

## Feasibility of Organizational Health Indicators Establishment in Secondary Schools in Tehran from Teachers' Point of View

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Received: April 7, 2015

Accepted: May 29, 2015

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### ABSTRACT

Researches show that organizations that have more emphasizing on organizational health are more successful than others. That is why, in recent decades, paying attention to the organization's health has become an unavoidable necessity as organizations improve their competitive advantage through organizational health indicators and their development. The purpose of this study was to investigate the feasibility of organizational health indicators establishment from the perspective of teachers in secondary schools in Tehran. A descriptive analytical method, was a field survey. The statistical population of the study were consisted of all teachers in secondary schools in Tehran that based on the last statistics and information the sample size were 9770 teachers that based on cluster sampling, 369 of them were selected as samples. To measure the variables used in the study, organizational health questionnaire of Hoy and Feldman (1996) was used. Content validity of the questionnaires were confirmed by experts. The reliability of the questionnaires based on Cronbach's alpha coefficient, estimated 0.87. For the analysis, descriptive statistics methods and inferential statistics (univariate t) was used. The results showed that the mean of respondents comments on the feasibility of establishment of organizational health indicators, integrity of institutional, the manager influence, to be discrete, organizing, support of resources, and scientific emphasis and spirit in high schools of Tehran, was statistically significantly higher than average. Based on the results of the current study it could be said that the feasibility of all organizational health indicators in high schools of Tehran existed and education and research attendants should pay attention to this issue.

**KEYWORDS:** organizational health, institutional integrity, manager influence, to be discrete, organizing, support of resources, scientific emphasis and spirit.

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### 1. INTRODUCTION

Today, due to the expansion of human experiences and sciences and development of technology and industrial developments, trends toward education and research organizations, have been become universal. One of the most important growth indicators of each society is the extent range of tasks which the education and research system have undertaken [1]. Study of revolution history and industrial societies development show that expert and educated and professional human forces have important and extravagant impacts in changing traditional societies to advanced industrial societies and the most important barrier against development and progress, especially in third world countries is defect of expert, educated and with having proper education human resources. Healthy schools as sub-systems of educational systems have special importance [2]. Healthy organization is where people come to work with passion and pride in working in this area. In fact, in terms of organizational health, mental health, safety, belonging, meritocracy and valuing the knowledge, skills, and personality of stakeholders, and developing their ability to perform their assigned duties from infra-systems have significant effect on the effectiveness of behavior of each system [1]. The fact that today is designed as "organizational health", has worthy place in organizations [3]. The term of "organizational health" has been created to study the work environment, and is investigating sensitive aspects of organization. The concept of organizational health has been originated from Parsons' social systems theory framework [4]. Organizational health is not only include the organization's ability to fulfill its mandate effectively, but also includes the ability of organization for continuous growth and improvement. Observers in healthy organizations search committed, conscientious staff morale with high performance communication channels with high success. A healthy organization is where people want to stay, work, and proud to it and they themselves are useful and effective. On the other hand, the healthy and supportive atmosphere makes them more confidence and high morale [2]. Healthy organization is where people are interested to work and honor their working in this area. In fact, in terms of healthy organization in case of physical health, mental health, safety, belonging, meritocracy and valuing the knowledge, skills, and personality stakeholders, and develop their ability to perform their assigned duties from their infra-systems in behavior effectiveness of any system has significant effect [5]. Given that one of the fundamental problems of education, is presence of healthy schools, in this study we sought to examine

