Examine the Relationship between Organizational Health in Schools and Academic Achievement of Students

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ABSTRACT: The present study has been done to examine the relationship between organizational health in schools and students' academic achievement of region 8 Tehran. The purpose was to investigate the relationship between teachers' organizational health and academic achievement of middle school students that has been determined by a population size of 250 people composed of the mistresses and masters of region 8 and using tables of Korgsi and Morgan have been selected randomly. In this research, the components of (institutional unity, considering, structuring, support of resources, scientific spirit and emphasize of the school have been the main measured factors in the organizational health. As well, the relation of each dimensions on the student's academic achievement were evaluated. According to the purpose and type of study and data collection tool, the organizational health questionnaire (OHI) with 38 questions have been used to assess the organizational health and to evaluate the academic progress the students' mean average has been used. Correlation test has been utilized to examine the research hypothesis and the regression tests have been used to special question of the study. Finally, the results showed that organizational health has a direct, positive and meaningful relationship with students' academic achievement. The results of the study suggest that a more promotion of the organizational health and attention to its components will be effective on students' academic achievement.
Key words: Organizational Health, Academic Achievement, Students

INTRODUCTION

Today's world has become an organizational world more than ever, so, importance of the organizations that most of human life will spend in them has been more clear day a day and their role in realize the humane objectives become more obvious (Jassbi, 2007, p 42). In fact, the organizations has a role in leadership of the contemporary world and have found a prominent place in the social and cultural structure of the society and many essential and vital activities related to the lives of people is done in the organizations and a life without various educational, industrial, trade, a service, political, military, etc. organizations is almost impossible, however, to achieve epidemic success and providing welfare do not realize, but for the purpose of efficient and effective organization needs (Korman, translated by Shokr Kon, 2005). One the most important organizations is education which its effectiveness and efficiency has a major impact on the activities and growth of other organizations. Among the factors that are studied in the development of community, education is considered as the most important growth factors. Education cause to increases knowledge, skills and human's understanding and abilities (Mir Kamali, 2005, p 160). Based on a systematic approach, each community is considered as a whole system that inside it have the organizations, each of these organizations as a sub-system must be move synchronic together in order to achieve the goal of the bigger system. The condition of this synchrony is that the organizations have the necessary and sufficient features for a healthy organization (Abbas Zadeh, 2005). The schools that are the open systemic

education sub-systems that must be adapt to environmental variable conditions for their survival and to continue the activities to able activate with an efficacy and survive in the long term (Alaghe Band, 1999; p 184).

Matthew Miles believe that " the organizational health is a survival of organization in its environment and consistency with it and enhance and expand its ability to further adaption", so, definition of the schools as the organizations that included a large class of the students and educators have two daunting task of the future people education in scientific, industrial, political, social and economic dimensions, and they should always be able to communicate with the environment and its changes and be revised synchronic with the changes and be moved according to the developments.

Therefore, given that health of an organization is a determinant headmaster of effects of academic achievement, commitment of employees' organization, the human tendency of teachers and teachers' trust to cooperation of schools headmasters. (Alagheband, 2002, p 29) with comparing the schools in terms of their organizational health can be recognized the schools which have a more health and developed schools with these characteristics, because the presence of school organizational health has a great important for school. The present study aim to assess the organizational health according to Parsons in the institutional level of the institutional unity dimension, administrative level of the headmaster influence dimension in dimensions of (considering, structuring and supporting resources) and at the technical level in the aspects of (the spirit and the

scientific emphasis). Since this model has the necessary explicitly we consider the needs detail that is required to be provided for survival of a system. The researcher was prompted by a scientific research indicate organizational health effects on the students achievement than finally, the results of this study help managers and authorities of education to improve the organizational health in schools.

