both authors, inquiry is presented through subject-specific models such as Physics by Inquiry or through holistic curriculum venues. One cited example of a holistic curricular program with inquiry is “Understanding by Designs” by Wiggins& Mc.Tighe (2005). According to Wilhelm and Wilhelm (2010), through projects, learners can express their knowledge and expertise of the inquired topic.

Documentation is another learning process that helps teachers plan and teach with the learner at the center. Falk and Darling-Hammond (2010) claim that documentation allows teacher to observe, judge, and reflect on learner’s journey. The teacher listens to students and scaffolds to help learners individually and cooperatively generate good questions, create methods to find answers, and solve problems. According to Falk and Darling-Hammond (2010), portfolios work as representations that help students recognize their areas of strength and need for growth. They also recognize their interests, goals, and interpretations. Students will pose further questions and they themselves become at the core of curriculum planning through setting

future lines of inquiry. Teachers and students continuously comment on learning which enables insightful communication. Through documentation, learners find a medium to express their understanding and growth. A portfolio suggests that each understanding is valuable. According to Falk and Darling-Hammond (2010), students as groups also benefit from documentation. For the group, documentation provides an opportunity to confront and recognize different understandings that contribute to the formation of collective thinking and growth. The result would be learners who engage in meaningful discourse about their learning.

Process-Based Curriculum for Democratic Classroom Climate

As mentioned earlier in the introduction chapter, Glassman and Patton (2014) recommend a curriculum where Dewey and Freire's perspectives could act to foster individual's capabilities and freedom of choice. This curriculum is not a collection of concepts but rather a medium to investigate one's position in the world and benefit from freedom of expression (Glassman & Patton, 2014).

As discussed earlier, Dewey's ideas take part of a curriculum that focuses on thinking processes rather than a divided curriculum to create a miniature of democratic society (Dewey, 1916). This approach of learning creates a democratic medium. According to Hildreth (2011), clear or specific conceptions of goals of education are not provided in Dewey's views. He rather leaves space for deliberative practices to help individuals evaluate instructional practices and how democratic/educational they are. Hildreth (2011) ensures that growth for Dewey is evident as individuals restructure their experience and understand it through an interaction between the self and learning materials. Education is itself the purpose and route where no ends should be

imposed from outside. Education occurs as learners reflect on the world in a holistic manner rather than through a disconnected curriculum (Hildreth, 2011).

According to Lim (2011), by focusing on acquisition of skills of logic argument, democracy will be mistakenly viewed as a collection of skills. Conversely, process has to be an open-discussion focusing on controversies surrounding the problem with close examination of fallacies in arguments where logic reasoning skills are crucial in critical thinking (Lim, 2011). A more comprehensive notion of rationality that includes imagination, empathy symbols, and contextuality fosters negotiation and understanding of positions. Finally, democratic education is possible through dialogue regarding central social concerns from the learner's real life experiences (Lim, 2011).

Critical thinking processes could be associated with democratic practices in the classroom. According to Stevenson (2010), critical thinking can be a reality only if teacher-learner interactions are reexamined. Students are not mere receivers of knowledge. On the contrary, they recreate their own knowledge through problem-posing approach, democratic practices and dialogue. Stevenson (2010), refers to Freirean idea of imposing no specify technique. To elaborate, teacher-learner interactions such as dialogue, problem-posing, and communication make teaching democratic and not any specific guideline. Freirean education transcends education as training. It views both the learner and teacher as agents who could undergo transformation. It is a democratic atmosphere since independence, eagerness to learn and transformation describe both the teacher and learner. Consequently, genuine learning is about becoming rather than being (Stevenson, 2010). To clarify, a teacher undergoes an implied practice of posing questions, challenging status quo, responding to students, and recognizing their voices. Freirian education is possible through democratic communication that accepts

disagreement between teachers and learners (Stevenson, 2010). Besides, students learn through inquiry as the teacher provides a safe and enriching learning environment where critical, reflective, and imaginative thinking are cultivated by the teacher who respects the students input (Leonard & Penick, 2009).

According to Print et al., (2002), a democratic learning climate is characterized by grant opportunities to shape curricular content, share their views, and engage in debates. Consequently, curriculum has to be adaptable and teachers to be considerate to students needs. Freedom is; thus, essential for both the teacher and students. Similarly, academic freedom is also essential as Lee and Garrett (2005) argue that academic freedom is as important to middle and high school students as it is thought to be important for college students. Lee and Garrett (2005) pinpoint teenagers' need to "Think for themselves" which is possible only if their thoughts and ideas are not repressed. Within an environment of academic freedom, learners are still asked to justify their standpoints. For effective democratic experience, the teacher needs to ensure a safe learning environment where disagreement is dealt with in a courteous way (Lee & Garrett, 2005). While discussing debatable issues, middle school teachers are not to provide their own view or provide any command.

A process of collaboration could be related to a democratic atmosphere. According to Brough (2012), in a study of three elementary schools, teachers articulate that shared decision making with students created a sense of community and a collaborative learning environment. They also regarded problem-posing and decision-making prominent for a democratic learning atmosphere. For instance, the teacher could ask older learners about their position regarding the learning environment itself. Consequently, learners sensed responsibility. This democratic learning environment fostered learner-teacher interactions, trust, and co-creation of curriculum.

Novice teachers in this research were able to act in a democratic matter as they adopted teaching techniques such as posing empowering questions, sharing decision-making with students, and welcoming contributions from learners for co-planning the curriculum (Brough, 2012).

Process-Based Curriculum for Participatory Citizenship

According to Glassman and Patton (2014), Dewey views education through the lens of democratic principles and readiness to unveil opportunities. Freire emphasizes reproduction and reflection to reach change in peoples' realities. Therefore, a curriculum rotating around Deweyan and Freirean education is one that grants learners responsibility, choice in life decisions, and social action.

Hildreth (2011) claims that for Dewey the purpose of education is an educated person and democracy of society. This social end is formulated through collective inquiry and decision-making (Hildreth, 2011). "Becoming" could be an integral part of learning processes. Greene (2012) believes that self-discovery regards learners in a curriculum as "coming to be" rather than "being". Learners, according to Greene (2012), examine their past and presence to gain consciousness over their reality. In this study, the suggested favorable outcome of "becoming" is a participatory citizen.

More specifically, a curriculum that focuses on critical thinking links the learning to real possible social roles in contexts. Bough (2012) argues that in student-centered curriculum, democratic educational atmospheres are vital in making learners powerful. Lim (2011) who discusses a curriculum of critical thinking favors thick democracy that goes beyond freedom in market and individual choices. It focuses on communal "change" and collective deliberation for the public interest. Lim (2011) stresses on Apple's belief that connectedness is the core of critical

thinkers' understanding as their reality is influenced by others' actions. Besides, thinking has to be contextualized. A thinker is to be attentive to power-relations and the influence of differential power in creating some problems for some societal groups as gender and classes. Moreover, according to Lim (2011), a process of apathetic thinking isolates the act from the thinker.

Thinking without moral recognition renders the problem an abstract. Lim (2011) asserts that problems that have no social, moral, or historical dimension fail to serve for deliberation. They fail to engage responsible individuals to problems that they will surely face as citizens. Thus, apathetic critical thinking becomes a tool rather than a process of liberation related to social concerns. Critical thinking that is abstracted fails to realize the interrelated network of ideas that influence a problem (Lim, 2011).

