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The Study of the relationship of organizational health of the schools and that of the student's' academic achievement (A case study of High schools of Kohkilouie and Boierahmad Province, Iran 2011)

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Abstract

The purpose of this research was the survey of organizational health relationship of schools with student's academic achievement in secondary schools of kohkilouie and boierahmad province. The method of research was survey and its population was all of secondary schools teachers of kohkilouie and boierahmad province in 2011(2905 people). For determining of sample 340 teachers from 40 secondary schools (20 girls school and 20 boys school) selected as a sample with using of cluster random sampling. The instrument of research was the Organizational health inventory (OHI). In this research, the reliability of questionnaire with Cranach's Alpha was 0/70. In addition it has collected the average scores of these secondary schools students in order to determining of their academic achievement rate. Data canalized with SPSS statistical software. Findings of research showed: Organizational health in 42/5 percent schools was lower than mean, in 22 percent schools was mediocre and in 35 percent school was more than mean. There was positive and significant relationship between organizational health of schools and academic achievement. There was no significant relationship between organizational health of girls' schools and boys' schools except in dimension of scientific emphasis. It means scientific emphasis was in boys' schools more than girls' schools. Organizational health of schools had significant effects in academic achievement. This way organizational health predicts 25 percent academic achievement.

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Key words: Organizational health, academic achievement, secondary school, kohkilouie and boierahmad province;

1. Introduction

Several factors such as school, family, personal and educational experiences, parents' literacy level, parents' encouragement and educational expectations of them, school climate, teachers' supports and educational expectations of them (Maya, 2002) affect the students' academic achievement. Schools which are considered to be one of the most important factors on students' academic achievement and also as an important social system would truly fulfill their duties when they are healthy and dynamic organizations themselves. Pylvyn and Lyllrk (2004)

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defined organizational health as the ability of any organization to perform its missions successfully. Adler et al (2003) have defined organizational health by the features and specifications such as communications, perception of organizational strategies and politics, competence of employees, manpower ability, management skills, employees morale, workplace, employees awareness of the organization's mission, cooperation, demographical characteristics of manpower and education, and finally professional improvement and development which will influence the behavior of employees. In this regard Licking says healthy organization has ten characteristics which they are of the following focus on the goals, adequacy of relationship, optimal distribution of power, using of resources, solidarity, morale, being innovative, autonomy, adaption with environment and the ability of finding solutions to the impediments (Alagheband, 1998). Thus a healthy school has also features such as protection from unreasonable pressure of parents and environment, dynamic management, being task-oriented and relationship oriented, the school support teachers and guide them to improve their performance, the managers both influence directors and are independent in their thought and action, students of healthy schools participate in academic activities with high motivation, teachers like each other, trust each other and are piteous in their work (Hui and Myskl, 1987). In this regard Allison's (1996) Studies showed that there is a significant relationship between organizational health and academic achievement (quoted in Azjahl, 2005). Hanam (1997) found that the dimensions of organizational health have significant relationship with students' academic achievement. In addition Leung's (2001) findings showed that there is a significant and positive relationship between the factors of external pressures on schools and that of school organizational health. He found that healthy schools receive less pressure from external factors while unhealthy schools tolerate more pressure. Kummer (2001) showed that the healthy relationships in schools improve the organizational rapport. Furthermore there is significant and positive correlation between the organizational rapport and students' academic achievement. Asnydr's (2001) findings show that high level of organizational health has a correlation with organizational effectiveness. Nonetheless, this study showed that there is no relationship between the organizational health and academic achievement. Kvrkmaz (2006) showed that there is a significant and positive relationship between teachers' perception of organizational health and importance of their schools outlook. In another study Aghany (2002) showed that there is a significant and positive relationship between organizational health and the performance of school principals. In addition Taheri (2002) found that there is a high correlation between organizational health and morale of teachers. Mirjalili (2005) found that there is a relationship between organizational health of schools with personal efficiency of English language teachers and students academic achievement in English language, but he did not observe any relationship between organizational health of schools and teaching efficiency of English language teachers. He also found that female teachers in relation to male teachers have reported their schools healthier.

