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DEVELOPING AN INSTRUMENT FOR MEASURING THE EFFECT OF A DEMOCRATIC CLASSROOM ENVIRONMENT ON THE LEADERSHIP BEHAVIOR OF STUDENTS

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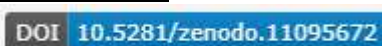
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Abstract

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The classroom is a miniature society where students extensively interact and exchange experiences and information. A democratic classroom environment provides students with opportunities for grooming as leaders. It is important to record students' leadership development in a classroom context. There is a lack of a reliable instrument to assess students' leadership behavior in the context of a democratic classroom. The current study aimed to develop and validate an instrument for measuring high school teachers' perceptions about the effect of a democratic classroom environment on students' leadership behavior. The scale development method of Benson and Clark (1982) was used for developing and initial validation of the scale, which consisted of the following stages: literature review, item generation, quantitative assessments, and final validation. A 13-item scale was developed and validated for high school teachers (n=300) working in public high schools using an Exploratory Factor Analysis (EFA) approach. The Principal Component Analysis (PCA) method created a 2-factor model for the Democratic Classroom Behavior Scale (DCBS): effective communication ($\alpha=0.915$) and decision-making ($\alpha=0.914$). The two domains of the newly developed scale were consistent with existing literature. The high mean score ($M=3.96-4.17$) indicated that democratic classrooms had a positive impact on students' leadership behavior. For further validation, the instrument is recommended to be used in other contexts.

Keywords: Democratic, Leadership, Miniature, Environment, Analysis

Introduction

Democratic classroom aims to create and sustain cooperative learning (Jones, 2021). In a democratic classroom, students are actively engaged in their learning; they learn cooperation and practice respect and recognition of each other during participation in learning (Ahmad, Said & Jusoh, 2015). According to Mardiah (2022), a democratic classroom creates safe, inclusive learning environments where students are empowered to practice democratic values actively, recognize their rights, and take responsibility for their learning. Researchers have concluded that democratic classroom practices adopted by teachers positively impact students' sense of leadership. They start practising reasoned inquiry and have increased conceptual development and knowledge. (Ahmad & said 2014) Researchers have a firm belief that when students are given the freedom to share views and take part in decision-making, they will take ownership of their behaviour, their classroom, and learning, which will increase their engagement in school matters and participating in the decision-making enable them to be proactive leaders (Berliner & Hermanns, 2021). Freedom of thought in teaching and learning has become an important feature of modern education practices. This notion has been fully integrated into the context of many developed countries like the USA, Canada, Australia, and so on. However, this aspect needs to be addressed to a larger extent in the educational practices of developing countries. Pakistan is a democratic state, with citizenship education being the cardinal feature of its education system. However, there are still critical gaps between the stated objectives of education mentioned in educational policies, which postulate the inclusion of civic education and democracy as essential elements, and its poor implementation (Boyd & Edmiston, 202; Saqib, Zhang, Ou, Saqib, Majeed & Razzaq, 2020). However, there is a lack of scales to measure this in the context of Pakistan from teachers' perspectives about how and to what

degree a democratic classroom environment helps promote student leadership behaviour. This study aimed to develop a scale for examining the beliefs and attitudes of teachers in secondary schools toward the impact of democratic classrooms on their students' leadership behaviour. (Asal, Yousuf, et. al, 2023)

Problem Statement

In modern societies, students are provided training on leadership roles and responsibilities, which are taught into their minds through characterizations and practical demonstrations (Molina et al, 2020). The teaching and learning techniques in Pakistani schools are traditional and boring. The teacher's role is restricted to textbook knowledge transmission compared to a shared classroom atmosphere where students participate, provide constructive feedback, and share their choices. Students cannot freely share ideas as the classroom environment restricts free participation. The passive classroom atmosphere creates more submissive and passive minds who lack the ability and courage to share ideas and participate in decision-making as active learners. These are essential leadership skills needed to function effectively in today's competitive job market (Murtaza & Akbar, 2019). There is a clear lack of a reliable and valid scale to measure the impact of a democratic classroom environment on students' leadership behaviour in the Pakistani context. To bridge this gap in the current literature, this study was carried out to construct a measure of the democratic classroom environment and its effects on students' democratic behaviour.

