

The Relationship between Organizational Health and Teachers' Perception of Performance of Elementary School Managers of District 2 of Isfahan City in 2012-2013 Academic Year

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Abstract

The present study was conducted with the goal of determining a relationship between organizational health and teachers' perception of the performance of elementary school managers of district 2 of Isfahan city in 2012-2013 academic year in the descriptive-correlational method. The population of this research was comprised of all the teachers of district 2 of Isfahan city in the 2012-2013 academic year which included 676 individuals and from among this number, in the stratified random sampling method, in accordance with size and by means of Cochran's sample size formula, 245 individuals were selected for participation in the present study. The instruments used were the two questionnaires of Corporate Health Standard Scale by Hui et al. (1998) and also, self-made Questionnaire of Perception of Performance of Manager by Qasemi et al. (2011) and the face validity of both questionnaires was confirmed by a few elementary school teachers in a pilot study and the content validity of the Self-made Questionnaire by Qasemi et al. was re-confirmed in the present study by supervision of the professors and a few experts in the subject matter. Reliability of the questionnaires also, by means of Cronbach's alpha coefficient, was estimated to be 0/78 for the Corporate Health Standard Scale and 0/88 for Questionnaire of Perception of Manager's Performance. The data analysis was conducted at the two levels of descriptive and inferential statistics (Pearson's correlation coefficient, stepwise Regression and multi-way ANOVA). The results of research showed that there is a positive and significant relationship between organizational health and teachers' perception of performance of managers. Among the variables under study in the Regression, the best predictors of teachers' perception of performance of managers through organizational health were scientific emphasis, consideration, permeability and institutional unity in order. The result of analysis of the main research hypothesis was such that organizational health had the ability to predict teachers' perception of performance of managers. Regarding the demographic variables, there was no significant difference between the scores of the responders in organizational health and elementary teachers' perception of the performance of managers; only in one case, in terms of educational certificate, there was a significant difference between the organizational health scores of the responders.

Keywords: organizational health, performance, elementary schools, perception of performance

Introduction:

In definition of a healthy organization, Parsones says: all social systems must adapt to the surrounding environments, in order to survive and develop, and must mobilize the related resources in order to achieve their goals. They must make their activities coordinated and consistent and generate the necessary motivation in their employees. In this case, their health is guaranteed (Hui & Miskel, 2008). According to the society, a healthy organization is where people go their workplace with enthusiasm and are proud of working in such a place. In fact, the organization's health, in terms of physical state, mental state, security, sense of

belonging, meritocracy, valuation of wisdom, expertise and character of stakeholders and development of their capabilities and performance of the tasks carried out by their metasystems, is highly effective in influencing the behavior of every system (Jahed, 2005). A healthy organization provides the necessary facilities for its employees so that they can adapt to complex and difficult situations. Measuring the health of an organization is not easier than measuring the health of a family. When an organization is healthy, problems are only stimuli but when the organization is unhealthy, problems dominate and severely affect the organization (Brisson). Schools can best carry out the difficult and demanding tasks they are burdened

with, only when they are healthy and dynamic organizations. According to the society, a healthy organization is where people go to their workplace with enthusiasm and are proud of working in such a place. In fact, the organization's health, in terms of physical state, mental state, security, sense of belonging, meritocracy, valuation of wisdom, expertise and character of stakeholders and development of their capabilities and performance of the tasks carried out by their metasystems, is highly effective in influencing the behavior of every system (Jahed, 2007). A healthy school has some characteristics as well. This school is protected against the unreasonable pressures of the environment and the parents. It has a dynamic and vibrant management; a manager who is both task-based and relationship-oriented. Such a school supports teachers and directs them so as to enhance the level of its performance. In addition to effective leadership, the manager also has independence in his/her thought and action. In a healthy school, students participate in scientific activities with high motivation, they are provided with training and supplementary materials and finally, teachers like and trust one another and are highly committed to their work (Hui & Miskel, 2008). An organization that has a more competent management, can better meet its goals since it will provide more proper planning opportunities. Lack of competent management leads to inconsistency, deviation from objectives, waste of time and energy and leads organizations to disorder and disintegration (Alaqeband, 2007). The manager acts as the main factor in creation and enhancement of the level of health in schools. Managers have some tasks in schools and in order to carry them out, they must clearly know the organizational roles and interpersonal relations and objectives of school and strive to meet the needs of the school members and clients and enable the school organization regarding successful treatment toward internal and external forces so as to be able to direct destructive forces toward the main goal of organization and ensure the school's profitability and survival by meeting the goals of school (Hussaini, 2007). The studies have shown that organizational health has a relationship with different variables such as: the grades of students and academic success (Roney et al., 2007), performance of managers of schools (Beykzadeh et al., 2009) and efficiency (Shariatmadari, 2009). In fact, the educational manager is at the top of an organization; on the one

