

# The Relationship between Organizational Health, Teachers' Organizational Commitment and their Perception of Elementary Schools Principals at Region 2, Esfahan in the Academic Year 2012-2013

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## Abstract

This study was conducted with an aim to explore the relationship between organizational health, teachers' organizational commitment and their perception of elementary schools principals at Area # 02, Esfahan in the academic year 2012-2013 using a descriptive method categorized as "Correlation". The statistical population comprised the entire population of teachers at Area # 02, Esfahan numbering 676 in the academic year 2012-2013. Of this number, using random stratified sampling proportionate to the size, and Cochran's sample size formula, 245 subjects were selected to participate in the study. The instruments used comprised three inventories: Hoy *et al's* Standard Organizational Health (1998), Allen and Meyer's Standard Organizational Commitment Health (1990) and Researchers Ghasemi *et al's* developed inventory (2011). The face validities of the three inventories were approved by a number of elementary school teachers in a preliminary operation. The content validity of Researchers Ghasemi *et al's* developed inventory was re-approved by such referees as the supervisor, advisor and a number of in-field authorities. The reliabilities of the Organizational Health Inventory, Organizational Commitment Inventory and Manager's Performance Perception Inventory were estimated at 0.78, 0.81 and 0.88 respectively. The findings indicated significantly positive relationships between the organizational health and the teachers' perception of the managers' performance, between the organizational health and teachers' organizational commitment as well as between the organizational commitment and the teachers' perception of the managers' performance.

**Keywords:** Organizational Health, Organizational Commitment, Performance, Elementary Schools, Performance Perception

## Introduction

Defining a healthy organization, Parsons observes that all social systems need to adapt to their environment to survive and grow. They need to mobilize the resources available to achieve their purposes; they need to orchestrate and assimilate their activities and motivate their employees. It is in this way that their health is guaranteed (Hoy & Miskell, 2008). Schools can best fulfill their onerous duties only if they happen to be a healthy and dynamic organization. Socially, a healthy organization is a place where people willingly go to work and take pride in their workplace. In fact, organizational health plays a major part in the behavioral effectiveness of any system from such perspectives as physical, psychological, security, belongingness, and meritocracy, valuing knowledge, expertise and personalities of the beneficiaries' personalities, development of their potentialities and fulfillment of duties by meta-systems (Jahed, 2007).

Organizational health is defined by seven dimensions which altogether comprise the intra-school specific interactions. They are institutional oneness (integrity) constructiveness, resources support, morale and academic emphasis (Hoy & Miskell, 2008: p 260). Institutional oneness consists of the school's capability to adapt to the neighboring environment in such a way as to protect the educational oneness (integrity) of the school curricula. At this level, the teachers are protected from the unreasonable demands of parents and society on them. In sum, healthy schools enjoy rich

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educational curricula protected from the unreasonable demands coming in from outside. By “managerial influence” is meant the manager’s capability to influence the conduct of their superiors in order to have access to further resources and attain independence in major managerial traits. These schools are run by managers who influence the superiors. Conservativeness is based on managerial conduct manifested in a friendly, supportive, open and collaborative way which the manager observes for the welfare of teachers.

Constructiveness is managerial behavior which is both duty-oriented and achievement-oriented. Job expectations, performance standards and work procedures are explicitly decided by the manager. Sources support is the extent to which the teachers have adequate educational resources and materials and are able to quickly receive extra resources that they require and that managers are able to acquire extra resources for their teachers (Niazi and Yazdekhasti, 2010). Morale refers to an emotional state arising from the satisfaction and happiness of school students’ or from their emotional behavior. The teachers in this school are open, friendly and committed. By “academic” is meant that the manager creates a strong, serious, orderly and fruitful environment. Scientific emphasis refers to the degree of enthusiasm and interest of school students unlike students of other schools to create further access to academic, educational and cultural superiority (Hoy & Sabou, 2007). A healthy school, too, has its characteristics. A school as such is protected from the unreasonable environmental and parental pressures, enjoys a dynamic and lively management who is both duty-centered and relationship-centered. It supports and directs teachers to improve their performances. In addition to influencing the superiors, the manager is independent both theoretically and practically. At a healthy school, highly-motivated students participate in scientific activities. Educational equipment and aids are available to them and that accordingly teachers like and trust each other and work conscientiously (Hoy & Miskell, 2008). Broadly, organizations are the supporting pillars of the present-day society and that management is the major factor in the survival, growth, prosperity or death of organizations.

