HIGH SCHOOL PRINCIPALS, PERCEPTIONS ABOUT ORGANIZATIONAL HEALTH, AND ITS CORRELATION WITH JOB MOTIVATION

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ABSTRACT

The purpose of this study was to investigate the perceptions of high school principals about the organizational health of the district and its relationship with their job motivation. To achieve this goal, correlation method and multiple regression analysis as research method was adopted.by using cluster random sampling method, a sample of 271 principals was chosen from the population of high school boys and girls in the education districts of Tehran, Iran and their perceptions about Organizational Health and Job Motivation was assessed by two questionnaires. Data collection tools were the Hoy and Feldman Organizational Health Inventory (OHI) and the Hackman and Oldham Job Characteristics Questionnaire(JCQ). These instruments had favourable psychometric indices (validity and reliability).

The findings indicated that there is a positive and significant relationship between organizational health and job motivation of principals, and there is also a significant positive relationship between the components of organizational health and the dimensions of job motivation. Data analysis using multiple regression analysis revealed that 29% of changes in principals' job motivation are determined by organizational health (a component of institutional integrity). These data show that secondary school principals' perception of organizational health has an important and significant role in their job motivation and their desire to perform professional functions, and among the elements of organizational health, institutional integrity has the greatest impact on managers' motivation towards It has its own profession.

Keywords: Organizational health, Job characteristics, Motivation, High schools principals, School environment.

INTRODUCTION

One of the outstanding features of human civilization is the emergence and extension of organizations (Rezaian, 2007). Organizations are a type of open system which consist of elements that interact with each other and form an integrated whole. Every organization has three characteristics, which are social structure, explicit goals, and human beings. Researchers of social systems consider organizations as a combination of interactions between structures and human beings and believe that organizations should maintain the balance existing between these interactions (Johnson-Perry, 2014). For a long time, organizational theorists have focused on the culture of organizations and believe that the functions of organizational culture are more important than what the leaders of the organization do. Experts of educational management

believe that school culture mediate the effects of educational administrators on learning (MacNeil *et al.*, 2009). Watson (2001); (cited by MacNeil *et al.*, 2009) notifies that students' learning will suffer if culture is not receptive to learning

Educational leaders must first know the culture of the school. One of the important components of the organizational culture of schools is Organizational Health. The efficiency and effectiveness of schools in achieving educational goals require that schools have a proper culture and a healthy organization. A school is considered "healthy" when administrators are perceived as capable of properly educating students and obtaining necessary material supplies, the principal demonstrates both high expectations and concern for the welfare of school staff, students demonstrate a strong academic focus, and teachers feel socially satisfied and connected to both their colleagues and students (Ouellette *et al.*, 2018). Teachers'and principals' perceptions of the school environment and organizational health are shined in their professional lives and play a significant role in the effectiveness of the organization (Hoy & Miskel, 2008).

The need for development of organizations has led the attention of experts to organizational health. Organizational health, in addition to the organization's ability to perform tasks effectively, refers to the organization's capacity for its constant growth and development. A healthy organization creates a more positive environment and internalizes common values in employees (Savas & Karakus, 2012).

Schools are the fundamental institutions of education systems and the main focal point of education; therefore, promoting the effectiveness of schools and sustaining their development is possible by establishing a healthy organization. Considering that schools raise young people in society and prepare healthy members of the society for the future, it is important for both educators and students for schools to be healthy organizations. Healthy individuals are raised only in healthy school climats. Therefore, it is necessary to create a healthy environment for personal, social, and academic development of the students (İnceler & Güneyli, 2021). Studies show that organizational health positively affects student achievement (Korkmaz, 2005; Henderson, 2007; Mirzajani & Morad, 2015; cited in Inceler & Güneyli, 2021) and organizational health increases school effectiveness (Hoy & Woolfolk, 1990). Healthy manpower grows in a healthy environment and a healthy school (Hoy & Woolfolk, 1990; Klingele & Lyden, 2001). A healthy organizational atmosphere is determined by the relationships between people and the organization and These relationships are affected by the interaction between goals, formal structure, management process, leadership style, and employee behavior (Myakora, 2016).

