

This paper offers an alternative view of leadership, which expands and makes more flexible

STUDYING LEADERSHIP CULTURE: EXPLORING THE EAST AND WEST

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There are considerable dissertations and research reports in educational administration in Iran which found no significant relationship between variables inspired by western educational leadership theories and the researchers considered these as evidences to criticize the assumption underlying them. Examining these research findings in educational administration in Iran, both students' dissertations and faculties' research reports, in terms of the mentioned points is the main purpose of this paper. A total of twenty research reports will be described by content analysis method. It would be elucidated that in all reviewed reports, researchers tried to use the theories without considering the social-economic-cultural context. To believe the situational status are important to evaluate a theory and its contribution to resolve a practical issue, in this paper an alternative opinion will be offered so called adjusted theory in educational leadership. Accordingly any theory should be revised before the examination in a new context. Therefore, it is emphasizing that all theories are useful and also share some common idea what Lakatos called hard core. However, due to the particular of axillaries hypostasis, as a protective belt in a given theory, all of them should be adjusted based on the socio-cultural context which researcher want to accomplish his/her investigation in. In the case of Iranian educational system, it would be suggested how well the adjusted western theory could be considered as a research conceptual framework.

WEST-INSPIRED LEADERSHIP THEORIES IN IRANIAN EDUCATION SYSTEM: AN ANALYSIS OF RESEARCH REPORTS IN EDUCATIONAL ADMINISTRATION

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to operate dynamically in an interlocking mode.

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