Various learning processes could be related to participatory citizenship. For the participation and socialization process of high school students, classroom approaches of critical thinking such as problem-based learning, learning through experience, and learning through project are of prominence (Ng, 2009). Michaels et al. (2008) hope that Accountable Take and engagement in various discourse methods can help learners transfer their skills to the society. If students apply their skills in the civic academic medium, they can later participate in democratic deliberation in society. According to Tammi (2013), the youth should be regarded as active individuals who can reflect and act on their reality. A project of democratic citizenship of elementary students fostered deliberative democratic processes. Ultimately, learners became engaged in self-expression, confrontation of established arrangements, and understanding their reality (Tammi, 2013). According to Papanastasiou and Koutselini (2003), home and school environment have an indirect influence on ninth grade learners' democratic principles and

willingness to participate in social arenas. Educational activities that learners engage in are factors in their positions and information regarding active social involvement.

Conclusion

Based on the above discussed premises and literature review, the current empirical study examined Gutmann's theory of democratic education for democratic means and ends. The current study suggested democratic classroom climate as the means of democratic education. It presented dimensions and practices that make tangible the detection of a democratic classroom medium. As for democratic ends of education, participatory citizenship acts as a good version of citizenship that reflects readiness of learners who are in their early adolescence to participate in future societal social action. The study further proposed two characteristics that could be related to both democratic classroom climate and participatory citizenship. The teacher's TL leadership behavior inside the classroom is one characteristic that has favorable elements and outcomes and could be related to democratic classroom climate and participatory citizenship. The second characteristic that could be related to democratic classroom climate and participatory citizenship is process-based curriculum as opposed to content-based curriculum that focuses on textbook use. Process-based curriculum is presented as a comprehensive approach that encompasses integrated and interdisciplinary approach that has favorable outcomes.

Based on the above discussed review of literature, the study examined the following research questions and hypotheses:

Research Questions:

How is a teacher's TL behavior related to democratic classroom climate?

How is a teacher's TL behavior related to participatory citizenship of students?

Do schools that employ process-oriented curriculum, as opposed to non-process oriented schools, have a democratic classroom climate?

Do schools that employ process-oriented curriculum, as opposed to non-process oriented schools, influence participatory citizenship more?

Hypotheses:

H1: There is a positive correlation between teacher's TL behavior and democratic classroom climate

H2: There is a positive correlation between teacher's TL behavior and middle school students' participatory citizenship

H3: Process-based curriculum schools score higher than non-process-based curriculum schools on democratic classroom climate

H4: Process-based curriculum schools score higher than non-process-based curriculum schools on students' participatory citizenship

CHAPTER 3

Method

General Perspective

The current study is an empirical quantitative one that examined the relationship of teachers' TL behavior (first independent variable) and process-based curriculum (second independent variable) with democratic classroom climate (first dependent variable) and participatory citizenship (second dependent variable) for middle school students in Lebanon.

Research Context

According to Virtue (2012), along with catering to the developmental needs of students, middle school teachers are to consider their democratic principles in order to regard teenagers as valued "persons" rather than "minors". Learners, including middle school children, should be empowered and involved to ensure a democratic school environment (Virtue, 2012). Virtue (2012) elaborates that unfortunately middle school teachers at times tend to overlook some main democratic values. To fulfill the democratic values of our society, Virtue pinpoints that it is crucial that young adults, just as other society members, take part in decision-making in areas that affect them. Consequently, the current study's context was middle schools where student in early adolescence phase participate by filling a survey about the democratic climate of their classroom and the agreement and likelihood that they will be participatory citizens.

The middle school classrooms which were selected for this study are the social studies and English Language Arts ones. Tannebaum (2013) argues that the development of independent citizens and society is a long-rooted conception. Tannebaum (2013) asserts that it is now part of

the responsibility of social studies teachers to apply those theories in the classroom. Several schools that participated in this study had one class for both English Language Arts and Social studies. Accordingly, the social studies teacher is also the English language arts teacher. As for schools that do not have one teacher for both subject areas, only English language arts teachers participated in the study since social studies in these schools is taught in Arabic language. Hence, in the current study, English language arts classes were used to control variables across all schools.

Population

The current study aimed to examine the relationship of teacher's Transformational Leadership (TL) behavior and process-based curriculum, as opposed to content-based curriculum, with democratic classroom climate and students' participatory citizenship in the population of private middle schools operating in Lebanon that happen to serve students from upper socioeconomic status.

Participants

The sample of the current study consisted of 12 teachers and 301 students at the middle school level of 4 private schools operating in Lebanon. 6 teachers and 139 students belonged to process-based curriculum schools whereas 6 teachers and 161 students belonged to content based curriculum schools. Middle school level constitutes of grade levels 6, 7, and 8 in some schools and grades 7-9 in others. The grade levels that were included in the current study are grades 6, 7, and 8 across all participating schools. Students at these grade levels are at the phase of early adolescence whose ages are between 11 and 14 years old.

Out of the 10 contacted schools, 4 schools agreed to participate. Within these 4 schools, 18 teachers were contacted to participate. 12 teachers volunteered to participate in this study. Hence, the response rate of teachers is 66.67%. As for students, 301 out of 495 distributed parental permission letters were signed. Consequently, the response rate for students is 60.8%.

The sample was a convenient and purposeful one. Since in Lebanon a limited number of schools implement a process-based curriculum rather than the use of textbooks, the author of the current study contacted all possible schools through emails, phone calls, and school visits. Out of the 6 contacted schools, 2 schools that implement a process-oriented curriculum agreed to participate. In the sense, the sample was convenient because randomization of a small number of schools was not plausible.

To start with, all four schools are ones that strive for excellence which is verbalized in their mission statements and reflected in students' success in external examinations and university entrance exams. This selected sample was a purposeful and convenient one given that the author of the current study chose schools that implement a process-oriented curriculum through an International Baccalaureate (IB) program which is discussed later in details or an international program accredited by the Lebanese government. One attempt for best selection was carried out through researching schools that are established IB ones according to their school code. Another attempt was through checking the school's middle school program and accreditations. On the other hand, schools that do not apply a process-oriented curriculum were matched by examining the best fit with respect to tuition fees and English language proficiency. Based on the schools' missions and educational programs published on the schools' websites, content-based schools contacted are ones that prepare students for SAT to enroll in universities inside and outside Lebanon. The samples of schools that do not apply a process-oriented

curriculum are ones that use a textbook. The official academic program of such schools is based on a particular textbook and teacher's manual.

For clarity of discussion, the sample is divided to two types of schools. The criterion for sampling is the implementation of process-oriented curriculum as opposed to content-based curriculum; that is, textbook use. For that purpose, mission statements of schools were investigated. The four participating schools that signed the school's informed consent wished that neither their names nor mission are printed in the current study. A brief description of each school is provided below. Schools A and B are ones that adhere to process-based curriculum whereas schools C and D are ones whose curricula are content-based.

Process-Based Curriculum Schools

School "A"

This school is an international pre K-12 private school that caters to students from upper socio-economic status. Faculty and students come from the wider community of Lebanon and outside Lebanon. This participating school is considered as one that adheres to a process-based curriculum because it is an IB school. According to International Baccalaureate [IB] (n.d), "IB is a non-profit educational foundation, motivated by its mission, focused on the student". This IB school was selected for process oriented sample of the current study because it is registered for its IB affiliation. This affiliation ensures that the school adheres to the mission of IB. Using the IB affiliation as a criterion makes possible the objective selection of process-oriented schools. This is performed by researching school's code on IB website.

The mission statement of IB programs reflects a comprehensive learning approach with the learner at its center. This statement further clarifies why IB schools provide process-based curriculum.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB, n.d.)

Moreover, the mission statement of school “A” was utilized to select it for the sample of process-based curriculum schools. The mission statement of school “A” focuses on the school’s role in student’s empowerment and preparation of learners to be innovative and ingenious problem-solvers. This school also aims to prepare students to serve Lebanon and the world in an informed and empathetic manner. This school’s curriculum is learner-centered and rooted on constructivism and humanism where the teacher scaffolds and promotes activities that are learner-centered.