hand, the society and people show great sensitivity regarding its performance and results and, on the other hand, its tasks are highly complicated and its performance depends on knowledge, expertise and professional skills and requires close and intimate relations with the teacher, students and all the authorities in education (Mirkamali, 2008). According to the dos and don'ts of the educational management, a true manager is a person who can skillfully apply scientific principles and findings and technical skills by compliance with moral principles in the environment, as required by the situation, overcome the problems and achieve goals. The prerequisite for such a management in the educational environment is for the manager to be aware of the goals and processes of education, create a positive organization for performance of the duties and activities of the employees, use the available human and material resources as due, establish the necessary unity and coordination between the elements and components of the organization and finally stimulate its colleagues and subordinates for effective work and activity (Alaqeband, 2008). As schools are the most important social organizations and their important task is education and the basis of education of students takes place in their first educational stage, that is, in elementary schools, and as teachers are the most important and most basic source of educational organization in terms of the role they play in achieving the goals of school and education, therefore this study needed to be conducted so that by determining the relations between these variables and by reporting of the findings, it can help to identification of weaknesses in performance of managers that are the major decision-makers in school and so that proper functional suggestions are presented for improvement of organizational health of schools and overcoming of the available shortcomings and creation of positive organizational environment, enhancement of the efficiency of human resources and increase of organizational efficiency of teachers and so that solutions are presented for improvement of organizational health of elementary schools of Isfahan city so that managers of schools also put these results on their agenda and try to establish indexes of organizational health in their schools so as to improve their performance, through this, within the framework of the duties they are burdened with. In this case, teachers' perception of

their performance also improves and the costs that are spent on education are not wasted.

The study by Pourdehkordi (2009) entitled "investigation of the relationship between organizational health and academic success of male high school students of Shahrekord", revealed that there is a positive and significant relationship between organizational health of male high schools and academic success.

Kachuyian (1999) in a study entitled "investigation of the relationship between organizational health and management style in female and male high schools and pre-university centers of district 2 of Shahr-e-Ray in 1999-2000 academic year", concluded that among the components of organizational health (resources support, institutional unity, influence of manager, consideration, structuring, scientific emphasis and spirit), the highest score is allocated to the spirit and the lowest score is allocated to the component of influence of manager.

Aqayi (2002) in a study entitled "investigation of the relationship between organizational health and six duties of educational managers of secondary schools of Mahabad city", has shown that there is a positive and direct and significant relationship between organizational health and six duties of educational managers (educational plan and teaching, students' affairs, employees' affairs, school relations, community, facilities and equipments, administration and finance) and that they are highly effective as the criteria for performance of managers in determining the level of organizational health (quoted from Soleymani, 2010).

The findings of the study by Babayi (2009) entitled "investigation of the relationship between perception of leadership styles of managers and organizational health in secondary schools of Lenjan city" showed that there is a significant and direct relationship between the views of teachers regarding leadership styles (success-oriented, supportive, directional, participatory) and organizational health. There was no difference between the views of managers regarding the leadership styles of school managers based on demographic features (gender, educational certificate, work experience). Also, the findings showed that there was no difference between the

views of managers regarding organizational health based on educational certificate and work experience but that there was a difference in terms of gender.

Kakya (2009) in a study entitled "the relationship between the performance of educational managers and organizational health in secondary schools", showed that there is a positive and significant relationship between organizational health and performance of managers. The findings of research confirm the relationship between organizational health and performance of managers of schools in the domain of educational program, the students' affairs and the employees' affairs.

Sharifi & Aqasi (2010) in a study entitled "investigation of the relationship between performance of managers and organizational health", reached the conclusion that there is a significant relationship between "each of the components of performance of managers" and "organizational health". Performance of managers in the field of communicational duties and decision-making is higher than the average level; but in the field of communicational duties, it is at an average level.

Grone (2003) in a study entitled "the relationship between performance of manager and organizational health of schools", concluded that the manager's adopting of participatory strategies leads to enhancement of individual and group performance of teachers and like educational leaders, managers provide a healthy organizational environment for the school.

Necati (2006) conducted a study entitled "analysis of perceptions of elementary school teachers regarding organizational health based on different variables". The research sample included 385 elementary teachers that participated in one course of the in-service training center by Axaray and Astekoy. Corporate Health Standard Scale invented by Hui & Miskel was used in this study. The result of research showed that elementary school teachers have stated that the dimension of structuring has been achieved more than the other dimensions of organizational health while the dimension of scientific emphasis has been achieved less than the other dimensions of organizational health. The research findings showed that the strongest relationship has been observed between structuring

and consideration. In this study, it was determined that there is a significant relationship between gender and institutional unity, between marital status and age, and structuring and scientific emphasis and resources support and scientific emphasis.

