Chapter II

Review of Related Literature
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REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The accumulated and recorded knowledge of the past—the result of constant human endeavor—is available in the form of theoretical empirical literature. This literature in any field forms the foundation upon which all future work in that field must be built. Research, therefore, can never be undertaken in isolation from what has already been found or accepted, and other problems that are directly or indirectly related to the study proposed by a researcher. Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. As such the research studies related to the main variables of the present study viz Organizational Commitment, Work Values and Leadership Behavior in India, Iran and other countries have been reviewed from the different sources available and the details are presented in this chapter. The studies reviewed are presented under the following heads:

- Studies on Organizational Commitment
- Studies on Work Values
- Studies on Leadership Behavior
2.1 STUDIES ON ORGANIZATIONAL COMMITMENT

2.1.1 Studies on Organizational Commitment in India

**Panda (1990)** studied the Professional Commitment of Distance and Formal Bachelor of Education Teachers from the state of Orissa, India, with the help of a Developed Commitment Scale. The sample of the present study comprised of 200 teachers (100 each from distance and formal teachers). Appropriate statistical techniques have been applied for data analyses. The study showed that there exists significant difference between distance and formal teachers in sub-dimensions of teachers’ commitment.

**Kushman (1992)** conducted a study with the purpose to measure organizational dynamics of teacher workplace commitment: Study of Organizational Commitment of Teachers, their Commitment to Student Learning of Urban Elementary and Middle School Teachers. In this study, two types of teacher workplace commitment—Organizational Commitment and commitment to student learning—were studied in 63 urban elementary and middle schools. With all the data analyzed it was found that:

- Schools high in Organizational Commitment tend to serve educationally advantaged students, exhibit orderly school climate conducive to learning and involve teachers more in school decision making. The latter two alterable working conditions were predictive of Organizational Commitment after controlling student background.

- Organizational Commitment was positively related to student achievement. It was also positively related to teacher job and career satisfaction, feelings of efficacy as a teacher, and teacher expectations of student success.
- Overall, weaker relationships were found between commitment of student learning and predictor variables. Schools high in student learning tended to serve educationally disadvantaged students.

- There was weak relationship between commitment of student learning and student achievement.

- Follow-up case studies focused on uncovering the mechanisms by which Organizational Commitment is formed and enhanced in elementary schools. Five mechanisms were identified: job renewal, professional fulfillment, collaborative leadership, school learning climate, and student achievement. The study draws implications for improving teacher commitment and reforming schools.

Sharma’s (1994) study on Leadership Behavior Perception of Principals, Teachers and Guardians was descriptive and exploratory in nature. It involved interpretation, comparison, measurement, classification, understanding and solution of significant educational problems. The following tools / tests were used for the data collection: (1). Organizational Commitment Questionnaire by Mowday et al., (2). Sixteen Personality Factor Questionnaire by R.B. Cattell (Form A), (3). Bell Adjustment Inventory (Adult Form) by H.M. Bell. Only the teachers, who voluntarily offered to respond, were included in the sample. The subjects responses were scored according to procedures mentioned in respective manuals. It was found that:

- The mean scores on Organizational Commitment revealed that college teachers ‘slightly agree’ on their perception of organizational commitment. The frequency distribution of Organizational Commitment suggested that scores were almost
normally distributed, except for minor negligible discrepancies in organizational commitment.

- Correlation co-efficient between Organizational Commitment and adjustment areas indicated that subjects who obtained higher scores on home, health, emotional and occupational adjustment were highly committed to their organization.

- No significant relationship was found between Organizational Commitment and social adjustment.

- There was no significant relationship between and age of the college teachers. Thus, the age did not emerge as an important predictor of Organizational Commitment of college teachers.

- There was no significant relationship between Organizational Commitment of college teachers and their teaching experience. So, teaching experience also did not serve as a good predictor of organizational commitment.

- With regard to the relationship of Organizational Commitment with academic qualifications of the college teachers this study indicated no significant relationship between these two variables. So, academic qualification of college teachers cannot be considered as a good predictor of organizational commitment.

- The teachers working in Government and private colleges did not significantly differ on organizational commitment.

- There was not significant difference between male and female college teachers with regard to their level of organizational commitment.

- Comparison of less and highly experienced college teachers also did not reveal the significant difference with regard to the organizational commitment.
• Similarly, the college teachers with minimum qualification of master degree and with Ph.D. degree were also not found to differ significantly in organizational commitment.

Singh K and Shifflette L (1996): Studied Teachers’ Perspective on Professional Development. They concluded that although background variables—gender, education and teaching experience had relatively smaller effects on professional commitment of teachers all three variables showed significant effects on professional commitment of teachers. Among the background variable gender had the strongest effect indicating that female teachers feel more committed to their profession than male teachers. Education of teachers had a very less effect and teaching experience exerted a negative effect on their commitment, suggesting that more experienced teachers were less committed.

Kumar and Patnaik (2004) studied Organizational Commitment, Attitude towards Work and Job-Satisfaction of Post-Graduate Teachers. The study was based on a sample of 138 post-graduate teachers also termed as teacher grade I (76 males and 62 females) of the state of Goa. The age of these teachers was ranged from 26 years to 55+ years old and their teaching experience was ranged from 2 years to 31 years. The tools used for data collection were Organizational Commitment Questionnaire by Mowday, Streess and Porter, Job Diagnostics Survey Questionnaire by Hackman, Oldman, and Attitude towards Work Scale by Penning. The data collected was analyzed using t-test and correlations. It was found that:

• The mean score differences indicate that there exists some difference between male and female. Male are more committed towards their organization than their counterparts.
- The male teachers above 40 years age group with below 12 years teaching experience are more committed towards their organization than their counterparts.
- The security satisfaction factor shows that the teachers having above 12 years of experience feel more secured.
- In case of growth satisfaction the males above 40 years old teachers are found better Organizational Commitment than their counterpart.
- There are no significant differences related to sex, age group and teaching experience of teachers; the mean scores have shown slight differences between male and female, below 40 and above 40 years old teachers and teachers having below and above 12 years of teaching experience of teaching only in two factors, i.e. job properties and organization policy and practices.
- The male teachers of below 40 years old with below 12 years of experience have shown better job properties.
- In case of organizational policy, the female teachers of below 40 years old age group with below 12 years experiences have shown comparatively better satisfaction.
- The correlation between Organizational Commitment and job satisfaction is moderate which shows that the teachers who are more satisfied with their job have more organizational commitment.
- The Organizational Commitment is moderately related to attitude towards work i.e. those who are commitment towards organization have positive attitude towards work.
- Job satisfaction and attitude towards work are highly correlated and it shows that those who have positive attitude towards work are more satisfied in their job.
Priyadarshani (2004), conducted a study with the purpose of measuring Occupational Stress and Job- Satisfaction in relation to Professional Commitment and Background Factors in Primary School Teachers of Tribal. The sample of 400 primary school teachers has been drawn through random sampling from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa. The three tools for measuring occupational stress, job satisfaction and SES, have been selected and the tool for measuring professional commitment of the teachers has been constructed by the investigator. The survey method has been employed for the study. Mean median, percentiles and SD have been computed to know the nature of the data and for further analysis and interpretation skewness and kurtosis, correlation and ANOVA techniques have been used. It was found that:

- The highly professionally committed teachers have been found to exhibit high degree of job- satisfaction.
- There is significant three-factor interaction of sex, marital status, and professional commitment on teacher’s job satisfaction.
- Main effects of sex and marital status, interaction effects of sex and marital status, sex and professional commitment, marital status and professional commitment have not been found statistically significant difference on job satisfaction of teachers.
- The highly professionally committed teachers have high occupational stress as compared to low professionally committed teachers.
- There exists significant three factor interaction effect of sex, marital status, and professional commitment on occupational stress of the teachers.
Main effects of sex, marital status and interaction effects, that is, sex and professional commitment, marital status and sex, marital status and professional commitment on occupational stress of teachers have not been found statistically significance.

Teachers having more teaching experience have been found to exhibit low occupational stress.

There is correlation between professional commitment and dimensions of occupational stress, professional commitment and dimensions of job satisfaction, and also among them occupational stress, job satisfaction and professional commitment.