Beyond doubt, it is the duty of the management to divert the trend of transition from the existing to the ideal condition in line with the organizational aims. Moreover, broad changes worldwide have confronted organizations, seeking to reach their goals, with increasing problems and changes. These changes have led to increasing changes in management theories to the extent that it can be claimed that hundreds of management

theories emerged in the twentieth century. In all these theories, the point to note is emphasis on the important role of management and efficient manpower in the organization in attaining organizational aims. Emergence of the perspective on the role of management in the organization has led to numerous studies and inquiries on the factors linked to organizational management and leadership, for in management, the ideal is that employees feel that they are better received by the organization and are involved in organizational work. It is in this way that self-respect, job satisfaction and employee cooperation with the management improves (Hersey and Blanchard, 2012). Organizations with more competent management are able to fulfill their aims for they create better planning resources. Absence of competent management results in disharmony, deviation from the goals, waste of time and energy as well as disorderliness and disintegration (Alagheband, 2007). Socially, a healthy organization is a place where employees report enthusiastically to work and take pride in working there. In fact, organizational health has a decisive effect, in terms of appearance, psychology, security, attachment, meritocracy, knowledge valuation, expertise, personalities of the beneficiaries and realization of their potentials and fulfillment of duties by meta-systems on the behavioral efficacy of any systems (Jahed, 2005). A healthy organization provides the employees with the resources required to adapt themselves to the difficult and complex situations.

Measurement of an organization’s health is no easier than a family’s health. When the organization is healthy, the problems are motivators only. However, when the organization is unhealthy, the problems dominate, heavily influencing the organization (Brisson<sup>3</sup>, 2000). Understanding the conditions of organizational health is not only important in terms of the working conditions and dynamics but are also predictors of organizational efficacy, improved employees’ performance, organizational commitment, employees’ human tendencies and their mutual trust. Availability of organizational health dimensions and indicators in organizations improve the organizational environment. This qualitative and quantitative improvement can produce comprehensive growth and development. Inquiry into organizational health can help select and employ competent managers. By learning about the organizational health, managerial strengths and weaknesses as well as intellectual and physical capabilities are known to possibly handle academically and expertly the organizational affairs and avoid tactless actions. To restructure and improve the organizational condi-

tion, the dimensions of organizational health must be known and improved (Shoaei, 2004). Since schools are the most important social organizations and their major task is education and that the basis for educating students at their first educational stage takes place at elementary schools and that teachers are the most important and elemental resources of education for the part they play to realize the goals of the school and education.

This study had to be conducted and working procedures for improvement of organizational health had to be offered so that teachers would more enthusiastically attend schools and classes and further strengthen their commitments to the organization they work for and students would accordingly benefit from better academic achievement and the education authorities would better learn about the flaws and shortcomings of their curricula and proceed to correct them. Likewise, school managers, too, could follow the results and struggle at their schools to establish standards for organizational health in order to reinforce the organizational commitment of their teachers and improve their performances within the bounds of their duties. Thus, the teacher's perception of their performance would improve and the budget spent on education would not be wasted.

## Research Hypotheses

1. There is a significant relationship between organizational health and teachers' perception of the schools principals' performances.
2. There is a significant relationship between organizational commitment and teachers' perception of the schools principals' performances.
3. There is a significant relationship between organizational health and organizational commitment of the schools principals.
4. Organizational health is a predictor of the teachers' perception of the schools principals' performance.
5. Organizational commitment is a predictor of the teachers' perception of the school principals' performance.
6. Organizational health is a predictor of organizational commitment.