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this question that to what extent the implementation of organizational health indicators is possible in secondary schools in Tehran. The results of this research present information and required knowledge regarding the healthy organization, as a factor for the effectiveness of schools to give to administrators and education experts. Improving health of the organization for the first time was used in 1969 by Miles in the study of organizational atmosphere of schools and refers to a set of rather durables characteristics and is the survival of organization in their environment, adaptability and to promote and expand the organization's ability to adapt and its compatibility [6]. This expression that for the first time was used to describe aspects of continuity and survival, based on the works of researchers were defined as the ability of organization adaptability to cope with their environment, coordination among the members of the organization and to achieve to its objectives [3-5]. Miles says, organizational health conditions have implications beyond the short-term efficacy and refers to a set of organizational characteristics. A healthy organization, in this sense, not only remains in their environment stable, but also in the long term is sufficiently adapted to its environment, skills necessary to survive continuously develop and expand [6]. Organizational health includes organization's ability to survive and adapt to the environment and improve their ability. Someone knows organizational health, synonymous with mental health in the workplace and knows healthy organization as an organization that minimize the rates of depression, frustration, dissatisfaction, lack of exercise and stress to its staff. Nyval (1995) knows organizational health as a broad topic that is linked with three series of stress, mental health, and ethics in organizations [7]. In the opinion of "Leiden and Klyngl" organizational health is a concept almost fresh and includes the ability to perform their duties effectively and improve organization. A healthy organization is where people want to stay there and work and feel themselves effective and helpful [8]. Some scientists, such as behavioral sciences management, Warren Benis, counts organizational health as organizational performance criteria. Like a healthy body, a healthy organization, is versatility and growing. Some people also know that all of the state of health of the organization's ability to meet the desired objectives [7]. The concept of positive health in an organization facilitates the development of organization that is not a new concept [4]. Perhaps understanding the health of an educational organization such as school can help us to choose methods for effective management and leadership for its being effectiveness [4]. Organizational health and through improved working relations, increase of school staff effectiveness, makes a positive impact on students and their learning [4, 8,9]. For organizational health, various parameters are considered that one of these indicators is Hoy and Feldman (1996) organizational health indicator. They count organizational health indicators to include institutional integrity, influential director, to be discrete, organizing, protection of resources, moral, science emphasizing. Hajipoor (1995) in a study entitled "Organizational health survey in Tehran, from the perspective of both public and private high school female teachers in 1995-1996" that among 400 high school female teachers in Tehran, concluded that between organizational health in public and private schools for girls, there is a significant difference. At the institutional level, there was not significant differences between the two schools. Mansoori [5] concluded that the guidance schools of the Isfahan city are at an intermediate level in case of organizational health and health indicators. Hence, this research seeks to answer the following questions: "Does the establishment of organizational health indicators possible in secondary schools in Tehran from teachers' perspective, is the institutional integrity of in secondary schools in Tehran possible, from the perspective of teachers, Does the establishment of influence indicator in Secondary School possible in Tehran from the perspective of teachers, does the establishment of organizing in secondary schools in Tehran, from the perspective of teachers, does the establishment of organizing index, possible in secondary schools in Tehran, from the perspective of teachers, does the establishment of resources support index, possible in secondary schools in Tehran from the perspective of teachers, does the establishment of morale index in secondary schools in Tehran, possible from the perspective of teachers, does the establishment of scientific emphasis in secondary schools in Tehran, possible, from the perspective of teachers".

## 2. METHODS AND MATERIALS

The sample size of this research were all high school teachers that were working in Ministry of Education and Training in Tehran city in 2013-2014. The number of teachers were 9770 people. Given the large and vast size of the study population, the cluster sampling method was used. To this end, a number of separate regions (North, South, East, West, and Central) were divided and then a number of schools were selected as the cluster and the sample was examined. These regions included 3, 12, 18, 5 and 15. First, the sample size was obtained through Cochran sampling formula and then they were calculated among regions that were obtained from each region (North, South, East, West, Central), proportional to their population size. The sample size was 369 persons. To measure the variables used in the survey, the standard questionnaire of organizational health (OHI) designed by Hoy and Feldman (1996) was used and seven dimensions of organizational health including institutional integrity, influence of manager, to be discreet, organizing, support of resources, spirit and scientific emphasis were evaluated. The questionnaire consisted of 44 items that completed by teachers. Teachers were asked to grade descriptive items to the extent that was true at their school, during the 5-point Likert scale, (5=very high, 4= high, 3=somewhat, 2=low, 1=very low) for its positive items and reverse items for negative

statements. In this research to determine the reliability of the questionnaire the Cronbach's alpha coefficient was used. Therefore, an initial sample of 30 pre-test questionnaires were distributed among respondents and them by data obtained from these questionnaires and using SPSS software, the reliability coefficient for the indicators of organizational health, institutional integrity, to be discreet, organizing, support of resources, spirit, scientific emphasis and for overall questionnaires were calculated 0.72, 0.83, 0.84, 0.85, 0.76, 0.82, 0.84, and 0.87, respectively, which represented the desired level of reliability of the questionnaire. To analyze the data, the methods of descriptive statistics and inferential statistics such as t-test were used.

### 3. RESULTS

**First question:** Does the establishment of organizational health indicators possible in secondary schools in Tehran from teachers' perspective?

According to Table 1, the mean score of the organizational health of the secondary schools in Tehran, from the perspective of teachers, was 3.25. T-calculated was larger than the t of table. So, the organizational health score of the secondary school of Tehran from the perspective of teachers, was more than average level which was statistically significant (Table 1).

**Table 1.** Comparison of scores mean of organizational health in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	8.99	0.539	3.25	Organizational health

**Second question:** is the institutional integrity of in secondary schools in Tehran possible, from the perspective of teachers?