As far as the discussion so far in the field proves and the studies having been done show that the organizational health of the schools is of great importance; moreover, it plays an important role in academic achievement of students, who are considered to be the fundamental resources of educational system, as well as their excellence. In this regard, the organizational health on workplace and its vital dimension in schools would be examined. On the other hand, academic achievement of students is considered to be one of the main responsibilities of any educational system, which requires some prerequisites to be activated. Therefore, in this study the relationship of organizational health of schools and the students' academic achievement in high schools of Kohkilouie and Boierahmad province.

Research questions

- 1- how is the organizational health situation in high schools of Kohkilouie and Boierahmad province?
- 2- Is there any relationship between organizational health of schools and the academic achievement of students in high schools of Kohkilouie and Boierahmad province?
- 3- Is there any difference between schools organizational health in male high schools and female high schools in Kohkilouie and Boierahmad province?
- 4- To what extent would the organizational health of schools affect students' academic achievement in Kohkilouie and Boierahmad province?

Research Methodology

The present research was a descriptive method based survey and its population was all the high school teachers of Kohkilouie and Boierahmad province in 2011(2905 people). According to the Morgan and Krjisy formula, 340 people selected as a sample from 40 high schools (20 female schools and 20 male schools). For the data collection procedure cluster random sampling method has been adopted. The instrument of research was the questionnaire of the Organizational Health Inventory (OHI) (Barnes, 1994) developed for schools has been applied which it contains three levels and they are of the following institutional level (integration), administrative level (collaborative leadership, influence of the principal, supportive of resources) and technical level (relationship of teacher and scientific emphasis). In addition it has 45 questions that would be measured through Likert scale containing 5 ranges. Almost ten experts and professors of the organizational climate district have confirmed questionnaire validity; moreover, the reliability of the questionnaire has been estimated through Cronbakh’s Alpha coefficient as 0/70. After converting the raw scores to standard scores the following formula has been applied in order to calculate the organizational health:

$$\text{Organizational health} = (\text{Institutional integration}) + (\text{collaborative leadership}) + (\text{influence of manager}) + (\text{support of resources}) + (\text{relationship of teacher}) + (\text{scientific emphasis}) / 6$$

Furthermore, the average scores of the high school students of the study have been collected in order to determine their academic achievement. In order to analyse the data SPSS software has been applied in order to estimate the following concepts as frequency, percentage, mean, standard deviation, minimum and maximum along with tests such as t-test, Pearson correlation coefficient and linear regression. By the way in this study correlation coefficient has been categorized as weak correlation (0.10 to 0.29), mediocre (0.30 to 0.49) and strong (more than 0.50).

Findings of research

The first question of the research was: how is the organizational health situation in high schools of Kohkilouie and Boierahmad province? Frequency distribution table has been applied in order to answer this question. The result showed that the organizational health of 40 schools of the study 42/5 percent of high schools are less than the mean, 22/5 percent of high schools are mediocre, and 35 percent of them are more than the mean (table 1).

Table 1: organizational health situation in secondary schools of Kohkilouie and Boierahmad Province

Kind of school		Organizational health							total
		less	Less than the mean	A little less than the mean	The mean	A little more than the mean	More than the mean	more	
male schools	frequency	5	2	3	5	2	3	0	20
	percent	12/5	5	7/5	12/5	5	7/5	0	50
female schools	frequency	1	5	1	4	0	7	2	20
	percent	2/5	12/5	2/5	10	0	17/5	5	50
Total	frequency	6	7	4	9	2	10	2	40
	percent	15	17/5	10	22/5	5	25	5	100

The second question of research was: Is there any relationship between organizational health of schools and the academic achievement of students in high schools of Kohkilouie and Boierahmad province? Pearson correlation coefficient has been applied in order to answer this question. Test results showed that there is positive, moderate, and significant relationship between the organizational health of schools and students’ academic achievement in general; however, no relation was found between the influence of the principal and academic achievement (table 2).

Table 2: Pearson correlation coefficient between organizational health dimensions and academic achievement

Variable		dimensions of organizational health of schools					
		Institutional integration	collaborative leadership	influence of manager	support of resources	relationship of teacher	scientific emphasis
Academic achievement	correlation coefficient	0/31	0/36	0/28	0/37	0/48	0/54
	Significant	0/034	0/019	0/056	0/018	0/001	0/001
	Number	40	40	40	40	40	40

The third question of research was: Is there any difference between schools organizational health in male high schools and female high schools in Kohkilouie and Boierahmad province? T-test has been applied to find the answer to this question. The results of the test showed that there is no significant difference between schools organizational health in male high schools and female high schools all in all; however, scientific emphasis in male schools is more than female schools (table 3).

