Chapter V

Summary and Conclusion
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5.1 AN OVER VIEW OF THE STUDY

The present investigation is essentially a descriptive-cum-comparative and correlational study on “Organizational Commitment and Work Values of Teachers and Leadership Behavior of Heads of High Schools in Bangalore (India) and Sanandaj (Iran)”. The study is conducted with the following purposes:

I. To study and compare the Organizational Commitment and Work Values of Teachers and Leadership Behavior of Heads of High Schools in Bangalore (India) and Sanandaj (Iran).

II. To study the difference in Organizational Commitment and Work Values of Teachers and Leadership Behavior of Heads of High Schools in Bangalore (India) and Sanandaj (Iran) with respect to their background variables like, gender, length of experience and type of schools.

III. To study the relationship between Organizational Commitment and Work Values of High Schools Teachers in Bangalore (India) and Sanandaj (Iran) separately.
IV. To study the relationship between Organizational Commitment of Teachers and Leadership Behavior of Heads of High Schools in Bangalore (India) and Sanandaj (Iran) separately.

V. To study the relationship between Work Values of Teachers and Leadership Behavior of Heads of High Schools in Bangalore (India) and Sanandaj (Iran) separately.

In the present study, Organizational Commitment, Work Values and Leadership Behavior are considered as main variables and gender, length of experience and type of schools are considered as background variables.

❖ Hypotheses of the Study

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 Heads of High Schools in 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 Heads of High Schools in Bangalore (India) and Sanandaj (Iran) do not differ in their Leadership Behaviors:
   a) Male and Female Heads of High Schools
   b) Government and Private Aided High School Heads
   c) Heads of High Schools 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 Heads of High Schools in Bangalore (India) and Sannandaj (Iran) separately.

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

❖ Sample of the Study

The sample for the present study was drawn using random sampling technique, and consisted of 800 high school teachers and 80 heads of high schools (400 teachers from 40 high schools in Bangalore city in India and 400 teachers from 40 high schools in Sanandaj city in Iran); 40 heads from each high school selected in both the cities making
the total 80 heads. Out of 40 high schools in Bangalore (India) 16 were government and 24 were private high schools. Out of 40 high schools in Sanandaj (Iran) 21 were government and 19 were private high schools. Out of 400 high school teachers in Bangalore (India), 215 teachers were female and 185 teachers were male; and out of 400 high school teachers in Sanandaj (Iran), 209 teachers were female and 191 teachers were male. 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.

**Tools Used for Data Collection**

The 5.1: The data on different variables of the study was collected using different tools as detailed below.

<table>
<thead>
<tr>
<th>Variables to be Measured</th>
<th>Tools used</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Commitment (OC)</td>
<td>Organizational Commitment Scale (John P. Meyer Natalie J. Allen 1997)</td>
<td>Translated and Validated by the Investigator, Kannada Version (by the guide),</td>
</tr>
<tr>
<td>Work Values (WV)</td>
<td>Work Values Questionnaire (Dov Elizur 1991)</td>
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<tr>
<td>Demographic Data</td>
<td>Data Sheet</td>
<td></td>
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<tr>
<td>(Gender, Length of Experience and Type of High Schools)</td>
<td>Prepared in English and translated to Persian by the Investigator and kannada Version by the guide</td>
<td></td>
</tr>
</tbody>
</table>
The data was analyzed using SPSS package version 11.0 with statistical techniques like t-test, one-way ANOVA, Duncan test and coefficient of correlation for verification of research hypotheses formulated based on the objectives of the study.

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

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

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

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

34. Three is no significant difference between private heads of high schools in Bangalore (India) and Sanandaj (Iran) in their Transactional, Transformational and Laissez-fair Component and total Leadership Behavior.

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

36. There is no significant difference among heads of high schools 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 heads of high schools 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 components.

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 heads of high schools 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.

**5.3 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, 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.

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; heads of high schools 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 classroom. 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 divers 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 uncertainly 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 Angles 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 heads of high schools. 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 become 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.

5.4 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.