According to Table 2, the average score of institutional integrity of secondary school teachers in Tehran from the perspective of teachers, was 3.10. Calculated "T" was larger than t of table. Thus the institutional integrity of secondary school teachers in Tehran from the perspective of teachers, was more than the average level which was statistically significant (Table 2).

**Table 2.** Comparison of the mean of integrity of institutional in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.004	368	2.91	0.720	3.10	integrity of institutional

**Third question:** Does the establishment of manager influence indicator in Secondary School possible in Tehran from the perspective of teachers?

According to Table 3, the average score of manager influence of secondary school in Tehran from the perspective of teachers, was 3.41. T-calculated was larger than the t of table. So, the influence of the manager of secondary schools in Tehran, from the perspective of teachers was more than the average level that statistically was significant (Table 3).

**Table 3.** Establishment of manager influence indicator in Secondary School possible in Tehran from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	8.14	0.989	3.41	manager influence

**The fourth question:** does the establishment of organizing in secondary schools in Tehran, from the perspective of teachers?

According to Table 4, the average score of organizing in secondary school in Tehran from the perspective of teachers, was 3.33. T-calculated was larger than the t of table. So, the score of organizing in secondary schools in Tehran, from the perspective of teachers, was more than the mean level, which was statistically significant (Table 4).

**Table 4.** Comparison of the score mean of establishment of organizing in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	6.09	1150	3.33	Organizing

**The fifth question:** does the establishment of organizing index, possible in secondary schools in Tehran, from the perspective of teachers?

According to Table 5, the average score of organizing in secondary school in Tehran from the perspective of teachers, was 3.33. T-calculated was larger than the t of table. So, the score of organizing in secondary schools in Tehran, from the perspective of teachers, was more than the mean level, which was statistically significant (Table 5).

**Table 5.** Comparison of the score mean of establishment of organizing indicator in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.013	368	2.50	1.041	3.13	organizing

**The sixth question:** does the establishment of resources support index, possible in secondary schools in Tehran from the perspective of teachers?

According to Table 6, the average score of resources support in secondary school in Tehran from the perspective of teachers, was 3.17. T-calculated was larger than the t of table. So, the score of resources support in secondary schools in Tehran, from the perspective of teachers, was more than the mean level, which was statistically significant (Table 6).

**Table 6.** Comparison of the score mean of establishment of resources support indicator in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	3.76	0.904	3.17	resources support

**The seventh question:** does the establishment of morale index in secondary schools in Tehran, possible from the perspective of teachers?

According to Table 7, the average score of spirit in secondary school in Tehran from the perspective of teachers, was 3.26. T-calculated was larger than the t of table. So, the score of spirit in secondary schools in Tehran, from the perspective of teachers, was more than the mean level, which was statistically significant (Table 7).

**Table 7.** Comparison of the score mean of establishment of spirit indicator in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	6.03	0.849	3.26	spirit

**Eighth question:** does the establishment of scientific emphasis in secondary schools in Tehran, possible, from the perspective of teachers?

According to Table 8, the average score of scientific emphasis in secondary school in Tehran from the perspective of teachers, was 3.32. T-calculated was larger than the t of table. So, the score of scientific emphasis in secondary schools in Tehran, from the perspective of teachers, was more than the mean level, which was statistically significant (Table 8).

**Table 8.** Comparison of the score mean of establishment of scientific emphasis indicator in secondary schools in Tehran, from the perspective of teachers with the a hypothetical mean 3

P	degrees of freedom	t	SD	Mean	component
0.000	368	6.45	0.973	3.32	scientific emphasis

#### 4.DISCUSSION AND CONCLUSION

The results indicated that the mean of organizational health of high schools in Tehran from the prospective of teachers was 3.25. The calculated T was larger than the t of table. So, the score of organizational health of the secondary school in Tehran from the perspectives of teachers was more than average level, which was statistically significant. In fact, the results showed that the organizational health of the secondary schools in Tehran was possible. Tehran officials and those involved in school education should seek to improve organizational health status outcomes and the necessary and timely actions to correct weaknesses in programs and strategies and to solve the problems by helpful approaches. Limited researches have been done in this area and less issues have been discussed to the assessment of organizational health and education. In this context, Mansouri [5] in a research concluded that the guidance schools of Isfahan in case of health of seven dimensions