Although organizations play a vital role in development, it is the people and human beings who are the key to the success of the organization. Accordingly, how people feel, think, and perceive and the way the organization interacts with employees should be considered in the methods and rules of human resources of the organization (Savas & Toprak, 2013).

Statement of the Problem

Motivation is one of the most significant factors that affect the performance of human resources in the organization. Motivation helps an employee attaches to the job, engages their success with the company's goals, and empowers them to complete daily works (Nguyen *et al.*, 2021). The teacher and principal attend the school with motivation, and interest, and will try to make more

learning in students. Organizational leaders have long attached increasing importance to the motivational needs, and organizational attitudes of employees (Savas & Toprak, 2013). When job motivation factors, are at a low level, the organization's affairs proceed slowly and with difficulty and will hurt organizational efficiency. Organizational human resources, if motivated, use their capabilities to achieve the goals of the organization and bring the most benefits to the organization (Luthans & Avolio, 2009).

Job motivation is a set of psychological processes that influence the allocation of employees' resources to achieve organizational goals and in turn, affect organizational effectiveness (Robbins & Judge, 2010). Job motivation is a situation that causes the motivation, guidance, and continuation of behaviors related to the job opportunities of individuals. The performance of the organization's human resources is a function of job motivation.

Despite the significance of organizational health in creating employee motivation, and the importance of examining the relationship between organizational health and job motivation of school principals, a review of research databases indicates that no research has been done on the relationship between these variables. Considering the need to identify the relationship between these variables, an important question that arises is whether school principals' perception of organizational health is related to their job motivation? Based on this question, the goal of the study is to determine the relationship between school principals' perceptions of organizational health and their job motivation.

Theoretical Foundations and Research Background
Organizational Health

Organizational health is one of essential characteristics of open organizations and can also be considered within the scope of organizational behavior (Ozgenel & Aksu, 2020). For educational organizations to be able to remain stable in an ever-changing environment and adapt to their environment and develop the necessary capabilities for their survival, they are required to have organizational health (Johnson-Perry, 2014). Organizational health refers to a situation beyond the short-term effectiveness of the organization and considers constant characteristics (Hoy & Miskel, 2008). Organizations with high health have a close relationship with their environment, and their organizational vision and missions have been internalized by employees (Leggette, 1997) and the physical and mental health of their employees is paid attention to by the manager (Roney & Coleman, 2011) Based on Hannum and Hoy (1997), healthy organizations and schools successfully adapt to their environment, achieve goals, and create common values and integrity and coordination between teachers and colleagues.

Organizational health is an abstract concept to refers to the characteristics that make up an appropriate organizational structure (Orvik & Aselson, 2012) and is used in educational organizations to measure the organizational climate (Hoy & Feldman, 1987), and is a term used to describe the concept of social organizations and their functions (Parsons, 1956; cited by Hoy & Sabo, 1998). and is tightly related to the term organizational quality (Deming, 1993; cited in Hoy & Sabo, 1998).

The concept of organizational health was first introduced by Miles (1969); (cited by Hoy and Miskel, 2008) to examine the characteristics of organizations. According to Miles, organizational health is a prerequisite for organizational activities, and when an organization is healthy that not only survives in its environment but also continues to grow and flourish over a

long period. Another theoretical framework for the study of organizational health was introduced by Hoy and Feldman (1987), which has also been used in this study. Hoy and Feldman (1987) based their conceptualization of organizational health on the theory of Parsons (1961), Parsons, *et al.*, (1953). According to him, one of the means to understand the way organizations operate is typology. The function of typology is the comparative study of organizations and their description based on specific characteristics. Parsons typology of social organizations Parsons (1961); (cited by Johnson-Perry, 2014), is based on the functions that organizations perform for society. Parsons' proposed framework results from his theory of social systems. He believes that for an organization to survive and grow continuously, it must solve four basic problems, which are: obtaining resources and adapting to the environment, setting and achieving goals, maintaining coherence within the system, creating and maintaining the unique values of the system and creating a distinct culture and values unique to that system. All of the organizations must solve four issues to survive and develop on their own (Hoy & Miskel, 2008). Parsons (1976), (cited by Johnson-Perry, 2014) declare that the above issues can be integrated into formal organizations into two categories of instrumental needs (adaptation and goal achievement) and expressive needs (social unity and normative integration) and it is assumed healthy organizations satisfy both of these needs.