Research Objective

- To develop a scale for examining the beliefs and attitudes of teachers in secondary schools towards the impact of democratic classrooms on their students' leadership behaviour.

Literature Review

Democratic schools are those schools where the voices of teachers, practitioners, parents, and students are equally heard. All stakeholders are actively involved in the school's decision-

making process. Democratic classrooms have positive learning outcomes for students; for example, if students can talk inside the classroom, they develop abilities to hypothesize, explain, expand, question, and probe (Andolina & Conklin, 2021). Researchers have indicated that teaching and learning in the classroom could be more varied and exciting. Students are encouraged to be passive recipients of information rather than participants in knowledge sharing and critical evaluation. Teachers compel students to memorize facts and information and reproduce it in the exam without further evaluation and analysis. This situation has created a group of rote learners who cannot share their original views and show poor democratic and leadership skills (Campillo & Martínez, 2022). (Reichert, Chen & Torney-Purta, 2018). The concept of a democratic classroom dates to the educational thoughts of John Dewey, the famous American educationist and theorist of the 21st century. He explains that a democratic classroom promotes the leadership skills of learners as they get wider opportunities to learn and practice democracy in the classroom (Ferguson-Patrick, 2022). According to Dewey, students can share and participate more actively in a democratic classroom. In his view, education is the process of social learning, and schools must promote a culture of democracy and participation where learners must feel free to share actively in the learning process. In his experiential theory, Dewey postulates that public schools could be vital in preparing democratic citizens. In this regard, varied interests consciously share many ties and interlink members of the school community, faculty, and students. Kuang, Kennedy and Mok (2018) have studied democratic education in high school and various communities. They motivated and mobilized students to bring changes in the community through a democratic process. Students at the school level are particularly important because they are about to transition from adolescence to adulthood and take on new life roles. At this age,

they are expected to become more active community members and eligible to vote. School democracy has not been universally accepted within the teaching profession, and the ethos of schools in several countries is still dominated by authoritarian power structures (Sundawa & Dahliyana, 2022). In Pakistani schools, for example, the learning and instructional techniques are stereotyped in which the teacher is the protagonist of mere knowledge transmission rather than designing an active and emancipative learning atmosphere. In such a classroom atmosphere, students lack wider chances for socialization and leadership skills such as effective communication, decision-making, problem-solving and collaboration, which are the foundations of democratic leadership behaviour. (Muratza & Akbar, 2019).

Democratic Classroom

Leadership skills development is an important step towards preparing future citizens. In this process, the major focus of school improvement is developing leadership skills and enhancing students (Waterworth, 2020). A school report from Australia revealed that students were given opportunities to participate in formal leadership roles in which they demonstrated positive behaviour with their peers (Biamba et al, 2021). The boys reported higher degrees of leadership motivation than the girls. Overall, the students showed a greater sense of leadership awareness and willingness to participate in democratic processes in society. The students demonstrated readiness to engage in leadership roles and responsibilities inside the school (Gulec & Durmus, 2019). Researchers have reported other factors influencing the development of students' leadership skills. Among these factors were the size of the classroom, class-based assignments, and support from the management of the schools. These were found to be the major problems causing poor implementation of inclusive leadership development approaches in schools.

Teachers must encourage students and provide them with task experience by showing decision-making and leadership skills by engaging them in leadership activities where they learn to supervise their peers while performing group tasks, collaborate, and give corrective suggestions (Nishiyama, 2021). These abilities are essential leadership traits needed in the 21st-century job industry. The management of schools should facilitate teachers and properly resource them to utilize their voices in the classroom context. (McCutcheon & Hynes, 2022). It is important to know that all types of ideal schools enable their teaching staff with the opportunities to practice all forms of changes in the classroom, which are progressive and leader development oriented. Teachers should pay full attention to enhancing students' leadership skills. In this respect, there is a need to provide sufficient time and resources to the teachers to help and guide students in developing their essential leadership skills. For this purpose, they could engage students in small leadership tasks such as decision-making and group tasks and monitor appropriate communication during group work (Sahin & Kilic, 2021).

There is a need to bring about positive changes in the curriculum by aligning it with the desirable social goals and targets of the current global world to prepare a versatile global leader. The students can be taught and allowed to practice important civic and citizenship roles as responsible members of a democratic society. There must be freedom for schools in the public policies to design curricula to address these immediate issues by including significant learning experiences focusing on the roles of leadership and leaders in a fast-changing global society (Aspin, 2018). Some researchers have strongly advocated using democratic leadership teaching practices by giving students wider room for sharing information and choices rather than traditional methods where students are mere recipients of information.