Given that the organizational health of schools and its importance and role in school effectiveness including student achievement, for authorities of education system and also for school principals was a relatively unknown concept, I don't achieve the necessary and sufficient information, therefore, this study aims to reveal the relationship between organizational health variables related to student achievement of schools and presentation it to planners, managers and supervisors and create qualitative changes in schools and apply more effective strategies and techniques in them than can be trained the efficient and innovative students. Investigation the necessary organizational health status of schools not only in terms of improving working conditions and dynamism of schools but also due to increase organizational commitment, organizational members trust each other and the organization management is important, but also cause to the consolidation of the effective dimensions in the health of the organization such as objectives, adequate communication, available partnership, the efficiency of resources, solidarity, spirit, independence, adaptability and problem solving (Alagheband, 2009).

Ahanchian (2004) believes that the focus on the organization health means focusing on success and today, optimum utilization of human resources in organizations and provide class-friendly services as a competitive factor in organizational excellence is subject to the health. In opposite, the lack of health in addition to organization life-threatening can be followed adverse effect on the organization that according Patel (1996) the most important consequences of lack of organizational health can be mentioned materials such as reduction of employee satisfaction, business disruption, increase the disputes, reduction of innovation, reduction of collaboration and the quality of the services. Study of school organizational health not only in itself in terms of understanding of working conditions and its dynamism is important but also it is predictor the effectiveness of the school, the academic achievement of students, employees' organizational commitment, teachers' human report, teachers trust to colleagues and school administrators. Meanwhile, studying of the factors affecting academic achievement as well is one of the most important to achieve the goals of school education.

Organizational health history

The idea of organizational health is not new and it has been attract a lot of organization and management science scholars from many decades. Miller raised metaphor for organizational health in 1965 for the first time. Miller to describe organizational health divided its features into three categories which are:

The first category: the functional needs

The second category: the survival and maintenance needs.

The third category: the needs for growth and development of the organization (Hoy, 1983, quoting from Shah Talabi, 2011, p 56). The term of organizational health was revised by Parsonzef Balys, Sisel, Hoy,Tater and Hoy and Miskel. In fact organizational health has been determined to the organization's ability to successfully and adaptation to environment coordination among staff and achievement to the objectives (Kermaz, 2002).

Aleort and Richard gathered the cases as the organizational health indicators, Hoy and Flamen developed issues of organizational health in seven dimensions at the levels of institutional, administrative and technical. These dimensions include institutional unity, primary structure, resource allocation, manager influence, observation and emphasizing on science and spirit (Hosseini, 2008, p 50).

Components of organizational health

Miles has a particular attention to providing a model for organizational health and recent findings on organizational health is rooted in his studies, believes that the characteristics of a healthy organization is in the provision of three parameters, namely:

1. The needs of organization task
2. Survival needs.

It consider these needs to the development needs of the organization, and according to the needs proposes organizational health dimensions includes the following 10 dimensions (Hoy and Feldman, 1987, p 30).

1. Focus on goals: In a healthy organization, the purpose or purposes of organization are quite clear, accessible and acceptable for members of the system. Clear and acceptable of purposes for members should be seen as a necessity but it is considered as the incompatible status for organization's health. Therefore, objectives must also be clear and acceptable, despite the availability of resources can be developable with environmental applications.

2. Communication competence: As long as the organizations do not simultaneous face the administrative small groups, the information motion within them is very hard. This dimension of the organization health is based on there is a vertical and

horizontal partial release in the organization and these disconnect borders of the organization and the system and knows the environment of organization to a minimum level of suppression and distortion. As well, in a healthy organization, there is a fast and a good sense of stress. There is an enough data about system issues that they need it and have earned it without imposing unnecessary efforts, as the people who are chief clerk in contact, or study a local newspapers or those who are invited to the meetings.

3. An equal maximum of power: In a healthy organization, the distribution of influence is relatively equal and subordinates can influence the upper hand and it is even more important that they understand that the president can do the same thing with superiors, in this organization although there will be a conflict between his group, but not forces within the group will not be for power. In this organization, status of the people as they look to the top, around, and his subordinates is a status that have a correlation not that be in an implicit or explicit pressure and forces.

