CHAPTER V

SUMMARY AND CONCLUSIONS

A brief summary of the study, major findings of the study, educational implications, delimitations of the study, and suggestions for further research are given in this chapter.

Objectives of the Study

The main objectives of the present study “A Comparative Study of Educational Leadership Effectiveness of High School Principals in relation to Job Values and School Climate in Iran and India” were:

1. To study the perceptions of teachers about leadership effectiveness of the high school principals of Iran and India and influence of gender, school management and professional experience of teachers on their perceptions about various dimensions of leadership effectiveness of the principals

2. To identify the levels of leadership effectiveness of the principals in Iran and India and their association with gender, school management, length of management experience and area of specialisation of the principals

3. To compare and contrast the dimensions and levels of leadership effectiveness of the principals in Iran and India

4. To find out the extents of job values of the principals and influence of gender, school management, educational background, length of management experience and area of specialisation of the principals on them in Iran and India separately

5. To compare and contrast the job values of the high school principals in Iran and India
6. To study the perceptions of teachers in Iran and India about school organisational climate of high schools and influence of gender, school management and professional experience of the teachers on their perceptions about various dimensions of school organisational climate

7. To identify the types of school climate of high schools in Iran and India and their association with gender, school management, length of management experience and area of specialisation of the principals

8. To compare and contrast the dimensions and types of school organisational climate of high schools in Iran and India

9. To study influence of job values of the principals on their leadership effectiveness in Iran and India and its comparison

10. To study association between leadership effectiveness of the principals and school organisational climate in Iran and India and its comparison

Hypotheses of the Study

The following hypotheses were formulated for the study:

1. There is no significant mean difference on various dimensions of leadership effectiveness between principals of Iran and India.

2. Gender, school management and professional experience of teachers have no significant influence on their perceptions about dimensions of leadership effectiveness of the principals.

3. There is no significant association between various levels of leadership effectiveness of principals and the country to which they belong.
4. Gender, school management, length of management experience and area of specialisation of the principals have no significant association with various levels of leadership effectiveness.

5. There is no significant mean difference between principals of Iran and India on their job values.

6. Gender, school management, educational background, length of management experience and area of specialisation of the principals have no significant influence on their job values.

7. There is no significant mean difference on various dimensions of school organisational climate between high schools of Iran and India.

8. Gender, school management and professional experience of teachers have no significant influence on their perceptions about various dimensions of school organisational climate.

9. There is no significant association between various types of school organisational climate existing in high schools and the country to which they belong.

10. Gender, school management, length of management experience and area of specialisation of the principals have no significant association with various types of school organisational climate of the high schools.

11. Principals with different levels of leadership effectiveness do not differ significantly on their mean job values.

12. There is no significant interaction effect between country and leadership effectiveness of the principals on job values.
13. There is no significant association between leadership effectiveness of the principals and school organisational climate of high schools.

14. There is no significant difference between Iran and India on association between leadership effectiveness of the principals and school organisational climate of high schools.

**Variables of the Study**

Job values and school climate were treated as independent variables. Secondary variables like gender, school management (type of school), length of management experience and area of specialisation were also treated as other independent variables (moderator variables). Leadership effectiveness was treated as the dependent variable in this study.

**Sample**

The sample comprised 120 principals and 600 teachers from 120 high schools. Among them 60 principals and 300 teachers were from Isfahan city of Iran and the other 60 principals and 300 teachers were from Mysore city of India. Selection of principals and teachers were done by giving equal representation of both government and private schools. Out of 60 principals selected from Iran, 30 were male and 30 were female. In India also, out of 60 principals, 30 were male and 30 were female. Out of 300 teachers in Iran, 150 were male and 150 were female. In India, 122 teachers were male and 178 were female. Two-stage stratified random sampling design was adopted for selection of high schools from different types of management and teachers also were teaching in from different gender.
Tools Used for the Study

Mainly three research tools were used for pursuing the objectives. This entailed collecting information about the principals and schools. A rating scale and a questionnaire were administered to collect responses from teachers and the other questionnaire was administered for the principals of high schools. Tools used for the purpose are given below:

(i) **Leadership Effectiveness Scale (LES):** The LES is a rating scale prepared by Haseen Taj in 2001. It is meant to collect responses from teachers about the leadership effectiveness of the principals of their corresponding schools.

(ii) **Job Value Questionnaire (JVQ):** The JVQ developed by Seema Sanghi in 1999. It is meant to collect responses from principals about Job Values of themselves.