Leadership behavior

Democratic leadership offers students the best practical opportunities to learn how to help people in society, participate in the political process, and volunteer to develop society. In the current democratic schools, the academic structures are already changing and becoming more inclusive than exclusive, irrespective of local or global trends. The main target is to involve and engage the students rather than disfranchise them from sharing their opinions as important school community members (Susilo, 2021). In recent democratic societies, education goals have shifted from preparing merely a workforce to active citizens who provide positive services to society and set examples of becoming good leaders. In this way, the students will learn important theoretical and practical concepts to understand dignity, integrity, reflection and dialogues as essential elements of a democratic society (Omodan, 2022). To teach leadership and democracy by being democratic is not an option but an essential; the academy must work at "being" democratic for our credibility with students and with the common public as supporters. To satisfy both parties, schools must practice democracy as we teach this." How can we expect students to learn to "do democracy" and to respect it if their teachers and administrative role models do not"? Further, how can we regain our role as a civic training ground and regain the public respect we have lost if the wider public does not see us acting and speaking civically responsibly? In a democratic school, students are prepared for future roles through transformation-based instructional approaches rather than transmission instruction. The classroom activities allow them to share ideas without bars or restrictions. The classroom becomes a political community and diverse culture where students can share and say their words easily. The position of teachers becomes more flexible and encouraging. The school classroom is a miniature society where students demonstrate leadership skills, such as decision-making, teamwork and interpersonal

attitude. They express their views easily without any hurdles. They act as leaders in the class. Teachers engage students in different tasks involving collaboration, talk and group work. The suggestions of students are noted, re-ordered, and brought to the notice of the school administration. Thus, such students enjoy the power of choice and deliberation, which is essential to a democratic classroom. Scholars suggest that teachers and parents should allow children to share their words without restriction. This makes them feel respected as important members of society. Some support the idea that parents and teachers should tell students to show their views and choices for the betterment of society. This type of behaviour will inculcate in the children the value of citizenship, and they will demonstrate a willingness to participate actively in democratic life as active citizens (Karakus, 2017). The democratic classroom includes "active engagement of students with their learning; they learn co-operation, practice reverence and acknowledge each other's participation in learning. According to Dewey, people 'learn' democracy by being members of a group or community that acts democratically. In that sense, democratic ideas and values can best and most authentically develop in a school community that reflects democracy – a gap in many secondary schools worldwide. The benefits of a democratic classroom are to develop skills that impact achievement in content areas. For example, if students can share their ideas inside the classroom, they develop abilities to hypothesize, explain, expand, question, and probe. Other benefits include practising reasoned inquiry, increased conceptual development, and increased knowledge. Researchers have studied democratic education in high schools and concluded that students can be motivated and mobilized by constructing a collaborative and interactive classroom environment. In such a classroom, students learn different democratic behaviours such as tolerance, love and care.

They practice teamwork and leadership through participation and assist each other as responsible and caring citizens. Students at the school level are particularly important because they are about to transition from adolescence to adulthood and take on new life roles. At this age, they are expected to become more active community members and eligible to vote. School democracy has not been universally accepted within the teaching profession, and the ethos of schools in many countries is still dominated by authoritarian power structures (Lane, 2022). Keeping in view the current changes in the global classroom, writers have suggested that schools must redraft their academic policies and place a high emphasis on the creation of diverse perspectives and teaching processes rather than the traditional approach, which focuses on coverage of courses and getting students to prepared for examinations rather than future life challenges and democratic responsibilities (Collins et al, 2019).

Method

The study consisted of two phases. In phase 1, we developed a scale for measuring the leadership behaviour of high school students. In phase and phase 2, we measured the effect of a democratic classroom environment on students' leadership behaviour.

