ORGANIZATIONAL COMMITMENT AND WORK VALUES OF 
TEACHERS AND LEADERSHIP BEHAVIOR OF HEADS OF HIGH 
SCHOOLS IN BANGALOR (INDIA) AND SANANDAJ (IRAN) 
- A COMPARATIVE STUDY

SYNOPSIS

● INTRODUCTION

Organizations are established to serve specific purposes and to carry out designated missions. To this end, they provide resources, infrastructure and necessary training to their employees to enable them to accomplish goals and objectives directed toward the greater mission. In a reciprocal way, it is important that employees of an organization share the vision of their organization and committed to its mission and goals.

Organizations are a system of co-operative activities and their co-ordination requires something intangible and personal that is largely a matter of personal relationships (Barnard, 1938). Organizations are social arrangements, constructed by people who can also change them. Organizations can be repressive and stifling, but they can also be designed to provide opportunities for self-fulfillment and individual expression. The point is that human consequences depend on how organizations are designed and run (Buchanan & Huczynski, 1997). An organization may be defined as a place where groups of people perform specialized tasks that no individual could perform all alone (Smit & Cronje, 2001). The organization of people into effective working groups has always been at the heart of the management process. Formal organizations have objectives which are explicit, limited and announced. They exist to serve a need of society, formed with a common purpose and require people to enter into formal relationships, which have some contractual basis (Gamage & Pang, 2003). An organization may be a manufacturing firm, a business concern, an insurance company, a governmental agency, social organizations, hospitals, a university, a public school system, a religious trust, cause-oriented groups and even families. It may be small or large, simple or complex. An organization is a human grouping in which work is done for the accomplishment of some specific goals or missions (Mamorial & Gankar, 2003).

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and well-being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the
organizations. Teachers strong in commitment find it easy to be interested in whatever they are doing and can involve themselves into it wholeheartedly.

Teachers who are committed demonstrate a strong acceptance of the school’s values, tasks, and working manner. Teachers who firmly believe in these values are likely to manifest them in the performance. Teacher should have feelings of value and loyalty to their occupations or professions, their employer and their schools. For teachers who accept this belief, dedicated work is considered a positive virtue and are described by such positive terms as industrious, diligent, persevering, and willing to take initiative or devoted to one’s occupation. Teachers should take pride in their work and do their jobs well. Teachers who believe that work is important and who take pride in their work are expected to respond favorably to job enrichment, that is, to want important jobs where they can display their initiative and commitment.

While it is generally acknowledged that where you find good schools you will find good leaders, it has been notoriously difficult to construct an account of school leadership, grounded in everyday practice that goes beyond generic heuristics of suggested practice. Leadership involves mobilizing school personnel and clients to notice, face, and take-on the task of changing instruction as well as harnessing and mobilizing the resources needed to support this process. It is very well establish fact that the quality of any educational institution is largely determined by the quality of head (principal) and teachers that managed it. The attitudes, morale, personality and the leadership behavior of the heads assure a paramount significance in determining the quality of the endeavor. Other factor such as equipment, laboratory, play ground, library etc., assume a secondary importance after the teacher is determined by their own psychological and sociological factors. Thus it is evident that the most significant factor of any effective system of education is the teacher. Thus administrators in education sector should pay more attention to strengthen teachers’ commitment to their schools, Work Values and professional attitudes.

**NEED, CONTEXT AND SIGNIFICANCE OF THE STUDY**

Every country has hoped to have name, and desire that life of their people be as well as people of other countries, so also every school has hope to have name, and desire that its teachers as well as its students do their best teaching and learning according to what are expected to teach and learn. Education determines the level of prosperity, welfare and security of the people of any nation. A sound educational system is considered to be the backbone of a developing country like India and Iran, and the teacher is the pivot around which the entire educational system revolves. The success of any educational system depends on the quality and capability of
the teacher who is indispensable in the system, thus the teacher forms an important force in the
development of a society.

A job of being a teacher is the most important and challenging in the world. It is the
teacher who is the embodiment of knowledge, who can help and guide young mass. It is an
accepted fact that the teacher is the creator of future citizens of society. S/he is the pivot of a
school. The quality of education is largely determined by the quality of teachers who make it.
Personality, attitude, morale, commitment, work value of a teacher assumes a paramount
significance in determining the quality of education. No system of education can rise higher than
its teacher. Teachers with less emotion and feeling value in his work, affect the quality of
education and national growth. Unless the teacher is greatly motivated, fully involved in work
and committed, all other attempts that are taken to effect any improvement in the field of
teaching are bound to be futile. It is therefore necessary to identify causes for this serious
problem. Determining the factors that keep teachers committed to do their best at their job,
educational administrators need to concern how a high level of teachers’ commitment can be
aroused, directed and sustained. Administrators must design and use practices which encourage
teachers to try new things, take on new challenges which inspire teachers to achieve excellence.
It is of primary importance that administrators foster the individual and collective best efforts
and contributions of teachers in order to accomplish educational goals and improve student’s
learning. As Indian National Education Commission (1964-1966) has pointed out: “Teacher is
the one who shapes the destiny of the whole country through the process of the education”
(Challenges of Education: A policy perspective, 1985).

The school head’s job is complex and demanding, it is becoming more demanding with
each passing year. The task of recruiting and retaining heads of schools and bad teachers is a
daunting one. Nothing could be more important than recruiting and retaining heads of schools to
lead ours schools in the twenty-first century. School improvement cannot occur without a closely
connected culture of professional development. Staff development cannot be separated from
school improvement (Fullan, 1991). One of the most persistent findings from research on school
is the symbiotic relationship between professional development and school improvement
(Hawley & Valli, 1999).

Generally, numerous factors such as human and financial resources, required equipments,
materials and so on affect instructional objectives and goals, but essentially there must exist an
appropriate emotional atmosphere for teaching and learning in the school. In other word, the
suitable human relationships among heads of schools, teachers, and students are the most
important of instructional goals. In fact, good leader behavior of the heads of schools is essential for their ever-increasing professional growth as well as for creating a good emotional climate and commitment in the school. Head of school with bad leader behavior not only tends to incapacitate himself for the performance of his multifarious duties in the school, but also creates difficulties and problems for his subordinates. There is a general feeling those teachers’ Organizational Commitment and Work Values; heads’ leadership behavior at different levels of education plays an important role in development of the desired commitment, and loyalty among the teachers. Hence there is need to study the Organizational Commitment and Work Values of teachers about their work and influence of their heads’ leadership behavior on their work.