Bhatnagar (2005) studied the Power of Psychological Empowerment as an Antecedent to Organizational Commitment in Indian Managers. He, in his study, attempted to measure psychological empowerment and Organizational Commitment in a sample of 607 managers drawn from various organizations in India, grouped together in terms of the technology they adopted. The study attempted to predict psychological empowerment (measured through Spreitzer’s standard Scale) through the Organizational Commitment variable (measured through Allen and Myer's 1990, Scale). The study is based on two-stage sampling design. In the first step, fifty Indian organizations were chosen randomly from the national capital region of India. In the second step, out of these fifty organizations, 1000 managers were randomly selected to fill in the questionnaires. The data was analyzed using the SPSS 11.5 statistical package, administered on the sample. It was found that: the results of the study supported the hypothesis, and found out that the psychological empowerment is being predicted by affective, normative and continuance commitment in Indian sample.
Jamal, et.al. (2007) studied the Predictors of Organizational Commitment of Secondary School Teachers. The sample consisted of 615 teachers, out of which 400 were male teachers and 215 were female teachers. Organizational Commitment Scale, Teacher Stress Scale, Teacher Morale Scale were developed and standardized by the investigator; Teacher Job Satisfaction Questionnaire developed and standardized by Pramod Kumar and D.N Mutha were used for data collection. Multiple regression analysis, which is considered as a powerful statistical technique that allows assessment of the relationship of several independent variables simultaneously with one dependent variable, was used to analyze the data. It was found that:

- Teacher stress is negatively correlated with the organizational commitment.
- Job satisfaction is positively correlated with organizational commitment.
- Teacher morale and socio-emotional school climate are also found to be positively correlated with organizational commitment.

Usha and Sadikumar (2007) studied the Teacher Commitment and Teachers’ Self-concept as Predictors of Job Satisfaction. The study was conducted on a representative sample of 184 teachers from 25 secondary schools of Malpuram and Konzhikode districts of Kerala. The sample was selected by stratified random sampling technique giving due to representation of sex and type of local management of schools. Standardized tools such as Teacher Commitment Scale by Usha and Kumar, Self-concept Scale for Teachers by Pillai, and Job Satisfaction Inventory for secondary school teachers by Pillai were used for the study. The data analyzed by using the statistical techniques
correlation analysis and Step-Wise Multiple Regression analysis. The correlation analysis of teacher’ commitment and teachers’ job satisfaction revealed that:

- There exists low, but slight correlation between teacher commitment and job satisfaction in the case of male and female teachers.
- There is substantial correlation between teacher commitment and job satisfaction among government school teachers.
- There is no substantial correlation between teacher commitment and job satisfaction in case of aided school teachers.

Kumar and Giri (2007) studied the Organizational Commitment, Climate and Job Satisfaction among various Organizations. Data were collected from 380 participants across India. Out of 380 participants, 95 were at top level and 95 at middle level and 190 were at the junior level. Job satisfaction was measured by Spector Scale, organizational climate was measured by Litwin and Stringer Scale, and Organizational Commitment was measured by Mowday et al. For the purpose of data analysis, the statistical package for Social Science (SPSS) version 13.0 was used. The statistical techniques such as descriptive statistics, correlation, linear and multiple regression and analysis of variance were used for analysis of the data. It is found that: if the employees have a high level of job satisfaction, they will be more committed towards their organization. If the employees have a high level of job satisfaction along with a better organizational climate, their commitment towards organization will enhance.

2.1.2 Studies on Organizational Commitment in Iran

Tadrishosainee (1994) studied the Organizational Commitment, Job Satisfaction and Teacher Job Involvement in Gilan. Data were collected from 208 teachers from
Training Teacher College in Gilan. It was found that: there was positive relationship between Organizational Commitment and job involvements. There were multiple relationships between sub-components of Organizational Commitment and sub-components of job involvement.

**Amirtash (1997)** studied the correlation between Organizational Commitment and Job Satisfaction of Training Organizational Managers and Heads in Khorasan. He collected data from 83 training managers and 53 heads. The study revealed that:

- Mean value of Organizational Commitment of heads was more than mean value of managers.
- Mean value of job satisfaction of heads were more than mean values of job satisfaction of managers.
- There was significant difference between job satisfaction of managers and heads. And heads had higher mean score in their job satisfaction than managers.
- There was no significant difference between Organizational Commitment of managers and heads.
- A further positive and significant correlation was found between Organizational Commitment and job satisfaction.

**Haidaree,R (1999)** studied the Organizational Commitment of Teachers and Head Efficacy of Secondary Schools in Kermanshah. Data were collected from 491 participants across Kermanshah. Out of 491 participants, 119 were head and 337 were teachers. Organizational Commitment was measured by Meyer and Allen’s Scale, for the data collection and the Statistical Package for Social Science version 11.0 were used for analysis of the data. The statistical techniques such as descriptive statistics, mean
correlation, ‘t’ value and analysis of variance were used for analysis of data. The major findings were:

- Relationship was found between teacher’s Organizational Commitment and head efficacy.
- Relationship was found between teacher’s affective commitment and head efficacy.
- Relationship was found between teacher’s continuance commitment and head efficacy.
- No significant difference was found between organizational commitments of male and female teachers.
- There is significant difference in affective commitment and normative commitment between male and female teachers whereas no significant difference was found between continuance commitment of male and female teachers.

Moatamed, A (2003) studied the influence of field of study of pre-university heads on their organizational commitment. He collected the data from a sample of 116 heads in Shiraz, drawn using simple random sampling. He used Porter et.al Questionnaire in his study. It was found that: field of study had significant influence on Organizational Commitment and that male teacher with high degree were more transformational than female heads in their duty.

Zolfaghrnasab, M (2003) studied the relationship between Organizational Health and Organizational Commitment in elementary schools in the city of Hamedan. Data were collected from 491 participants across Hamedan. Out of 288 participants, 148
were males and 140 were females. Organizational Commitment was measured by Meyer and Allen’s Scale, organizational health was measured by Zolfagharnasab Questionnaire. The Statistical Package for Social Science SPSS was used for data analysis. It was found that:

- There is relationship between teacher’s Organizational Commitment and organizational health.
- There is significant difference between male and female teachers in their organizational commitments.
- There is no significant difference between male and female teachers in their organizational health.

Joolideh,F and Yeshodhara,K (2008), have studied the Organizational Commitment among High School Teachers in India and Iran. In India data were collected from the high schools in Bangalore city (south part of India) and in Iran data were collected from the high schools in Sanandaj city. For the purpose of commonality, only government and private aided high schools in both cities were considered in the sample of the present study. A sample of 42 (21 Indian and 21 Iranian) high schools were selected randomly for the research work. From the selected schools for the study were taken only government high schools (9 Indian and 8 Iranian) and private high schools (12 Indian and 13 Iranian) types, 430 teachers (205 teachers from government and 225 teachers from private schools) were selected using stratified randomly sampling technique. While selecting teachers, consideration was given to their different gender, in India 215 teachers (109 female and 106 male) were selected and in Iran 215 teachers (111 female and 104 male) were selected. From each school selected for the study, the teachers
of all the subjects (languages, social sciences, science and maths) teaching IX and X grade were considered (about 10 teachers in each school). In the present investigation, a scale developed by Meyer and Allen (1997) about Organizational Commitment was employed to measure organizational commitment. SPSS for Windows (version 11.0) was used for statistical analysis. In this study simple statistical techniques such as mean and t-test were employed to find out the significant difference between countries, genders and school types for organizational commitment. In this study gender (female and male) and types of high schools (government and private) were taken as independent variables and sub-component of Organizational Commitment was taken as dependent variables, the findings are listed below:

- Male and female high school teachers of India were differing significantly in affective component, normative component and total organizational commitment. The observation of means indicates that the mean score of female teachers was higher than mean score of male teachers, only in continuance component, male and female teachers were not significantly differing.

- Male and female high school teachers of Iran were differing in affective component and normative component. In the observation of means indicates that the mean score of female teachers was higher than mean score of male teachers. In total Organizational Commitment and continuance component male and female teachers were not differing significantly.

- Government and private high school teachers of India were significantly differing in affective component, normative component and total organizational commitment. The observation of means indicates that the mean score of private high
school teachers was higher than mean score of government high school teachers, only in continuance component, government and private high school teachers were not significantly differing.

- Government and private high school teachers of Iran were differing in affective component. The observation of means indicates that the mean score of government high school teachers was higher than mean score of private high school teachers. In total organizational commitment, continuance component, and normative component of government and private high school teachers were not differing significantly.

**Joolideh and Yeshodhara (In press)**, have studied the Organizational Commitment among High School Teachers in India and Iran. In India data were collected from the high schools in Bangalore city and in Iran data were collected from the high schools in Sanandaj city. For the purpose of commonality, only government and private aided high schools in both countries were taken for the sample of the present study. A sample of 71 (37 Indian and 34 Iranian) high schools was selected randomly for the research work. This sample consisted of 16 private and 18 government high schools in Iran and 19 private and 18 government high schools in India. From the selected schools 721 teachers (361 Indian and 360 Iranian teachers) were selected by using stratified random sampling technique. While selecting teachers, consideration was given to their age and subject taught, that is, science or arts group subjects. From each school selected for the study, the teachers of all the subjects (Languages, Social Sciences, Science and Maths) teaching IX and X grade were considered as sample for the study. In the present investigation, a Scale developed by Meyer and Allen (1997) about Organizational Commitment was
employed to measure organizational commitment. MANOVA was employed to find out the significance of difference between countries, age groups and subjects taught in their organizational commitment. In this study country, age groups and subjects taught were taken as independent variables; Organizational Commitment and its sub-components are taken as dependent variables. SPSS for Windows (version 11.0) was used for statistical analysis and the findings are listed below:

- In affective component significant difference was obtained between Indian and Iranian teachers, where Indian teachers had significantly higher Organizational Commitment than Iranian teachers. However, in continuance component Iranian teachers had significantly higher scores than Indian teachers and significant difference was obtained between Indian and Iranian teachers. In normative component again Indian teachers score significantly was higher than Iranian teachers score. However, when total Organizational Commitment was considered Indian and Iranian teachers did not differ statistically.