of organizational health and health indicators were at an intermediate level. Naderi Beldaji (2002) in a study showed that the organizational health rate of education and training departments in Chahar Mahal and Bakhtiari in six dimensions (institutional integrity, influence of manager, organizing, support resources, and spirit) were above average and in scientific emphasis was below average. Soleimani (2010), in a research concluded that the organizational health of the school was at the good level from the perspectives of teachers. Based on the study, secondary schools in Tehran had organizational health somewhat. Although there is a great distance to reach the desired level and should attempt to achieve a desired level. "Since a considerable part of the education takes place in schools, school as a social and critical system has a special place. The schools could be able to do their duties in a way that be healthy and dynamic. Healthy organization is where people want to stay and work and feel themselves useful and effective. Therefore, healthy schools create stimulate interest in the work for teachers and thereby raise their effectiveness. In schools managers have duties that for doing them should understand the roles of organizational and individual relationships and school goals, clearly and strive to meet the needs of the school and clientele and the organization make school to meet successfully with internal and external forces to guide destructive forces in parallel with main goals of the organization and by providing school goals ensure its profitability and survival "[9,10]. In fact, it can be said that in educational institutions, organizational health cannot happen accidentally, but moving towards being healthy, requires planning and targeted efforts. Managers and leaders in education and training, as for issues, such as improving and development plan and require careful and targeted planning for health promotion of organization for their schools. In case of appropriate mechanism or strategies for moving towards the organizational health in the organization, various models have been proposed by experts. In fact, study of concepts, characteristics and factors affecting organizational health have shown that organizational health are of issues that by the growth of technology, more complex organizations and organizational competitiveness, the importance of its place and its role among managers, professionals, researchers and experts in various fields have been increased. And what will help to achieve the goals to organizations in today's changing age, evaluating and identifying the factors leading to organizational health. In this context, researchers and scholars have attempted, depending on the approach, its analysis and approach to identify aspects affecting organizational health. The obtained results indicated that the average score of institutional integrity in secondary schools in Tehran, from the prospective of teachers was 3.10. T-calculated was larger than the t of table. Thus the institutional integrity of the secondary school in Tehran, from the perspective of teachers, was more than the average level that statistically was significant. In this context, it can be said that establishment institutional integrity in secondary schools somewhat is possible in Tehran and these schools have a high capacity to adapt to its environment and try to maintain their unity and integrity of the educational program. In order to better establishment of institution integrity teachers should protect schools, against unreasonable pressures and demands of citizens and parents, because in fact when environmental and parents demands are coordinated with school programs are coordinated, the local groups and protesting parents cannot effect on school operations, and as a result the school board and its management in dealing with the external forces, act successfully. The results also indicated that the average score of manager influence in secondary schools in Tehran from the teachers' perspective was 3.4. T-calculated was more than the t of the table. So, the score of manager influence in Secondary School from teachers' perspective was more than intermediate level that statistically was significant. In this context, it can be said that in secondary schools in Tehran manager influence indicator is possible, somewhat. Manager influence refers to school manager ability in affecting on their bosses, and encouraging them to paying more attention to school issues, and not facing with administrative barriers and not depending on to managers. The results showed that the mean score of organizing indicators in secondary schools in Tehran, from the perspective of teachers, was 3.33. T-calculated was more than the t of table. Thus, the score of organizing indicator in secondary schools in Tehran from the perspective of teachers was more than average level, which was statistically significant. In this context, it can be said that in secondary schools in Tehran, establishment of organizing indicator is possible, somewhat. In fact, it can be said that schools managers of secondary schools in Tehran somewhat will participate in decision-making and defended from them and had friendly behavior with them. There were open and healthy communication between administrators and teachers. In fact, school administrators must maintain this relationship-oriented behavior with teachers, because for creating and maintaining a good relationship with them it is essential. The results also indicated that the average score of the organizing indicator in secondary schools in Tehran from the teachers' perspective, was 3.13. T-calculated was more than the t of the table. So, the score of organizing indicator in secondary schools in Tehran, was more than the average level that statistically was significant. In this context, it can be said that the secondary schools in Tehran was possible somewhat in case of establishment of organizing indicator. In fact, based on organizing, the manager defines relations and working relations with teachers, job expectations, performance standards and work procedures clearly. Manager behavior is task oriented and working environment is success-oriented and structured [9-11]. The results also showed that the mean scores of resources support in secondary schools in Tehran from teachers perspective, was 3.17. T-calculated was more than the t of the table. So, the score of resources support indicator in secondary schools in Tehran, was more than the average level that statistically was significant. In fact, the results showed that the establishment of