An important reason for linking Organizational Commitment and Work Values of teachers and Leadership Behavior of heads of school together is that teachers and heads both can contribute significantly to development of their society. Ever since academic attention was drawn to the education systems, considerable research has been conducted and adequate literature is prepared/published. A through review of research studies related to Organizational Commitment and Work Values of teachers and Leadership Behavior of heads revealed that considerable research has been done on different aspects of Organizational Commitment and Leadership Behavior of employees with different variables, not on Work Values. It is also found that only a few studies have been carried out to measure the existing levels of Organizational Commitment and Work Values among teachers and Leadership Behavior among heads of high schools.

Furthermore, it is revealed that considerable number of research studies have attempted to study Organizational Commitment, Work Values and Leadership Behavior in relation to certain variables like sex, subject studied, qualification, teachers experience, etc. Some of those studies have reported the difference in the Organizational Commitment and Work Values of the teachers, Leadership Behavior of school heads among different categories on the selected variables and some have reported no differences; the findings of those studies are found to be inconsistent, both in India and other countries.

The research on Work Values and leadership behavior of heads is not adequate; much remains to be explored in both the countries. This review of related literature substantiated adequately the need for research in the case of organizational commitment, Work Values and leadership behavior in relation to other variables in general a comparative study on these variables between India and Iran in particular.
Thus, the present investigation attempts to study and compare the Organizational Commitment, Work Values of the teachers and Leadership Behavior of high school heads in Bangalore (India) and Sanandaj (Iran). The present study is entitled as follows: “ORGANIZATIONAL COMMITMENT AND WORK VALUES OF TEACHERS AND LEADERSHIP BEHAVIOR OF HIGH SCHOOL HEADS IN BANGALOR (INDIA) AND SANANDAJ (IRAN) -A COMPARATIVE STUDY”.

**RESEARCH QUESTIONS**

In this study, following research questions have been raised:

1. What is the level of Organizational Commitment and Work Values of High School Teachers of Bangalore (India) and Sanandaj (Iran)?

2. What is the level of Leadership Behavior of High School Heads of Bangalore (India) and Sanandaj (Iran)?

3. Do the following categories of High School Teachers of Bangalore (India) and Sanandaj (Iran) differ on their Organizational Commitment and Work Values?
   a) Male and Female Teachers
   b) Government and Private Aided High School Teachers
   c) Teachers with different Length of Experience

4. Do the following categories of High School Heads of Bangalore (India) and Sanandaj (Iran) differ on their Leadership Behavior?
   a) Male and Female Heads
   b) Government and Private Aided High School Heads
   c) Heads with different Length of Experience

5. Is there any relationship between:
   a) Organizational Commitment and Work Values of High School Teachers in Bangalore (India) and Sanandaj (Iran)?
   b) Organizational Commitment of Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran)?
   c) Work Values of Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran)?
STATEMENT OF THE PROBLEM

Title of the Study

In this study, it is attempted to study, compare and relate the Organizational Commitment and Work Values of the Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran). Thus, the study is entitled as: “ORGANIZATIONAL COMMITMENT AND WORK VALUES OF TEACHERS AND LEADERSHIP BEHAVIOR OF HIGH SCHOOL HEADS IN BANGALOR (INDIA) AND SANANDAJ (IRAN) - A COMPARATIVE STUDY”.

Objectives of the Study

In the light of the context, need and importance of the study the following objectives have been formulated:

1. To study and compare the Organizational Commitment of High School Teachers in Bangalore (India) and Sanandaj (Iran).
2. To study and compare the Work Values of High School Teachers in Bangalore (India) and Sanandaj (Iran).
3. To study and compare the Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran).
4. To find out the differences between the following categories of High School Teachers of Bangalore (India) and Sanandaj (Iran) in their Organizational Commitment:
   a) Male and Female Teachers
   b) Government and Private Aided High School Teachers
   c) Teachers with different Length of Experience
5. To find out the differences between the following categories of High School Teachers of Bangalore (India) and Sanandaj (Iran) in their Work Values:
   a) Male and Female Teachers
   b) Government and Private Aided High School Teachers
   c) Teachers with different Length of Experience
6. To find out the differences between the following categories of High School Heads in Bangalore (India) and Sanandaj (Iran) in their Leadership Behavior:
   a) Male and Female Heads
   b) Government and Private Aided High School Heads
   c) Heads with different Length of Experience
7. To find out the relationship between Organizational Commitment and Work Values of High School Teachers in Bangalore (India) and Sanandaj (Iran) separately.

8. To find out the relationship between Organizational Commitment of High School Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran) separately.

9. To find out the relationship between Work Values of High School Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran) separately.

❖ Hypotheses of the Study

On the basis of the objectives following research hypotheses are formulated:

1. The High School Teachers of Bangalore (India) and Sanandaj (Iran) do not differ in their Organizational Commitment.

2. The High School Teachers of Bangalore (India) and Sanandaj (Iran) do not differ in their Work Values.

3. The High School Heads of Bangalore (India) and Sanandaj (Iran) do not differ in their Leadership Behavior.

4. Following categories of High School Teachers of Bangalore (India) and Sanandaj (Iran) do not differ in their Organizational Commitment:
   a) Male and Female High School Teachers
   b) Government and Private Aided High School Teachers
   c) Teachers with different Length of Experience

5. Following categories of High School Teachers of Bangalore (India) and Sanandaj (Iran) do not differ in their Work Values:
   a) Male and Female High School Teachers
   b) Government and Private Aided High School Teachers
   c) Teachers with different Length of Experience

6. Following categories of High School Heads of Bangalore (India) and Sanandaj (Iran) do not differ in their Leadership Behaviors:
   a) Male and Female High School Heads
   b) Government and Private Aided High School Heads
   c) High School Heads with different Length of Experience

7. There is no relationship between Organizational Commitment and Work Values of High School Teachers in Bangalore (India) and Sanandaj (Iran) separately.
8. There is no relationship between Organizational Commitment of High School Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sannandaj (Iran) separately.

9. There is no relationship between Work Values of High School Teachers and Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran) separately.

❖ **Variables Considered in the Study**

The variables considered in this study are given below:

A• Main/Criterion Variables
1. Organizational Commitment of High School Teachers
2. Work Values of High School Teachers
3. Leadership Behavior of High School Heads

B• Background Variables (of Teachers and Heads)
1. Gender – Male and Female
2. Type of High Schools-Government and Private Aided High School
3. Length of Experience (Teaching Experience for Teachers and Administrative Experience for Heads)

❖ **Delimitations of the Study**

1. The sample of teachers and heads of high schools was drawn only from one city in both countries, i.e. Bangalore city in India and Sanandaj city in Iran.

2. The sample of teachers and heads of high schools was drawn only from government and private aided high schools in Bangalore (India) and Sanandaj (Iran).

3. The sample of teachers and heads of high schools was tested only with three demographic data namely gender, school types and length of experience.

