ABSTRACT

The problem of the study was to compare the educational leadership effectiveness of high school principals in relation to job-values and school climate in Iran and India.

The objectives were (i) to study perceptions of teachers about leadership effectiveness of high school principals of Iran and India, (ii) to identify the levels of leadership effectiveness of the principals in Iran and India, (iii) to compare and contrast the dimensions and levels of leadership effectiveness of the principals in Iran and India, (iv) to find out the extents of job values of the principals, (v) to compare and contrast job values of the principals in Iran and India, (vi) to study the perceptions of teachers in Iran and India about school climate of high schools, (vii) to identify the types of school climate of high schools in Iran and India, (viii) to compare and contrast the dimensions and types of school climate of high schools in Iran and India, (ix) to study influence of job values of the principals on their leadership effectiveness in Iran and India and its comparison, and (x) to study association between leadership effectiveness of the principals and school climate in Iran and India and its comparison.

The sample consisted of 120 male and female principals and 600 male and female teachers from 120 government and private high schools in Iran and India. Two-stage stratified random sampling design was adopted for selection of the sample. The tools used were: Leadership Effectiveness Scale (LES) by Haseen Taj (2001), Job Value Questionnaire (JVQ) by Seema Sanghi (1999), and School Organisational Climate Description Questionnaire (SOCDQ) by Motilal Sharma (1978). The tools were translated into Persian language by the investigator and English and Persian versions
have been used in India and Iran respectively. Two-way Analysis of Variance and Crosstabs procedure techniques were used for analysis of data.

The major findings were (i) the study indicated a significant difference on all the dimensions of leadership effectiveness of the principals between the two countries. (ii) There was a significant association between leadership effectiveness of the principals and the country they belong to. (iii) There was a significant difference on all the dimensions of job values between principals of Iran and India. (iv) There was a significant difference between the two countries on dimensions of school organisational climate. (v) High schools of Iran and India did not differ significantly on various types of school climate. (vi) Job values of the principals in both the countries did not influence significantly their leadership effectiveness. (vii) A significant interaction existed between country and leadership effectiveness of the principals on job values. (viii) Principals under different levels of leadership effectiveness fell under different types of school climate irrespective of the country. (ix) There was no significant association between leadership effectiveness of the principals and types of school climate in Iran. (x) A significant association was found between leadership effectiveness of the principals and types of school climate in India.