- Age groups did not have any significant influence over any sub-component or the total scores as the obtained F values for all the sub-components and the Organizational Commitment scores were found to be no-significant.

- As in the case of age groups, in subjects also F values for none of the sub-component and Organizational Commitment scores reached the significant level criterion. In other words, subject backgrounds did not have any influence over Organizational Commitment.

- Only in normative component, significant interaction effect was observed between county and age groups. From the mean values it is clear that in India as the age
increased mean values also increased linearly, where as in Iran as the age increased the scores decreased linearly. In rest of the components and Organizational Commitment on-significant interactions were found. In organizational commitment, normative and continuance components the mean score of age group of 50-59 is higher among the Indian teachers where as it is higher among Iranian teachers of age group of 20-29 years old in all sub-components and total organizational commitment.

- None of the interaction effects were found to be statistically significant as all the obtained F values for Interaction effects were found to be non-significant indicating that pattern of Organizational Commitment was the same for teachers with different subjects taught irrespective of the country they belong to. Both Indian and Iranian arts teachers have the highest mean score in Organizational Commitment and in all its sub-component scales.

2.1.3 Studies on Organizational Commitment in other Countries

**Roscenholtz, Freeston and Reys (1989)** studied the Workplace Conditions that affect teacher Quality and Commitment. They found that teachers who have greater tenure in an organization were more committed than those with less tenure. They also found a relationship between relative age of teachers and the level of commitment. Older teachers were found to be more committed than younger teachers. They also found women teachers to have higher levels of commitment than men.

**Shin, H and Reyes, P (1991)** studied the Assessing Personal and Organizational Predictors of Managerial Commitment in Schools. They conclude a study to examine the causal relationship between teacher commitment to the school organization and job satisfaction in a model of teacher commitment using longitudinal carrier ladder data. Two
focal measures and demographic predictors from 854 teachers were analyzed in this study. Cross-lagged correlation regression analyses were used to determine the casual ordering of teacher commitment and job satisfaction in time-lagged situations. Data analyses clearly supported the hypothesis that commitment is different from satisfaction and that satisfaction has greater casual predominance over commitment, more predictive power than commitment. Hence it is concluded that satisfaction is a determinant of commitment. A practical implication of this study is that school administrators need to work on creating teacher job satisfaction before the teacher develops a sense of commitment towards the organization.

Leung Ting Chor (1991) studied Organizational Commitment in Hong Kong Aided Secondary School of Christian Teachers. It was found that the development of Organizational Commitment of a teacher for a school could be explained in terms of the personal factor such as the personal hierarchy of needs, the school (organizational) factor such as the staff social relation, group culture, colleague and school values and environment factors such as job choice alternatives. However, the strength of each factor on an individual teacher depended on which career stage the teacher was in. The investigator further concluded that the Organizational Commitment of a teacher depended on the teacher satisfaction in teaching and his acceptance of the school. Teacher satisfaction depended on the effectiveness of his performance in his teacher roles which would be readily influenced by the academic and discipline performances of the students. The acceptance of a teacher for the school depended on how he could perform his teacher roles smoothly with minimum disturbances from the school. These disturbances included
the staff social relations, group culture, colleague relations, principal’s behaviors and school values.

**Leithwood, Kenneth (1993)** examined the Extent to which Transformational forms of Leadership contribute to Teacher Commitment. Teacher’s commitment to change is expressed as a function of personal goals, two types of personal agency beliefs and emotional arousal processes. Alterable variables, giving rise to commitment, were conceptualized as a set of eight in-school and out-of-school conditions as well as seven dimensions of transformational leadership practices. Data were derived from a survey of 168 teachers in 9 secondary schools in a large urban school district. Findings indicate that each class of variables appears to exercise a significant influence on teacher’s commitment. Vision creating and goal consensus building practices of school leaders had strong effects on motivational conditions associated with teacher’s personal goals. The dimensions of leadership practice contributed most to teacher’s commitment to change, were those that helped to give direction, purpose and meaning to teacher’s work.

**Fresko, Barbara et al., (1997)** studied the Predicting Teacher Commitment. Data were reported from 175 teachers who had completed their pre-service training at an Israeli teachers college over a 10-year period. Results indicated that only job satisfaction could directly predict commitment. Other factors such as professional self-image, gender, job advancement and pupil grade level were indirectly related generally through their relationship with satisfaction.

**Millward and Hopkins (1998)** investigated Psychological Contracts, Organizational Commitment and Job Commitment. They selected the sample of 476 employees. The investigators used D.M. Rousseau’s psychological contract model. It
was found that for Rousseau’s distinction between two types of contractual belief, as well as the explanatory potential of the psychological contract, model over and above the concept of organizational commitment. As predicted, temporary workers were more transactional than relational in their contractual orientation.

**Tjosvold, D (1998)** conducted a study to examine Developing Commitment in Japanese Organizations in Hong Kong. This study revealed that equation analyses on data collected from interviews of Chinese and Japanese employees of Japanese multinational organizations operating in Hong Kong indicated that cooperative goals contributed to open discussion between employees, which resulted in productive work and stronger work relationships, which in turn led employees to feel committed.

**Labatmedienė (2007)** studied the Individual Correlates of Organizational Commitment and Intention to Leave the Organization in Lithvane. The participants of the study were 105 employees-non-management personnel working in various Lithuanian organizations. There were 41 men and 64 women with the average age range of 20-64 years old. Affective commitment, continuance commitment and normative commitment were measured with the Scale developed by Allen and Meyer (1990). The regression analysis was used to predict the relationships between individual factors and organizational commitment. The major findings were:

- The three-component measure of Organizational Commitment is valid in Lithuanian sample.
- Contrary to expectations, it was found that there was no significant relationship between personality traits and organizational commitment.
There was a significant relationship between Organizational Commitment and intention to leave the organization.

It was found that there was a significant relationship among organizational commitment, age, and the level of education.

Busch and Pettersen (2008) studied the Disciplinary differences in Job Satisfaction, Self-efficacy, Goal Commitment and Organizational Commitment among Faculty employees in Norwegian college. The paper focused on performance indicators such as job satisfaction, self-efficacy, goal commitment and Organizational Commitment in the college sector. Variations in performance indicators between the faculties of nursing, teacher education, engineering and business administration are discussed. The study revealed statistically significant differences in subject-specific norms. Managerial implications are indicated and potential directions for further research are discussed. The four instruments included: Job Satisfaction Scale by Olsen, 1993; Self-efficacy Scale by Bandura, 1986; Goal Commitment Scale by Locke & Latham, 1990; Organizational Commitment Questionnaire by Porter et al., 1974; Meyer et al., 1989 the sample of the study included 237 engineering, 313 teacher education, 161 nursing and 104 business administrations. This study revealed that:

- Global job satisfaction was significantly different among teachers working in the four educational programs. Teaching staff in schools of nursing has the highest score on global job satisfaction, while those in schools of engineering have the lowest score; the differences between the global job satisfaction for teachers in schools of engineering is significantly lower than for respondents in the other educational programs, while nursing teachers have higher global satisfaction.
There are significant differences in Organizational Commitment among the teachers in the four educational programs. The highest commitment is among the teachers in the schools of nursing and the lowest among teachers in engineering and business administration.

Both the engineering and the business administration teachers have significantly lower Organizational Commitment than nursing and teaching training staff.

2.2 STUDIES ON WORK VALUES

2.2.1 Studies on Work Values in India

Shapira and Griffith (1990) compared the Work Values of Engineers with Managers, Production and Clerical Workers. It was found that:

- The Work Values of managers and engineers were strongly related to their performance ratings and more weakly and inversely related to their tardiness levels.
- With regards to production and clerical staffs moderate correlations were obtained for both factors.
- No significant relationship between Work Values and absence level was observed in these two samples.