School “B”

The second school that is selected as one that adheres to a process-based curriculum is a private international pre K-12 school whose student body is from the upper socio-economic status. This school includes learners from the wider Lebanese community along with some foreigners. This school had a religious fellowship but now serves students from all religions. The

mission statement of school “B” was utilized in order to purposefully select the school as a process-based curriculum one. According to the school’s mission statement on its website, the school applies an international program and its practices are driven by recent educational research. The academic program of middle school at school “B” prepares students for high school and is based on advanced placement, reasoning skills, learning skills, differentiated classrooms, and community service hours. Its academic program is one that is founded on the use of technology rather than textbooks. This middle school international program is also one that is accredited by the Lebanese government.

Schools of the Non-Process-Based Curriculum Sample

Schools that do not apply process oriented curriculum are included in this study to examine process-based curriculum’s relationship with democratic classroom climate and students’ participatory citizenship. Selected schools that apply content-based curriculum also provide higher educational standards as schools “A” and “B”. In addition, they also strive to educate future citizens. Matched sampling is used to ensure that students from both school types are of similar levels of English language proficiency to avoid any disadvantage in filling the surveys by students. The schools should be catering for students of upper socio economic status. Knowing that schools of process-based curriculum provide education for much higher SES backgrounds, the author of the current study purposefully selected schools that best match this situation. This is checked through comparing tuition fees of schools and selecting ones with the best fit. It is worth noting that in the current study the research was not examining educational resources that require financial expenditures. The aim was to examine curricular and teaching practices that could be evident at any school if personnel believe in a certain educational philosophy. It is also worth noting that the relationship of teachers’ TL behavior with democratic

classroom climate and participatory citizenship of middle school students was examined across the whole sample of the 4 participating schools.

School “C”

This school is a private K-12 one that caters to students from upper socio-economic status. The school’s faculty and student body include individuals from the Lebanese wider community and some foreigners. This school is not secular; however, its mission statement requires that the school is responsible to serve students from different religions and ethnicities. The school strives for core values such as excellence, sincerity and reliance, justice and reverence, cooperation, and multiplicity of its community. In middle school, the goal is to create confident and informed citizens who are well-prepared for life challenges and dedicated to citizenship principals. Other goals include cultivating students’ repertoire of knowledge, concepts, and lexis. The school’s curriculum is based on the use of textbooks.

School “D”

This school is a private K-12 that caters to students from upper socio-economic status. The school’s faculty and student body include individuals from the Lebanese wider community and some foreigners. This school has a religious affiliation but serves students from different religious backgrounds. Moreover, the school’s mission is to cultivate moral principals in students and prepare them to be active and helpful in the wider community of the country. The learning environment assists students in their academic endeavor regardless of the challenges they face. Moreover, this school’s mission is to educate the whole child and prepare students for the Lebanese examination. Teaching and learning are based on the use of textbooks.

Materials

Multifactor Leadership Questionnaire (MLQ 5x-short)

According to Bolkan and Goodboy (2009), Bass's scale of transformational leadership (1985) explains why TL is essential in a classroom environment. Several items on the questionnaire assess the leader's capability to enhance admiration. To illustrate, some items ask raters who could be college students to assess the leaders as models. Another item requires raters to assess their leader's capability to be motivated to complete classroom assignments and whether teachers motivate students to share their ideas (Bolkan & Goodboy, 2009). The MLQ (5x) was selected for the current study to measure the TL behavior of teachers (first independent variable).

According to Bass and Riggio (2006), the components of TL slightly changed overtime as TL concept was revisited and TL was measured. Items of MLQ measure all TL components and contribute to the measurement of TL. Moreover, Bass and Riggio (2006) conclude that TL research and the wide use of MLQ are evident in various parts of the world. TL across the world is an effective model of ideal leadership from the perspective of people. Consequently, MLQ 5x-short is used in this study to obtain scores of teacher's TL behavior in the classroom.

To measure TL behavior of teachers which is the first independent variable, the questionnaire MLQ (5x-short) is used with both its leader form that is filled by each participating teacher and a rater form filled by 8 colleagues for each participating teacher. Raters could be colleagues at a higher, lower, or same organizational level. The total number of raters should be 8 to 12 names of individuals who worked closely with or

observed the leader (Mind Garden Inc, (n.d)). Both forms of MLQ (5x-short) have the same number of items. According to Mind Garden Inc, (n.d), MLQ helps researchers categorize leaders as more or less transformational but does not label leaders as transformational or not.

According to Bass and Avolio (2000), as cited in Bass and Riggio (2006), MLQ is an instrument that measures the Full Range of Leadership (FRL) model with all its components. Bass and Riggio (2006) state that by far, there is general agreement for MLQ's usefulness in assessing TL. Bass and Riggio (2006) further state that revisions of MLQ include MLQ (5x-short) by Bass and Avolio (1995). This form includes 45 items that assesses each of FRL leadership dimensions. The questionnaire includes 9 leadership style scales each with 4 items and scales for extra effort, effectiveness, and satisfaction. Among the 9 leadership scales there are five scales for TL elements (Idealized Influence (attributed), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration MLQ (5x) comes in two complementary forms to avoid bias; the leader-form and the rater form. For the MLQ rater-forms, followers, superiors, and peers fill a form that identifies the frequency of transactional and transformational behaviors. The rating scale ranges from 0= Not at all to 4= Frequently, if not always (Bass& Riggio, 2006).

Consequently, the author of this study selected MLQ (X5) to examine teacher's TL behavior after she contacted Dr. Avolio through emails regarding the use of MLQ in a school setting with the teacher as a leader. The questionnaire; in its short form, along with a scoring key and license for reproduction by the author of this study were purchased in December, 2014 from Mind Garden, Inc. (See Appendix A) The

use of MLQ (5x) in its self and rater form is copy righted and is restricted for thesis research use by the author of the current study (Mind Garden Inc, 2014). The author of the current study is only permitted to publish five items of the MLQ (5x) in the appendix (See Appendix B). In order to ensure validity of the data to be collected, the author of this study contacted B. Avolio; the co-author of MLQ (5x) who replied that MLQ (5x) can be used with teachers as leaders and colleagues as raters (personal communication, October 12, 2014).

According to Bass and Riggio (2006) who reviewed literature on TL and MLQ, MLQ scales have outstanding internal consistency with alpha coefficient above the 0.8 level. More than 15,000 participants completed MLQ which has been translated to several languages including German and Japanese.

Democratic Classroom Climate Scale

Democratic Classroom Climate scale is filled by middle school students regarding their classroom climate. In order to ensure validity of the data to be collected, the author of the current study changed the word “School” to “classroom” after the permission of this scale’s author was granted. This scale was derived from “democratic school climate” by Samdal, Wold , and Torsheim (1998). The scale is composed of 5 items that asses the perception of democratic school climate (Samdal et al., 1998). All items were reversed. In Samdal’s et al study, alpha reliability for the five-item scale was 0.68. For purposes of the study, the term “school” is changed to “classroom” while the rest of the statement remains applicable. The scale was also filled by adolescents in various studies. (See Appendix C)

Participatory Citizenship Instrument

This instrument was filled by middle school students. According to Flanagan, Syversten, and Stout (2007), this civic measurement is strictly for the use of adolescents regarding their upcoming civic engagement. Participatory citizenship is drawn from Flanagan et al. (2007) with reliability coefficient 0.82. This instrument is composed of two stem questions; the first question includes 4 items, whereas the second stem includes 2 items. (See Appendix D)

The instruments Democratic Classroom Climate and Participatory Citizenship used in the current study were obtained after the author of the current study contacted Perkins who is the co-author of: Vieno, A., Perkins, D. D., Smith, T. M., & Santinello, M. (2005). Democratic School Climate and Sense of Community in School: A Multilevel Analysis. *American Journal of Community Psychology*, 36(3/4), 327-341. doi:10.1007/s10464-005-8629-8. Perkins afterwards cc-ed other co-authors and the researcher Lenzi. After several emails and contributions; Democratic School (Classroom) Climate and Participatory Citizenship were provided via emails.