4. Resource utilization: In a healthy organization, employees may, in fact, work with great intensity that do not work against them or against their organizations. In other words, there is no contradiction between the interests of individuals and organizations. Despite, the employees senses to achieve self-discovery with a more moderate, they not only feel well being in their jobs, but have a general sense of learning, growth and development in the process of organizational partnerships creation.

5. Union

6. Morale: Theory Mailz indicates that the spirit is from a "well-being" or "satisfactory" state. Satisfaction is not enough for health. Yet it seems that the idea of spirit may be useful at the levels of organization. A mere collection of personal emotions is centered around individual sense of well-being and satisfactory and contentment around and figure on.

7. Innovation: A new healthy system tends to the new approaches innovation of move on to new goals, to produce a variety of new products, become various and more of differences over time, in other words, a healthy system is growing and changing, not remaining routine and standard mode.

8. Independence: A healthy organization like a healthy man enjoys independence and does not similarly respond passively to the demands outside of it. He feels expression and environment and will not give a destructive response to applications received. It desire for having a kind of independence from the environment, in the same sense the individual is healthy that while deal others will not treat with the immediate response as determinants of behavior.

9. Compatibility: theories of independence and innovation, both with the idea of healthy persons,

healthy groups or organization is in a real and effective contact with a concerned environment. When the demand of environment and organizational resources are not compatible with each other a problem-solving procedure is a limiting approach in which both environment and organization will be different in some respects. It is more proper that continuous adjustment of the time appears as a result of changes in the local system of the relevant sections or both of them, and the system has an effectiveness stability and organization is focused the flexibility to handle problems that occur during the process of implementation processes.

10. Problem Solving Competency: Finally, any healthy creature, even the material as computer always has problems. The question is not existence or lack of existence of a problem, but the character and the way in which an individual, group or organization to adapt and cope with the resulting problems is important. Arjris has suggested that in an effective system, problems are solved with minimal energy, and the mechanism of problem solving dose not eliminate at end, but it remains and is reinforced. In a worthy organization, the structures are well developed and procedures are designed for sensation of problems existence, for possibility of solving them, to make decisions about their solution, for their implementation and to evaluate their effectiveness (Hoy and Miskel, 2004, p 35).

The importance of organizational health in education

Organizational health through working relationships and effectiveness of school staff, have the positive impacts on their learning and students performance (Alimardani, 2001, p.19.) Through organizational health can be identified the talents of members than using them the organizational goals are reached in desired form (Catherine, 2007.) On the other hand, healthy and supportive organizational climate makes people more confidence and their high spirits and consequently cause increase teachers' efficiency and enhancing teachers' efficacy also is considered an important factor in improving school effectiveness teachers. Another important thing along the concept of organizational health is the manager's role as a primary factor in creation and promotion of organizational health level in the organization. Managers in schools have a tasks that to do it must be clearly understand organizational roles and interpersonal relations and targets of school, and try to meet the needs of school members and clients, and the organization has induces the school to deal successfully with internal and external forces to can conduct destructive forces to the main purpose of the organization and with meet the needs of school and

guarantees its usefulness or survival (Jahed, 2006, p 16).

Teachers in the healthy school are committed to teaching and learning and consider high and more attainable aspirations for students, maintain higher standards and learning environment is regular and serious, moreover, Hoy and Volfvolk (1990) were performed a study entitled the relationship between teacher efficacy and the organizational health of schools with study of the relationship between two dimensions of teacher performance (individual and group) and aspects of a healthy school environment (institutional integrity, principal influence, compliance, structuring, supporting by resources, academic morale and emphasize). The results showed that healthy school environment with an emphasis on the academic aspects and existence of the influential executives has a strong relationship with teachers' individual and group performance (Hoy and Volfvolk, 1993).