❖ **OPERATIONAL DEFINITION OF KEY TERMS**

❖ **Organizational Commitment**

In this study Organizational Commitment is represented by the total scores obtained (on each subscales and total scale) on Multifactor Organizational Commitment Scale constructed by Meyer and Allen (1997). Organizational Commitment means that we deliver what we promise to each other and our organization. Commitment is a state of attachment that defines the relationship between an individual, a group or an organization and a commitment target. This relationship takes different forms of commitment (affective, continuance and normative) that
share certain common aspects (focus, strength, terms and durability) in all the forms of commitment (Meyer & Allen 1997).

- **Affective Commitment** refers to identification with involvement in and emotional attachment to the organization. It denoted a sense of belongingness to the organization, employees’ support of the organizational values and goals, and finds a sense of meaning in their work. Thus, employees with strong Affective Commitment remain with the organization.

- **Continuance Commitment** refers to commitment based on the employee’s recognition of the costs associated with leaving the organization. Continuance Commitment emphasized the perceived costs of leaving the organization. Employees with strong Continuance Commitment remain with the organization because they have to do so.

- **Normative Commitment** refers to commitment based on a sense of obligation to the organization. Employees with strong Normative Commitment remain because they feel they ought to do so. Normative Commitment reflected the perceived obligation to remain with the organization (Allen & Meyer, 1990)

**Work Values**

In this study Work Value is represented by the total scores obtained on Work Value Scales constructed by Elizur (1991). Work Values indicate something what one considers worthy of position in thought and action. One view is that values have a particular cognitive structure that produces a structural similarity between general values and Work Values. Work Values are concerned with an individual’s belief towards work performances and evaluative standards relating to work (Elizur, 1995). The Work Values considered by Elizur takes different forms material (instrumental), cognitive and affective values.

- **Material or Instrumental Values** include values that have some material return or outcome, such as payment, the amount of money you receive as benefits, vacation, sick leave, pension, insurance, job security, permanent job, convenient hours of work, work conditions, (comfortable and clean), etc.

- **Cognitive Values** include interest, achievement, personal growth, responsibility and contribution to society advancement, chances for promotion, feedback concerning the results of your work, job status, job interest, to do work which is interesting to you, meaningful work, opportunity for personal growth, use of ability and knowledge, work responsibility, contribution to society, independence in work company, employment by a company which you are proud to work in, influence in work, influence in the organization.
Affective Values that deal with interpersonal relationships include items, which ask about relations with people including colleagues, supervisor and others; recognition for doing a good job; co-workers who are pleasant and agreeable; esteem, that you are valued as a person; opportunity to meet people and interact with them; a fair and considerate boss/supervisor.

Leadership Behavior

In this study Leadership Behavior is represented by the total scores obtained on Multifactor Leadership Behavior Questionnaire, constructed by Bass and Avolio (1995). This Leadership Behavior represents three different forms: Transactional Leadership, Transformational Leadership and Laissez-faire Leadership.

- **Transactional Leadership** is referred (Bass) as an exchange relationship between a leader and a follower. Followers receive certain valued outcomes (e.g. wages, prestige) when they act according to leader’s wishes. Transactional leadership seeks to motivate followers through extrinsic rewards. It is based on contingent reward and discipline.

- **Transformational Leadership** refers to the leader moving the follower beyond immediate self-interest for the sake of the organization or team. ‘Transformational leaders’ are able to ensure that followers are consciously aware of the importance of sharing organizational goals and values. It is based on the realization that leadership does not necessarily reside in the person or situation, but resides in the social interaction between the leader and the follower.

- **Laissez-faire Leadership** is thought of as avoidance leadership, when the leader avoids action or decision-making. Responsibilities of the leader are ignored and authority remains unused. Bass describes the Laissez faire leader as an extremely passive leader who is reluctant to influence subordinates, make decisions or give direction.

High School Teachers

Generally high school means Secondary/High Schools (with standards VIII, IX and X) in Bangalore (India) and high schools (with grades IX, X and XI) in Sanandaj (Iran). In the present study, Teachers employed in the government and private aided high schools who teach Languages, Social Studies, Science and Mathematics to the students of Standard/Grade IX and X only are considered as high school teachers.

High School Heads

High school heads are the Head Masters/Head Ministers/Principals of government and private aided Secondary/High Schools in Bangalore (India) and Managers of government and private aided High Schools in Sanandaj (Iran).
**Government and Private Aided High Schools**

In the present study, the schools recognized and managed by Karnataka State Government are considered as government schools and those managed by the Private Bodies/ Voluntary Agencies / Philanthropists, but recognized and aided by the State Government are considered as private aided schools in Bangalore city. The schools recognized and managed by Iranian Government are considered as government and private aided schools in Sanandaj.

**Length of Experience of Teachers (Teaching Experience)**

In the present study length of experience of teachers means total number of years for which s/he worked as a teacher in the present organization.

**Length of Experience of Heads (Administrative Experience)**

In the present study length of experience for heads means total number of years for which s/he worked as a head in the present organization.

**TOOLS USED FOR DATA COLLECTION**

Following tools are used for the collection of data on different variables of the study:

**Organizational Commitment Scale (OCS)**

Organizational Commitment Scale revised by Meyer and Allen in 1997 is used in present study to measure the Organizational Commitment of high school teachers in Bangalore (India) and Sanandaj (Iran). This consisted of totally 18 items with a spread of 6 items on each of these dimensions –Affective, Continuance and Normative Commitments. Of these 18 items 14 items are related and 4 are reversed items. The main purpose of the study is to study the multi dimensional aspects of an individual’s commitment to an organization. The Organizational Commitment Scale is a self-scoring questionnaire. Responses to each of the 18 items are rated using a seven-point Likert scale with anchors labeled 1=(Strongly Disagree), 2=(Disagree, but not Strongly), 3= (Undecided, but Inclined to Disagree), 4=(Undecided or Item is Irrelevant to you), 5=(Undecided, but Inclined to Agree), 6=(Agree, but not Strongly) and 7=(Strongly Agree). Each item alternative is assigned a weight age ranging from 7= strongly agree to 1= strongly disagree in case of the related items from 1= strongly agree to 7= strongly disagree in case of the reversed items. The total score on each dimension of Organizational Commitment i.e. Affective, Continuance and Normative Commitment would be the sum total of item scores on the respective dimensions. The possible range of scores for each component are from 6 to 42 and for total Organizational Commitment are 18 to 126, with the higher score indicating the more favorable Organizational Commitment.
The Organizational Commitment Scale originally in English was translated by the Indian translator into Kannada language for Indian sample and translated by the investigator to the Persian Language for Iranian sample. These translated versions (Kannada and Persian) were reviewed by other experts, who know both English and Kannada (Indian), English and Persian (Iranian) languages to check for the validity of the scale after translation. Reliabilities seem to be satisfactory, that is, from 0.79 for English version 0.76 for Kannada version in India and 0.81 for Persian version in Iran for Organizational Commitment.