Research Design

This is a quantitative study that is based on self-report measures. The research design used is correlational. The Pearson Product Moment Formula was used to test H1 and H2. As for H3 and H4, two independent samples T-tests were performed.

Procedure

The current study is an empirical quantitative one that examined teachers' TL behavior and process-based curriculum as characteristics that could be related to democratic classroom climate and participatory citizenship for middle school students operating in Lebanon.

To start with, the author contacted 10 schools via emails, phone calls, and meeting requests. The school administration consent form was shared with 10 schools that fit the criteria for sample selection in the current study. 4 schools were willing to meet with the author of the current study. Later, the author of the study scheduled a meeting with each principal and explained the current study, rationale, and research design. The director or principal of the schools that accepted to participate in the current thesis study received the school administration consent form in a hard copy (Appendix E). After the school administration signed the consent form, teacher consent form was distributed to middle school English Language Arts and Social Studies teachers and colleagues of those teachers to later participate by filling MLQ(5x) self and/or rater form (Appendix F). The author of the current study presented her study to middle school faculty members at all 4 schools through faculty meetings, school visits, or emails. Consent forms for volunteering middle school English language arts and social studies teachers were signed and collected. At a later stage, the parental permission form was also distributed to parents of middle school students in classrooms whose teachers volunteered to participate in the current study because the age of students is under 18 years old (Appendix G). After consent forms were signed by participants, survey administration took place in the school setting during classroom time by the author of this study.

Volunteering teachers filled the MLQ(5x) Leader Form in paper form for its scores to be combined with that of rater form that is filled by 8 colleagues (raters) of every participating

teacher. The 8 colleagues for every teacher were at a higher, lower, or same organizational level. Colleagues who rated the volunteering teachers were ones who worked closely with that teacher, have observed or seen her/him teach, and know how s/he is in the classroom. Supervisors, coordinators, grade level team members, counselors, academic support teachers, principals, and other volunteering social studies and English language arts members made the sample of raters. The survey administration of MLQ (5x) took 10-15 minutes in leader form or rater form as they both have the same number of items. Clear instructions for participants were provided by the scale developers and distributors (Mind Garden.com, n.d). It was clearly stated in the teacher's informed consent and survey that the names of participants; both teachers and raters, will remain confidential. It was also stated that the organizational level of the raters will remain confidential. The MLQ leader form was supplemented with a cover page with a thank you note and request for general information. The requested general information were teaching grade level, gender, age, years of experience, and level of education and degree.

Democratic classroom climate scale and participatory citizenship instrument were combined in one survey to be filled by middle school students. It was clearly stated that the names of participants will be anonymous. The cover page of the survey provides clear instructions to the participants on how to complete the survey. The research included a "thank you" note and a request for the grade level and age of the student filling the survey. The survey was divided to 3 sections; section A for democratic classroom climate and sections B and C for participatory citizenship instrument. Each section of the survey is introduced with clear and specific directions on how to respond to the items and use of rating scales. It was made clear to students that they are rating the democratic classroom climate of the teacher who is participating. The author scheduled survey administration days with participating teachers. Later, the author of

the current study distributed the following surveys at schools in paper form to ensure higher response rate. During survey administration, the author provided standardized instructions that are congruent with the ones written on students' survey. Survey administration in all classrooms took 7-10 minutes from students during classroom time.

A pilot study was performed in one of the schools to check the reliability of the instruments used. The author of the study administered the surveys in a classroom of 1 volunteering teacher and his students at one of the participating schools. The author administered the Democratic Classroom Climate scale, Participatory Citizenship instrument, and MLQ (5x).

Data Analysis

After collecting the data and tracking the responses, the statistical tool SPSS was used by the researcher of the current study to produce the statistical results. All data were entered into the computer by the author of the current study. Besides, the information collected from all participants in this study was protected with a password. The author of this study was the only person who had access to the information on SPSS. It was made clear to participants, through the informed consents and permission letters, that confidentiality and privacy of collected data will be maintained.

The scoring of MLQ (5x) is carried out according to the Scoring Key provided with the purchased MLQ manual. Scores are obtained by summing the items then dividing by the number of items that constitute the subscale. MLQ scale scores are average scores for the items on the scale (Mind Garden Inc, 2014).

As for the scoring of Democratic Classroom Climate and Participatory Citizenship, items were averaged to obtain a single measure for each. The average responses of each scale was calculated through the statistical tool SPSS to obtain a score.

Pearson Correlation Coefficient “ r ” was used to test if there is a significant positive correlation for teachers’ TL behavior with democratic classroom climate and with students’ participatory citizenship. The possible influence of process based-curriculum as opposed to schools that apply content-based curriculum schools examined through 2 T-tests.

CHAPTER 4

Results

Reliability Testing

In order to determine the internal reliability of each scale, Cronbach alpha was calculated for: Democratic Classroom Climate (DCC), Participatory Citizenship (PC), and Multifactor Leadership Questionnaire (MLQ) (x5) and its subscales. The Cronbach alpha for all scales and TL subscale was considered acceptable; being above 0.5, in comparison to previous studies. However, subscales of MLQ(x5): Passive/Avoidant behavior and Laissez Faire behavior had lower reliability which could be because the teacher's profession encompasses little Passive/Avoidant behavior and Laissez Faire behavior. If the sample of teachers was bigger, more Passive/Avoidant behavior and Laissez Faire behavior could be spotted and analyzed. Consequently, these two subscales were not considered for use in further analysis in this study. The table below presents a comparison between alpha coefficients from previous studies and alpha coefficients from the current study (see table 1).

Table 1

Cronbach's Alpha for the Democratic Classroom Climate (DCC), Participatory Citizenship (PC), and Multifactor Leadership Questionnaire (x5) (MLQ) and its subscales

	Previous Cronbach's Alpha	Current Cronbach's Alpha
DCC	0.68-0.72	0.715
PC	0.76-0.82	0.502
MLQ (x5)	0.8-0.9	0.835
Transformational Leadership behavior	0.8	0.877
Passive/Avoidant behavior	----	0.370
Liases Faire behavior	----	0.121

Hypotheses Testing

Hypothesis 1: There is a positive correlation between teacher's TL behavior and democratic classroom climate.

Pearson's correlation was calculated between teacher's TL behavior and democratic classroom climate. Results showed an insignificant correlation between teacher's TL behavior and democratic classroom climate ($r=0.017$, $p=0.774$) (see table 2). Therefore, hypothesis 1 was not confirmed.

Table 2

Correlation between Teacher's TL behavior with Democratic Classroom Climate and middle school students' Participatory Citizenship

		Democratic Classroom Climate Scale	Participatory Citizenship Instrument
Teacher's TL Behavior	Pearson Correlation	.017	.087
	Sig. (2-tailed)	.774	.132
	N	301	301

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 2: There is a positive correlation between teacher's TL behavior and middle school students' participatory citizenship.

Pearson's correlation was calculated between teacher's TL behavior and middle school students' participatory citizenship. Scores showed an insignificant correlation between teacher's TL behavior and middle school students' participatory citizenship ($r=0.017$, $p=0.774$) (see table 2). Therefore, hypothesis 2 was not confirmed.

Hypothesis 3: Process-based curriculum schools score higher than non-process-based curriculum schools on democratic classroom climate.