Kormaz (2007) in a study has investigated "the impact of leadership styles on organizational health of schools in Turkey". The results of this research showed that transformational-transactional leadership styles directly and job satisfaction indirectly affect organizational health of schools.

Roney et al. (2007) in a study entitled "the relationship between organizational health of secondary schools and success of students", reached these conclusions that there is a positive and significant relationship between organizational health and achievements of secondary school students (indexes of grades of students). Also, they found a direct relationship between healthy organizational environment and also effectiveness of teachers and performance of manager, and realized that the success of suggested reforms of managers for improvement of healthy organizational environment depends on establishment of participatory relationship between him/her and the teachers.

Mayler (2010) conducted a study entitled "the relationship between teachers' perception of organizational health of school and level of trust of teachers in the manager, colleagues and organization". The research findings showed that there is a direct and significant correlation between teachers' perception of organizational health and trust in manager, colleagues and school.

The Research Hypotheses

- 1) There is a significant relationship between institutional unity and performance of managers of schools.
- 2) There is a significant relationship between structuring and performance of managers of schools.
- 3) There is a significant relationship between consideration and performance of managers of schools.
- 4) There is a significant relationship between resources support and performance of managers of schools.
- 5) There is a significant relationship between spirit and performance of managers of schools.
- 6) There is a significant relationship between scientific emphasis and performance of managers of schools.
- 7) There is a significant relationship between organizational health and performance of managers of schools.
- 8) The organizational health has the ability to predict performance of managers of schools.
- 9) There is a significant difference between views of responders in organizational health based on demographic variables (gender, age, work experience, educational certificate).
- 10) There is a significant difference between the views of responders in performance of managers of schools based on demographic variables (gender, age, work experience, educational certificate).

Research Methodology

The research methodology is descriptive-survey. The research population was comprised of all the teachers of schools of district 2 of Isfahan city in 2012-2013 academic year which included 676 individuals. The sample size, by means of Cochran's sample size formula, was determined as 245 individuals. The sampling method used in the present study was stratified random sampling method in accordance with the size. The instruments used were the two questionnaires of Corporate Health Standard Scale by Hui et al. (1998) in the five-point scale (very low, low, not at all, much, very much) and also the self-made Questionnaire of Performance of Manager by Qasemi et al. (2011) in the five-point scale (very low, low, not at all, much, very much). The face validity of both questionnaires was confirmed in a pilot study by a few elementary school teachers and the content validity of the Self-Made Questionnaire by Qasemi et al. was re-confirmed in the present study under the supervision of supervisors and advisors and a few experts in the theme. Reliability of the questionnaires, by means of Cronbach's alpha coefficient, was estimated as 0/78 for

Corporate Health Standard Scale as 0/88 for the Questionnaire of Perception of Performance of Manager. The data analysis was conducted at the two levels of descriptive and inferential statistics (Pearson's correlation coefficient, stepwise Regression and multi-way ANOVA test).

Research Findings

First hypothesis: there is a significant relationship between institutional unity and performance of managers of schools.

The findings showed that the correlation coefficient between institutional unity and teachers' perception of performance of managers is not significant; that is, there is no significant relationship between institutional unity and teachers' perception of performance of managers ($r=0/334$).

The second hypothesis: there is a significant relationship between structuring and performance of managers of schools.

The findings showed that the correlation coefficient between structuring and teachers' perception of performance of managers is significant; that is, there is a significant relationship between structuring and teachers' perception of performance of managers ($r=0/517$).

The third hypothesis: there is a significant relationship between consideration and performance of managers of schools.

The findings showed that the correlation coefficient between consideration and teachers' perception of performance of managers is significant; that is, there is a significant relationship between consideration and teachers' perception of performance of managers ($r=0/497$).

The fourth hypothesis: there is a significant relationship between resources support and performance of managers of schools.

The findings showed that the correlation coefficient between resources support and teachers' perception of performance of managers is significant; that is, there is a significant relationship between resources

support and teachers' perception of performance of managers ($r=0/527$).

The fifth hypothesis: there is a significant relationship between spirit and performance of managers of schools.

The findings of table 1 showed that the correlation coefficient between spirit and teachers' perception of performance of managers is significant; that is, there is a significant relationship between spirit and teachers' perception of performance of managers ($r=0/509$).