❖ Work Values Questionnaire (WVQ)

The Work Values Questionnaire constructed by Dov Elizur in 1991 is used to measure the Work Values of high school teachers in Bangalore (India) and Sanandaj (Iran). This questionnaire includes three dimensions: Material (Instrumental), Affective and Cognitive component. Work Value Questionnaire was used in the present study consisted of 24 items under three components. It is include Cognitive component (14 items), Affective component (5 items) and Material component (5 items). Respondents are asked to indicate for each of the items to what extent it is important. The Work Values Questionnaire is a self-scoring questionnaire. Responses to each of the 24 items are rated using a six-point scale with anchors labeled 1=(Very Important), 2=(Important), 3=(Somewhat Important), 4=(Somewhat Unimportant), 5=(Unimportant) and 6=(Very Unimportant). Each item alternative is assigned a weight ranging from 1= (Very Important) to 6= (Very Unimportant). The total score in Work Values on the total would be sum total of item scores on all these three components. The total scores on each component of Work Values - Material, Affective and Cognitive components would be the sum total of item scores on the respective components. The possible range of scores for Material Component is 14 to 84, Affective Component is 5 to 30, Cognitive Component is 5 to 30 and total Work Values is 24 to 144.

The Work Values Questionnaire originally in English was translated by the Indian translator into Kannada language for Indian sample and translated by the investigator to the Persian Language for Iranian sample. Validity of the scale after translation seems to be satisfactory, that is, 0.81 for English version and 0.74 for Kannada version in India and 0.81 for Persian version in Iran for Work Value.

❖ Multifactor Leadership Behavior Questionnaire -Form (MLQ5X)

Reliable and valid instrument Multifactor Leadership Behavior Questionnaire (MLQ) constructed by Bass and Avolio in 1995 is used to measure the Leadership Behavior of High School Heads in Bangalore (India) and Sanandaj (Iran). This scale consisted of totally 45 items.
spread over 3 components- Transactional (20 items), Transformational (12 items) and Laissez faire (13 items). The Multifactor Leadership Behavior Questionnaire (MLQ) is a self-scoring questionnaire. Responses to each of the 45 items are rated using a five-point scale with anchors labeled- 0=(Not at all), 1=(Once in a while), 2=(Sometimes), 3=(Fairly often) and 4=(Frequently, if not always). Each item alternative is assigned a weight age ranging from 0= (Not at all) to 4= (Frequently, if not always). The total score on Leadership Behavior on the whole would be the sum total of item scores on all the three dimensions. The total score on each dimension of Leadership Behavior- Transactional Component is 0 to 80, Transformational Component is 0 to 48, Laissez faire- component is 0 to 52 and total Leadership Behavior is 0 to 180 and would be the sum total of item scores on the respective components.

The Leadership Behavior Questionnaire originally in English was translated by the Indian translator in to Kannada language for Indian sample and translated by the investigator to the Persian Language for Iranian teachers. Reliability seems to be satisfactory that is, 0.78 for English version, 0.77 for Kannada version in India and 0.80 for Persian version in Iran for Leadership Behavior.

Demographic Data Sheet

For collecting the background data of teachers/heads demographic data sheet was constructed by the investigator. This data sheet included some details like, age, gender, subject taught by them educational background of teachers, type of school in which they work, etc.

SAMPLE OF THE STUDY

The sample of the study was drawn by three-stage sampling:

A. Selection of High Schools (HS)
B. Selection of High School Teachers (HST)
C. Selection of High School Heads (HSS)

Selection of High Schools (HS)

As the locale of the study is Bangalore in India, and Sanandaj in Iran, the schools were selected from both the cities. As per the data available, there were 310 private aided and government schools in Bangalore (India) and 180 government and private aided high school in Sanandaj (Iran). From the study, it is clear that totally 80 high schools were selected for the sample using random sampling technique, namely 40 high schools in Bangalore (India) and 40 high schools in Sanandaj (Iran). Out of 40 high schools in Bangalore (India) 16 government and
24 private high schools were selected. Out of 40 high schools in Sanandaj (Iran) 21 government and 19 private high schools were selected.

✸ **Selection of High School Teachers (HST)**

Of each school selected for the study, all the teachers of all the subjects (Languages, Social Studies, and Science) teaching IX and X were considered (about 10 teachers in each school) as sample for the study. Thus the total number of teachers from the selected schools of both the countries was about 1100 teachers (600 teachers from Bangalore city and 500 teachers from Sanandaj city). Investigator could get all the 3 questionnaires back from 1020 teachers from both countries (550 questionnaires from Bangalore city and 470 questionnaires from Sanandaj city). But after verifying the data sheets some questionnaires were rejected due to incompleteness and multiple responses which were not required. Thus the size of the effective sample was 800 High school teachers (400 from each city) from 80 high schools (40 high schools from each city) in both countries.

✸ **Selection of High School Heads (HSH)**

Heads of all the high schools selected for the study were considered for the sample. Thus the sample of the high school heads consisted of 80 (40 from Bangalore city and 40 from Sanandaj city). Out of 40 heads in Bangalore (India), 22 heads were female and 18 heads were male; and out of 40 Heads in Sanandaj (Iran), 17 heads were female and 23 heads were male. Out of 16 heads of government schools in Bangalore (India), 8 heads were female and 8 heads were male; and out of 21 heads of government school in Sanandaj (Iran), 11 heads were female and 10 heads were male. Out of 24 heads of private schools in Bangalore (India), 14 heads were female and 10 heads were male; and out of 19 heads of private schools in Sanandaj (Iran), 6 heads were female and 13 heads were male.

✠ **DESIGN AND PROCEDURE**

Both in Bangalore (India) and Sanandaj (Iran), personal visits were made by the investigator to all the selected schools. Then Heads were met individually, explained the purpose of the study and were instructed how to respond to the tool Multi factor Leadership Behavior Questionnaire (MLQ5X). After getting permission from the heads, teachers were met individually, explained the purpose of the study and were instructed how to respond to the tools Organizational Commitment Scale (OCS) and Work Values Questionnaire (WVQ). Further clarifications were offered on the questions/doubts raised by them and they were requested to cooperate with the investigator for successful completion of the research. After collection of the
data, all the three questionnaires were scored as per the respective scoring key and the scores were subjected to statistical analysis.

**STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF DATA**

Followings are the statistical techniques employed for analyzing the data collected in the present study: Independent-samples t-test, ANOVA-One way, Duncan’s Multiple Range test and Coefficient of Correlation.