Moreover, organizational health causes that students with high motivation operating on scientific matters with a high motivation. In a healthy school, teachers love each other and trust each other, they are dedicated in their work and are proud of their school.

Literature

The previous research results suggests that organizational health has a direct and significant impact on academic achievement. Norouzi (2012), In their study on girls' schools in Tehran, the relationship between two variables of the organizational health of schools and school functioning evaluated effectively and meaningfully, The results of Khishi study (2010) that was done in the three academic levels of schools of Maragheh city show there is a significant and positive correlation between managers institutional organizational health of the three academic levels schools and performance of the three academic levels schools principals. Eskandari as well (2000) in its study on MeshkinShahr secondary schools results discussed the relation that its results confirms existence of a significant and positive relationship, Zargar (2008), has been examined the relationship in the boys' secondary schools of education in district 15 of Tehran and the results suggests that there is no significant relationship between these two variables.

Also the Khayat Jadidi (2003) study results on government secondary school for girls in Tehran and the Ataei (1999) study on teacher training institutions of country, both confirm a positive and significant relationship between these two variables.

Similar results in foreign investigations, including a Zahed-babelan (2010) in their study that has examines the simple and multiple relationship between organizational health and reliability of female students and the study result has been showed organizational health of schools has a significant and positive relationship with confidence of school teachers of school and every aspect of organizational health is associated with each aspect of confidence of school teachers. Totally, can be predict confidence of school teachers emphasizing headmasters, considering, spirit and emphasis on education (Quoting Noor Mohammad, 2010).

Howard Gelman (2009) in a study entitled "Longitudinal relationship between organizational health and student achievement" concluded that organizational health involves a positive increase on scores of indexes, positive progress in reading and mathematics achievement of students based on the standard test scales, Baoner (2008), in his doctoral dissertation examines six dimensions of organizational health and concluded that there is a relationship between administrators trust to teachers and organizational health, as well as was shown the inverse relationship between the teachers' constraint in decisions making related to classroom and the organization of school and organization health. Hosli Nathaniel (2005), in a research that has performed at the University of Pennsylvania entitled "Interlinked effects, organizational health and student activities" concludes interest to raising students activities leads to educational reform. There is a significant positive relationship between interlinked effects, organizational health and student activities. There is a significant and positive relationship between organizational health and collective impacts.

Shuffle Mikhail (2004) in a study entitled "Evaluation of relationship between organizational health and success of students in the third year of primary school in Indiana" achieved to the results that there is a positive relationship between general organizational health and success of student in the lessons of English and mathematics (quoting Zargar, 2008). According to the stated content, this research investigates the relationship between organizational health and student achievement, and in this context the following questions are designed:

The Research Questions
A) The main question
Is there a relationship between organizational health and student achievement?
B) The sub-questions
1. Is there a relationship between organizational health of the institutional unity dimension and student achievement?
2. Is there a relationship between organizational health of the considering dimension and student achievement?

3. Is there a relationship between organizational health of the structuring dimension and student achievement?

4. Is there a relationship between organizational health of the resources support dimension and student achievement?

5. Is there a relationship between organizational health of the spirit dimension and student achievement?

6. Is there a relationship between organizational health of the school academic emphasis dimension and student achievement?

C) Special research questions

- Are the components of organizational health able to predict academic achievement?

MATERIAL AND METHODS

Babes of the research has been implemented using descriptive- correlation method that in terms target is practical and among the selected samples has been set based on the Morgan's table in form of simple stratified random. The data were obtained by calculating the correlation coefficient and the regression was used to predict academic achievement.

Population, sample and sampling

Population of the research consisted of all teachers of middle school in district 8 of Tehran that the number of teachers of middle schools in the district according to the report of education organization in academic year 2012-2013 was 683, and were selected 250 people as samples by Morgan-Karjsi table using simple stratified random sampling.