## Materials and Methods

The research method is a descriptive survey. The statistical population for this study comprises the

entire population of school teachers coming to 676 in number at Area # 02, Esfahan, in the academic year 2012-2013. The sample size, using Cokran sample size, is 245. The sampling method used for this study is stratified random consistent with the size. The tools used are three standard questionnaires: organizational health by Hoy *et al* (1998) on a five-division scale (very little, a little, not at all, very much, too much), Organizational Commitment by Allen and Meyer (1990) on a five-division scale (very little, a little, not at all, very much, too much) and a researcher-developed questionnaire on managerial performance by Ghasemi *et al* (2011) on a five-division scale (very little, a little, not at all, very much, too much).

The face validity of the three questionnaires was approved in a pilot study by a number of elementary school teachers. The content validity of the researcher-developed questionnaire by Ghasemi *et al* was reapproved in this study by the supervisor, adviser and a number of thematic authorities. The reliability of the questionnaires was estimated using Cronbach Alpha: 0.78 for organizational health, 0.81 for organizational commitment and 0.88 for perception of managerial performance. The data were analyzed both descriptively and inferentially (Pearson Correlation Coefficient, step-by-step regression).

## Results

**Hypothesis # 01:** There is a significant relationship between organizational health and teachers' perception of the schools principals' performance. The findings indicated that the correlation coefficient for the organizational health, its components (institutional oneness, conservativeness, constructiveness, resources support, morale, scientific emphasis, affectability) and the teachers' perception of the schools principals' performance was significant, that is, there was a significant relationship between organizational health and the teachers' perception of the schools principals' performance ( $r=0.442$ ).

**Hypothesis # 02:** There is a significant relationship between organizational commitment and the teachers' perception of the schools principals' performance. The findings indicated that the correlation coefficient for the organizational commitment, emotional commitment component and the teachers' perception of the schools principals' performance is significant ( $r=0.158$ ).

**Table 1: Correlation Coefficient for Organizational Health, its components and the Teachers' Perception of the Schools' Principals' Performance**

Standard Variable Teachers' Perception of the School Principals' Performance			
Statistical Index	Correlation Coefficient	Correlation Coefficient Squared	Level of Significance
Predictor Variable			
Organizational Health	0.442**	0.195	0.001
Institutional Oneness	-0.334**	0.112	0.001
Conservativeness	0.497**	0.247	0.001
Constructiveness	0.517**	0.267	0.001
Resources Support	0.527**	0.278	0.001
Morale	0.509**	0.259	0.001
Scientific Emphasis	0.555**	0.308	0.001
Affectability	0.512**	0.262	0.001

P &lt; 0.05

**Table 2: Correlation Coefficient for Organizational commitment, its components and the Teachers' Perception of the Schools Principals' Performance**

Standard Variable Teachers' Perception of the School Principals' Performance			
Statistical Index	Correlation Coefficient	Correlation Coefficient Squared	Level of Significance
Predictor Variable			
Organizational Commitment	0.158*	0.025	0.014
Emotional Commitment	0.232**	0.054	0.001
Continued Commitment	0.017	0.001	0.792
Normal Commitment	0.041	0.002	0.525

P &lt; 0.05

**Hypothesis # 03:** There is a significant relationship between organizational health and organizational commitment of school teachers. The findings indicated that the correlation coefficient for the organizational health and its components (conservative-

ness, constructiveness, resources support, morale, scientific emphasis, affectability) and organizational commitment is significant, that is, there is a significant relationship between organizational health and organizational commitment of teachers ( $r=0.371$ ).