**FINDINGS OF THE STUDY**

1. Majority of the teachers in Bangalore (India) and Sanandaj (Iran) have moderate level of Organizational Commitment.

2. Majority of the teachers in Bangalore (India) and Sanandaj (Iran) have moderate level of Work Values. However, percentage of teachers at moderate level of Work Values is more in Bangalore (India) as compared to those in Sanandaj (Iran). But percentage of teachers at high level of Work Values is more in Sanandaj (Iran) as compare to those in Bangalore (India).

3. Majority of the heads in Bangalore (India) and Sanandaj (Iran) have moderate level of Leadership Behavior. However, percentage of heads at moderate level of Leadership Behavior is more in Sanandaj (Iran) as compared to those in Bangalore (India). But percentage of heads at high level of Leadership Behavior is more in Bangalore (India) as compare to those in Sanandaj (Iran).

4. There is no significant difference between high school teachers of Bangalore (India) and Sanandaj (Iran) on their Affective Commitment and total Organizational Commitment. But significant difference is found in Continuance and Normative Commitment, wherein teachers in Sanandaj (Iran) have higher mean score than teachers in Bangalore (India) on their Continuance Commitment, and teachers in Bangalore (India) have higher mean score than teachers in Sanandaj (Iran) on their Normative Commitment.

5. There is no significant difference between high school teachers of Bangalore (India) and Sanandaj (Iran) on their Cognitive Component. But significant difference is found in Material and Affective Component and total Work Values, wherein teachers in Sanandaj (Iran) have higher mean score than teachers in Bangalore (India) on their Material and Affective Component and total Work Values.
6. There is no significant difference between high school heads of Bangalore (India) and Sanandaj (Iran) on their Transactional, Transformational and Laissez-fair Leadership Behavior and total Leadership Behavior.

7. There is no significant difference between female and male high school teachers of Bangalore (India) on their Continuance Commitment. But significant difference is found in Affective and Normative Commitment and total Organizational Commitment, wherein female teachers have higher mean score than male teachers of Bangalore (India) on their Affective and Normative Commitment and total Organizational Commitment.

8. There is no significant difference between female and male high school teachers of Sanandaj (Iran) on their Continuance Commitment. But significant difference is found in Affective and Normative Commitment and total Organizational Commitment, wherein female teachers have higher mean score than male teachers of Sanandaj (Iran) on their Affective and Normative Commitment and total Organizational Commitment.

9. There is no significant difference between female high school teachers of Bangalore (India) and Sanandaj (Iran) on their Affective and Normative Commitment and total Organizational Commitment. But significant difference is found in Continuance Commitment, wherein female teachers of Sanandaj (Iran) have higher mean score than female teachers of Bangalore (India) on their Continuance Commitment.

10. There is no significant difference between male high school teachers of Bangalore (India) and Sanandaj (Iran) on their Affective and Normative Commitment and total Organizational Commitment. But significant difference is found in Continuance Commitment, wherein male teachers of Sanandaj (Iran) have higher mean score than male teachers of Bangalore (India) on their Continuance Commitment.

11. There is no significant difference between government and private high school teachers of Bangalore (India) on their Continuance Commitment. But significant difference is found in Affective and Normative Commitment and total Organizational Commitment, wherein private teachers of Bangalore (India) have higher mean score than government teachers on their Affective and Normative Commitment and total Organizational Commitment.

12. There is no significant difference between government and private high school teachers of Sanandaj (Iran) on their Continuance and Normative Commitment and total Organizational Commitment. But significant difference is found in Affective Commitment, wherein government teachers of Sanandaj (Iran) have higher mean score than private teachers in their Affective Commitment.
13. There is no significant difference between government high school teachers of Bangalore (India) and Sanandaj (Iran) on their Continuance Commitment. But significant difference is found in Affective and Normative Commitment and total Organizational Commitment, wherein government teachers in Sanandaj (Iran) have higher mean score than government teachers in Bangalore (India) on their Affective and Normative Commitment and total Organizational Commitment.

14. There is significant difference between private high school teachers of Bangalore (India) and Sanandaj (Iran) on their Affective, Continuance and Normative Commitment and total Organizational Commitment, wherein private teachers of Sanandaj (Iran) have higher mean score than private teachers in Bangalore (India) in their Continuence Commitment and private teachers of Bangalore (India) have higher mean score than private teachers in Sanandaj (Iran) on their Affective and Normative Commitment and total Organizational Commitment.

15. There is no significant difference among high school teachers with different length of experience in Bangalore (India) on their Continuance and Normative Commitment and total Organizational Commitment, but significant difference is found in Affective Commitment, wherein teachers with 6-10 years of experience in Bangalore (India) have higher mean score than other teacher experience in Bangalore (India) in their Affective Commitment.

16. There is no significant difference among high school teachers with different length of experience in Sanandaj (Iran) on their Continuance Commitment. But significant difference is found in Affective and Normative Commitment and total Organizational Commitment, wherein teachers with 6-10 years of experience in their Affective Commitment, teachers with \( \leq 5 \) and 6-10 years of experience in their Normative Commitment and teachers with 6-10 years of experience in their Organizational Commitment have higher mean score than other teacher in Sanandaj (Iran).

17. There is no significant difference between female and male high school teachers of Bangalore (India) on their Material and affective Component and total Work Values. But significant difference is found in Cognitive Component between female and male teachers of Bangalore (India), wherein female teachers have higher mean score than male teachers in their Cognitive Component in Bangalore (India).

18. There is no significant difference between female and male high school teachers of Sanandaj (Iran) on their Cognitive, Material and Affective Component and total Work Values.

19. There is no significant difference between female high school teachers of Bangalore (India) and Sanandaj (Iran) on their Cognitive Component and total Work Values. But significant difference is found between female teachers of Bangalore (India) and Sanandaj (Iran)
on their Material and Affective Component, wherein female teachers of Sanandaj (Iran) have higher mean score than female teachers of Bangalore (India) on their Material and Affective Component in Bangalore (India).

20. There is significant difference between male high school teachers of Bangalore (India) and Sanandaj (Iran) on their Cognitive, Material and Affective Component and total Work Values, wherein male teachers of Sanandaj (Iran) have higher mean score than male teachers of Bangalore (India) on their Cognitive, Material and Affective Component and total Work Values in Bangalore (India).

21. There is no significant difference between governments and private high school teachers of Bangalore (India) on their Cognitive, Material and Affective Component and total Work Values.

22. There is significant difference between government and private high school teachers of Sanandaj (Iran) on their Cognitive, Material and Affective Component and total Work Values, wherein private teachers of Sanandaj (Iran) have higher mean score than government teachers of Sanandaj (Iran) on their Cognitive, Material and Affective Component and total Work Values.

