The purpose of this study was to study the leadership styles of head teachers in relation to school effectiveness at the secondary stage in India and Iran. Sample for this research were selected amongst head teachers, teachers, students and their parents from Mysore City, India and Shiraz City, Iran. The Multifactor Leadership Questionnaire (MLQ-5X) and School Effective Questionnaire (SEQ) were used to measure leadership styles of head teachers and school effectiveness at the secondary stage respectively. After coding the data and entering the survey responses into the SPSS software, the description of scores on leadership style, transformational and transactional leadership styles and school effectiveness were presented by scores obtained on the employed scales (minimum, maximum, mean, standard deviation, median, mode, skewness and kurtosis). Then, distributions of scores were presented through tables and figures. Some statistical techniques such as 't' test, correlation coefficient (Pearson Correlation) and linear regression were used to analyze the data based on the designed hypotheses for this research.

The findings of this research showed significant differences in the leadership styles of secondary school head teachers in Mysore City, India and Shiraz City, Iran. The majority of secondary school head teachers of Shiraz City had transformational leadership style while the majority of secondary school head teachers in Mysore City had transactional leadership style. No significant
difference was observed in the leadership style of secondary school head teachers with reference to their background characteristics in Mysore City and Shiraz City. Only in the cases of age and educational qualification in Mysore City a significant difference was observed. Also, there was no significant difference in school effectiveness in India and Iran but there was significant difference in the school effectiveness as per the perception of parents in India and Iran. There was a low negative correlation between head teachers' leadership style and school effectiveness in Mysore City but it had very high and positive correlation with school effectiveness at the secondary stage in Shiraz City as the higher the scores in transformational leadership style of head teachers, the higher the scores were in school effectiveness. The last important result was that leadership style can be a good and tenable predictor for school effectiveness in Shiraz City. Thus, the findings of the study points out that head teachers must practice transformational leadership style for improving the school quality and effectiveness. This calls for organizing regular in-service training for the heads of institutions.