(iii) **School Organisational Climate Description Questionnaire (SOCDQ):** The SOCDQ is adapted by Motilal Sharma in 1978. It is used for diagnosing the school environment. This tool is an Indian adaptation of organisational climate description questionnaire (Halpin and Crofts, 1963). Teachers were asked to evaluate their school climate.

The tools were translated by the investigator into the Persian language and both versions (English for Indian principals and teachers and Persian for Iranian principals and teachers) have been used in this study.

Administration of the Tools

(i) **Job Value Questionnaire (JVQ)**

Job Value Questionnaire of Seema Sanghi (1999) and its Persian version were administered for collecting data from the principals about job values of themselves in the
two countries, India and Iran respectively. For this purpose, the principals of the schools chosen for the study were asked to fill the questionnaire. The respondents were requested to indicate how much relative importance they accord to each of the factors separately by encircling the number on a five-point scale.

(ii) Leadership Effectiveness Scale (LES) and School Organisational Climate Description Questionnaire (SOCDQ)

This study used two different tools for collecting data from the teachers of high schools, namely, LES and SOCDQ. An average five teachers teaching various subjects from each of the 120 schools was selected randomly for this purpose. Both the tools were given to each teacher.

The first tool was Leadership Effectiveness Scale (LES) of Haseen Taj (2001), which was administered to Indian teachers and the Persian version of the same tool was administered to Iranian teachers. The measures on LES are the perceptions of observed leadership effectiveness of the principal by the other teachers. While administering LES, the respondents were asked to describe the acts of their principals as accurately as possible without letting them know the ‘Effective’ and ‘Ineffective’ leadership.

The second tool was School Organisational Climate Description Questionnaire (SOCDQ). This tool was administered to Indian teachers and the Persian version of the same tool was administered to Iranian teachers. The investigator read out item by item all the 64 statements in the tool and teachers were required to mark one of the points on the scale in order to express their opinions.
Analysis of Data

For analysis of data, Descriptive statistics, Percentiles, Two-way Analysis of Variance – General Linear Model and Crosstabs procedure (Contingency Table Analysis) statistical techniques were applied. In the analysis of data, the following aspects were dealt with:

1. Description of analysis of various sub-scales of leadership effectiveness of the principals with respect to secondary variables, namely, gender, school management and professional experience of the teachers in Iran and India.

2. Identification of the leadership effectiveness for 120 principals in Iran and India taken as sample in this study.

3. Classification of the principals in terms of leadership effectiveness in Iran and India taken together.

4. Leadership effectiveness of the principals in relation to different types of secondary variables, namely, gender, school management, length of management experience and area of specialisation of the principals in both the countries.

5. Description of analysis of various dimensions of job values of the principals with reference to gender, school management, educational background, length of management experience, and area of specialisation of the principals in both the countries.

6. Description of analysis of various dimensions of school organisational climate with respect to various variables, namely, gender, school management, and professional experience of the teachers in Iran and India.
7. Identification of the school organisational climates of 120 high schools in Iran and India taken as sample in this study.

8. Classification of the schools in terms of school climate in Iran and India taken together.

9. School climate in relation to different types of secondary variables, namely, gender, school management, management experience, and area of specialisation of the principals.

10. Description of relationship between leadership effectiveness and job values, and leadership effectiveness and school climate.

5.1 MAJOR FINDINGS OF THE STUDY
Following are the findings of the present study:

1. The study indicates a significant difference on all the dimensions of leadership effectiveness of the principals between the two countries – Iran and India.

2. Male and female teachers differ significantly in their perceptions about leadership effectiveness of the principals in both the countries. Female teachers are found to have better perceptions on dimensions of leadership effectiveness of the principals.

3. Gender of teachers has more influence on their perceptions about leadership effectiveness in Iran than in India.

4. School management influences significantly teachers’ perceptions about leadership effectiveness of the principals in both the countries. Teachers belonging to private schools have better perceptions about the dimensions of leadership effectiveness of the principals.

5. School management shows more influence on Iranian teachers’ perceptions about leadership effectiveness than their counterparts in India.
6. Professional experience of teachers does not have significant influence on their perceptions about leadership effectiveness of the principals in both the countries.

7. There is a significant association between leadership effectiveness of the principals and the country they belong to indicating that principals of Iran and India differ significantly on leadership effectiveness. Further, Iranian principals perceived to have better leadership effectiveness than their Indian counterparts.