23. There is no significant difference between government high school teachers of Bangalore (India) and Sanandaj (Iran) on their Cognitive and Affective Component and total Work Values. But there is significant difference between government high school teachers of Bangalore (India) and Sanandaj (Iran) on their Material Component, wherein government teachers of Sanandaj (Iran) have higher mean score than government teachers of Bangalore (India).

24. There is significant difference between private high school teachers of Bangalore (India) and Sanandaj (Iran) on their Cognitive, Material and Affective Component and total Work Values, wherein private teachers of Bangalore (India) have higher mean score in their Cognitive Component than private teachers of Sanandaj (Iran). But private teachers of Sanandaj (Iran) have higher mean score on their Material and affective Component and total Work Values than private teachers of Bangalore (India).

25. There is no significant difference among high school teachers with different length of experience in Bangalore (India) on their Cognitive, Material and Affective component and total Work Values.

26. There is no significant difference among high school teachers with different lengths of experience in Sanandaj(Iran) on their Cognitive, Material and Affective component and total Work Values.
27. There is no significant difference between female and male high school heads of Bangalore (India) on their Transactional, Transformational and Laissez-fair Component and total Leadership Behavior.

28. There is no significant difference between female and male high school heads of Sanandaj (Iran) on their Transformational and Laissez-fair Component and total Leadership Behavior. But there is significant difference between female and male high school heads of Sanandaj (Iran) on their Transactional Component, wherein male high school heads in Sanandaj (Iran) have higher mean score than female high school heads.

29. There is no significant difference between female high school heads of Bangalore (India) and Sanandaj (Iran) on their Transformational and Laissez-fair Component and total Leadership Behavior. But there is significant difference between female high school heads of Bangalore (India) and Sanandaj (Iran) on their Transactional Component, wherein female high school heads of Bangalore (India) have higher mean score than female high school heads in Sanandaj (Iran).

30. There is no significant difference between male high school heads of Bangalore (India) and Sanandaj (Iran) on their Transactional, Transformational and Laissez-fair Component and total Leadership Behavior.

31. There is no significant difference between government and private high school heads of Bangalore (India) on their Transactional and Transformational Component and total Leadership Behavior. But there is significant difference between government and private high school heads of Bangalore (India) on their Laissez-fair Component, wherein government high school heads have higher mean scores than private high school heads.

32. There is no significant difference between government and private high school heads of Sanandaj (Iran) on their Transactional and Transformational and Laissez-fair Component and total Leadership Behavior.

33. There is no significant difference between government and private high school heads of Sanandaj (Iran) on their Transactional and Transformational Component and total Leadership Behavior. But there is significant difference between governments high school heads of Bangalore (India) and Sanandaj (Iran) on their Laissez-fair component, wherein government high school heads of Bangalore (India) have high score mean than government high school heads in Sanandaj (Iran).
34. Three is no significant difference between private high school heads of Bangalore (India) and Sanandaj (Iran) on their Transactional, Transformational and Laissez-fair Component and total Leadership Behavior.

35. There is no significant difference among high school heads with different length of experience in Bangalore (India) on their Transactional and Transformational Component, Laissez-fair component and total Leadership Behavior.

36. There is no significant difference among high school heads with different length of experience in Sanandaj (Iran) on their Transactional and Transformational Component, Laissez-fair component and total Leadership Behavior.

37. There is significant relationship between Organizational Commitment and Work Values in total of high school teachers both in Bangalore (India) and Sanandaj (Iran).

37(a). In India, there is positive relationship between total Work Values and its components - Cognitive, Affective and Material – and Normative Commitment; between Affective Component of Work Values and Affective Commitment and also total Organizational Commitment; between total Work Values and total Organizational Commitment, and between Material component and total Organizational Commitment.

37(b). In Iran, Cognitive and Affective component and total Work Values have positive relationship with Affective Commitment, Normative Commitment and total Organizational Commitment. Material component of Work Values have positive relationship with Affective Commitment.

38. There is significant relationship between Organizational Commitment of high school teachers and Leadership Behavior of high school heads in Bangalore (India) and Sanandaj (Iran).

38(a). In India, there is a positive relationship between Affective Commitment and Transactional component, Transformational component and total Leadership Behavior; between Continuance Commitment and Laissez faire Leadership; between Normative Commitment and Transactional component; between total Organizational Commitment and Transactional component.

38(b). In Iran, there is significant relationship between Affective Commitment and Transactional, Laissez faire and total Leadership Behavior; between Continuance Commitment and Transactional component; between Normative Commitment and Transactional, Laissez faire and total Leadership Behavior; between total Organizational Commitment and Transactional, Laissez faire and total Leadership Behavior.
39. There is significant relationship between Work Values of high school teachers and Leadership Behavior of high school heads in Bangalore (India) and Sanandaj (Iran).

39(a). In India, it is found that Cognitive Component of Work Values has significant relationship with Transactional, Laissez faire and total Leadership Behavior; Material Component has Positive relationship with Transactional component. Affective Component and total Work Values have positive relationship with Transactional Component and total Leadership Behavior.

39(b). In Iran, it is found that Cognitive Component of Work Values has positive relationship with Laissez faire Component and total Leadership Behavior; Material Component of Work Values has positive relationship with total Leadership Behavior. Positive relationship is also found between Affective Component of Work Values and Transactional, Laissez faire and total Leadership Behavior; between Total Work Values and Transactional, Laissez faire and total Leadership Behavior.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

It is a very well established fact that the quality of any educational institution is largely determined by the quality of head (principal) and teachers managing it. The attitudes, morale, personality and the climate in which, the teacher works and the leadership behavior of the heads assure a paramount significance in determining the quality of the endeavor. Other factor such as equipment, laboratory, playground, library etc., assume a secondary importance after the teacher is determined by their own psychological and sociological factors. Thus it is evident that the most significant factor of any effective system of education is the teacher.

Organizational Commitment of teachers takes the form of commitment to the school one teaches in. This factor deserves most attention. It is the most significant predictor of performance and with highest coefficient. It consistently contributed to good performance rated by oneself and by the immediate supervisor. A highly committed teacher would try the best to perform well and make major contribution. Although part of the inner drive for a good performance may come from the commitment to the teaching profession, commitment to the school seemed to be much stronger motivation for excellent work.

Administrators in education sector should pay more attention to strengthen teachers’ commitment to their schools. Built on a sound understanding of the causal relationship among various factors leading to good teaching performance, the school administration will be able to foster a trust culture and build a committed teaching staff. It is time to being to modify and
change the role of the heads of schools and nothing could be more important than recruiting and retaining him/her to lead ours schools in the twenty-first century.