The Parsons framework provides a plan for conceptualizing and measuring the organizational health. From this view, a healthy organization is an organization in which the technical, administrative, and institutional levels are coordinated. The organization meets both expressive and instrumental needs, successfully deals with external forces, and directs its forces toward the organization's main purpose. In Hoy and Feldman's conceptualization (1987), organizational health is defined by seven patterns of interaction in schools: institutional integrity, the influence of principal, consideration, resource support, morale, scientific emphasis, and initiating structure.

A review of previous research reveals that several studies have been conducted on the relationship between organizational health and other organizational and psychological variables, the most important of which have been reviewed below:

Inceler and Guneyli (2021) showed that the cynical and pessimistic style of managers negatively predicts organizational health in the school, and the positive humor and socially productive style predict positively the organizational health of the school. Ozgenel and Aksu (2020) showed that there are positive correlation between organizational health and ethical leadership of school principals. Al-Omari, Ismail and Al'Abri, (2020) indicated that there is a positive relationship between ethical leadership and organizational health. Buluc (2015) revealed a significant correlation between principals 'educational leadership and the organizational health of schools. Lee, Chen, and Xie (2014) indicated that organizational health and burnout of teachers have a significant effect on their perceived health. Zweber (2014) presented that a healthy organizational climate is effective on employees' health and has a significant relationship with employee participation, performance, and citizenship behavior. Savas and Toprak (2013) indicated that organizational health affects the level of job satisfaction of employees. Arikan (2011) and Heidarieh *et al.* (2012) and Ranjdoost and Mirzaee (2012) showed that there is a significant correlation between organizational health and job satisfaction. Hoy and Sabo (1998) displayed that school organizational health is related to organizational quality and effectiveness,

and there is a significant correlation between organizational health and variables such as academic achievement, openness of principal and teacher behavior, overall organizational effectiveness and organizational culture. Zare *et al.* (2015) showed that teachers' happiness, coping strategies with psychological pressures, and their thinking styles are related to organizational health. Ghoroneh and Malekinia (2016) indicated that organizational health has a significant relationship with the effectiveness of schools.

Job Motivation

Job motivation is a needed condition for ideal job performance and the key to obtain personal and organizational goals (Nguyen *et al.*, 2021) One of the ways to promote job motivation is job enrichment, that includes a set of measures that affect the degree of the emotional attachment of individuals to the organization and their job. One of the most significant aspects of job motivation is job design (Kompier, 2003). Job design discusses the structure of the job and identifies job-related tasks and activities. Job enrichment is derived from the Hackman and Oldham Job Characteristics Model (1976), that Based on, job characteristics are related to job motivation and satisfaction. Hackman and Oldham's (1976) model of job characteristics suggests that in job design, the main elements of the job and the interrelationships between the elements should be determined. The theoretical basis of this research in the field of job motivation is Hackman and Oldham's model (Hackman & Oldham, 1976).

Examining the relationship between job characteristics and organizational and individual components has been taken into account by researchers, and significant studies have been conducted in these fields. Ortan *et al.* (2021) showed that teachers' job satisfaction and motivation towards the teaching is affected by suitable and healthy work environment, teachers' self-efficacy and students' positive behaviors. Lee *et al.* (2020) after a comprehensive review of the researches conducted in the field of job motivation, listed the most important factors that facilitate motivation to work as follows: supportive leadership, competent and motivated employees, positive organizational values and social support mechanisms. Nguyen *et al.* (2021) showed that factors affecting the job motivation of hospital staff managers include: suitable work environment, health care benefits, higher education, and additional income. Goktepe *et al.* (2020) showed that solidarity among colleagues, salary and professional opportunities have important effects on nurses' job motivation. Ouellette *et al.* (2018) showed that among variables such as self-efficacy of teachers, students' functioning at the classroom level and school organizational health, as a predictor of teachers' stress and job satisfaction, school organizational health is a strong predictor of stress and job satisfaction). Research done by Lean and Hsieh (2002) and Colbert and Kwon (2000), indicated a significant relationship between job characteristics and organizational commitment. Bhuian and Mengue (2002) indicated a significant relationship between job characteristics, organizational commitment, and job satisfaction.