**Table 3: Correlation Coefficient for Organizational Health, its components and organizational commitment of teachers**

Standard Variable Organization Commitment of Teachers			
Statistical Index	Correlation Coefficient	Correlation Coefficient Squared	Level of Significance
Predictor Variable			
Organizational Health	0.371**	0.138	0.001
Institutional Oneness	-0.045	0.002	0.492
Conservativeness	0.318**	0.101	0.001
Constructiveness	0.360**	0.130	0.001
Resources Support	0.322**	0.104	0.001
Morale	0.379**	0.144	0.001
Scientific Emphasis	0.317**	0.100	0.001
Affectability	0.331**	0.110	0.001

P &lt; 0.05

**Hypothesis # 04:** Organizational health is a predictor of the teachers' perception of the schools principals' performance. The findings indicated that out of the variables under study in regression, the best predictors of the teachers' perception of the schools principals' performance was scientific emphasis on the first step, conservativeness on the second step, affectability on the third step and institutional oneness on the fourth step. Based on the results of the step-by-step regression analysis, there was a significant relationship between scientific emphasis, conservativeness, affectability and institutional oneness on the one hand and the teachers' perception of the schools principals' performance, on the other hand.

Accordingly, on the first step, the coefficient for scientific emphasis explains 30.8% of the variance of the teachers' perception of the principals' performance; on the second step, scientific emphasis and conservativeness explain 34.4% of the variance of the teachers' perception of the principals' performance; on the third step, scientific emphasis, conservativeness and affectability explain 36.3% of the variance of the teachers' perception of the principals' performance; and on the fourth step, scientific emphasis, conservativeness, affectability and institutional oneness explain 38.5% of the variance of the teachers' perception of the principals' performance.

**Table 4: Multiple Correlation Coefficients for Dimensions of Organizational Health and the Teachers' Perception of the Principals' Performance**

Statistical Index Standard Variable	Predictor Variable	Multiple Correlation Coefficient	Multiple Correlation Coefficient Squared	Adjusted Multiple Correlation Coefficient Squared	F-Coefficient	Level of Significance
Teachers' Perception of Principals' Performance	Step I Scientific Emphasis	0.555	0.308	0.305	106.089	0.001
	Step II Scientific Emphasis Conservativeness	0.587	0.344	0.338	62.136	0.001
	Step III Scientific Emphasis Conservativeness Affectability	0.603	0.363	0.355	44.851	0.001
	Step IV Scientific Emphasis Conservativeness Affectability Institutional Oneness	0.620	0.385	0.374	36.760	0.001

P < 0.01

**Table 5:  $\beta$  Coefficient for Prediction of the Teachers' Perception of the Principals' Performance Using Dimensions of Organizational Health**

Statistical Index Standard Variable	Predictor Variable	Non-Standard $\beta$ Coefficients Standard $\beta$ Deviation		Standard $\beta$ Coefficients	t- Coefficient	Level of Significance
Teachers' Perception of Principals' Performance	Step I Scientific Emphasis	3.666	0.356	0.555	10.300	0.001
	Step II Scientific Emphasis Conservativeness	2.650	0.448	0.401	5.912	0.001
		1.773	0.494	0.244	3.590	0.001
	Step III Scientific Emphasis Conservativeness Affectability	1.917	0.521	0.290	3.678	0.001
		1.484	0.500	0.204	2.971	0.003
	Step IV Scientific Emphasis Conservativeness Affectability Institutional Oneness	2.072	0.778	0.196	2.662	0.008
		1.185	0.573	0.179	2.069	0.040
		1.366	0.494	0.188	2.767	0.006
		2.772	0.804	0.263	3.447	0.001
		-1.150	0.399	-0.172	-2.884	0.004

P < 0.01

**Hypothesis # 05:** Organizational Commitment is a predictor of the teachers' perception of the school principals' performance. The findings indicated that out of the variables under study in regression, the best predictor of the teachers' perception of the principals' performance on the first step is emotional commitment. Based on the results of

step-by-step regression analysis, there was a significant relationship between the emotional commitment and the teachers' perception of the principals' performance. Accordingly, on the first step, the coefficient for scientific emphasis is 5.4% of the variance of the teachers' perception of the principals' performance.