Gupta (1996) examined the Work-Values of Teaching and Non-Teaching Professionals in relation to their Locus of Control. The sample of the study comprised of 250 subjects selected randomly and included 50 teachers (Professors, Readers and Lecturers), 50 administrators (in-charge of one branch of Govt., or Semi-Government undertaking) and 50 Engineers, 50 Lawyers and 50 Doctors. Geographically, the study was restricted to Kurukshetra University. The following tools were selected on the basis
of their characteristics: (1) Socio-Profession related variables Questionnaire by investigator, (2) Work Values Inventory by Donald E. Super and (3) Social Reaction Inventory by J.B. Rotter adopted in Indian conditions by Aggarwal. It was found that:

- Teachers shared common emphasis along with administrators, engineers and doctors on the Work Values. Teaching and non-teaching professional groups showed no difference in the emphasis of work value.

- The Teachers resembled Administrators on work value, but differed from other three non-teaching professional groups in their value system.

- The teachers significantly differed from all other four non-teaching professional groups on work value. Non-teaching professionals among themselves had significant difference in the perception of various Work Values. Some non-teaching groups sharing exactly the same perception of Work Values became so divergent that they cannot be called as one integrated group of non-teaching as opposed to teachers.

- Internal and external control groups did not differ significantly. Five professional groups differed partially and significantly between themselves; taken two at a time on some values, but did not show any significant difference on many other Work Values.

- There existed no significant interaction of the locus of control and profession on Work-Values of teachers.

**Day’s (2000),** study on Teacher’s Professional Values, Family Relationship and Anxiety in Relation to Organizational Climate was descriptive in nature. The sample comprised of 400 teachers of Bundelkhand University. Teacher’s Professional Value Scale by P.C. Shukla & W.N. John, Organizational Climate Questionnaire by Meenakshi
Bhatnagar, Teachers’ Family Relationship and Anxiety Scale developed by the researcher were used for data collection. It was found that:

- The negative dimensions of the organizational climate disharmony, hindrance, authoritarianism and lack of facilities are negatively correlated with normal, social, educational, democratic and aesthetic values.
- The positive dimensions of the organizational climate support and satisfaction, democracy and freedom, discipline and control have shown significant positive relationship with moral, social, educational, personal and democratic professional values.
- The positive dimensions of the organizational climate, namely, thrust and academic emphasis show positive and insignificant relationship with all the seven professional values.
- More qualified male university teachers have better teacher’s professional values than more qualified female teachers.
- Less qualified male university teachers are also better than less qualified college teachers regarding teacher’s professional values.
- The less qualified teachers show significant difference regarding teacher’s professional values with more qualified teachers.
- The male teachers do not show any significant difference with female teachers regarding professional values.
- More experienced teachers proved better in professional value than the less experienced teachers.
There is a significant difference between college and university teachers and it has been found that university teachers have better professional value than college teachers.

More experienced teachers and less experienced teachers do not show significant difference.

Singh (2005) studied the Relationship between Stress and Work Values among Secondary Level Female Teachers. The study was designed to be casual comparative and correlation type, the schools of Allahabad constituted the sample for the study. The tools used were Teacher Stress Scale by K.S. Misra and Poonam Singh and Work-Value Differential by D.Chandra. The data were statistically analyzed using Product Moment correlation. This study indicated that: Work Values such as economic return, social service, power, independence and adventure were negatively and significantly correlated with stress. No significant relationship was found between stress and the Work Values such as intellectual, chances of progress, material handled association, surrounding and variety.

2.2.2 Studies on Work Values in Iran

Abbas (2002) studied the Iranian Managers’ Work Values and their Orientations. The Industrial Management Institute in Iran- an independent professional management organization that was established in 1961 sponsored the survey. Most of its members work in the private and mixed sector. The questionnaires were sent directly to participants. Out of 2200 of the survey questionnaires, 768 responses were received and used in the analysis. Of the subjects: 21% are top managers and 19% have been in the same position for 8 years or more. Over 90% have a college or graduate degree and 89%
of them live in major cities. The tools used in the present study were: Work Individualisms Scale constructed by Ali, Abbas; 1992, Work Collectivism Scale modified version of the sociocentric value of Followeres1975. The results revealed that conformist and sociocentric value systems are dominant. Manipulative and egocentric values are the least preferred. Further, it was found that:

- Iranian managers scored high on collectivism belief and work collectivism. They scored low on individualism and relatively moderate on work individualism.

- The private sector managers are more manipulative than managers in other sectors.

- In addition, managers in large organizations are highly sociocentric. Lower level managers are found to be highly sociocentric relative to others managers. The same group is found to be highly realistic.

- Managers whose fathers were factory workers and clergy are more sociocentric than others.

- On the other hand, managers whose fathers were landowners, contractors, or merchants are more realistic than others.

- Iranian managers show a high commitment to collectivism, and moderate to low commitment to work individualism.

Joolideh and Yeshodhara (2007), have studied the Work Values among High School Teachers in India and Iran- Influence of Age and Subject Taught. In India, data were collected from the high school teachers in Bangalore city and Iranian data were
collected from the high school teachers in Sanandaj city. A sample of 71 (37 Indian and 34 Iranian) high school was selected randomly. From the selected schools, 721 teachers were selected using stratified random sampling technique. While selecting teachers consideration was given to their age and subject taught by them that is, science or arts group subjects. The questionnaire having 24 items on Work Values developed by Elizur (1991) was used for this study. The scale was administered to all respondents in its original English version for India and Persian version for Iran. MANOVA was employed to find out the significant difference between countries, age groups and subjects taught in their Work Values. In this study country, age groups and subjects taught (Arts and Science) were taken as independent variables and sub-component of Work Values were taken as dependent variables. SPSS for windows (version 11.0) was used for statistical analysis. It was found that:

- In cognitive component Indian and Iranian teachers do not differ.
- In material component highly significant difference was obtained between Indian and Iranian teachers, whereas Iranian teachers had significantly higher work value than Indian teachers did.
- In affective component Iranian teachers had significantly higher scores than Indian teachers and highly significant difference was obtained between Indian and Iranian teachers.
- In case of total Work Values of Indian and Iranian teachers statistical significant difference was obtained, whereas Iranian teachers had significantly higher work value than Indian teachers.
• Age groups did not have any significant influence over any sub-component or the total scores as the obtained F values for all the sub-components and the total work value scores were found to be non-significant.

• As in the case of age groups, in subjects also, none of the sub-component and total work value scores and F values reached the significant level criterion. In other words, subject taught did not have any influence over Work Values.

• In rest of the sub-components and total work value, non-significant interactions were found. From the mean values it is clear that in India as the age increases mean values of cognitive Work Values decreases linearly, whereas in Iran as the age increases this does not happen.

• From the mean value of subcomponent and total work value of India and Iran it is observed that age group of 30-39 years has the upper scores in all the sub components.

• None of the interaction effects was found to be statistically significant as all the obtained F values for interaction effects were found to be non-significant indicating that pattern of Work Values was the same for teachers with different subjects taught irrespective of the country they belonged to. Indian and Iranian science teachers in work value and in all sub-components had the highest score.

2.2.3 Studies on Work Values in other countries

Williams and Sandler (1995) studied the Work Values and Attitudes. Nomological validity of the work orientation of Protestant Ethic and Confucian Ethic and the extent to which these two Work Values were predictive of managerial job satisfaction and Organizational Commitment were explored using a comparative sample
of American and Singaporean managers. Protestant Ethic was measured using Blood’s eight-item scale using a 7-point interval rating; the Confucian Ethic was measured using the Chinese Cultural Connection’s 8-item scale. It was found that:

- Protestant ethic and Confucian ethic were distinct and unrelated constructs, lending support to their external validity.
- However, neither American nor Singaporean managers exhibited higher levels of protestant ethic nor Confucian Ethic, suggesting that these two work orientations are not culturally specific.
- Protestant ethic and Confucian Ethic were found to be significant predictors of organizational attitudes.
- Protestant ethic strongly was related to Organizational Commitment and Confucian Ethic strongly was related to job satisfaction.

**Elizur (1996)** studied the Work Values and Commitment. A group of 144 randomly chosen adults in Israel responded to a questionnaire which contained 24 Work Values previously identified by Elizur (1984) and a measure of Organizational Commitment identified by Meyer and Allen (1991). He reported that a moderate relationship exists between Work Values and organizational commitment. They analyzed the relationships between Work Values and Organizational Commitment based on a sample of adults in Israel. It was found that the moderate correlations were obtained between certain specific work value items and commitment, such as independence, job interest, use of abilities, payment, achievement, and influence in the organization, work and advancement. Although the correlations were low they indicated that certain associations do exist. As hypothesized, the strongest relationships were observed between
cognitive Work Values and commitment, e.g. independence, job interest and use of abilities. Quite remarkably, however, a relatively high correlation was also observed with payment. Thus, it appears that payment also, although considered instrumental, is an aspect of Work Values, which is involved with a person’s commitment to the organization.