The head of the institutions should see that the teachers grow academically and develop interest in the work, commitment to the organization, good relationship with non-academics, students and parents. This is possible only when the head is a good leader with better interpersonal relationship.

Findings of the present study indicated that teachers from both countries (India and Iran) have moderate level of Organizational Commitment and Work Values; high school heads from both countries (India and Iran) have moderate level of Leadership Behavior. The teachers from India and Iran have exhibited more or less same level of total organizational commitment. This revels that the teachers like their job and they want to stay on their job.

It is an accepted fact that teachers with strong affective commitment feel an emotional attachment to the institution and therefore will have better Work Values or desire to continue meaningfully to the organization than the teachers’ weak affective commitment. These findings infer that teachers from both the countries -India and Iran- have emotional attachment to the institution and thus they continue to be in their institution.

Further, Iranian teachers have better Continuance Commitment and this indicates that they have to stay on their job for whatever they get from their job like salary, prestige etc; it is very difficult for them to get another job whenever they want. Whereas Indian teachers have better Normative Commitment than Iranian teachers, because they can leave their job very easily and remaining on this job is not very important for them; if they leave the present job they can get another job or pursue some thing independently to earn their bread.

Indian and Iranian teachers are similar in cognitive components of work value and it might be due to the fact that they looked at their job because they are interested in it. But Iranian teachers are higher in material and affective components of Work Values than Indian teachers; it may be because Iranian teachers are more concerned about the monitory benefits and the social recognition they get through their job. Whereas, most of the Indian teachers like teaching profession and they do not bother about the other aspects of the job.

The finding of the main variables in relation to the background variables (gender, type of school and teaching experience) revealed the following points;

Significant difference is found between male and female teachers of both the countries in organizational commitment. Female teachers in both countries have higher commitment than male teachers. This finding substantiated the fact that, females in general (irrespective to the country or
any other background) are sincere and more committed to whatever work they do and so do female teachers.

Male and female teachers of Sanandaj have better Work Values than Indian teachers. In Iran, job requirement for an individual (male and female) is of great demand. When once they accept job in any organization, it is very difficult to think of changing the job again and again. As such, they have to work well, have better attitude towards work, and develop better Work Values. So, teachers have developed better Work Values. In India, most of the teachers take their job at ease and are not bothered too much about the organization and so also about their Work Values.

The demographic variable gender accounted for significant differences in the affective as well total Organizational Commitment and Work Values of high school teachers. Female teachers were more committed than male teachers and have better Work Values than male teachers. This implies that gender is an important independent variable that has to be considered in all programs for enhancing commitment among teachers. Women teachers have dual role to play and it is possible that the resultant stress created would affect their levels of commitment. Educational administrators should provide women teachers with conductive working environment and balanced workload. Empathetic attitudes, care, concern and understanding of the problems of women teachers would go along way in solving commitment issues.

Teaching experience is a crucial variable in the commitment process. The study reveals that teachers with 6-10 years of experience were more committed than young teachers. Teachers of both the countries with less teaching experience have better Organizational Commitment. It is quite common that in the beginning of the job teachers think if they be more committed to their job, they prove themselves as good teachers and it will influence his quality of work and social statues. But after a few years of experience, they realize the situation where commitment is not honored much. Grusky (1966) found that Organizational Commitment increased with years spent in the organization.

It is a considerable fact note that significant difference is found between government and private high school teachers in India in organizational commitment and Work Values whereas no difference is found in Iran. This highlights the fact that in private high school teachers are accounted and assessed for their performance to continue in the organization. But, it is not same in government high school teachers of Indian. Whereas two type of government and private high school teachers in Iran is not that different. However, quiet interesting finding of the study is that no significant difference is found between male and female heads, government and private heads
and heads with different length of experience in their leadership behavior and this can not be explained.

The impact of type of school management on Organizational Commitment and Work Values of teachers highlights the need to examine the administration of schools. Enhancing Work Values and Organizational Commitment among government and private aided schools can be achieved through government policies governing these teachers such as transferring non-performing teachers and withholding promotions. Controls such as self-appraisals, accountability, student evaluation of teachers and transferring teachers for indifference to their jobs are some ways of achieving teacher commitment and enhance their Work Values.

The study also revealed that there was significant positive relationship between Work Values of teachers and leadership behaviors of heads. An effective educational system needs highly commitment teachers lead by a principal with transformational and transactional leadership behavior, who initiates the climate for the optimum work motivation. Transactional leaders should instill pride, faith and respect in his or her followers. They should have a clear sense of mission that they attempt to convey to their followers. They should be typically willing to delegate authority, in order to stimulate and create learning experiences and to treat each teacher with respect as a unique individual. Transformational leaders on the other hand would tend to focus on the short term, physical sand security needs of subordinates, operating through an economic exchange mode; are often seen as reactive rather than proactive (Bass 1985).

The correlation analysis of data reveals that there is a significant positive correlation between Work Values of teachers and their organizational commitment; Work Values of teachers and leadership behavior of heads and Organizational Commitment and leadership behavior of head in both the countries Bangalore (India) and Sanandaj(Iran). This further substantiates the earlier results and focuses on the need and importance of enhancing Work Values of teachers to sustain their organizational commitment. Work Values of teachers can be enhanced through participation in decision making which increases the teachers understanding of the organizations’ aims and objectives and this understanding develops a greater appreciation of the common interest and mutual dependence leading to high levels of work value. Participation entails giving teachers a voice in making decisions about their own work. When teachers have a chance to participate in decision making, concerning their own Work Values they will be satisfied and this satisfaction will result in improved performance. Teachers who participate in decision making will be more involved and committed in executing the decisions properly.
From the particular perspective, the heads of institutions may find several important applications from these findings. Since Work Values is found related to organizational commitment, organizations that wish to enhance commitment of their employees should strive for a fit between organizational values and individuals values of their members. Educational organizations should make attempts to develop congruence between the persons and their jobs. One of the modalities for obtaining this fit is through organizational socialization in which the values of the members of an organization are integrated with the values of the organization. Most organizations consciously encourage their members to think and behave in consonance with the goals of the organizations (Richer, 1987). Oliver Nick (1990) examined the influence of employees Work Values, demographic characteristics and organizational rewards on levels of organizational commitment, involvement, identification and loyalty of employees. The idea that commitment can be understood as a function to ‘fit’ between employees’ value and an organizational reward was explored. Under multiple regression analysis, demographic variables made little impact on the level of commitment, but both organizational rewards and Work Values showed significant relationships to commitment. Employees who showed strong participatory values exhibited relatively high commitment, those with strong instrumental values showed relatively lower commitment, providing some support for the ‘fit’ model.