**Table 6: Multiple Correlation Coefficients for the Multiple Dimensions of the Organizational Commitment and the Teachers' Perception of the Principals' Performance**

Statistical Index Standard Variable	Predictor Variable	Multiple Correlation Coefficient	Multiple Correlation Coefficient Squared	Adjusted Multiple Correlation Coefficient Squared	F-Coefficient	Level of Significance
Teachers' Perception of Principals' Performance	Step I Emotional Commitment	0.232	0.054	0.050	13.595	0.001

P < 0.01

**Table 7:  $\beta$  Coefficient in Predicting the Teachers' Perception of the Principals' Performance Using Dimensions of Organizational Commitment**

Statistical Index Standard Variable	Predictor Variable	Non-Standard $\beta$ Coefficients	Standard $\beta$ Deviation	Standard $\beta$ Coefficients	t- Coefficient	Level of Significance
Teachers' Perception of Principals' Performance	Step I Emotional Commitment	1.525	0.414	0.232	3.687	0.001

P < 0.01

**Table 8: Variables outside the Equation Used in Regression Predictive of Teachers' Perception of the Principals' Performance Using Dimensions of Organizational Commitment**

Level of Significance	Scale	$\beta$	t-Value
Continued	0.023	0.357	0.721
Normal	-0.073	-1.042	0.298

P < 0.05

**Hypothesis # 06:** Organizational health can predict organizational commitment. The findings indicated that of the variables under study in regression, the best predictor of the teachers' perception of the principals' performance is, on the first step, morale, and, on the second step, affectability. Based on the results of the step-by-step regression analy-

sis, the relationship between morale, affectability and organizational commitment is significant. Accordingly, on the first step, the morale coefficient explains 14.4% of the organizational commitment variance, on the second step, moral and affectability explain 16.9% of the organizational commitment variance.

**Table 9: The Multiple Correlation Coefficients of the Dimensions of Organizational Health and Organizational Commitment**

Standard Variable	Statistical Index		Multiple Correlation Coefficient	Multiple Correlation Coefficient Squared	Adjusted Multiple Correlation Coefficient Squared	F	Sig.
	Step	Predictor Variable					
Organizational Commitment	Step I	Moral	0.379	0.144	0.140	40.035	0.001
	Step II	Morale Affectability	0.411	0.169	0.162	24.111	0.001

P &lt; 0.01

**Table 10:  $\beta$  Coefficient Predictive of the Dimensions of Organizational Health and Organizational Commitment**

Standard Variable	Statistical Index		Non-Standard $\beta$ Coefficients Standard $\beta$ Deviation		Standard $\beta$ Coefficients	t	Sig.
	Step	Predictor Variable					
Organizational Commitment	Step I	Moral	0.611	0.097	0.378	6.327	0.001
	Step II	Morale Affectability	0.458	0.111	0.285	4.123	0.001
			0.468	0.175	0.185	2.675	0.008

P &lt; 0.01

**Table 11: Variables outside the Equation Used in Regression Predictive of Organizational Commitment and Dimensions of Organizational Health**

Level of Significance	Scale	$\beta$	t-Value
Institutional Oneness	0.066	1.059	0.291
Conservativeness	0.036	0.417	0.677
Constructiveness	0.113	1.195	0.233
Resources Support	0.046	0.5	0.618
Scientific Emphasis	-0.088	-0.816	0.415

P &lt; 0.05

## Discussion and Conclusion

The findings indicated that there was a positively significant relationship between organizational health and teachers' perception of the principals' performance, between organizational health and the teachers' organizational commitment, between organizational commitment and teachers' perception of the principals' performance. The findings of this study are consistent with the studies conducted by Kachoueian (1999) concerning the presence of a relationship between organizational health and management style, the study conducted by Javadi (2000) concerning the presence of a relationship between organizational health and principals' style, the study conducted by Aghaei (2002)

concerning the presence of a relationship between organizational health and the six functions of principals, the study conducted by Sobhani (2004) concerning the presence of a relationship between organizational health, leadership and decision-making, the study conducted by Babaei (2009) concerning the presence of a relationship between the perception of the principals' leadership styles and organizational health, the study conducted by Shariatmadari (2009) concerning the presence of a relationship between organizational health and efficacy which is a variable of performance, the study conducted by Kakia (2009) concerning the presence of a relationship between organizational health and principals' performance, the study conducted by Grune (2003) concerning the presence of a relationship