Table 3: T-Test of the differences between organizational health in male and female high schools

Dimensions	Variable	Number	Mean	Standard deviation	Mean difference	DF	T	Signification
Organizational health	male schools	20	495/11	103/54	-9/81	38	-0/82	0/41
	female schools	20	504/92	85/62				
Institutional integration	male schools	20	495/11	102/75	-9/80	38	-0/82	0/41
	female schools	20	504/92	97/08				
collaborative leadership	male schools	20	492/89	98/89	-14/15	38	-2/18	0/23
	female schools	20	507/05	100/84				
influence of manager	male schools	20	491/83	107/77	-17/38	38	-1/45	0/16
	female schools	20	509/22	90/36				
support of resources	male schools	20	491/41	94/98	-16/76	38	-1/40	0/16
	female schools	20	508/17	103/93				
relationship of teacher	male schools	20	496/60	114/86	-5/95	38	-0/49	0/62
	female schools	20	502/55	79/41				
scientific emphasis	male schools	20	487/35	104/76	-26/53	38	-2/22	0/03
	female schools	20	513/88	93/02				

The fourth question of the research was: To what extent would the organizational health of schools affect students' academic achievement in Kohkilouie and Boierahmad province? Regression analysis has been applied in order to predict the effects of the organizational health and its dimensions on the students' academic achievement. As the Beta coefficients show the organizational health and dimensions of scientific emphasis, relationship of teacher, and support of resources have significant relationship with academic achievement. Furthermore, adjusted coefficient determination showed that organizational health and its dimensions predict 25 percent of academic achievement (table 4).

Table 4: the statistical characteristics of **academic** achievement regression through multiple variables of research

variable	Unstandardized coefficient		standardized coefficient	T	P
	B	SEB	BETA		
Organizational health	0/32	0/02	0/16	3/51	0/02
Relationship of teacher	0/45	0/04	0/22	8/21	0/001
Scientific emphasis	0/95	0/05	0/42	9/54	0/001
Support of resources	0/09	0/03	0/04	2/62	0/03
Collaborative leadership	0/07	0/01	0/03	1/46	0/06
Institutional integration	0/04	0/05	0/02	0/86	0/08
Influence of manager	0/001	0/02	0/001	0/47	0/14
R= 0.52, R ² = 0.27, ADJR ² = 0.25, N= 40					

Conclusion

Organizational health is one of the most influential factors that affect the quality and the productivity of the organization. The organizational health provides condition for its excellence and pre-eminence. Moreover, healthy educational institutions will play important roles on the students' academic achievement; therefore, in the present study the relationship of the organizational health of schools and that of students' academic achievement has been examined. The findings of the study show organizational health in the high schools being examined as 42/5 percent which is less than the mean and would be low, or as 22/5 percent which would be called the medium, and finally 35 percent known as the high level. In this regard Zaki's (2001) findings showed that the organizational health of schools has been mediocre in Sharreza. The findings of research also showed that there is a positive, mediocre, and significant relationship between the organizational health of the schools and students' academic achievement. These results are similar to the findings of Hoy and Feldman (1987), Allison (1996), and Smith (2002) and inconsistent with Asnydr's (2001) findings. Furthermore, there was not any observed significant difference between the organizational health of female and male high schools. The difference was only in the dimension of scientific emphasis. It means scientific emphasis in male schools was more than the female schools; moreover, these results are similar to the results of the studies by Hui, Tartr and Bliss (1990) and are inconsistent with the findings of Alimoradi Ruberi (2000), Zaki (2001), and Soleimani (2010). According to the current research findings, the organizational health and its dimensions would be predicted as 25 percent of variance of academic achievement. As the findings of the current research show organizational health of schools as a key component has considerable effect in the academic achievement of students as final efficiency of the educational system. Therefore, it has been proposed that a scientific and comprehensive plan to improve the organizational health of schools should be designed by the decision makers of the educational system and it should be implemented continually. They should also take fundamental leaps to create a healthy mental environment in the schools in order to facilitate the processes of teaching and learning.

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