resources support in secondary schools in Tehran was possible. Based on the results of this study, Tehran's schools had adequate resources support and training and education group of schools and teachers had the necessary materials. Although the authorities and those involved in school education and training in where there are no effective supplies and materials, should seeks to improve the outcome of the measures necessary and timely action to correct weaknesses in programs and strategies to be helpful to think about problems. The results also showed that the mean scores of spirit in secondary schools in Tehran from teachers perspective, was 3.26. T-calculated was more than the t of the table. So, the score of spirit indicator in secondary schools in Tehran, was more than the average level that statistically was significant. Evidence showed that in the case of the creating trust among the group members, people have more tend to engage in activities and this leads to more confidence. In fact, creating trust is introduction of business confidence and knowledge resources. Therefore it can be said that, someone who is able to achieve higher levels of more trust, more likely to seize knowledge, information and other resources in their social networks. It can be concluded that, in turn, it can increase organizational health improvement. The results also showed that the mean scores of scientific emphasis in secondary schools from the perspective of teachers in Tehran, was 3.32. T-calculated was more than the t of the table. So, the score of scientific emphasis indicator in secondary schools in Tehran, was more than the average level that statistically was significant. In fact, the results showed that the establishment of scientific emphasis in secondary schools in Tehran was possible. Learning environment, in particular, training and learning organization is a place that in nature is intimacy and empathy-based environmental. So, the policy of supporting learning, motivating teachers, possibility of designing questions and clarification and to identify the needs of teachers has found favorable trends in recent years. The increase of demands for entering to universities and creating rapid connections in global level through internet, have led to create more expectations from educational system in the society. Therefore, in order to meet the expectations of teachers and education personnel should make changes in the organization. Study and investigating the concepts, characteristics and factors affecting organizational health showed that organizational health is of issues that with the growth of technology, getting complexity of organizations, and organizational competitiveness, its importance place and its role among managers, professionals, researchers and experts in various fields have been added. And that among these organizations in today's changing age will help to achieve the goals. What will help to these organizations in order to achieve the goals, is investigating and identifying the factors influencing the development and strengthening of organizational health. Researchers in their study entitled the role of managers for creating healthy environment also found that the success of the proposed reform of corporate executives to improve healthy environment depends on the relationship between managers seeking partnerships with teachers [5]. Results of another study that conducted a study to investigate the relationship between organizational health and success of students in primary schools in Tennessee State and concluded that there is a significant relation between organizational health and primary school students' success [12]. In another study to assess the healthy atmosphere of the school environment, it was concluded that the amount of healthy atmosphere of healthy schools in case of seven dimensions of organizational health was at a considerable level above average, while unhealthy atmosphere in the schools in case of these dimensions have placed in lower lever of average [4,9]. In this section, based on the results of collected data and statistical analysis with regard to the feasibility of establishment of organizational health, recommendations are presented.

- With regard to the feasibility of the establishment of the spirit indicator, it is recommended that managers of education and training must trust to staffs and the logical errors of them.
- With regard to the feasibility of the establishment of organizing, it is suggested to create an environment in which teachers could participate in decision-makings as the result of participation is overall increase of connections and relations in organization.
- With regard to the feasibility of the establishment of organizing, the managers create environments in schools so that experience, trial and error to be accepted and teachers could accept or reject their ideas without fear of reprimand.
- With regard to the feasibility of the establishment of spirit indicator, it is suggested to create environment in schools that organizational relations be clear and open, and teachers could trust to each other and as a result feel security and healthy space to be created.
- With regard to the feasibility of the establishment of scientific emphasis indicator, it is recommended that teachers to be encouraged each other. Idea exchanging in case of useful work experience of staffs to be encouraged. In this regard, two hours a week from their working hours must be paid to idea exchanging and professional sessions with each other or study. It means that the bed should be created in high schools so that in them teachers use each other's knowledge and professional and public experiences.
- With regard to the feasibility of establishment of organizing indicator, it is recommended that secondary school mangers in Tehran, pay attention to needs of each teachers and trainers and creating opportunity to promote them to higher level and personal development.

- With regard to the feasibility of the establishment of institutional integrity, resources support, organizing, it is recommended to teachers in education and training organization to pay more and more attention to the organizational health of schools and teachers and school administrators should make familiar the schools with the concept of organizational health. In this respect, in-service training courses are necessary. In the annual assessment of managers, the organizational health should be considered and managers who have tried to clean the school atmosphere, should be appreciated. School administrators should pay attention to formal and informal organizations and external environments in schools environments and do not allow these organizations to enter additional pressure on teachers and impose their unreasonable demands upon them.
- Since teachers are emotionally sensitive, managers need to consider to this matter teachers make friendly and intimate relationships with them and being careful to them. At the same time, tell them the expectations and demands explicitly and should not be obscured, and also put facilities and instruments easily accessible to them and have confidence to them.

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