**Allameh (1999)** studied the Islamic Work Values and Development of Life Values of Valton in Takado Company. He collected data from 180 workers in Takado Company. All of the workers were male and full-time. The results indicated that there is relationship between open relationship and commitment to work; between hard trying and information’s of workers about their boss. There are positive relationship between life quality and Islamic Work Values.

**Ming Chang (2002)** studied the Elementary School Teachers’ Work Values and Job Satisfaction. The population in this study was full-time elementary school teachers in Taipei city. The teachers were selected from the schools in all areas in Taipei, using systematic random sampling. Ten schools, about thirty percent of the total schools in each area were selected by random sampling. Ten teachers were selected randomly in each selected schools. Work Values questionnaire in this study was developed by modifying the questionnaire and results of two studies Chang (1998) and Super (1970). It was found that:

- There is significant difference between gender and Work Values in contributions and achievements, females have high mean scores in their Work Values than males.
No significant difference was found between gender and Work Values in reputation, colleagueship and good living, female and male teachers have the same mean scores.

No significant relationship was found between job position and Work Values in reputation, contribution, colleagueship, good living and achievement.

No significant difference was found between length of experience and Work Values, teachers with different lengths of experience have the same means scores.

No significant difference was found between teachers’ age and Work Values, teachers with different age have same means cores.

Significant relationship was found between teachers’ level of educational background and Work Values.

No significant difference was found between gender and job satisfaction among elementary school teachers, females and males teachers have the same mean scores.

Chih Ho (2006) studied the Relationship between Work Values, Job Involvement and Organizational Commitment among Taiwanese Nurses. He used Wu et al’s Work Value Questionnaire, Kanungo’s Job Satisfaction Questionnaire and Mowday et al’s Organizational Commitment Questionnaire. This study was conducted in regional teaching hospitals located across Taiwan. A minimum sample size of 38 nurses per hospital is considered sufficient. A total of 1300 nurses from the participating hospital were eligible for the survey. This study revealed that:
• The differences between older and younger employees were found that older nurses, on average, placed more emphasis on “terminal values” than did younger nurses did.

• Older employees have been found to hold higher perceptions of job involvement and higher level of Organizational Commitment than younger employees.

• This study found that more highly qualified nurses, on average, placed more emphasis on ‘terminal values’, ‘self-group’, ‘self-realization’ and ‘self-esteem’ than less qualified nurses.

• No significant relationship was found between education statues and organizational commitment.

• The level of Work Values among higher income nurses was higher than the Work Values of lower income nurses.

• The current analyses found that employees in more senior positions were more attentive to ‘terminal values’ and ‘self-esteem’ than employees holding lower positions in the organizations.

• Occupational position has been shown to be positively related to organizational commitment.

• Nursing managers reported higher scores on Organizational Commitment than registered professional commitment nurses and registered nurses.

2.3 STUDIES ON LEADERSHIP BEHAVIOR

2.3.1 Studies on Leadership Behavior in India
Sodhi (1995), made an attempt to find out the Relationship between Organizational Climate and Leadership Behavior of Principals. The sample for the study comprised of 62 Principals, Vice- Principals and physical education teachers of professional and non-professional colleges of Gwalior District. The tools used were Physical Education Teacher’s Role Expectation Scale (PETRES) by Usha Singh, Organizational Climate Description Questionnaire (OCDQ) by Halpin and Craftand Leadership Behavior Description Questionnaire (LBDQ) by Halpin. The data were analyzed by using Mean, SD, t-test and Pearson Product Moment correlation. The findings of the study are as follows:

- Significant and positive relationship was found between initiating structure dimension of Leadership Behavior and three dimensions of Role Expectation, namely, administrative, other and total expectations.
- The total of Leadership Behavior had significant and positive relationship with administrative, other and total Role Expectations.
- Significant difference was observed between Principals and Physical Education teachers regards dormer’s Leadership Behavior on initiation-structure and total of Leadership Behavior.
- Significant difference was reported between Principals and Physical Education teachers on four dimensions.
- Principals laid more stress on esprit and trust whereas Physical Education teacher’s perceived disengagement and production-emphasis as most important dimensions affective Organizational Climate of an institution.
Zanzruka(1996) studied the Relationship amongst Leadership of Head- Masters, Organizational Health and Pupils’ Educational Achievement. Seven hundred thirty six (72.01 %) schools out of 1022 secondary schools in the six districts of Saurashtra region were selected as the sample using Stratified Random Sampling Technique. The stratification was based on the area, type, size, and management, medium of the schools and the experience of the head-masters. Six teachers were randomly selected from each school for the sample. Three tools were used for data collection. These were Leadership Behavior Description Questionnaire (LBDQ) originally developed by Halpin and Winner and translated in Gujarati by (Dekhatawala), Institutional Health Description Questionnaire (IHDQ) developed and validated by Dongre and Dekhatawala, and students’ scores of the last three years’ secondary and higher secondary school certificate examinations. The questionnaires were self - reporting 5-point Likert type scales. For data analysis, statistical measurement like mean, standard deviation, and correlation were computed. It was found that:

- The leadership of secondary school head-masters was positively and significantly related to the organizational health of the schools. This relationship was positive and significant for both the task-oriented and consideration-oriented dimensions of leadership and ten dimensions of organizational health. But it was positive only in the cases of Gujarati medium and non-government schools.

- Generally, the leadership of the head masters was not positively and significantly related to the students’ academic achievement.

- The organizational health of the schools was positively and significantly related to the academic achievement of only standard X students and in most of the cases,
there was no role of the type, size, management, area, medium of the schools and the experience of the head masters in this relationship.

**Shitaljit Singh (1997)** conducted a study in all the secondary schools of Manipur State under the Board of Secondary Education. Out of the above-mentioned population, fifty schools from five districts of Manipur, namely, Imphal, Thoubal, Bishnupur, Churachandpur and Chandel were selected as the sample of the present study. Out of these fifty schools, fifty principals and five hundred ten teachers from each school have been selected randomly as the subjects of the present study. Tools used were Principals’ Background Information Sheet prepared by the investigator; The Sixteen Personality Factor Questionnaire Form-A (16 PF-Form A) by R.B. Cattel and H.W. Eber; Leadership Behavior Description Questionnaire Form-XII by R.M. Stogdill; School Organizational Climate Description Questionnaire by M.L. Sharma; Teacher Job Satisfaction Questionnaire; and Pupils’ Academic Achievement was noted from the ‘Annual Report’, Board of Secondary Education, Manipur, 1996. The data were analyzed by computing Mean, Median, Standard Deviation, Skewness and Kurtosis; Product Moment Correlation and Point Biserial Correlation Coefficients; Partial Correlation Coefficient; Simple Regression Equations and their Standard Errors. It was found that:

- On an average, Principals of the secondary schools included in the study occasionally had the quality of ‘Leadership as a Whole’.

- The relationship between ‘Representation’ and ‘Outgoingness’ came out to be positively significant at .05 levels. It revealed that the more ‘Outgoingness’ principals showed better relationship with ‘Representation’. There existed no significant relationship between ‘Intelligence’ and all the twelve dimensions of leadership behavior.
• The Correlation between ‘Emotional Stability’ and the dimensions of leadership behavior, viz., ‘Persuasiveness’ and ‘Superior Orientation’ came out to be significant and showed positive significant relationship. It could be concluded that the more ‘Emotionally Mature’ principals brought closer relationship with the above dimensions of leadership behavior. It suggested that the principals having more ‘Assertiveness’ had closer relationship with ‘Production Emphasis’.

• The correlation between ‘Age’ of the Principals and ‘Predictive Accuracy’, the dimension of leadership behavior was found to be significant and had negative relationship as perceived by their teachers.

• The correlation between ‘Sex’ of the Principals and dimensions of leadership behavior, viz., ‘Demand Reconciliation’, ‘Tolerance of Uncertainty’, ‘Consideration’, ‘Production Emphasis’, ‘Integration’ and ‘Leadership as a Whole’ revealed significant and positive relationship as perceived by their teachers. It suggested that ‘Sex’ of the Principals played an important role at performing good leadership behavior in the dimensions mentioned above.

• There existed significant and positive relationship between ‘Teaching Experience’ of the principals and ‘Tolerance of Uncertainty’. This significant relationship meant that the principals having longer ‘Teaching Experience’ had allowed more freedom to their followers in the matter of taking initiative, decision and action.

• There existed no significant relationship between ‘Disengagement’ and all the twelve dimensions of leadership behavior, and ‘Leadership as a Whole’.

• The correlation between ‘Alienation’ and five dimensions of leadership behavior, viz., ‘Demand Reconciliation’, ‘Initiation of Structure’, ‘Consideration’,
‘Predictive Accuracy’ and ‘Integration’, was found to be significant and positive. It concluded that the behavior patterns among the group including the principals that were characterized as highly formal and impersonal were closely related with the above dimensions of leadership behavior.