8. Gender, school management, length of management experience and area of specialisation of the principals in both the countries do not have significant association with their leadership effectiveness as perceived by teachers.

9. There is a significant difference on all the dimensions of job values between principals in Iran and India.

10. Gender of the principals does not have significant influence on their perceptions about job values in both the countries.

11. Government and private high school principals of Iran and India do not differ significantly in their perceptions about job values.

12. Educational background of the principals in both the countries does not have significant influence on their perceptions about job values.

13. Principals with various management experiences differ significantly in their perceptions about job values in both the countries. While principals with 11-15 years of management experience valued the highest most dimensions of job values, principals with 1-5 years of management experience valued the least.

14. Management experience of the principals has more influence on their perceptions about job values in Iran than in India.
15. Principals with different areas of specialisation do not differ significantly in their perceptions about job values in both the countries.

16. There is a significant difference between the two countries on six dimensions of school organisational climate, namely, ‘Disengagement’, ‘Esprit’, ‘Intimacy’, ‘Psychophysical hindrance’, ‘Production emphasis’ and ‘Humanised thrust’.

17. Gender of teachers in both the countries influences significantly their perceptions about school organisational climate. Male teachers are found to have higher scores on dimensions like ‘Disengagement’ and ‘Psychophysical hindrance’, whereas female teachers are found to have higher scores on ‘Esprit’, ‘Controls’, ‘Production emphasis’ and ‘Humanised thrust’ dimensions.

18. Gender has more influence on teachers’ perceptions about school organisational climate in Iran than in India.

19. Government and private high school teachers of both the countries differ significantly in their perceptions about school organisational climate. While teachers in government schools are found to have higher scores on only dimension of ‘Psychophysical hindrance’, teachers in private schools are found to have higher scores on ‘Alienation’, ‘Esprit’, ‘Controls’ and ‘Humanised thrust’ dimensions.

20. School management has more influence on Iranian teachers’ perceptions about school organisational climate than their counterparts in India.

21. Professional experience of teachers in both the countries does not have significant influence on their perceptions about school organisational climate.

22. High schools of Iran and India do not differ significantly on various types of school organisational climate.
23. Gender, school management, length of management experience and area of specialisation of the principals in both the countries do not have significant association with types of school organisational climate of high schools.

24. Job values of the principals in both the countries do not influence significantly their leadership effectiveness.

25. A significant interaction exists between country and leadership effectiveness of the principals on job values. In Iran, principals with ‘Ineffective’ leadership have more job values whereas in India, principals with ‘Effective’ leadership have more job values.

26. Principals under different levels of leadership effectiveness fall under different types of school organisational climate irrespective of the country. While most of the principals with ‘Effective’ leadership are found in ‘Familiar’ type of school climate and most of the principals with ‘Moderate’ leadership effectiveness in ‘Familiar’ and ‘Controlled’ types of school climate, principals with ‘Ineffective’ leadership are found to be more in ‘Paternal’ type of school climate.

27. There is no significant association between leadership effectiveness of the principals and types of school organisational climate in Iran.

28. A significant association is found between leadership effectiveness of the principals and types of school organisational climate in India where number of the principals with ‘Effective’ leadership is more in ‘Autonomous’, ‘Familiar’ and ‘Controlled’ school climates, number of the principals with ‘Moderate’ leadership effectiveness is more in ‘Controlled’ school climate and most of the principals with ‘Ineffective’ leadership belong to ‘Paternal’ school climate.
5.2 EDUCATIONAL IMPLICATIONS

The major findings of this study lead to a number of implications for professional practice:

1. Since the study has covered several aspects of leadership effectiveness commonly being practised by principals in high schools of Iran and India, it will be useful for educational practitioners, principals and teachers who are practising and research scholars who may use the findings of this study related to anyone dimension as they require for their study and also in educational practices in Iran and India.

2. So far as the school management is concerned in this study, it has given a positive result that private school principals perceived to have better leadership effectiveness dimensions as compared with government school principals in both the countries – Iran and India. Utilising this result, educational planners should take necessary measures to see that the principals of government schools will take up more responsibilities improving themselves as better leaders.

3. Considering the job values, the two countries differ significantly in this study. The results clearly show the differences between Iran and India on job values. Job values differ from country to country because of economic variation and cultural differences among the people. The job values of the principals of Iran have proved to be higher as compared with Indian principals. This may be due to population of the country and the employment opportunities among the people, religious differences, and economic factors. Researchers may use this result if they work on job values of a different country.