Generating Item Pool

A deductive technique was used for item generation. For this purpose, a wide array of literature was reviewed for item generation for the scale. For this purpose, different aspects of the leadership behaviour construct were studied. The effect of the democratic classroom on the leadership behaviour of students was also reviewed. The literature survey was carried out by exploring different online databases such as Scopus, Springer, Taylor and Francis, Welly Library and Google Scholar. Based on the search 30 articles were downloaded which were later reviewed and only 10 articles were finally short-listed and selected for review to develop items based on their relevancy to the scale man

themes. The following keywords were found in the selected articles and used to write items by searching for the key literature on democratic classroom and leadership behaviour:

1. Classroom democracy (Mardiah, 2022),
2. Classroom practices for leadership development (Ahmad & said, 2014)
3. Democratic classroom culture (Karakus, 2017)
4. Social interaction and classroom (Andolina & Conklin, 2021)
5. Classroom setting and responsibilities (Kuang, Kennedy & Mok, 2018)
6. Democratic climate (Egitim, 2021)
7. Classroom environment (Lane, 2022)
8. Classroom participation (Campillo & Martínez, 2022).
9. Leadership and democracy (Susilo, 2021)
10. Leadership characteristics (Aspin, 2018)

Based on the literature review, a 16-item scale was added to the initially drafted leadership behaviour scale. The scale was reviewed by a panel of experts comprising two academic staff members from the Department of Education, one research assistant (PhD student in Education), and two language teachers. The panel members were given enough time to review the draft scale. Based on their feedback, three items were deleted for being vague, and 13 were finally approved to be included in the scale.

Pilot test

The scale's initial inter-item consistency or reliability was checked by Cronbach's alpha test ($\alpha=.95$) for the 13-item scale. Additionally, an informal discussion session was held with the teachers where they were asked to share their comments about the scale's usability. The newly drafted scale was also shown to three experts in the education field for content validation. Based on their feedback, some minor language errors were removed to ensure clarity of the statements and items' subjectivity. Two items were rephrased for being unclear and were redrafted. For example, the statement "students understand the complexity of the

ideas was rephrased as "students understand complex ideas", and the statement "students showed much dependency on others was redrafted as "students were dependent on others". The feedback from the experts helped refine the scale and improve its language further.

Scoring criteria

The scale was designed based on a 5-point Likert-type scale. Likert scales are easier to administer and flexible for the respondents to answer. It also helps capture the perceptions of the respondents to varying degrees. The current scale was prepared based on criteria ranging from strongly agree (5) to disagree (1) strongly. Three items were worded negatively for reverse scoring. Thus, based on the 13 item-scale, the total possible score for the 13-item scale should be $5 \times 13 = 65$.

Respondents

A total of five private schools were selected out of the 10 private secondary schools based on a simple random technique. From the five schools, a total of 300 teachers showed willingness to participate in the study. These teachers were approached based on their availability and willingness to respond to the questionnaire.

Data collection

The newly developed survey instrument was distributed among the teachers based on their consent. A consent letter was given to each teacher along with the questionnaire to determine their willingness to participate in the study. The purpose of the research was explained to the teachers before distributing the questionnaires. Since the data were collected conveniently, each teacher's willingness was taken before giving them the questionnaire. The participants were free to withdraw or not share their opinions at any time. (De La, 2023)

Data Analysis

For data analysis, both descriptive and inferential statistical techniques were used. For this purpose, mean score and standard

deviation were used for summarizing the data along Exploratory Factor Analysis (EFA) was applied to identify the major underlying dimensions that describe the construct of democratic classroom and leadership behaviour and to summarize the set of variables or items representing the construct on the scale. The Principal Component Analysis (PCA) method was used for extraction. The Cronbach's alpha test was applied to examine the internal consistency or reliability of the scale and its subscales. The total score of the Mean and standard deviation of the instrument were also calculated based on descriptive statistics.

Results

See Annex A

Table 1 indicates the items with high mean scores, and standard deviations, ranging from (3.96 to 4.17) and standard deviations ranging from (.959 to 1.063) showing that the respondents highly agreed democratic classroom environment had positively contributed towards their leadership behaviour. The normality of the data was determined based on skewness and kurtosis criteria. The values of skewness (-.919 to -1.313) and kurtosis (.424 to 1.555) indicated that these values were within the acceptable ranges of +1 and -1 threshold values for normal distribution. (Moallemi, 2024)

Exploratory Factor Analysis

The exploratory factor analysis technique was used to explore the scale's dimensionality.

See Annex B

The KMO value of .941 provided evidence for the sample adequacy along with Bartlett's test of Sphericity being significant at the p-value <0.000 which allowed for carrying out the exploratory factor analysis based on the available data.