Research Tools

In this study, organizational health standardized questionnaire (OHI) was used to data collection and also data analysis. This scale consists of six components (institutional unity, manager considering, structuring, resources support, and academic emphasis school and staff morale) and totally includes 38 questions that is provided in Likert scale. Validity of this questionnaire was conducted on 30 subjects using Cronbach's alpha method.

Table1. Results of Cronbach's alpha for each of the components

Row	Name of component	Alpha
1	Institutional unity	0.78
2	manager considering	0.84
3	Structuring	0.77
4	Sources of support	0.98
5	Academic emphasis of School	0.76
6	Staff morale	0.82

RESULTS

To test the questions, in this study, first, descriptive factors related to each of the components were examined and has been summarized in the form of a Table 2, then have provided the correlation test for each of test questions.

To test the first question "whether is there a relationship between organizational health of the institutional unity dimension in the schools and academic?" correlation test was used and Table 3 shows the results of this analysis.

Table 2. Descriptive indicators of the research variables

Components	Mean	Standard Deviation	Tilt	Strain
Institutional unity	3.09	0.66	-0.17	0.40
Considering	2.62	0.83	-0.41	0.13
Structuring	2.61	1.01	-0.30	-0.26
support of Sources	2.54	1.16	3.87	2.61
Academic emphasis School	3.41	0.90	3.66	0.57
Staff morale	4.11	0.98	0.18	0.34
Academic achievement	12.17	33.2	76.2	23.1

Table 3. The results of Pearson correlation coefficients to examine the relationship between institutional unity and Academic Achievement

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	Institutional Unity	0.169	0.01	Significant and Positive Relationship

The results in Table 3 showed that the academic achievement and institutional unity have a significant and positive correlation (0.169). That is, whatever institutional unity in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To test the second question "whether is there a relationship between organizational health of the considering dimension in the schools and academic?" correlation

test was used and Table 4 show the results of this analysis. The results in Table 4 show that the academic achievement and considering have a significant and positive correlation (0.261). That is, whatever considering in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To test the third question "whether is there a relationship between organizational health of structuring dimension in the schools and academic?" correlation test was used and Table 5 shows the results of this analysis.

Table 4. The results of Pearson correlation coefficients to examine the relationship between considering and Academic Achievement.

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	Considering	0.261	0.01	Significant and Positive Relationship

Table 5. The results of Pearson correlation coefficients to examine the relationship between structuring and Academic Achievement

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	Structuring	0.217	0.01	Significant and Positive Relationship

The results in Table 5 show that the academic achievement and structuring have a significant and positive correlation (0.217). That is, whatever considering in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To test the third question "whether is there a relationship between organizational health of Support of resources dimension in the schools and academic?" correlation test was used and Table 6 shows the results of this analysis.

Table 6. The results of Pearson correlation coefficients to examine the relationship between Support of resources and Academic Achievement

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	Support of Resources	0.179	0.01	Significant and Positive Relationship

The results in Table 6 show that the academic achievement and Support of resources have a significant and positive correlation (0.179). That is, whatever support of resources in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To test the third question "whether is there a relationship between organizational health of staff moral dimension in the schools and academic?" correlation test was used and Table 7 shows the results of this analysis:

Table 7. The results of Pearson correlation coefficients to examine the relationship between staff moral and Academic Achievement

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	Staff Moral	0.183	0.01	Significant and Positive Relationship

The results in Table 7 show that the academic achievement and staff moral have a significant and positive correlation (0.183). That is, whatever staff moral in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To test the third question "whether is there a relationship between organizational health of school academic emphasis dimension in the schools and academic?" correlation test was used and Table 8 shows the results of this analysis:

Table 8. The results of Pearson correlation coefficients to examine the relationship between School academic Emphasis and Academic Achievement

Name of The Dependent Variable	Name of The Independent Variable	Correlation Coefficient	Level of Significance	Interpretation
Academic Achievement	School Academic Emphasis	0.181	0.01	Significant and Positive Relationship