Independent samples t-test was performed. This hypothesis was confirmed since the independent t-test analysis revealed that the mean differences between process-based curriculum schools and non-process based curriculum schools on students' democratic classroom climate is significant, $t(299) = 5.876$ at $p = .000$ (see tables 3 and 4).

Table 3

Group statistics of Process-based curriculum schools score higher than non-process-based curriculum schools on variables of Democratic Classroom Climate and middle school students' participatory citizenship

	Curriculum Type	N	Mean	Std. Deviation	Std. Error Mean
Democratic Classroom Climate Scale	Process-based Curriculum	139	3.8547	.80354	.06816
	Content-based Curriculum	162	3.3292	.74681	.05867
Participatory Citizenship Instrument	Process-based Curriculum	139	3.5698	.83680	.07098
	Content-based Curriculum	162	3.4160	.68415	.05375

Table 4

Comparison of Process-based curriculum schools and non-process based-curriculum schools on the following variables: Democratic Classroom Climate and middle school students Participatory Citizenship

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Democratic Classroom Climate Scale	Equal variances assumed	5.876	299	.000	.52546	.08943	.34947	.70145
	Equal variances not assumed	5.843	284.437	.000	.52546	.08993	.34844	.70248
Participatory Citizenship Instrument	Equal variances assumed	1.753	299	.081	.15373	.08769	-.01883	.32630
	Equal variances not assumed	1.727	266.539	.085	.15373	.08903	-.02156	.32903

Hypothesis 4: Process-based curriculum schools score higher than non-process-based curriculum schools on students' participatory citizenship.

Independent Samples t-test was performed. T-test results did not reach proper significance. However, there was a marginal significance in the mean difference between process-based curriculum schools and non-process based curriculum schools on middle school students' participatory citizenship, $t(299) = 1.753$ at $p = .08$. The results show that $p > \alpha$ since $\alpha = .05$ and $p = 0.08$. However, 0.08 is only 0.03 greater than α (see tables 3 and 4).

Additional Analysis

Although not hypothesized, Pearson's correlation was calculated and revealed a significant positive correlation between Democratic Classroom Climate and middle school students' Participatory Citizenship ($r = 0.271$, $p = 0.00$). This finding was obtained to serve as a reflection of Gutmann's theoretical framework in an empirical context.

Moreover, since results show that process-based curriculum differs from non-process based curriculum on democratic classroom climate significantly and on middle school students' participatory citizenship, an independent samples t-test was performed to indicate if a significant difference also exists for the variable of teacher's Transformational Leadership (TL) behavior. Besides, there was no correlation between teacher's TL behavior and both democratic classroom climate and participatory citizenship. Consequently, the author of the current study wanted to further investigate if TL behavior as a variable is still probable in a school setting. Therefore, although not hypothesized, independent samples t-test was performed to compare the mean differences between process-based curriculum schools and non-process based curriculum schools on teacher's Transformational Leadership behavior.

Independent samples t-test revealed a significant difference between the scores of process-based curriculum schools and non-process based curriculum schools on teacher's Transformational Leadership behavior, $t(299) = 8.144$, $p = .000$ as $p \leq \alpha$ since $\alpha = .05$ and $p = 0.00$ (see tables 5 and 6).

Table 5

Group statistics of process-based curriculum schools and non-process based curriculum schools on teacher's transformational Leadership behavior

	Curriculum Type	N	Mean	Std. Deviation	Std. Error Mean
Teacher's TL Behavior	Process-based Curriculum	139	55.4132	8.13833	.69028
	Content-based Curriculum	162	48.0869	7.46112	.58620

Table 6

Comparison of process-based curriculum schools and non-process based curriculum schools on teacher's transformational Leadership behavior

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Teacher's TL Behavior	Equal variances assumed	8.144	299	.000	7.32639	.89961	5.55 602	9.09675
	Equal variances not assumed	8.090	282.762	.000	7.32639	.90561	5.54 380	9.10897

CHAPTER 5

Discussion

The general purpose of this research was to examine Gutmann's (1987) theoretical framework of democratic education in an empirical context through studying the characteristics of private middle schools operating in Lebanon. Gutmann (1987) believes that democratic education is one that is democratic in both its means and ends. The democratic mean that was suggested is the democratic classroom climate whereas the democratic end of education was students' participatory citizenship. Two school characteristics, the teacher's Transformational Leadership (TL) behavior and the school's process-based curriculum as opposed to content-based-curriculum were investigated. Studying the relationship of these school characteristics with democratic classroom climate and participatory citizenship was the main aim of this study. The study examined a comprehensive approach to democratic education in middle schools operating in Lebanon.

The first hypothesis that there is a positive correlation between teacher's TL behavior and democratic classroom climate was not confirmed in this study. This finding contradicted ones in previous research that argue for a positive relationship between teacher's TL behavior and various classroom outcomes. Treslan (2006) investigated a new leadership model in the classroom which is TL and defines this leadership as a condition where the teacher and a group of students share some vision and interests. Slavich and Zimbardo (2012) also believed that transformational teaching is what makes the current approaches to learning and teaching similar. Consequently transformational teaching acts as the basis for fostering learners' academic and individual development. Beauchamp et al. (2011) found TL in the classroom favorable and recommend that future research investigates the usefulness of TL training to enhance student's

involvement and academic performance in several school subject-matters such as languages and science. They also suggested that research on TL training for teachers is necessary with students from younger and older age group. Consequently, the first hypothesis was not confirmed probably because teachers in middle schools in Lebanon need TL training to better implement this kind of classroom leadership. Similarly, Barry (2012) asserted that 2 years of TQ practice and sharing of TL theory passed before obtaining favorable outcomes across his school. Thus, for TL to positively correlate with Democratic Classroom Climate, a period of time could be essential for TL practice and discussion across the school.

Moreover, it could be that other characteristics of teacher's leadership play a role in the democratic classroom climate and hinder the advantages of teacher's TL. According to Ersoy (2014), social studies teacher's political perspective, understanding of citizenship, and their own schooling influence the way they enact lessons and implement classroom dynamics. The dimension of morality could have played a role in the findings of this study. Besides, Zhu et al. (2011) believed that for authentic leadership to yield favorable results in the atmosphere, moral development should be at the core of leadership behaviors. The leaders express their moral characters but also have to respect the students' moral character to generate encouraging outcomes. This dimension of morality plays a role in how authentic and favorable TL practice is.

The second hypothesis that there is a positive correlation between teacher's TL behavior and middle school student's participatory citizenship was not confirmed. This finding opposed the findings of previous research. To start with, participatory citizenship is a version of good citizenship that surpasses personal responsibility as Westheimer and Kahne (2004) suggested. Both authors believed that participatory citizenship programs prepare teenagers to be active in their communities and lead projects to reach shared societal aims. Students who will probably be

participatory citizens are ones who are ready to solve problems and enhance their community matters through being active (Westheimer& Kahne, 2004). Emphasizing personal responsibility alone can do little in helping students become participatory citizenship as the authors concluded (Westheimer& Kahne, 2004). Consequently, participatory citizenship as an idea requires a projection to the future where students rate the agreement and likelihood that they will be participatory citizens based on their current participation. An act of projection to the future might not be easy to all middle school students. Ersoy (2014) believed that the student's age, societal environment, gender, and degree of maturity all influence the application of citizenship education. Thus, this concept could be an abstract one to some extent that middle school students cannot precisely rate or evaluate. Besides, this citizenship relies on classroom experiences that help students participate in the school and transfer their experience to outside school settings. Some of these experiences might not be part of the school systems in Lebanon. Such variables might have influenced the results of the study. Likewise, Akar (2014) believed that the current situation of civic education in Lebanon is one that hinders active citizenship.