The sixth hypothesis: there is a significant relationship between scientific emphasis and performance of managers of schools.

The findings of table 1 showed that the correlation coefficient between scientific emphasis and teachers' perception of performance of managers is significant; that is, there is a significant relationship between scientific emphasis and teachers' perception of performance of managers ($r=0/555$).

The seventh hypothesis: there is a significant relationship between influence of manager and performance of managers of schools.

The findings of table 1 showed that the correlation coefficient between influence of manager and teachers' perception of performance of managers is significant; that is, there is a significant relationship between influence of manager and teachers' perception of performance of managers ($r=0/512$).

The eighth hypothesis: there is a significant relationship between organizational health and performance of managers of schools.

The findings of table 1 showed that the correlation coefficient between organizational health and its components (institutional unity, consideration, structuring, resources support, spirit, scientific emphasis, influence of manager) and teachers' perception of performance of managers is significant; that is, there is a significant relationship between organizational health and teachers' perception of performance of managers ($r=0/442$).

Table 1. The correlation coefficient between organizational health and its components, and teachers' perception of performance of managers

The variable of criterion of teachers' perception of performance of managers			
Level of significance	Correlation coefficient square	Correlation coefficient	Statistical index Predictor variable
0/001	0/195	0/442**	ORGANZIATIONAL HEALTH
0/001	0/112	-0/334**	INSTITUTIONAL UNITY
0/001	0/247	0/497**	CONSIDERATION
0/001	0/267	0/517**	STRUCTURING
0/001	0/278	0/527**	RESOURCES SUPPORT
0/001	0/259	0/509**	SPIRIT
0/001	0/308	0/555**	SCIENTIFIC EMPHASIS
0/001	0/262	0/512**	INFLUENCE OF MANAGER

<0/ 05p

The ninth hypothesis: organizational health has the ability to predict the performance of managers of schools.

The findings of table 2 showed that among the variables under study in Regression, the best predictors of teachers' perception of performance of managers have been scientific emphasis in the first step and consideration in the second step, influence of manager in the third step and institutional unity in the fourth step. Based on the results of stepwise Regression analysis, the relationship between scientific emphasis, consideration, influence of

manager and institutional unity, and teachers' perception of performance of managers has been significant. Based on this, in the first step the coefficient of scientific emphasis determines 30/8% of the variance of teachers' perception of managers' performance, in the second step the coefficient of scientific emphasis and consideration determine 34/4% of it, in the third step the coefficient of scientific emphasis, consideration and influence of manager 36/3% of it and in the fourth step the coefficient of scientific emphasis, consideration, influence of manager and institutional unity 38/5% of it.

Table 2: table of multiple correlation coefficient between organizational health and teachers' perception of managers' performance

Level of significance	F-coefficient	Multiple correlation coefficient square adjusted	Multiple correlation coefficient square	Multiple correlation coefficient	Predictor variable	Statistical index Criterion variable
0/001	106/089	0/305	0/308	0/555	SCIENTIFIC EMPHASIS	First step
0/001	62/136	0/338	0/344	0/587	SCIENTIFIC EMPHASIS CONSIDERATION	Second step

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0/001	44/851	0/355	0/363	0/603	SCIENTIFIC EMPHASIS CONSIDERATION INFLUENCE OF MANAGER	Third step
0/001	36/760	0/374	0/385	0/620	SCIENTIFIC EMPHASIS CONSIDERATION INFLUENCE OF MANAGER INSTITUTIONAL UNITY	Fourth step

<0/01p

Table 3: table of beta coefficient in prediction of teachers' perception of managers' performance through dimensions of organizational health

Level of significance	t-coefficient	Standard beta coefficients	Non-standard beta coefficients		Predictor variable	Statistical index Criterion variable
			Standard error of beta			
0/001	10/300	0/555	0/356	3/666	SCIENTIFIC EMPHASIS	First step
0/001	5/912	0/401	0/448	2/650	SCIENTIFIC EMPHASIS CONSIDERATION	Second step
0/001	3/590	0/244	0/494	1/773		
0/001	3/678	0/290	0/521	1/917	SCIENTIFIC EMPHASIS CONSIDERATION INFLUENCE OF MANAGER	Third step
0/003	2/971	0/204	0/500	1/484		
0/008	2/662	0/196	0/778	2/072		
0/040	2/069	0/179	0/573	1/185	SCIENTIFIC EMPHASIS CONSIDERATION INFLUENCE OF MANAGER INSTITUTIONAL UNITY	Fourth step
0/006	2/767	0/188	0/494	1/366		
0/001	3/447	0/263	0/804	2/772		
0/004	-2/884	-0/172	0/399	-1/150		

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<0/01p

The tenth hypothesis: there is a significant relationship between the views of responders in organizational health based on demographic variables (gender, age, work experience, educational certificate).