The results in Table 8 show that the academic achievement and school academic emphasis have a significant and positive correlation (0.181). That is, whatever school academic emphasis in the school be high the student achievement will be higher. And to accept a 1% error and 99% confidence can be generalized the results of the study in the sample to population. To answering the specific research question whether "are the components of organizational health able to predict academic achievement?" we use the stepwise regression test that variables input to analysis is based on their correlation (institutional unity, manager considering, structuring, resources support, and academic emphasis school and staff morale) with academic achievement. Tables 9 and 10 showED the results of this analysis:

Table 9. Summary of regression analysis of academic achievement

Variables	R	R^2	Adjusted R^2	F	Significance Level
Components of Organization Health	0.297	0.088	0.066	4.06	0.001

Table 9 shows value of F and its significance level at predictor variables input (components of organizational health). Value of R^2 is ratio of the criterion variable changing that can be explain and predict it based on the sum of the coefficients of the predictor variables or attributed to it. Therefore, according to values of R^2 listed in Table 9 components of organizational health explain about 8 percent of the variation in academic achievement, which is a significant amount.

As in the table 10 can be seen, the relationship between the considering and academic achievement is significant. Therefore, it can be concluded that the considering component has a significant contribution in predicting academic achievement.

Table 10. Regression coefficients academic achievement

Model	B	Error	Beta	t	Significance Level
Constant Value	16.03	1.44		11.107	0.001
Unity	0.17	0.28	0.049	0.605	0.454
Spirit	0.19	0.20	0.082	0.959	0.339
Construction	0.12	0.26	0.053	0.462	0.644
Considering	0.66	0.22	0.238	2.909	0.004
Support	0.32	0.23	0.162	1.352	0.178
Emphasis	0.27	0.24	0.109	1.148	0.252

DISCUSSION AND CONCLUSION

According to the expressed content and also, given that the research results has been performed about the relationship between organizational health and its impact on academic achievement, student performance or teachers and also performing the questionnaire and survey of students' academic background, in order to address the questions research about "to examine the relationship between organizational health and academic achievement," we find that all of organizational health elements have a significant positive association with academic achievement and overall organizational health has a significant and positive correlation with academic achievement so whatever the organization has a better and more organizational health, students will have a better performance that will leads to academic achievement in them. Therefore, it follows that a further efforts towards the strengthening of and respect for the components of the organizational health will leads to improve the level of education system. The result of the test of all questions indicates there is a significant and positive relationship between

all components of organizational health and academic achievement. Therefore, a further attention to this issue and strengthen of them seems necessary. Below, with respect to any of the components, a number recommendations are given:

A recommendations based on the findings of the first research question:

1. Engaging members (teachers, parents) in school decisions by headmaster

2. Make recommendations system to attract more and better participation by headmaster

3. A recommendations based on the findings of the second research question:

1. Establish a communication without distortion, either horizontally or vertically

2. Sincere respect towards teachers and professionals cooperation so that would motivate them to try and be more active.

A Recommendations based on the findings of the third research question:

1. Applying strict standards for performance measurement

2. Determine work procedure for each employee

A recommendations based on the findings of the fourth research question:

1. Providing more and better arrangements, facilities and areas to enhance organizational health

2. Providing more and better tools and supplies for teachers to teach

3. Providing more and better educational facilities and teaching space

A recommendations based on the findings of five research questions:

1. Trying to create an intimate relationship with a cooperation

2. Appreciation for the outstanding work and achievements of together

3. Trying to create an open and dynamic environment in schools because of in such climate the organization has a better organizational health.

A recommendations based on the findings of the sixth question:

1. Reinforce Spirit of innovation and creativity and create a field to utilized them by headmaster

2. Holding Training courses with regard to updating and new outcomes for members and keep them up to date by headmaster.

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