MATERIALS AND METHODS

This research is applied in terms of purpose and description in nature. The method used in this study for describing the situation between variables is the correlation method which is one of the types of descriptive research methods.

Statistical Population and Research Sample

The statistical population of study included all principals of Public and Private high schools in the Education districts of Tehran, whose number is equal to 912 based on statistics received from the General Office of Education in Tehran. Among the statistical population, the sample size was determined using Cochran's formula. To determine the required sample size, the Cochran's formula was applied for cases where the population size is known:

$$n = \frac{Nz^2pq}{Nd^2 + z^2pq} = \frac{912(1.96)^2(0.5 \times 0.5)}{912(0.05)^2 + (1.96)^2(0.5 \times 0.5)} = \frac{3502(0.25)}{2.28 + 0.96} = \frac{875.74}{3.24} = 270.29 \tag{1}$$

The sample size according to Cochran's formula is 271 principals. For selecting the study sample, a cluster random sampling method was used. Among the 19 Educational Districts of Tehran, 4 districts were randomly selected (one district from the north; one from the west, one from the east, and one from the south of Tehran). In each district, 34 boys' high schools and 34 girls' high schools were randomly selected and the principal of each school was asked to answer the questions of the Organizational Health Inventory and Job Characteristics questionnaires.

Materials

To collect data, the following tools were used:

- *Demographic Information Questionnaire*
  This questionnaire was used to collect demographic information of the respondents such as age, gender, the field of study, and employment history in the management position, etc.

- *Organizational Health Inventory*
  This questionnaire was developed by Hoy and Feldman (1987) to determine the organizational health of schools and revised by Hoy and Sabo (1998). The Organizational Health Inventory (OHI) consists of 44 closed-ended questions, the scale of which is the Likert scale. The questions of OHI have been prepared based on six components according to Hoy and Feldman (1987), which are as follows[1]:
  1. Institutional integrity, that.
  2. Manager Influence, that.
  3. Consideration, that.
  4. Resource Support, that.
  5. Morale, that.
  6. Scientific emphasis that.

Validity of OHI

Hoy and Sabo (1998) examined the construct validity of the OHI through factor analysis and found 6 separate factors that explain 76.2% of the total variance In the current study, the questionnaire were reviewed to determine the face and content validity, and after slight

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[1] In Hoy and Sabo's (1998) revision of the OHI, the initiating structure dimension was integrated into the consideration dimension, and factor analysis of the questionnaire questions yielded six final factors.

correction of some phrases and their approval in terms of compliance with its theoretical foundations, was implemented.

Reliability of OHI

Hoy and Sabo (1998) examined the reliability of OHI using Cronbach's alpha coefficient and obtained $\alpha = 0.95$. In this study, the reliability of OHI was calculated using the internal consistency method, which had an alpha coefficient of 0.85.

- ### Job Characteristics Questionnaire

  The Job Characteristics questionnaire was developed by Hackman and Oldham (1976). The JCQ has fifteen 7-choice questions with completely disagree to strongly agree on options. According to the job enrichment model, the five core job characteristics cited in Hoy and Miskel (2008) are as follows:
  1. Diversity in the job.
  2. Task Identity, that.
  3. Importance of duty, that.
  4. Independence at work.
  5. Job feedback.

Validity of JCQ

Hackman and Oldham (1976) and Whitington *et al.* (2004) believe that the potential motivation score is obtained through Job Charactristics Questionnaire, so the level of job enrichment can be measured with this instrument. Evidence for the validity and reliability of this scale based on the reports of Whitington *et al.* (2004) is acceptable and desirable.

JCQ Reliability

Zangouei *et al.* (2015) calculated the reliability of JCQ through the test-retest method and reported a coefficient of 0.72, and also declared its internal consistency using the Cronbach's alpha method is equal to 0.77. In this study, the reliability of the questionnaire was obtained 0.89 using Cronbach's alpha coefficient.

RESULTS AND DISCUSSION

To answer the research questions, the SPSS 21 software package, descriptive statistical methods and parametric inferential statistical methods such as Pearson correlation coefficient, multiple regression analysis, and analysis of variance were used.