The findings of table 4 showed that there is no significant relationship between organizational health based on gender, age, work experience, but the difference between scores of organizational

health based on educational certificate is significant. The post hoc test presented shows the difference between the groups. Also, the results inserted in this table show that there is a significant difference between scores of organizational health of people holding BA and people with diploma and BS and also between the scores of organizational health of people with post-diploma and people with BS.

Table 4: multi-way ANOVA of organizational health scores based on demographic variables (gender, age, work experience, educational certificate)

Level of significance	F	Mean squares	Degree of freedom	Sum of squares	Source
0/058	3/631	733/939	1	733/939	Gender
0/191	1/599	323/190	3	969/571	Age
0/168	1/801	364/077	2	728/155	Work experience
0/007	4/197	848/285	3	2544/856	Educational certificate

The eleventh hypothesis: there is a significant difference between views of responders in performance of managers of schools based on demographic variables (gender, age, work experience, educational certificate).

The findings of table 5 showed that there is no significant difference between teachers' perception

Table 5: Multi-way ANOVA of scores of teachers' perception of performance of managers based on demographic variables (gender, age, work experience, educational certificate)

Level of significance	F	Mean squares	Degree of freedom	Sum of squares	Source
0/338	0/923	976/711	1	976/711	Gender
0/270	1/317	1394/192	3	4182/575	Age
0/631	0/461	487/855	2	975/710	Work experience
0/229	1/455	1539/764	3	4619/293	Educational certificate

Discussion and Conclusion:

The findings showed that there is a positive and significant relationship between organizational health and teachers' perception of performance of managers. Among the variables under study in Regression, the best predictors of teachers' perception of performance of managers through organizational perception were scientific emphasis, consideration, permeability and institutional unity in order. The result of the main research hypothesis was such that organizational health has the ability to predict teachers' perception of performance of managers. Regarding the demographic variables, between the scores of responders in organizational health and elementary teachers' perception of performance of managers there was no significant difference; only in one case, in terms of educational certificate, there was a significant difference between the organizational health scores of responders. The results of the study are in line with the study by Aaqayi (2002) based on the existence

of performance of managers based on gender, age, work experience and educational certificate. The change achieved is that the difference in organizational health based on educational certificate results from expectations made regarding updated information and data.

of relationship between organizational health and six duties of managers, with the study by Babayi (2009) based on the existence of relationship between perception of leadership styles of managers and organizational health and lack of existence of relationship between views of managers regarding organizational health in terms of educational certificate and work experience abased on existence of relationship based on gender, with the study by Kakya (2009) based on the existence of relationship between organizational health and performance of managers, with the study by Kachuyan (1999) based on existence of relationship between organizational health and management style, with the study by Pourdehordi (1999) according to which there is a positive and significant relationship between organizational health of male high schools and educational success, with the study by Sharifi & Aqasi (2010) according to which there is a significant relationship between "each of the components of performance of

managers" and "organizational health", with the study by Grone (2003) based on the existence of relationship between performance of manager and organizational success, with the study by Necati (2006) according to which there is a significant relationship between gender and institutional unity, between marital status and age, and structuring and scientific emphasis and between resources support and scientific emphasis, with the study by Kormaz (2007) according to which transformational-transactional leadership styles directly affect organizational health of schools, with the studies by Roney et al. (2007) according to which there is a direct relationship between healthy environment and performance of manager and that success of suggested reforms by managers for improvement of healthy organizational environment depends on establishment of participatory relationship between them and teachers, and with the study by Mayler (2010) according to which there is a direct and significant correlation between teachers' perception of organizational health and trust in manager, colleagues and school.

According to the findings, it is suggested that although managers don't have the ability to overcome material and living problems of teachers, they can to some extent create such a mental environment by which these problems do not seriously damage the process of learning and teaching. The manager must provide the teaching materials and devices of school and those required by teachers in the best way they can so that teaching is conducted more effectively and its result is creation of a healthier organizational environment. In an environment with a higher level of health, the performance of the manager will be improved as well. Those responsible and involved in education and teaching are suggested to have plans regarding organizational health of schools and also, by taking this fact into account that selection of competent managers that have the necessary management trainings and skills can be effective in increasing organizational health and performance of manager of schools, they must have the utmost precision.

In selection of managers, high educational certificate related to the field, must be taken into consideration by the authorities and their information and knowledge regarding the new

approaches and theories of management must be upgraded by holding in-service training courses.

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