Moreover, literature examined earlier such as that of Bass and Riggio (2006) reveals that TL; through its elements and practices of delegation creates empowerment in followers. The results of this study failed to support previous research. According to Schuh et al. (2013), TL generally enhanced the advantageous effects of moral leadership on employees' in-role and extra-role efforts. However, TL that is not genuine also fostered the unfavorable consequences of authoritarian leadership behavior with respect to followers' reactions and effort. Thus, a genuine practice of TL is necessary to yield its favorable outcomes in followers; students. Similarly, Slavich and Zimbardo (2012) affirmed that students' educational achievement, principles, expertise, and beliefs might be notably promoted only if TL is effectively employed as an aspect

of transformational teaching. Other factors also play a role in the genuine enactment of TL. Fitzgerald and Schutte (2010) argued that enhancing self-efficacy of leaders can enhance leaders' transformational leadership which implies that self-efficacy could be a catalyst of TL. Self-efficacy is one's perception that s/he can carry out some actions to deliver fine results. Emotional intelligence could help leaders gain from self-efficacy intervention group to improve their transformational leadership and help promote positive outcomes in their followers. Therefore, genuine TL practices are necessary to yield positive outcomes for students such as participatory citizenship.

The third hypothesis that process-based curriculum schools score higher than non-process-based curriculum schools on democratic classroom climate was confirmed showing significant difference between process-based curriculum and content-based curriculum for democratic classroom climate. This finding supported previous literature and findings on the positive relationship between process-based curricula and democratic classroom climate; especially in middle school years. According to Lim (2011), a curriculum that hosts critical thinking in the classroom is influential if problems tackled are socially significant. Lim (2011) criticizes a curriculum that poses hypothetical and not troubling problems because it hinders deliberation where problem-solving becomes a technical skill. A problem that both yields critical thinking and serves deliberation has to be of social prominence (Lim, 2011).

A process-based curriculum rather than content-based one supports a democratic classroom climate. Tannebaum (2013) asserted that democratic practices of dialogue and controversial debates are based on theoretical views such as that of Dewey. The author argued that creating knowledge of democratic practices and readiness to accept and learn from opposing views should be the primary goal of discursive education. A classroom is more community-like

as students engage in dialogue through a learner-centered approach of inquiry and cooperative learning. Likewise, Range et al. (2013) concluded that a caring and engaging learning climate is crucial in middle school classroom. On the other hand, Ersoy (2014) criticized a curriculum that is not process-based by arguing that another challenge to active citizenship is the teacher-centered school system. Education whose emphasis is on examination renders active citizenship theoretical. A traditional school setting that rotates around testing, laws and policies put constraints on the teachers' possibility of discussing political matters. Consequently, negative outcomes in citizenship education occur (Ersoy, 2014). Similarly, Mossison (2008) concluded that a dispute to democratic education could be the fact that students in traditional education are not familiar with academic freedom because their input was not part of their educational experience

The forth hypothesis that process-based curriculum schools score higher than non-process-based curriculum schools on students' participatory citizenship was confirmed even though independent sample t-test showed marginal significance in the difference between process-based curriculum and content-based curriculum on middle school students' participatory citizenship. Previous literature acknowledged that for participatory citizenship to be internalized as a good future version citizenship some extra effort is required. This extra effort could be the enacted curriculum. Westheimer and Kahne (2004) argued that through the school's curriculum, participatory citizenship should be presented and implemented clearly to students. Curriculum that promotes participatory citizenship is one whose design highlights participation (Westheimer& Kahne , 2004). Lim (2011) believed that a curriculum that hosts problems that require critical thinking skills will engage the learner and liberate him/her as they underlie matters of opportunities, inequalities of gender, social groups, and race, inequality between

countries, and others. Such problems mirror those of democratic citizenship and reveal issues that are part of individual's life. Logic and argument analysis alone fail to liberate individuals. A problem that is not socially significant does not encourage transfer beyond the problem posed. On the other hand, a problem that is deliberative is one that requires the discussion of out-of-school issues that are related to the social/moral issue in hand with empathy. In conclusion, considering alternatives and controversial viewpoints remain essential (Lim, 2011). According to Tannebaum (2013), the use of democratic practices is essential for the betterment of society and development of good citizens. Shu-Hua (2012) also believed that deliberative learning acts as a learner-centered approach where students actively attain understanding. Consequently, previous literature on participatory citizenship, transfer, and social action also emphasizes the role played by a curriculum of learning processes.

Furthermore, the third and fourth hypotheses were the only confirmed ones in this study. Consequently, process-based curriculum was further investigated through further analysis section of the study. Another finding of this study is that a significant difference exists between the scores of process-based curriculum schools and non-process based curriculum schools on teacher's Transformational Leadership behavior. This finding acts as further support for process-based curriculum and transformational teaching which aligns with previous literature. Slavich and Zimbardo (2012) investigated the core methods of transformational teaching and concluded that experiential learning, problem-based learning, active-learning, student-centered learning, and collaborative learning are diverse classroom approaches that have in common the same theoretical grounds. The authors elaborated that within this approach of transformational teaching, students play a role in developing their own learning encounters and that of their friends (Slavich & Zimbardo, 2012). According to Ersoy (2014), the absence of learner-centered

curriculum where teachers employ techniques other than direct teaching and questioning is another drawback that hinders the development of active citizenship skills in students. Textbooks that do not tackle up to date issues in political incidents fail to foster political awareness and social participation proficiency in students (Ersoy, 2014). In addition, Martens and Gainous (2013) concluded that teachers whose teaching practices are based on open classroom climate approach are the teachers who help students foster their democratic capacity and cultivate their readiness to be active responsible democratic citizens. An open learning atmosphere is one that welcomes students' input. Consequently, a process-based curriculum is one that hosts a democratic approach to teaching, classroom climate, and citizenship.

To top it off, TL can have a favorable relationship with school-related outcomes if its practice is a school-wide one. Barry (2012) believed that for quality and justice in school setting to be probable, TQ theory that is based on transformational leadership should be shared by all school personnel.

Classroom Implications

Bell et al. (2010) claimed that one appealing yet challenging project that schools are considering is the implementation of a curriculum that welcomes collaboration and inquiry in learning. This study aimed to investigate the usefulness of process-based curriculum. The results of this study revealed that process-based curriculum schools perform better than content-based curriculum schools in the democratic classroom climate, participatory difference, and teacher's TL behavior. Consequently, the author of this study recommends that for democratic education to be fostered, curriculum is to emphasize the learning processes and encourage democratic practices. Ersoy (2014) concluded that the school is to create opportunities for students to experience the skills and concepts they acquired in social studies classroom. Ersoy asserted that

it is the school's obligation to provide a miniature of active democratic citizenship that fosters students' freedom and participation in events like school council elections. In active democratic citizenship in social studies classrooms, students are to practice citizenship rather than perceive it as a collection of moral values (Ersoy, 2014).

Moreover, the school is advised to carry out school-wide reform for democratic education to be sensed in every aspect of schooling and be transferred to out-side school settings.

According to Morrison (2008), another challenge for a democratic classroom climate lies in the school organization itself. For classrooms to be democratic, the whole school has to be democratic. Traditional grading and big class size are other restrictions for democratic education inside the classroom. What is needed is openness to engagement with the outside community and readiness to rearrange class periods and have the freedom to move in space and time.