Furthermore, successfully making a decision, executing it and seeing the positive consequences can help satisfy one’s need for achievement, recognition and responsibility, and enhance self esteem. In addition, participation should help clarify expectancies, which are by participating in decision making; teachers may better understand the link between their performance and the rewards they want most. School heads should therefore enhance Work Values by allowing teacher participation. Johnson (1984) indicates that some of the administrative actions and characteristics that have favorable impacts on teachers include equitable distribution of resources, assignment of administrative responsibilities, expertise, and personal example and expressed personal interest. Delegation of authority, job enrichment, job enlargement and job rotation could be used effectively by school heads to encourage commitment on part of teachers.

Strategies such as praise and reward can be effectively used to enhance teachers’ commitment. Etzioni, (1961, 1975) concluded that principal’s praise or support for teacher compliance is important. In a sense effective principals elicit compliance from teachers through a give-and-take process. Blasé, Joseph (1993) described rewards as particularly powerful strategy to recognize individuals as well as whole teachers for their accomplishments, especially in the
From the teachers’ standpoint, effective and open principals expressed praise regularly and used a variety of commonplace formal and informal actions to praise teachers. In addition such principals used material reward of symbolic significance to influence teachers’ performance. These tangible rewards included gifts, special privileges and sponsoring social events.

It may be seen that in certain populations, affective values also have an effect on commitment, e.g. women are known to assign higher importance to affective values (Elizur, 1994). It may be expected, similarly, that in calculative commitment additional instrumental values, e.g. benefits, security, should have a stronger effect. Since Work Values were found to be related to commitment, organizations, which wish to enhance the commitment of their employees, should strive for congruence between organizational rewards and the important Work Values of their members. Furthermore, attempts to enhance commitment should focus on cognitive outcomes. This, however, does not mean that instrumental values are unimportant. Thus, organizations may combine cognitive outcomes with other incentives and strategies to enhance commitment.

Work rewards are the key determination of Organizational Commitment (Steers, 1997; Mowday et al, 1982; Angle, 1983). However, the rewards do vary in terms of their effect. The relative importance of the various rewards for determining Organizational Commitment depends on the individual Work Values. Mottaz(1988) in his study of 1385 employees from six diverse organizations found that intrinsic rewards were significantly more powerful determinants of commitment than extrinsic rewards, whereas Angle and Perry(1981) reported both intrinsic and extrinsic rewards, as the determinants of commitment. Work Values refer to what the worker wants desires or seeks to attain from work (Locke, 1979; Kalleberg, 1977). According to the exchange perspective, work rewards and Work Values are key explanatory concepts that account for variation in organization.

Organizations cannot run on one or two person’s skills, it must depend on team effectiveness. The primary responsibilities of the leader lie in the act of energizing the efforts of teacher teams, towards creating and achieving institutional vision and goals. Principals should act, behave and execute democratic and participative leadership behavior towards their subordinates. At certain times and for certain tasks initiation-consideration behaviors are effective. Being concerned about the teacher’s feelings and respecting their ideas would go a long way in enhancing their commitment towards their organizations. Leadership behavior of heads is significantly related to Organizational Commitment of teachers in both the cities. This
implies that school heads should exhibit appropriate behavior in order to increase commitment of teachers. Besides school heads can use a number of strategies in enhancing commitment of their teachers, such as staff development programs, wherein learning opportunities can contribute to commitment by expanding teachers to knowledge. These programs provide opportunities to learn subject content and instructional approaches that can increase classroom effectiveness and intrinsically rewarding student feedback. While providing a sense of competence they can increase skill variety by allowing the teacher to use new techniques or approaches and added new goals or content. Moreover, additional knowledge is central to reducing the endemic uncertainty of teaching. Rosenholtz (1989) found that learning opportunities were among the few variables that predicted commitment directly. Louis (1991) likewise found that the ability to “develop and use skills” had the strongest relationship to teacher commitment of all of the variables studied.

Research on professional development programs, indicated that teachers favorably view effective programs can contribute to commitment and related variables. In a small qualitative study of teachers in the Los Angeles and San Francisco projects of the Urban Mathematics Collaborative, Lichtenstein et al., (1991) found that these teachers gained “access to professionally relevant knowledge” that made them feel “revitalized”-professionally empowered”; “More upbeat and hopeful- in many cases enthusiastic” and more effective in the classroom. Through the sharing of knowledge and concerns with other teachers around the country, teachers said they gained confidence, a greater understanding of their work, the ability to discuss problems and a willingness both to take responsibility for failures and to try to remedy them.

To conclude, from this study it is found that the studies of high school teachers from India and Iran is more or less similar on the main variables of the study i.e. Organizational Commitment and Work Values of teachers and leadership behavior of heads. Teachers/heads have moderate level of organizational commitment, Work Values and leadership behavior. No difference is found between the teachers/heads of India and Iran in Organizational Commitment and leadership behavior respectively whereas some difference is found in Work Values of teachers. Difference is also found between the teachers/heads of Iran and India on different components of all the main variables. It is also found that the gender, type of school and length of experience of high school teachers make some difference in their Organizational Commitment and Work Values in total which are explained above at the relevant places. But none of the background variables have infects the leadership behavior in total among high school heads.
Significant relationship is found between Organizational Commitment and Work Values of teachers, Work Values of teachers and leadership behavior of heads, Organizational Commitment of teachers and leadership behavior of heads in both the countries (except in case of Organizational Commitment and leadership behavior).

Based on these findings and discussion it is suggested that in both countries attention be given to raise the level of Organizational Commitment and Work Values of teachers, and leadership behavior of heads to achieve the good of quality education at school level. Ample opportunities should be given to both the teachers and heads for their professional development. Their achievements should be recognized and rewarded appropriately by their higher authorities and by their colleagues and parents. Facilities and freedom should be given to them to come out with their creative idea/abilities for the better performance of the organization and they should be encouraged to participate in decision making at suitable levels. This will definitely enable teachers to be come more committed to the organization, develop better Work Values and enable high school teachers to become effective leaders to promote quality of education in their organization.

● SUGGESTIONS FOR FURTHER STUDY

1. Studies can be undertaken involving other independent variables such as job stress, job involvement, burnout, and mental health on dependent variables-Organizational Commitment, Work Values, and Leadership Behavior etc.

2. The present study could be extended to teachers /heads at various educational levels, as the present study convert only high school teachers/heads.

3. Experimental studies could be attempted to develop Work Values and leadership behaviors among teachers/heads.

4. Cross cultural studies on organizational commitment, Work Values of teachers and leadership behavior of heads across Asia and Western countries can be taken up.

5. Impact of training program, orientation programs and refresher courses on Work Values of teachers is a fertile area of research.

SIGNATURE OF THE GUIDE

SIGNATURE OF THE INVESTIGATOR