4. The job value dimensions of the principals who have 11-15 years of management experience are proved to be higher than those principals who have lesser and more
experiences – for example 1-5 years and 21 years and above. This finding will be useful for educational practitioners in utilising experience of principals about job values, which will be more reliable and authentic.

5. The present study clarifies how the teachers in both Iranian and Indian schools perceived differently the dimensions of school organisational climate. These differences were found on six dimensions. Many factors are caused producing the climates and their characteristics. They are due to principal’s behaviour and teachers’ behaviour. As teachers and principals behave differently in both the countries – because of the different cultures, facilities, rules, society, values, etc. – high schools of both the countries differ on dimensions of school organisational climate. On two dimensions like ‘Esprit’ and ‘Humanised thrust’ Iranian teachers scored higher than Indian teachers. Both dimensions are positive. On four dimensions like ‘Disengagement’, ‘Intimacy’, ‘Psychophysical hindrance’ and ‘Production emphasis’, Indian schools were found to be higher than Iranian schools. Out of them, ‘Intimacy’ is positive. Both ‘Psychophysical hindrance’ and ‘Production emphasis’ dimensions are principals’ behaviour. The principals of these schools should use the experience of other principals to reduce these dimensions and increase positive dimensions. They can emphasise on teachers’ behaviour.

6. As interdependence between dimensions of school organisational climate and gender, efforts should be made to create a positive climate in the schools.

7. From the findings, it is clear that the private schools are perceived to be more prone in having positive dimensions of school organisational climate. The principals of government schools may get exposed with the experiences of private schools so as to
enable them to develop positive dimensions of school organisational climate in their schools.

8. The results clearly indicate differences between the two countries about interaction between country and leadership effectiveness on job values. The findings proved that in India, principals with ‘Effective’ leadership have more job values as compared to the principals categorised into the other two levels of leadership effectiveness. Principals who have ‘Ineffective’ leadership in Iran have more job values than other principals. It may be due to the high competition for jobs in India, and also religious differences, and it may be also due to numerous jobs for the principals in Iran. Thus, in Iran, the educational planners and administrators should consider the job values of the principals with ‘Ineffective’ leadership to fulfil their requirements as most probably, they have many needs and as a result they expect more from their jobs. In India, the planners and administrators should investigate widely job values of the principals with ‘Ineffective’ leadership. They may not have much expectation from their jobs that leads them to be ‘Ineffective’ leaders.

9. Principals under different levels of leadership effectiveness fall under various types of school climate. The findings also show that principals with ‘Effective’ leadership are found more in ‘Familiar’ type of school climate whereas principals with ‘Ineffective’ leadership are categorised mostly into ‘Paternal’ type of school climate. ‘Familiar’ school climate is characterised by the conspicuously friendly behaviour of both the principal and teachers. The teachers have established personal friendship among themselves and socially, at least, every one is a part of a large happy family. Social need satisfaction is extremely high. The principal exercises leadership in an indirect
manner and tries to keep production satisfactory. His behaviour is job oriented but
does not hinder the social need satisfaction on the part of the teachers. Thus, the
principals in schools with different types of school organisational climate may get
expose with the experience of the principals in ‘Familiar’ type of school climate so as
to enable them to develop ‘Familiar’ school climate in their schools also.

10. Taking into consideration the interdependence between leadership effectiveness of
the principal and school organisational climate of the school, efforts should be made
to create a positive climate in the school. Therefore, necessary awareness should be
created among the principals and teachers to be conscious about improving school
climate. In short, providing a better atmosphere for teachers may raise leadership
effectiveness, in terms of quality and quantity. In other words, the capacity of the
school to provide better leadership and education may be considered as the ultimate
goal. Hence, this study may provide guidance and help to administrators and
practitioners in planning and implementing programs to achieve this end.

11. Although the research evidence on leadership effectiveness in relation to school
organisational climate is mixed, there has been some support in this regard (as
interpreted in present study) that climate affects leaders’ outcomes. A brief behaviour
underlying the climate profiles clarifies why such a relationship should be anticipated.