The teacher in this curriculum continues to play a critical role in fostering democratic education. According to Khan and Malik (2013), leading followers to attain the institute's targets is the responsibility of the leader. A leader is one who helps shape subordinates visions and behavior. O'Mahony (2009) highlighted the role that teachers play in fostering active citizenship by asserting that students should be encouraged to discuss their views about public incidents. Unfortunately, teachers are inclined to withdraw from discussions with students that parents might not approve of. However, civic conversations in upper elementary make a possible way for students to experience democratic values with people from different backgrounds (O'Mahony, 2009). Martens and Gainous (2013) argued that for active and informed citizenship, teachers are to be aware of their classroom practices in order to foster the capacity of young citizens. Both authors also believed that what is optimal and required from teachers now is the introduction of open classroom approach into the teachers' pedagogical approach. Enhancing democratic

education is doable since teachers can continue to apply traditional teaching but are now asked to encourage students' input and ideas (Martens & Gainous (2013). Consequently, in Lebanon, private middle schools that are obliged to use the national textbooks and prepare students for official examination can still create a democratic classroom and prepare students for active citizenship. What is required from them is to incorporate a democratic approach in their classrooms that welcomes students' input and fosters learning processes.

A possible change in teaching practices to welcome students' input and foster democratic education could be through teacher's TL behavior. Even though TL did not show a positive correlation with democratic classroom climate and participatory citizenship, it still appeared as a characteristic of process-based curriculum schools. It could be that teachers need training in TL before being asked to implement it in the classroom for favorable democratic education conditions. Likewise, Beauchamp et al. (2011) recommended teachers' in-service training in TL. In addition, given the importance of process-based curriculum, teachers need to be trained in how to genuinely implement a process rather than content-based curriculum. Some teachers might oppose a holistic approach to democratic education in every subject area. What is needed here is training coupled with support and coaching. Mossison (2008) argued that teachers also might defy the realization of democratic classrooms as this kind of classroom was not part of their own educational background. Teachers need to replace traditional modes of teaching that is restricted to a set of objectives by democratic means such as dialogue as Shor (1969) suggested. Consequently, professional development in democratic education aspects is recommended for middle school teachers in Lebanon. Al Kharusi and Atweh (2012) suggested in-service training as a venue for teachers to help them create democratic classroom climate and an open learning

atmosphere. In such a climate, the teaching pedagogy welcomes students' interactions and involvement in order to enhance the students' civic participation.

In conclusion, Claubaugh (2008) concluded that if a fully democratic classroom climate is not feasible, this does not mean that classrooms should lack democracy. Learners' input and freedom is highly valued and teachers who foster this kind of classroom are to be respected. On the other hand, Westheimer and Kahne (2004) concluded that our decisions regarding the kind of good citizenship we want to promote inside the school influences the kind of society we are fostering. Consequently, democratic means and democratic ends of education remain prominent to promote democratic education and help foster a democratic society as Gutmann (1987) asserted. Regardless of the mixed findings on democratic education and the challenges faced, schools, teachers, parents, and students are encouraged to support democratic education in both its means (democratic classroom climate) and ends (participatory citizenship). This support could be through curricular changes, professional development, and democratic practices across the school.

Limitations

The study was based on a purposeful yet convenient sample. Therefore, the results of this study cannot be generalized to the Lebanese population of private middle school teachers and students. This study was implemented in private middle schools that serve students from upper socio-economic status. Accordingly, the results cannot be generalized to the whole population of middle schools operating in Lebanon. In addition, the sample of teachers was a small one consisting of 12 teachers who agreed to volunteer. Hence, results related to the practices of the teacher and their TL behavior cannot be generalized to the whole population of middle school English language arts and social studies teachers in private schools operating in Lebanon.

Directions for Future Research

The findings of the study suggested the process-based curriculum is one coupled with favorable democratic conditions: democratic classroom climate, participatory citizenship, and teacher's TL behavior. Accordingly, more research is required on the relationship of process-based curriculum with such democratic conditions. It could be interesting as well to investigate what characteristics of process-based curriculum make this curriculum a favorable one with respect to democratic means and ends.

Teachers' TL behavior inside the classroom could be later studied in a different way taking into consideration that teachers might need training and experience in TL before they can genuinely implement it in the classroom. Thus, transformational leadership training for teachers and its consequences could be a future direction in research.

Finally, democratic classroom climate and participatory citizenship as means and ends of democratic education could be investigated in depth in future research. School and outside school variables and their relationship with democratic classroom climate could be investigated. This aligns with Gutmann's (1987) argument that factors inside and outside the school play a role in democratic education.

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Appendix A

Multifactor Leadership Questionnaire Copyright

For use by Layan Al-Khatib only. Received from Mind Garden, Inc. on December 22, 2014



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To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material;

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

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for his/her thesis research.

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

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Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix B

MLQ Sample of Items

I talk optimistically about the future

I go beyond self-interest for the good of the group

I consider an individual as having different needs, abilities, and aspirations from others

I suggest new ways of looking at how to complete assignments

I emphasize the importance of having a collective sense of mission

Appendix C

Democratic Classroom Climate Scale

A. Use the following rating scale. Select one number

1 = Strongly agree, 2 = Agree, 3 = neither agree nor disagree, 4 = Disagree, 5 = Strongly disagree.

How much do you agree with the following statements?

(1) "In our classroom students take part in making rules"1 2 3 4 5

(2) "The students get involved in organizing school events".....1 2 3 4 5

(3) "The rules in this classroom are fair".....1 2 3 4 5

(4) "I am encouraged to express my own views in my class by my teacher" 1 2 3 4 5

(5) "Our teacher treats us fairly"1 2 3 4 5

Appendix D

Participatory Citizenship Instrument

Use the following rating scale. Select one number

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree.

How much do you agree with the following statements?

- (1) Being actively involved in community issues is my responsibility.....1 2 3 4 5
- (2) Being concerned about state and local issues is an important responsibility for everybody....
.....1 2 3 4 5
- (3) I believe I can make a difference in my community.....1 2 3 4 5
- (4) By working with others in the community, I can help make things better.....1 2 3 4 5

Use the following rating scale. Select one number

1= Not at all likely, 2= Unlikely, 3= Neutral, 4= Likely, 5= Extremely likely

When you think about your life after high school, how likely is it that you would do each of the following?

- (1) Work with a group to solve a problem in the community where you live...1 2 3 4 5
- (2) Get involved in issues like health or safety that affect your community..... 1 2 3 4 5

Appendix E

Haigazian University**Social and Behavioral Science Department****School Administration Consent Form**

Thesis Title: The Relationship of Teacher's Transformational Leadership Behavior and Process-Based Curriculum with Democratic Classroom Climate and Participatory Citizenship

My name is Layan Al Khatib. I am a graduate student majoring in Educational Administration and Supervision at Haigazian University, Beirut. Currently, I am at the stage of collecting data for my MA thesis study. We are asking for the school's participation in a **thesis study**. Participation is completely **voluntary**. Please read the information below and feel free to ask any questions that you may have. Your participation is highly appreciated.

A. Description of Thesis study

1. For a democratic classroom climate and participatory citizenship to become a reality of democratic education, the teacher's Transformational Leadership behavior and process-based curriculum are being investigated in this thesis study in the context of middle schools operating in Lebanon.
2. For every middle school grade level (6, 7, &8), *English Language Arts and social studies teachers* who accept to participate will fill a questionnaire: the MLQ (5x-short) self form that consists of 45 items about the leadership style of the teacher in the context of the classroom. The questionnaire takes 10-15 minutes to complete. 8 colleagues of every participating teacher will fill the "rater form" consisting of the same MLQ (5x) 45 items describing the leadership behavior of that teacher in the classroom. The 8 colleagues for every teacher could be at a higher, lower, or same organizational level. The names raters and their organizational level will remain anonymous and will not be linked to their responses. The MLQ leader and rater form scores will be combined to get an average score. The study does not aim to compare the responses of a teacher's self-form with the responses completed by a teacher's colleagues. It is however the design of the MLQ that requires one combined score of self and rater form to ensure objectivity.
3. Consent forms will be sent to parents checking whether they accept their children's participation in the thesis study or not.
4. After parents' consent, students of every participating teacher will be asked to fill in a survey consisting of two instruments; Democratic Classroom Climate and Participatory

Citizenship. The questionnaire consists of 11 items in all. Survey administration will take 5-10 minutes from students during school day.