See Annex C

We also determined the number of underlying dimensions of the scale by conducting an EFA approach. The underlying factors were extracted based on the PCA method. Based on the analysis, a 2-factor

structure was identified based on the 13-item scale. The first factor was named "effective communication" based on the nature of the items in the scale. This factor explained 63.623 of the total variance in the scale. The factor was loaded on seven items (1-7). The second factor explained 7.955 of the total variance in the scale. The factor was loaded on six items (8-13) and was labelled "decision-making" based on the nature of the items.

See Annex D

Table 4 shows the high commonalities for each of the 13 items in the 13-item scale ranging from (.596 to .802) showing a strong correlation among the variables.

See Annex E

Table 5 shows the scale's 2-factor factor loadings based on the 13 items. The first factor, 'effective communication,' has seven items with factor loadings ranging from .572 to .770, showing a strong correlation among the construct variables. The factor loadings for the second variable, 'decision-making,' have six items, with factor loadings ranging from .741 to .823, giving evidence of high correlation among the construct variables.

See Annex F

Table 6 indicates that the mean scores of all the items on the scale were greater than 3.00, which indicates that the majority of the respondents strongly agreed that the democratic classroom environment positively affected students' leadership behaviour.

Discussion

The major aim of this research study was to develop a scale for measuring the contributions of a democratic classroom environment towards students' leadership behaviour. This study identified two factors for leadership behaviour such as effective communication and decision-making. Both scales may be used for ascertaining the level of leadership behaviour among students. The psychometrics of the scale provide strong evidence for the reliability and validity of the new scale. The strong factor loadings of the scale being above .70 indicated

that there was a positive correlation among the items in the scale. This evidence provides a strong foundation for the use of the scale for measuring the level of leadership behaviour among students based in the democratic classroom. It is generally believed that leaders have positive and effective communication skills. According to [Aspin \(2018\)](#), in open classroom learning activities, students participate more confidently and show interest in sharing their opinions, which rarely happens in a controlled classroom. Some studies have further indicated that a democratic classroom environment is a place where students demonstrate positive leadership behaviour. It is mentioned in the existing literature that in a democratic classroom, students get more motivated to work with others and easily communicate with one another ([Omodon, 2020](#)). Studies have further indicated that a democratic classroom provides students with better opportunities to actively share their views and participate in the learning process ([Sahin & Kilic, 2021](#)). Similarly, another finding of this study was that decision-making is an important element of leadership behaviour. This finding is supported by the idea that teachers should create an enabling environment where students can participate actively. They may work as a team and make decisions that influence their development. Thus, a democratic classroom atmosphere guarantees learners' social and leadership skills enhancement. This study found that by the use of the teachers, effective communication was one of the important dimensions of a democratic classroom. Empirical studies have already testified that in a participative class, the learners can talk easily without restriction, improving their communication and interpersonal skills ([Nishiyama, 2021](#)). Another study indicated that in democratic classes, teachers provide opportunities for students to demonstrate both informal leadership dispositions, characterized by different open and shared practices ([Collins, Hess & Lowery,](#)

[2019](#)). Based on the findings it can be inferred that decision-making is an essential aspect of a democratic classroom atmosphere. This finding aligns with previous studies' results that students can make decisions and share their choices when teachers allow them to think and present suggestions on many important aspects of daily lessons. [Irum, \(2023\)](#) A growing body of empirical research also supports the idea that schools should act as nurseries of democracy to prepare active and civically responsible citizens. These objectives can be achieved by creating a democratically structured teaching and learning environment in schools ([Ahmed, Ahmad, & Bhatti, 2020](#)).

Conclusion

The study concluded that the leadership behaviour scale was a two-factor model with two subscales: effective communication and decision-making. The analysis of some evidence is based on good factor loadings and high mean scores for the reliability and validity of the instrument. The validity of the scale was established through a factor analysis approach. The overall reliability of the scale and its two dimensions also showed good internal consistency and reliability. Hence, the instrument's initial validation supported its use for measuring teachers' perceptions in a high school context. The high mean scores based on the teachers' perceptions also revealed that a democratic classroom has a positive and significant effect on the leadership behaviour of students in a high school setting. The 2-factor scale identified through exploratory factor analysis showed that the leadership behaviour scale could be used to measure students' leadership behaviour in a democratic classroom environment. The findings of this study suggest that teachers should allow learners to share their views and present their choices. This will improve their thinking skills and enable them to make effective decisions regarding careers and other domains of life.