Out of a total of 271 managers participating in this study, 161 (equivalent to 59.5%) were male and 110 (equivalent to 40.5%) were female. The frequency of managers participating in this study based on their education level is as follows: There are 4 managers with a diploma, 130 managers with a bachelor's degree and the lowest frequency is related to managers with a master's degree and higher, which is equivalent to 31 people. Based on the results, the average age of managers participating in this study is 48.53 years.

Table 1 represents the mean and standard deviation of managers' perception of organizational health and **Table 2** shows the mean and standard deviation of the variable of job motivation.

Table 1. Descriptive statistics of managers' perceptions of organizational health divided by its components

Variable	Components	Total number	Mean	Standard deviation
Organizational Health	Institutional integrity	271	20.89	3.12
	Manager influence	271	13.52	4.25
	Consideration (relationship)	271	14.25	4.14
	Resource support	271	19.96	3.12
	Leadership (Morale)	271	35.15	3.86
	Scientific emphasis	271	13.83	6.12
	Total	271	119.77	24.79

Table 2. Descriptive statistics of the job motivation divided by its components

Variable	Components	Total number	Mean	Standard deviation
Job Charactristics	Duty Variety	271	9.98	3.79
	Duty identity	271	10.58	2.96
	Importance of duty	271	18.16	4.83
	Job Independence	271	14.22	3.94
	Job feedback	271	10.28	3.47
	Total	271	18.17	4.83

Inferential Findings

Before answering the research questions, it was necessary to test the normality hypothesis of the variables using the Kolmogorov-Smirnov test. The results of test have been presented in the **Table 3**. The results indicate that the significance level of the research variables is less than 0.05 and therefore the contrary hyphotesis of normality that the distribution of variables is normal was confirmed.

Table 3. Test of normal distribution of research variables

Variables	Kolmogorov-Smirnov test	Significance level	Cronbach's alpha
Organizational health	1.953	0.41	0.85
Job Charactristics	1.579	0.14	0.89

To test the main research question Pearson correlation coefficient test was used, the results of it can be seen in **Table 4**.

Table 4. Correlation coefficient between organizational health and job Charactristics

variable 1	variable 2	significance level	correlation coefficient	Result
Organizational Health	Job Charactristics	0.000	0.64	There is a significant relationship.

Pearson correlation coefficient for the two variables is 0.64 and the level of significance is less than 0.05, so there is a significant relationship between these two variables at a 95% confidence

level (r = 0.64) And P <0.05). Considering that the correlation coefficient has a positive sign, it can be declared that the direction of the changes of the above variables is positive. This finding means that the higher the principals perceive the organizational health of the district, the higher their job Charactristics will be.

To answer the other question of this study (contribution of each of the predicting variables (organizational health components) in explaining the changes of the criterion variable (job Charactristics of principals?), multiple regression analysis tests were used. In this way, the components of organizational health were entered into the equation as predicting variables, and finally, the variable of institutional integrity was entered into the final regression equation to explain the changes in job Charactristics. The data in **Table 5** and the review of the adjusted R2 coefficient display that 28.9% of the changes in the job Charactristics are predicted by organizational health.

Table 5. Stepwise regression results for predicting job Charactristics of principals

regression model	correlation coefficient	R2	Modified R	standard estimation error (prediction)
1	0.554^a	0.307	0.289	0.74670

Stepwise analysis of data showed that only institutional integrity can significantly predict job motivation. To test the significance of the obtained regression coefficients, the F test was used **(Table 6)** which is based on the ratio between the mean squares of the remaining regression. According to the data in **Table 7**, the effect of institutional integrity on job motivation is significant at the level of 0.05.

Table 6. Variance analysis to examine the effect of organizational health on job motivation

		The sum of the squares	degree of freedom	mean	F	Significance level
1	Regression	65.068	7	9.295	16.671	0.000^b
	Remainder	146.640	263	0.558		
	Total	211.708	270			

Table 7 shows the regression coefficients and T-test at a significance level of 0.05.