Songsiri (2000) studied the Leadership Behavior of Secondary School Administration in relation to Organizational Climate and Team Development. In total 8000 secondary teachers and 1000 administrators were selected from Gujarat state. Multi-stratified random sampling technique was used for sample selection. The data were collected with the help of schedule, Leadership Behavior Scale, Organizational Climate Scale, and Team Development Measuring Scale constructed by the researcher. The data were analyzed by using t-test, ANOVA and correlation. Sex, level of education, age, experience of work, size of schools, type of organizational climate and team development were the factors affecting the level of leadership behavior of secondary school male and female administrators. It was found that:

- There was a significant difference between mean scores of leadership behavior of secondary school administrators belonging to different groups of sex. Female administrators have greater value of mean scores of leadership behavior than male administrators.

- There was a significant difference between mean scores of leadership behavior of secondary school administrators belonging to different levels of their education. The administrators having education higher than bachelor degree have greater value of mean score of leadership behavior than that of the administrators having bachelor degree.
There was a significant difference between mean scores of leadership behavior (total score and initiating structure) of secondary school administrators belonging to different age groups. The administrators having 31-40 years of age have higher mean score on leadership behavior than that of the administrators having 41-60 years of age.

There was a significant difference between mean scores of leadership behavior of secondary school administrators belonging to different groups of experience in their work.

There was significant relationship between the leadership behavior of secondary school administrators and the organizational climate.

Awasthi (2002) studied the leadership style and other variables on 50 Principals and 300 teachers selected by Random Sampling Method. Organizational Climates Questionnaire (OCQ) by Meenakshi Bhatnagar, Test of College Teacher’s Morale (TCTM) by Y.K. Gupta & M.P. Kaushik, Teacher’s Academic Alienation Scale by Amita Bhatnagar, Leadership Style Questionnaire and Institutional Effectiveness Scale (IES) by the researcher were used for data collection. Finding of the data indicated that:

- The female Teachers feel less alienation in favorable conditions mostly in effective and dominating leadership than male teachers.
- The female Teachers get loss in their morale in unfavorable condition and less dominating leadership than male teachers.
- In case of institutions effectiveness directly influenced by dominating leadership as well as the favorable climates if provided to them.
Chirayath, and Khalique (2005) studied the relationship between leadership style of the head-master and organizational climate of secondary schools of Kerala. Totally 105 secondary schools were selected out of the 2236 secondary schools located in the various district of Kerala using stratified random sampling technique. Thereafter, selection of the teachers was done using cluster sampling. The tool used was Leader Effectiveness Questionnaire and Organizational Climate Description Questionnaire constructed by Halpin and Croft. The results indicated that the schools with open and autonomous organizational climate have head-masters with style II leadership i.e… high task and high relationship. The schools with controlled and paternal climate have head-master with style I leadership i.e… low task orientation with high relationship. The schools with closed climate have head-masters with style IV leadership i.e; low task and low relationship.

Sharma (2005) studied the Leadership Behavior Perception of Principals, Teachers and Guardians in Mehsana. The present study is a survey in which sample was selected using random sampling technique. The principals of the schools were selected randomly. The teachers and guardians of those schools were selected per their availability after school hours. The data were collected using the adapted Gujarat version of the standardized leadership Behavior Perception Scale by M.R. Lokhande and T.K Moulik(1972). The Mean, S.D and t-values were calculated for the analyses and interpretation of the data. It was found that:

- There is a significant difference between the principals and teachers in their perception of leadership behavior. The teachers’ perception is higher about their principals than that of the self-perception of those principals.
• The difference between principals and guardians in the perception of leadership behavior is not significant.

• There is no significant difference between the teachers and guardians in their perception of the leadership behavior of the principals. Teachers and guardian’s perception are quite similar.

Sunder (2005) studied the Leadership Behavior of Principals in relation to certain Personality and Environmental variables. The sample consisted of hundred senior secondary schools from ten districts on the basis of Sex (Boys and Girls), Area (Rural and Urban) and Management (Government and Private). The following tools were used: Leadership Behavior Descriptive Questionnaire (LBDQ) developed by Stogdill; School Organizational climate Descriptive Questionnaire (SOCDQ) developed by Motilal Sharma, and 16 PF Test Form A for Adults developed by R.B. Catteel. The data were analyzed with the help of percentages, correlation, regression analysis and t-test. It was found that:

• There was no significant difference between Government and Private senior secondary schools in terms of distribution in different Climate categories.

• Principals of different type of Climate schools do not differ significantly on four dimensions of LBDQ viz. ‘Representation’, ‘Persuasiveness’, ‘Predictive Accuracy’ and ‘Integration’ respectively.

• Principals of different type of Climate schools were found to differ significantly on rest of the eight dimensions of LBDQ; viz. ‘Demand-Reconciliation’, ‘Tolerance of Uncertainty’, ‘Initiation of Structure’, ‘Tolerance of Freedom’, ‘Role -
• Principals of type of ‘Controlled Climate’ schools scored highest ‘integration’ mean score whereas the same was lowest in case of Principals of ‘Closed Climate’ type schools.

• Principals of ‘Controlled Climate’ type schools differ from the Principals of ‘Paternal’ and ‘Closed Climate’ type schools on ‘Production - Emphasis’ dimension.

• Principals of ‘Controlled Climate’ type schools differ from the principals of ‘Paternal Climate’ and ‘Closed Climate’ type schools on ‘Superior - Orientation’ dimension.

• Principals of ‘Familiar Climate’ type schools differ from the Principals of ‘Controlled Climate’ type schools on ‘Intelligence’ factor.

• There were significant positive relationship between ‘School Climate’ and all the different dimensions of LBDQ.

• There were no significant relationship between ‘Tolerance of Uncertainty’ and other dimensions of SOCDQ. ‘Consideration’ dimension of LBDQ was found significantly related to dimensions of School Climate viz., ‘Alienation’, ‘Intimacy’, ‘Controls’, ‘Production - Emphasis’, ‘Disengagement’ and ‘Humanized - Thrust’.

• No significant relationship was observed between ‘Consideration’ and other dimensions of SOCDQ. ‘Production - Emphasis’ was found to be positively and significantly related to ‘Intimacy’, and ‘Humanized Thrust’ dimensions of School Climate.
Rekha Noyal (2005) used a self constructed Scale for measuring knowledge of Leadership Qualities of the Principals, their Attitudes and Functioning have been used by the Investigator. Totally 56 government and non- government primary schools were selected using simple random sampling method. It was found that:

- The study showed that the organizational planning, budgeting attributes’ knowledge, attitude and functioning of the principals of government upper primary schools have been found higher than that of the non- government schools.
- No significant difference has been found in the instructional and reporting attributes’ knowledge, attitude and functioning of the principals of government and non-government upper primary schools.
- The attitude of the principals of government upper primary schools towards various units of the society has been found significantly higher than that of non-government Schools.
- The organizational attributes’ knowledge, attitude and functioning of the male Principals of Government Upper Primary Schools have been found higher than male Principals of the Non- Government Schools.
- No significant difference has been found in the reporting attributes’ knowledge, attitude and functioning of the male Principals of Government Upper Primary Schools and male Principals of the non-government schools.
- No significant difference has been found in the Planning attributes’ knowledge, attitude and functioning of the female Principals of Government Upper Primary Schools and female Principals of the non-government schools.
• No significant difference has been found in the Reporting attributes’ knowledge, attitude and functioning of the female Principals of Government Upper Primary Schools and female Principals of the non-government schools.

• No significant differences have been found in the of Female Principals of Government and Non-Government Upper Primary Schools towards Planning, Organization, and Instruction, whereas, significant difference has been reported towards Budgeting and Reporting in favor of Government Schools as per the perceptions of Female Teachers.

Venkat(2005) studied the Transformational Leadership and Outcomes: role of Relationship Duration in India. The current incumbent had taken over as the school principal five years before the data were collected. She was recruited from outside the school, although she had prior experience as a teacher in other schools. The principal answered the value survey to capture her value system. The teachers answered the transformational leadership questionnaire on their principal; they also answered the value survey to capture their value systems, besides answering questions on their identification with the school, and attachment and affective commitment to the school. The data for this study were collected from the principals and 144 teachers of prominent high schools in western India. The school has 200 teachers and 4,000 students. Out of them 30 had spent less than one year with the school and were therefore excluded because they would not have had enough opportunities to know the principal. Out of finally used sample of 144 teachers, 130 were females and 14 were males. Their median age was 36 years old, the range beginning from 24 to 57. The minimum number of years they had spent with the school was one, the maximum was 33, and the median was six. Their total work
experience including their tenure at the current school ranged from 1.5 to 33 years, with a median of ten. The Bass and Avolio (1995), short version of the MLQ was used to measure transformational leadership of the principal as perceived by each teacher. It was found that:

- Transformational leadership was not significantly related to terminal value system congruence. The trend was, however, in the expected direction, though the correlation failed to reach significance.
- Transformational leadership was significantly positively related to identification with organization, attachment to the organization and affective commitment.
- Organizational tenure and age were, however, significantly higher in the high duration sub-sample than in the low duration sub-sample.
- Transformational leadership was significantly positively related to terminal congruence and identification only when the relationship duration was five years and not when the relationship duration was four years or less.
- On the contrary, transformational leadership was positively related to attachment and commitment in both the sub-samples.