Recommendations

To further validate the newly developed scale, it may be used to collect data from other fields of study, such as medicine, agriculture, and vocational studies across cultures, to test its robustness regarding construct validation and reliability. Different demographic variables can be considered for measuring the academic year, gender, ethnicity, and colour. It is also suggested that qualitative data may be used as a supplementary source for gaining further insights and understanding into the high school students' perceptions of leadership behaviour and the effect of democratic classrooms on their leadership behaviour.

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**Appendix
Annex A**

Table 1:
Mean, Standard Deviation, Kurtosis and Skewness

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
1	300	1	5	4.03	1.055	-1.167	-.995
2	300	1	5	4.03	1.023	-1.115	.967
3	300	1	5	4.10	.992	-1.130	.946
4	300	1	5	4.00	1.010	-1.018	.689
5	300	1	5	3.99	1.018	-.923	.454
6	300	1	5	4.03	.978	-.938	.605
7	300	1	5	3.96	1.015	-.975	.681
8	300	1	5	3.98	1.003	-.919	.424
9	300	1	5	4.06	.956	-1.009	.877
10	300	1	5	4.08	.942	-1.053	.956
11	300	0	5	4.17	.985	-1.313	1.555
12	300	1	5	3.96	1.054	-1.014	.617
13	300	1	5	3.98	1.063	-1.030	.569

Annex B

The exploratory factor analysis technique was used to explore the scale's dimensionality.

Table 2:*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.941
Bartlett's Test of Sphericity	Approx. Chi-Square	9179.264
	Df	78
	Sig.	.000

Annex C**Table 3:***Total variance of the Scale*

Component	Extraction Loadings		Sums of Squared		Rotation Sums of Squared		Loadings	
	Total	% of Variance	of Cumulative %	Total	% of Variance	of Cumulative %	Cumulative %	
1	8.271	63.623	63.623	4.761	36.624	36.624		
2	1.034	7.955	71.578	4.544	34.953	71.578		

Annex D**Table 4:***Level of explanation for each item of the leadership behaviour scale*

	Statements	Communality
1	Students easily share their views with the teachers.	.672
2	Students can ask questions.	.684
3	Students confidently present their assignments in class	.707
4	Students can write their ideas during class activity	.736
5	Students are hesitant to share their views	.733
6	Students can decide on their own	.802
7	Students understand complex ideas	.754
8	Students can understand the ideas shared by others	.721
9	Students can use different options to accomplish their tasks	.818
10	Students can think critically about their assigned tasks	.803
11	Students cannot solve their problems independently	.596
12	Students identify alternatives to solve different issues	.617
13	Students are dependent on others.	.662

Extraction Method: Principal Component Analysis.

Annex E

Table 5:

Factor loadings of the 2-factor leadership behaviour scale

S No	Statements	Components	
		1	2
1	Students easily share their views with the teachers.		.734
2	Students can ask questions.		.761
3	Students confidently present their assignments in class		.734
4	Students can write their ideas during class activity		.764
5	Students are hesitant to share their views		.572
6	Students can decide on their own		.719
7	Students understand complex ideas		.770
8	Students can analyse the ideas shared by others	.814	
9	Students can use different options to accomplish their tasks	.823	
10	Students can think critically about their assigned tasks	.740	
11	Students can solve their problems independently	.741	
12	Students identify alternatives to solve different issues	.816	
13	Students are dependent on others.	.813	

Annex F

Table 6:

Perceptions of teachers on students' Leadership Behavior

	N	Minimum	Maximum	Mean	Std. Deviation
1	300	1	5	4.03	1.055
2	300	1	5	4.16	9.023
3	300	1	5	4.10	.992
4	300	1	5	4.00	1.110
5	300	1	5	3.85	1.012
6	300	1	5	4.10	.978
7	300	1	5	4.96	1.015
8	300	1	5	3.98	1.013
9	300	1	5	4.22	.911
10	300	1	5	4.08	.942
11	300	1	5	4.30	.930
12	300	1	5	3.96	1.050
13	300	1	5	3.98	1.033
Valid N (listwise)	300				