12. Those individuals serving as principals should recognise that their leadership
effectiveness is directly related to the school climate. There may, in fact, be cause-
effect linkages here. A periodic self-evaluation, therefore, by the principals of their
leadership style followed by corrective actions toward a more relationship-oriented
approach may ultimately enhance commitment of teachers to the school.
13. Future leaders – principals – who must construct responsive and anticipatory systems to meet the needs of the teachers and students must predict the ramification of these trends. Successful leadership will (i) have interpersonal relations; (ii) operate intellectual; (iii) be stable in behaviour and emotion; (iv) be strength in ethical and moral; (v) communicate adequately; and (vi) operate as a citizen. As schools evolve from places to processes, strong anticipatory leadership will be the key to survival.

14. Finally, it seems that it would be well to assess leadership effectiveness, job values, and school climate as part of periodic internal program evaluation and of accreditation visits. The Directive Principal Behaviour and the Engaged Teacher Behaviour sub-scales from the SOCDQ, the Consideration Sub-scales from the LES, and the score from the JVQ might be utilised as efficient instrumentation to assess these important areas of institutional life.

5.3 DELIMITATIONS OF THE STUDY

Delimitations of the study are as follows:

1. The study is restricted only to selected schools in Isfahan city of Iran and Mysore city of India (some government schools and some private schools).

2. The study does not explore the criterion variables, which may have had the major influence on leadership effectiveness.

3. The sample of the study is confined only to high schools of different levels of the management.

4. Lack of generalisation of the results to the different countries due to special position, conditions, education, possibilities, etc. of each country.
5. In some schools there were no separate rooms for teachers (especially in India), as a result, teachers responded to the tools with caution because of the presence of the principal in the room.

6. The recent research, no doubt was conducted by taking proper precautions in the selection of the sample and the application of the method, the researcher fully tried to include different relevant variables in order to see their impact on the leadership effectiveness of the principals. However, it is to be accepted that there could be some more steps in the present research.

7. Personality characteristics of an individual no doubt, will play an important role in the interaction phenomenon. But personality characteristics of the principals and teachers and the ingredients of the phenomenon have not been taken into account in the present investigation.

8. There is a probability of different perceptions and interpretations to the questions especially in the JVQ.

9. There is probability of effect of social, economic, cultural and family position of respondents in answering the questions.

10. Answering honestly to the questions was not under the control of the investigator.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Based on the design of the present investigation, the findings that are arrived at the limitations that are inevitable, certain suggestions are made for further research in the area. They are presented below:

1. Similar study on the same topic in other important cities in the two countries may be conducted with larger sample of principals and teachers.
2. Other important variables such as social, economic, demographic and psychological aspects and personality characteristics, which were not included in the study, could be included in a similar study.

3. A comparative study of the leadership effectiveness with other developing and developed countries may be taken up.

4. A comparative study of the leadership effectiveness of urban and rural areas of both the countries can be carried out.

5. Since the LES gives scope for interaction only between the principal and teachers and it can be responded only by them, additional questionnaire which, may give scope for the interaction of principals and students, which may be answered by the students, should also be prepared and used along with the LES.

6. Organisational structure may be assumed to play an important role in portraying the institutional climate, which has not been taken into account in the SOCDQ studies. Studies may be undertaken to examine the influence of organisational structure on school climate.

7. Case studies can also be undertaken to supplement the findings of researches in this area. Case studies highlight some significant variables determining the leadership effectiveness. Such studies may go a long way in developing programs for improving the leadership effectiveness.

8. Experimental studies may be conducted in this area so that strategies and models for improving the leadership effectiveness of principals may be defined and developed.

9. Adequate and consistent evidence is not available with regard to the relationship of leadership effectiveness and institutional input variables such as teacher recruitment,
school facilities, authorities, rules etc. Further research may be planned and conducted on representative samples.

10. There is a lack of prediction studies in the area of leadership effectiveness. There is a need for investigating a number of variables for improving prediction of leadership. Such studies may prove very useful from the point of organising training programs for administrators and programs for improving the leadership effectiveness.

11. Percolation of leadership effectiveness into the classroom is an important area, which demands attention. Studies may be taken up in this area. The problem may be studied from different angles, i.e., teacher behaviour in the classroom, pupil motivation, pupil attitude, etc.

12. The leadership effectiveness of a principal and its influence on other variables like academic achievement, students’ self-concept, adjustment pattern of the teachers, etc. may be studied.

13. Communication clarity and leadership effectiveness of principals is another unexplored area in which research is needed.

14. Investigation of participation of teachers in decision-making and its influence on the leadership effectiveness of principals as perceived by school teachers may be undertaken.

15. As work values and job values are used instead of each other by mistake, leadership effectiveness in relation to work values may be studied and compared with this study.