Kumar (2006) studied the Leadership Behavior of the Heads of the Secondary Schools in relation to the Attitude of Teachers in Bhubaneswar Municipal Corporation, Bhubaneswar, Orissa. In terms of sample size the study was limited to 130 secondary school teachers. The sample of the study is selected from the different types of secondary schools, such as secondary schools under private management, government secondary schools, co-educational secondary schools, secondary schools for boys and girls. The
random sampling procedure was adopted to select 26 secondary schools of different categories; each school contributed 5 teachers for this research work. Leadership Behavior Description Questioner presented by Research Board, Ohio State University 1957 was used in this study. The statistical techniques like Mean and S.D. of gain scores were computed and SEM was calculated to find out the fluctuation on flexibility of each Mean. Finally ‘t’ value was calculated for accepting/rejecting the hypothesis. It was found that:

- There is a strong difference between the private and government secondary school principals’ leadership behavior. Further it revealed that the principals of these two types of schools take different measures in their leadership behavior according to the circumstances of the school.

- Principal of both government and principals of girls’ schools do not differ significantly in their leadership behavior.

- However, the principals of private and boys’ schools possess different types of leadership behavior. Leadership behavior of the heads of the institution does not differ with ‘modus operandi’.

- There exist the same type of Leadership behavior, as far the principals of girls and boys’ schools are concerned.

2.3.2 Studies on Leadership Behavior in Iran

Javdanee (2002) studied the Organizational Commitment and Leadership Behavior of Elementary School Teachers in Shiraz. He received 1,210 responses from 180 schools. He included in the study only those schools that provided at least 8 teacher
responses. At last 880 teachers and 100 heads were selected for the study and
questionnaires were distributed to them. It was found that:

- There is a positive relationship between Organizational Commitment and
  leadership behavior of heads.
- There is significant difference between leadership behavior of male and
  female heads. Female heads are more transformational in behavior than male.
- Leadership behavior of heads did not have any influence on
  Organizational Commitment of teachers.

Khaibaree (2003) studied the Relationship between Leadership style of soccer
coaches and Commitment and Burnout of players and submission of model in Tehran. He
chose 340 football players and gave them Leadership Style Questionnaire constructed by
Hemphill and Konze. He used mean, SD and Pierson correlation analyzing the data. It
was found that:

- There was a significant relationship between leadership style of coach
  sports and Organizational Commitment of players.
- There was no significant relationship between task orientation of coaches
  and Organizational Commitment of players.
- There were significant relationships between relation orientation of sport
  coaches and Organizational Commitment of players.

Hosainee (2003) studied on the Relationship between Leadership Styles of
Chairpersons of the Department and Organizational Commitment of Lecturer. He
selected the sample of 18 chairpersons and 128 lecturers. It indicated that he found there
are significant differences between leadership styles of chairpersons in departments.
There are significant differences between leadership styles of chairpersons in the view of their lecturers. There are significant differences between organizational commitments of lecturers in different department. There are significant differences between organizational commitments of chairpersons in different department.

Shirbagi (2004) studied Organizational Commitment and Leadership Frames within Indian and Iranian Higher Education Context. The survey investigates relationship between faculty members’ Organizational Commitment and leadership frames of chairpersons. The primary objective of this research was to understand how these contribute in making faculty members committed to a university. It was a comparative study in Iranian and Indian contexts. Questionnaires, containing Organizational Commitment and leadership frames measures, were distributed to faculty members employed in Tabriz University and Panjab University. A total of 333 responses were thus obtained. Findings of the data revealed that:

- Significant difference was found in the level of Organizational Commitment between Iranian and Indian faculty members.
- The leadership frames in both cases are almost the same. The difference, however, is that the mean scores for all the four leadership frames in Tabriz University is more than Panjab University counterpart. Furthermore, this difference was more in case of symbolic frame.
- There were significant correlations among four frames of leadership and Organizational Commitment and its three components.
Tabriz University faculties did not have different means of leadership frames. In Panjab University there was a significant difference among faculties in regarding means of structural, human recourse and symbolic frames.

Mosadeghe Rad (2006) studied the Relationship between Managers’ Leadership Style and Employees’ Job Satisfaction in Iran. The purpose of this descriptive and cross-sectional study was to explore the relationships between managers’ leadership styles and employees’ job satisfaction in Isfahan University Hospitals. The data were collected through the distribution of two types of questionnaires among the 814 employees, first line, middle and senior managers of these hospitals through a stratified random sampling. It was found that:

- The dominant leadership style of managers was participative. The mean score of employee-oriented dimension of leadership style in first line, middle and senior managers were 52, 54, and 54 (from 75 credit) respectively. The mean score of task-oriented dimension of leadership style in first line, middle and senior managers were 68, 69, and 70 (from 100 credit) respectively. The mean score of employee’s job satisfaction was 3.26 on a 6 scale (moderate satisfaction), 1.9, 26.1, 64.7, and 7.3 percent of hospital employees had respectively very low, low, moderate and high satisfaction with their job.
- Employees demonstrated less satisfaction with salaries, benefits, work conditions, promotion and communication as satisfier factors and more satisfaction with factors such as the nature of the job, co-workers and supervision type factors.
- There was a significant correlation (p, 0.001) between the use of leadership behaviors and employees’ job satisfaction.
Gholamreza (2007) studied the Leadership Effectiveness of Principals in Iran and India. The sample comprised of 600 teachers from 120 high schools (60 Iranian and 60 Indian). Among them 300 teachers were from Isfahan city of Iran and the other 300 teachers were from Mysore city of India. Giving equal representation to both government and private schools did selection of high school and teachers. Out of 300 teachers in Iran, 150 were males and 150 were females. In India 122 teachers were males and 178 were females. Two-stage stratified random sampling design was adopted for selection of high schools from different types of management and teachers of different gender. The tool used in the present investigation was Leadership Effectiveness Scale developed by Hassen Taj. Results of mean scored and Two-way ANOVA for various dimensions of leadership effectiveness with reference to country and professional experiences of teachers are presented below. It was found that:

- From the mean scores of all the six dimensions of leadership effectiveness of the principals, there were significant differences between perceptions of teachers belonging to Iran and India, and Iranian teachers perceived their principals attributes more than their Indian counterparts.

- There was a significant mean difference between perceptions of teachers with respect to professional experience and teachers with 11-15 years of professional experience scored the highest as compared to teachers with other experiences.

- The interaction effects between country and professional experience on all the dimensions of leadership effectiveness of the principals were observed to be not significant.
Educational qualification significantly influences teachers’ perceptions about leadership effectiveness of the principals in both countries. While teachers with BED background scored highest in dimensions of leadership effectiveness than teachers with other degrees.

**Joolideh and Yeshodhara (2008)**, studied the Leadership Behavior among High School Teachers in India and Iran with influence of Gender and Types of High Schools. Leadership Behavior of high schools’ principals in India and Iran was investigated in this study. Eight hundred teachers were selected from eighty high schools in Bangalore city (India) and Sanandaj city (Iran) through two stage stratified random sampling techniques. Selection of high schools and teachers was done by giving equal representation to both government and private high schools, female and male teachers. They were assessed using the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1997). In India the data were collected in Bangalore city in south part of India and Iranian data were collected in Sanandaj city in west part of Iran. A sample of 80 (40 Indian and 40 Iranian) government and private high school were selected randomly for the research work. This sample consisted of 37 government high schools (16 from India and 21 from Iran) and 43 private high schools (24 from India and 19 from Iran). From these selected schools 800 teachers (382 teachers from government and 418 teachers from private high schools) were selected using stratified randomly sampling techniques. While selecting teachers, consideration was given to their different gender. In India 400 teachers (215 female and 185 male) were selected and in Iran 400 teachers (209 female and 191 male) were selected. All the teachers had spent more than one year with the
school and were therefore, appropriate because they had enough opportunities to know the principal. This study revealed:

- The gender of teachers does not have significant influence on their perception about leadership behavior of the high school principals in Bangalore (India).
- The gender of teachers has significant influence on their perception about leadership behavior of the principals in Sanandaj (Iran). The mean score of female teachers are more than mean score of male teachers.
- The female and male high school teachers in Bangalore (India) and Sanandaj (Iran) in laissez fair component had significant difference on their perception leadership behavior of the principals and in other dimensions had equal mean score.
- Different types of high school teachers have significant influence on their perception about leadership behavior of the principals in Bangalore (India) in case of transactional component and total leadership behavior. Mean scores of teachers in private high schools is higher than mean scores of teachers in government high schools.
- Different types of high school teachers have significant influence on their perception about leadership behavior of the principals in Sanandaj (Iran) in all dimensions of leadership behavior. Mean scores of teachers in government high schools are higher than mean scores of teachers in private high schools.
- Different types of high school teachers do not have significant influence on their perception of leadership behavior of the principals in Bangalore (India) and Sanandaj (Iran) together.
2.3.3 Studies on Leadership Behavior in other countries

Silins (1992) examined the Relationship between Transformational and Transactional Leadership and its effects on School Teachers, Students and Programs. He selected the sample of 256 elementary schools in British Columbia undergoing reform. Results indicated that transformational leadership had a more significant and positive relationship with school effects from transactional leadership.

