ABSTRACT

The present investigation is essentially descriptive-cum-comparative study of Instructional Leadership Behavior (ILB) as perceived by secondary school teachers, school organizational climate (SOC) and Teacher Efficacy (TE), in Mysore (India) and in Amol (Iran). In addition the relationship between ILB, TE and SOC is also investigated. The population for this study consisted of the 262 teachers from 63 secondary schools in Mysore (India) and 273 teachers from 22 secondary schools in Amol (Iran). The secondary teachers were answered and returned adequately completed to three questionnaires the “Teacher Efficacy Scale” (TES) questionnaire and “Nature of Leadership Survey” (NLS) questionnaire and School Organizational Climate Description Questionnaire (SOCDQ). The TES questionnaire consists of two dimensions,. The NLS questionnaire consists of six dimensions, and the items SOCDQ are short, simple descriptive statements that measure eight dimensions of the organizational life. Four of the dimensions refer to characteristics of the teachers group and four of the dimensions refer to characteristics of the principal as leader.

A causal-comparative design was used to test the fourteen research hypotheses examined in this study. The independent variable was the background variables of teachers and secondary teachers perceived of instructional leadership behavior. The dependent variable was school organizational climate and teacher efficacy as teachers’ perception by principals in both countries in India and in Iran.

Multivariate Analysis of Variance (MANOVA), Coefficient contingency, Correlation, t-test, Scheffe’s Post Hoc test, were used for analysis of the obtained data.

Finding of this study reveal that there is no significant association was observed between categories of school organizational climate and countries. In other words, pattern of school organizational climates were same for Iran and India. Comparatively, the number of schools with percentage of familiar climate
is more in Iran than in India. But highest numbers of schools with familiar and controlled climate are more in India. A significant influence of school organizational climate was found on all dimensions of principal’s instructional leadership behavior, as we find that in all the dimensions Head masters in ‘closed type’ schools scored significantly lesser than teachers working in other types of school organizational climate.

This study found that only in one dimension ‘providing intellectual stimulation’ significant difference was observed between Iranian and Indian teachers in principal’s instructional leadership behavior. Teachers working in government school and private school, experience of teachers in their teaching, Teachers with science and arts background, Male and female teachers do not have influence their scoring on the principals’ /headmasters' instructional leadership behaviors and teacher efficacy.

The present study indicate the as far as the teaching efficacy is considered, it was observed that in personal efficacy Iranian teachers were better; where as in teaching efficacy, Indian teachers were found to be better.

This study revealed that only in personal efficacy, school organizational climate had significant influence, where teachers working in ‘closed type’ of schools had significantly lesser personal efficacy than teachers working in other type of school climate.

Findings indicated that significant and positive relationships were obtained for dimensions of principal’s instructional leadership behaviour and personal efficacy. However, in teacher efficacy, principal’s instructional leadership behaviour correlated only with one dimension-holding high expectation, a negative relationship was obtained.