5. If you agree that the teachers and students at your school will participate, you will receive a copy of this signed permission form. Teachers will also receive a consent form to check if they accept to participate in the thesis study.
6. If you agree that teachers and students at your school will participate, the school can decide if the name of the school will be printed in the thesis study or not.
7. If you agree the teachers and students at your school will participate, you can decide if the mission statement of the school can be included in the study or not.
8. Participants will receive the survey and have the duration of two weeks to complete it during school day.

B. Risks and Benefits

Participation of teachers and students in this thesis study will not involve any physical or emotional risk that surpasses risk possible in daily life. Participation in this thesis study is voluntary. The schools will receive no direct benefits from participating in this study. However, results of this study are expected to have theoretical and classroom implications. Theoretical implications include examining teacher's leadership roles in the classroom and teacher leadership's relationship with democratic education. It also examines a process based curriculum's relationship to democratic education. In all, the current thesis study investigates democratic education as a school wide approach rather than being restricted to certain classes or subject areas. Classroom implications include suggestions for curriculum adaptations and teacher professional development that help foster a democratic classroom climate and middle student's sense of engagement and empowerment.

C. Confidentiality

If the school agrees to participate in the research for this thesis study, the information will be kept confidential. Names of heads of middle school, principals, teachers, and/or the school will not be attached to your responses. The data is only reviewed by the thesis adviser and 2 thesis readers at Haigazian University. Participants' contact information will be disposed as soon as data analysis is completed. It is up to school administration to give consent to include the school name and mission statement in the study. It is worth noting that the study will not attach results

to specific names of schools. Besides, inclusion of school mission statement would be helpful only to justify why the school was selected for the current study.

D. Contact Information

If you have any questions or concerns about the research, you may contact thesis adviser Dr. Hanine Hout at 03-989 812 or by email: hanine.hout@haigazian.edu.lb or graduate student Ms. Layan Al Khatib at 70-663056 or by email: lalkhatib@students.haigazian.edu.lb

If your school agrees to permit middle school Language Arts and Social Studies teachers and middle school students in grade levels 6, 7, and 8 to participate in the study, please sign below:

Consent of the school administration: _____

Date: _____

Graduate student signature: _____

Appendix F

Haigazian University**Social and Behavioral Sciences****Teachers Consent Form**

Thesis Title: The Relationship of Teacher's Transformational Leadership Behavior and Process-Based Curriculum with Democratic Classroom Climate and Participatory Citizenship

Dear Teacher,

My name is Layan Al Khatib. I am a graduate student majoring in Educational Administration and Supervision at Haigazian University, Beirut. Currently, I am at the stage of collecting data for my MA thesis study. We are asking for your participation in a **thesis study**. Participation is completely **voluntary**. Kindly read the following information and feel free to ask any questions that you may have. Your participation is highly appreciated.

E. Thesis Study Description

1. For a democratic classroom climate and participatory citizenship to become a reality of democratic education, the teacher's Transformational Leadership behavior and the process-based curriculum are being investigated in this thesis study in the context of middle schools operating in Lebanon.
2. Students in your classroom will be asked to fill in a survey consisting of two instruments; Democratic Classroom Climate and Participatory Citizenship. The questionnaire consists of 11 items in all. Survey administration will take 5-10 minutes from students during school day.
3. Language Arts and Social Studies class teachers who accept to participate will be asked to fill a questionnaire about their leadership style as a teacher in the classroom: the MLQ(5x-short) leader (self) form that consists of 45 items and takes 10-15 minutes to complete. 8 colleagues of every participating teacher will fill the "rater form" consisting of the same MLQ (5x) 45 items describing the leadership behavior of that teacher. The 8 colleagues for

every teacher could be at a higher, lower, or same organizational level. The names of teachers, raters, and their organizational level will remain anonymous and will not be linked to their responses. The MLQ rater and self form scores will be combined to get an average score. The study does not aim to compare the responses of a teacher's leader (self)-form with the responses completed by a teacher's colleagues. It is however the design of the MLQ that requires one combined score.

4. If you agree to participate, you will receive a copy of this signed informed consent.
5. Participants will receive the survey (MLQ leader/self form and/or rater form) and have the duration of two weeks to complete it.

F. Risks and Benefits

Participation of teachers in this thesis study will not involve any physical or emotional risk that surpasses risk possible in daily life. Participation in this thesis study is voluntary. Teachers will not have a direct benefit from this study. However, results of this study are expected to have theoretical and classroom implications. Your participation will help the researcher of the thesis study to examine teacher's leadership roles as transformational leaders. Classroom implications include suggestions for curriculum design and teacher professional development for students' democratic education.

G. Confidentiality

If you agree to participate in the research for this thesis study, your information will be kept confidential and your name will be anonymous. The data is only reviewed by the thesis adviser and 2 thesis readers at Haigazian University. Participants' contact information will be disposed as soon as data analysis is completed. Rater forms filled by 8 colleagues who worked with you will only be used to attain a combined score of leadership style. The current study does not aim to compare the self form with the raters form. After the scores are averaged, forms completed will be disposed and names will not be attached to responses.

H. Contact Information

If you have further questions about the study, you may contact Ms. Layan Al Khatib at 70-663056 or by email: lalkhatib@students.haigazian.edu.lb

Teacher consent/signature for self and/or rater form: _____

Date: _____

Appendix G

Haigazian University**Social and Behavioral Sciences Department****Parental Permission Form****Permission for Child to Participate in Thesis Study**

Thesis Title: The Relationship of Teacher's Transformational Leadership Behavior and Process-Based Curriculum with Democratic Classroom Climate and Participatory Citizenship

Graduate Student: Layan Al Khatib

This is a permission form for your child for whom you are legal guardian to participate in a thesis study. It contains important information about this study and what to expect if you decide to permit your child, being his/her legal guardian, to participate.

Your child's participation is voluntary.

Kindly read the information below before you decide to allow your child to participate. If you decide to permit participation, you will be asked to sign this form and will receive a copy of the form. Your participation is highly appreciated.

Thesis study topic: For a democratic classroom climate and participatory citizenship to become a reality of democratic education, the teacher's Transformational Leadership behavior and the process-based curriculum are being investigated in this thesis study in the context of middle schools operating in Lebanon.

Procedures: After your consent, your child will be asked to fill in a survey consisting of two instruments; Democratic Classroom Climate and Participatory Citizenship. The questionnaire consists of 11 items in all. Survey administration will take 5-10 minutes from students during school day.

Risks and Benefits: Participation of students in this thesis study is voluntary and will not involve any physical or emotional risk that surpasses risk possible in daily life. Participants have the right

to withdraw their consent or discontinue participation at any time for any reason. Parents and children will receive no direct benefits from participating in this research. However, your consent is valuable as it will assist the researcher of the thesis study examine school characteristics that are related to means and ends of democratic education.

Confidentiality:

Your child's name will remain anonymous as their names will not be requested. Information collected and related to the study will remain confidential.

Contact Information:

If you have any questions or concerns about the research, you may contact graduate student Ms. Layan Al Khatib at 70-663056 or by email: lalkhatib@students.haigazian.edu.lb

Signing the consent form

I have read this form and I am aware that I am being asked to give permission for my minor child to participate in the thesis study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to give permission for my child/child under my guardianship to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject/child:

Printed name of person authorized to give permission for minor:

Signature of person authorized to give permission for minor:

Relationship to Subject:

Date: _____