between the principals' performance and organizational health, the study conducted by Mirkamali and Malekinia (2008) concerning the presence of a relationship between the employees' participation (comprising a factor of organizational commitment) and the principals' performance, the studies conducted by Khayat Jadidi (2002) concerning the fact that organizational health is a predictor of organizational commitment, the study conducted by Zahed Babelan (2007) concerning the fact that the levels of organizational health are predictors of organizational commitment, the study conducted by Jafari, Mohammadian and Hosseinpour (2011) concerning the presence of a relationship between organizational health and organizational commitment, the study conducted by Patel (1999) concerning the presence of a relationship between a positive and significant relationship between health and commitment, the study conducted by Nayer (2002) concerning the presence of a relationship between the organizational health and organizational commitment of the teacher, the study conducted by Kachoueian (1999) concerning the presence of a relationship between the organizational health and managerial style, the study conducted by Javadi (2000) concerning the presence of a relationship between the organizational health and managerial style, the study conducted by Aghaei (2002) concerning the presence of a relationship between the organizational health and the managerial six functions (duties), the study conducted by Sobhani (2004) concerning the presence of a relationship between the organizational health, leadership and decision-making, the study conducted by Babaei (2009) concerning the presence of a relationship between the perception of the managers' leadership styles and organizational health, the study conducted by Shariatmadari (2009) concerning the presence of a relationship between the organizational health and efficacy which is a performance variable, the study conducted by Kakia (2009) concerning the presence of a relationship between the organizational health and managerial performance, the study conducted by Grune (2003) concerning the presence of a relationship between the managerial performance and organizational health, the study conducted by Mirkamali and Malekinia (2008) concerning the fact that participation of employees (a constituent of organizational commitment) is a predictor of managerial performance, the studies conducted by Khayat Jadidi (2002) concerning the fact that organizational health is a predictor of organizational commitment, the study conducted by Zahed Babelan (2007) concerning the fact that the levels of organizational health are predictors of organizational commitment, the study conduct-

ed by Jafari, Mohammadian and Hosseinpour (2011) concerning the presence of a relationship between organizational health and organizational commitment, Patel (1999) concerning the presence of a relationship between a positive and significant relationship between health and commitment, the study conducted by Nayer (2002) concerning the presence of a relationship between the organizational health and the organizational commitment of the teacher and the study conducted by Ghanbari Kouhenjani (1998). There was no relationship between the teachers' teaching experience and the dimensions of organizational health.

As viewed by female teachers in girls' schools, the level of organizational health is higher than that in boys' schools as viewed by male teachers. The study conducted by Alimoradi Rabari (2000) concerning the fact that there was no relationship between the organizational health of secondary school, gender, marital status, work experience, employees' education. The study conducted by Zarei (2003) concerning the fact that there was no significant relationship between the organizational health girls' and boys' high schools; the study conducted by Babaei (2009) concerning the fact that there was no difference between the managers' opinions on organizational health in terms of their education and work experience. However, there was a difference in terms of their gender; the study conducted by Nekati (2006) concerning the fact that there was a significant relationship between gender and institutional oneness, between marital status, age, constructiveness and scientific emphasis, between resources support and scientific emphasis.

Out of the variables under study in regression, the best predictors of the teachers' perception of managerial performance in terms of organizational health were scientific emphasis, Conservativeness, affectability and institutional oneness. Out of the variables under study in regression, the best predictors of the teachers' perception of the managerial performance in terms of organizational commitment were emotional commitment.

The outcome of the analysis conducted on the major hypothesis was that the organizational health and organizational commitment were predictors of the teachers' perception of managerial performance. As for demographic variables, there was no significant difference between the respondents' grades on organizational commitment, organizational health and the elementary teachers' perception of the managerial performance.

There was, however, a significant difference, in only one case, between the grades on organizational health of the respondents.

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