Table 7. Regression and beta coefficients to evaluate the effects of organizational health on job motivation

Model	Non-standard coefficients		Standard coefficients	t	Significance level
	B	standard error	Beta a		
Constant	1.639	0.153		10.713	0.000
(1) Institutional integrity	0.132	0.058	0.173	2.264	0.024
(2) Manager Influence	0.051	0.058	0.066	0.874	0.383
(3) Relationship	0.117	0.062	0.161	1.876	0.062
(4) Support	0.052	0.065	0.067	0.806	0.421
(5) Leadership	0.030	0.064	0.039	0.464	0.643
(6) Scientific emphasis	0.108	0.061	0.132	1.789	0.075

The constant coefficient of institutional integrity (B = 1.639) shows that institutional integrity with 95% confidence can predict changes related to job motivation. The value of T represents the effect of predicting variables on the criterion variable (job motivation) and the larger its absolute value, the stronger relationship the relevant predicting variable will have with the criterion variable.

The main findings of this research are as follow:

There is significance correlation between organizational health and job motivation of school principals, which was examined using the Pearson correlation coefficient. Considering that the direction of change of the two variables is direct and positive, there is a positive and significant correlation between managers' perception of organizational health and their job motivation. This means that the healthier the principals perceive the school organization and education, the higher their job motivation will be.

The changes in the (job motivation are significantly predicted by organizational health. Data analysis indicated that among the components of organizational health, institutional integrity can significantly predict the job motivation of principals.

The findings of this study are examined considering the theoretical foundations of the study. Studies indicate that the significance of the relationship between perceptions of organizational health and managers' job motivation is consistent with the theoretical foundations of the research:

According to the theories of organization, fair management, creates an atmosphere in the educational organization that leads to greater participation of principals in the educational process and promoting their professional and job motivation. Considering the same scale, principals who are committed to their students, co-workers, and school, are united, and are more likely to create an atmosphere that promotes job motivation. According to Hoy and Sabo (1998), organizational health is one of the main dimensions of organizational climate and with indicators of quality and effectiveness of the educational organization is a two-way relationship, therefore, it can be declared that as the more organizational health the school organization has from the point of view of school principals, the more job motivation of principals will be. So, the organizational health of the education department has an important role in promoting the job motivation of school principals. According to Hoy and Sabo (1998), the dimensions of organizational health measure the items that are related to the components of psychological motivation affecting human behavior; so, organizational health has a significant relationship with job motivation components, and the relevant theory justifies this relationship.

On the other hand, the findings of this study reveal there is a significant relationship between managers' perceptions of organizational health and their job motivation is consistent with the results of some previous studies such as Ortan *et al.* (2021); Nguyen *et al.* (2021); Ouellette *et al.* (2018); Goktepe *et al.* (2020); Lee *et al.* (2014); Savas and Toprak, (2013); Arikan (2011); Heidarie *et al.* (2012); Hoy and Woolfok (1993); Zare *et al.* (2015); that have examined the relationship between organizational health with job motivation and with several other variables such as job satisfaction, job stress, teachers' efficiency in teaching, job burnout, employee happiness, and job performance.

Research Suggestions

This study revealed that perceptions of organizational health are correlated with job motivation. Therefore, intervention in improving organizational health in schools should focus on, improving organizational culture, and improving the job motivation of principals. Increasing the organizational health of the school will intensify the job motivation of the employees and will lead to the improvement of their job satisfaction level. To achieve this, Educational organizations must develop their effectiveness, identity, and organizational integrity and achieve more authentic and realistic standards. Accordingly, the practical suggestions of this research are as follows:

1. The awareness of the principals of Education should be increased in the field of organizational health and its role in effective management of schools by holding in service training.
2. Improving the organizational health of schools and creating healthy organizations should be among the key priorities of the Ministry of Education.
3. The heads of Education Departments of Tehran districts should pay attention to the mental and physical health status, job security, morale, participation, and motivationof principals.
4. Education Officials can take measures for being aware of the organizational health of schools, and its relationship with variables related to school effectiveness should continuously monitor the status of their district in terms of organizational health.
5. Close cooperation between the school, the education department of the districtand "associations of parents and school teachers" should be expanded.

CONCLUSION

The findings of this research indicated that there is significant correlations between organizational health and job motivation of principals, and there is also a significant correlations between the components of organizational health and the dimensions of job motivation. Therefore, promoting the organizational health of schools requires paying attention to the job motivation of the principals of those schools and teachers, and it is necessary to consider a specific plan by the officials of the Ministry of Education to promote organizational health of schools and job motivation of principals.

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