William and et.al (1995) studied the Transformational Leadership Theory. He examined it in 89 schools in Singapore on a sample of 846 teachers. The study sought to examine the influence of transformational leadership behavior as it related to organizational commitment, teacher satisfaction with leader and student academic performance. Attitudinal and behavioral data were collected from both teachers and principal, academic performance was collected from school records. School level analyses showed that transformational leadership had significant add on effects to transactional leadership in the prediction of Organizational Commitment and teacher satisfaction. Transformational leadership was found to have indirect effects on student academic achievement.

Chow Hung Wai (1994) examined the relationship between principals’ perceived transformational leadership in terms of charisma/inspiration, intellectual stimulation and individualized consideration and teachers’ self-concept in terms of pedagogical self, social self, personal self and administrative self. A total of 385 teachers and 25 principals from 25 secondary schools were involved. Teachers, in general, were found to have high self-concept and teachers’ response alternative towards their principals’ transformational leadership. Teachers’ self-concept measures were highly correlated with each other and
so were the transformational leadership measures. Moreover, teachers’ age, teaching experience was positively and significantly correlated with all teachers’ self-concept measures.

**Nader, Jennie (1997)** investigated the Value of Transformational Leadership in an exemplary School District in Ohio. This study examined conditions, processes and practices associated with school improvement. The theoretical framework for this study was based on Leithwood’s model of transformational leadership as a working theory for organizational improvement, which addresses conditions, processes, practices and behaviors associated with restructuring success. It was found that:

- The high levels of transformational forms of leadership were occurring in the school in the district.
- The transformational dimensions of providing individualized support and fostering group goals had no relationship to educator perceived outcomes.
- The transactional dimension, management by exception, was not significantly related to any of the categories of educator perceived outcomes.

**Ross and Gray (2005)** studied the Transformational Leadership and Teacher Commitment to Organizational Values. The mediating effects of leadership style on collective teacher efficacy of the teachers in school. Teachers in all elementary schools in two large school districts in Ontario (Canada) were invited to participate in the project. They received 3,074 responses from 218 schools, which is an average of 14 per school. They included in the study only those schools that provided at least five teacher responses. It was found that:
They found that transformational leadership had an impact on the collective teacher efficacy of the school. The standardized regression weight of the path from leadership to teacher efficacy in their study was identical to the leadership efficacy path reported by Walumbwa et al. (2003). The leadership-efficacy relationship matters because of the well-established connection between collective teacher efficacy and student achievement. Although this study was not designed to identify the specific mechanisms through which principals influence teacher efficacy, social cognitive theory suggests that the main contribution is through principal influence on staff interpretations of their effectiveness. They recommend that researchers probe the leadership-efficacy relationship to link particular dimensions of transformational leadership and specific principal behaviors to enhanced agency beliefs of their staff. Second, collective teacher efficacy strongly predicted commitment to community partnerships. The influence of the principal on community partnerships was entirely mediated by collective teacher efficacy. Involving parents exposes teachers to such risk as negative feedback on school performance and identification of different goals and values than those identified by the school. A staff with high expectations that it will be able to overcome such obstacles is more likely to open itself to parental participation.

The influence of leadership on teacher commitment to community partnership through collective efficacy matters because researchers have forged strong and consistent links between parent involvement in their children’s education and higher student achievement. But the impact of parent involvement on achievement varies with its form. The strongest connections are for parents acting as volunteers at school under the direction of teachers and as surrogate teachers at home. There is less evidence to
suggest that parent involvement in governance contributes to achievement. In this study, they focused on teachers’ willingness to include parents in setting school directions. They recommend that researchers examine which types of community partnership are most closely linked to teacher efficacy.

- The transformational leadership had direct effects on teacher commitment, independent of agency beliefs. Commitment to school mission was the strongest outcome, one that is especially important given evidence that it is a strong predictor of group effectiveness. Commitment to professional community also matters because of the association of professional community with productive school change. They recommend that future researchers re-examine the relationships between leadership and teacher commitment by elaborating the constructs, treating each as a multidimensional set of beliefs. Such research would enable investigators to revisit the question of the source of the principal’s influence on teacher commitment. This study found partial support for agency as a mediating variable.

Nguni, and Denessen(2006) examined the effects of transformational and transactional leadership on teachers’ job satisfaction, organizational commitment, and organizational citizenship behavior in the context of schools in a specific developing country context of Tanzania; it does so by testing a model of such effects using a set of data collected from a sample of Tanzanian primary school teachers. The participants for this study consisted of 700 primary school teachers who were selected from 70 schools located in five districts in the eastern educational zone of Tanzania. In each district schools were randomly selected from a list of schools kept by each District Education Office. In this study four tools were used leadership Multifactor Leadership
Questionnaire (MLQ, version 1, as used by Bycio et al., 1995, plus some additional items from version 5X), job satisfaction (Minnesota Satisfaction Questionnaire developed by Weiss, Dawis, England, and Lofquist (1967), Organizational Commitment developed by Mowday et al. (1979), and organizational citizenship behavior developed by Smith et al. (1983). Finding of the data revealed that:

- The mean rating of each leadership factor was above the midpoint on the rating scale with the exception of passive management by exception and laissez-faire. The three transformational leadership factors dimensions were rated particularly high.

- Overall, teachers’ rating of leadership on the MLQ factor scales produced a more positive profile of their head teachers’ transformational than their transactional leadership.

- Teachers thought quite positively about the extent to which they experienced job satisfaction, Organizational Commitment and organizational citizenship behavior.

- Teachers experienced more organizational citizenship behavior and value commitment than commitment to stay and job satisfaction. By experiencing more value commitment, this implies that teachers felt pride to be associated with their schools. The lower scores for commitment to stay may be explained by the fact that teachers in Tanzania do not choose schools where they want to teach, instead, teachers are centrally allocated to schools by the District Education Office.

- Almost all the correlations were found to be significant. All the transformational leadership factor scales were positively correlated with each other. Also, all the transformational leadership factor scales correlated positively with the two
transactional leadership factors of contingent reward and active management by exception.

- All transformational leadership factors correlated negatively with the other two transactional leadership factors of passive management by exception and laissez-faire leadership, although correlations of Intellectual Stimulation with both factors were no significant.

- The transactional leadership factors of contingent reward and active management by exception correlated positively with each other. Contingent reward correlated significantly but weakly with passive management by exception and laissez-faire leadership, whereas active management by exception had no significant correlation with passive management by exception and laissez-faire.

2.4 CONCLUSION

From the review of related literature presented in the preceding pages it is found that:

- There are considerable numbers of studies on Organizational Commitment and leadership behavior but not on work value. Research in the case of work value is relatively found unexplored area; not many studies have been under taken in this area, in India and these studies are very much limited in Iran.

- Research on Organizational Commitment and Work Values of teachers in relation to the leadership behavior of heads is also found very limited in both the countries.

- Quite a number of studies have been done on organizational commitment, Work Values and leadership behavior of teachers/heads in relation to other background
variables like gender, age, level of education, type of school, school climate, teaching experience etc. but the results are not found consistent; some indicated significant relationship, some revealed no relationship etc. in India and other countries, whereas the research is very limited in these area in Iran. Hence, research on these variables needs considerable attention.

- 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.

- The investigator has made a sincere and concerned effort to systematically compile, as far as possible, the research study. This substantiated adequately the need for research in the area of general and the present comparative study between India and Iran with respect to high school teachers and heads. The review of research studies related to Organizational Commitment and Work Values of teachers and Leadership Behavior of heads revealed that there are various studies conducted in India and some in Iran. But no studies have been done regarding the comparing these variables between high schools in India and Iran. Thus, it is felt that there is a need for the present study.