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## COMPARING OF THE ORGANIZATIONAL HEALTH OF GIRLS AND BOYS STUDENTS OF SECONDARY SCHOOLS IN SANANDAJ

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### ABSTRACT

"Organizational health"; is the most telling indicators of "organizational effectiveness and efficiency," which provides the improving context of organizational and administrative situation in line with "the general policies of the administration". Organizational health has impact on employees' attitude and behavior. Therefore, organizational health has been attended by researchers of behavioral sciences and social psychologists. It considers the organization with a systematic approach as an alive creature and organism. If the input, output, process and feedback of organization with different roles work for a same goal, the healthy organization will get clear. This study was conducted based on the theoretical model of Parsons and with the goal of determining the indicators of "organizational health in administrative, institutional and technical levels" in high schools of Sanandaj with the sample of 280 individuals of teachers; with the use of descriptive method through the survey approach. The study tools of questionnaire with 44 questions of organizational health (OHI) has confirmed the validity and reliability of 94 percent. To analyze the data was used of descriptive statistics and inferential statistical tests including independent t-test. The main findings showed that there are significant differences between the organizational health of boys and girls students of high school at the institutional level and institutional integration dimension and in the administrative level except from the principal influence and authority in terms of consideration, structuring and supporting of resources aspects and in technical level and the dimensions of morality and emphasizes on science.

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### Introduction

The complexity of living conditions in national and international level and daily increasing of worldwide competitions in a path full of ups and downs subject the development and progress to create some changes in method and various equipment and tools. Changing is the important characteristics of efficient and effective organization. "An organization that wants to survive and wants effectiveness, should be more sensitive to environmental changes and indicates an appropriate reaction and accepts that the changes in an organization is obligatory and necessary [1]" Changing is defined as making changes in an organizational environment (structure, technology and people). However it is an organizational reality [2]. Organizations so that they can persist longer in their permanent changing environment and to be able to adapt to their environment in long-term and continuously creates the necessary capabilities for their survival and development and expand them and to provide more services indicates more necessary abilities; so they should have "organizational health" in order to be diligent in the direction of their normalization and promotion of "bureaucracy health". Basically we can say that "organizational health have been invented in organization to understand the interaction between colleagues and managers." [3]. Due to the importance of organizational health "There are many consulting companies nowadays which are conducting organizational health assessment services." [4]

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Managers of different levels of management are interested in the fact that their organization could achieve an acceptable degree of efficiency, effectiveness and ultimately to reach optimal efficiency of "organizational health" which is one of the clearest and most obvious indicators of "organizational effectiveness and efficiency". "Organizational health is [5] a supporting and healthy organizational atmosphere led to the increase in the trust of people and therefore their great spirit and accordingly increase staffs' efficiency, which in turn the increases of employees' efficiency has been recommended as an important factor in increasing organizational efficiency.

Organizational commitment is an important occupational and organizational perspective that has been a favorite of many researchers in social psychology over the past years. The positive impact of organizational commitment on organizational performance and outcomes such as job satisfaction, motivation and absence and relocation [6] improve organizational performance [7] Organizational Trust [8] has been seen in many studies

Obviously, the foundation of any movement toward development and organizational evolution is an effort to "supplying the organizational health development." Cultural and educational environments also are not an exception.

Education can be known as one of the fundamental pillars of any society. Survival, continuity and progress of any society depends on the quality of education and based on the importance of the mission of education in the future of every country, schools' organizational health have a direct impact on the quality of education and goals of education. If the schools which are responsible for formal education, do not have proper organizational health will not be able to succeed in fulfilling the educational mission. Due to the nature of education, the school as an organization that specifically deals with the present and future of mankind, the fate of hundreds and thousands of people depends on their degree of success in organizational goals research. Cultural organizations, means "The collective efforts of individuals, to achieve a certain goal with necessary equipment and following certain principles. So when a group of people with the necessary equipment in order to reach a certain goal come together, accordingly they created the organization. The specific aim which is main factor of creating the organization is usually by encompassing individual goals of organization's staffs which includes similar requirements for a common people and it appears as a common objective and puts organizations in the collective efforts for following a common goal." With establishing the organizational health, achievement of the objectives of education at different levels of institutional, technical and administrative will be possible. Furthermore, organizational health of secondary education, especially schools' organizational health is important. The secondary education on one hand is a link between public education and training in higher education and on the other hand is the link between the education and market.

Health in dictionary has the meaning of "wellbeing, happiness, joy, Security, honesty, piety, Redemption, Peace, Reconciliation"[10] and in English is equivalent to the word (Health). Health in popular belief, means lack of failure in an organism (alive creature). "In the state of positive health, organism while performing duties, will continue to flourish. Close to this concept is self-actualization "[10]

"Organization" in terms of word is a "Series of devices and branches and commissary" But based on the scientific definition, is "the coordination of a reasonable number of people that work through the regular division of the region and establishing logical relations, to achieve the goal or common decisions" [11] As every man needs health to survive and to perform his duties, "the Organization" as a living organism and creature needs organizational health and wellness to achieve their defined goals. If this health issue or a part of it does not provide the required data accordingly, the conditions and the methods of achieving organizational objectives got damaged and impaired. In various communities the presence of healthy organizations, whether efficacy or effective, are the effective factors toward achieving the development. Holding the first "Health Management Congress" in the year of 2007 with the concept of "developing the new concepts in health management." and the second is in 2008 with the topic of "Challenges and Solutions" is one of the reasons for this claim. The emphasis of Robbins and Coulter (2006) among the proposed factors in the field of quality management, is based on "finding and eliminating problems due to its roots» [12] is another reason necessity due to "organizational health" It seems that "focusing on the health of organization means focusing on its future success." the construct of "health" does not mean the absence of disease or failure or a straw in organisms."Regardless of diseases, it is not basically mean that the organism works optimizing because the organism may be healthy but do not fulfill their obligations. Therefore, in the realms of medical and mental health, healthy concept of "positive health" is concerned [10]. Banyard (1996) Health is defined on the basis of a complete state of health and well-being of biological, psychological and social critique, and he stated that achieving that case is very difficult. This definition implies that those who are not complete are not healthy (necessarily). [13] In a study of health organizations, the question can be raised is that, can we use the concept of health which is belong to the living beings, for the organizations?' Miles believes that regardless of the problems that "the concept of organism-identification" and imposes the organization and the ideal type of concept of "perfect health"." When we consider a systematic approach we can take it into account as a living organism that is constantly changing and transforming.

Every human or systematic human like an organization has three different positions in an environment. On one hand is distress or disease, in the middle of the normality mode and on the other hand is the presence of health. The illness and disease status or distress, means the total number of individual and environmental and stressful circumstances which leads people in an organization to have less function than their potentials. The normal mode is a condition in which individual and organizational performance level are expected there. The health is the status of individuals and organization that allow them to function normally higher than expected, or even higher than their competitors. Here the organization turns to the best status

in their floor with the existence of productive, agile and flexible mode. As every man needs health to continue his humanitarian work and to survive, an organization is also as a living organism needs organizational health and wellness to achieve their defined objectives and goals. If that does not provide health or part of it, equally the way to achieve the specified objectives and conditions got damaged.

There are three elements in an organization as a social system; activities, interactions and attitude, are the duties and activities that they do. Interactions are behaviors that conducted during the tasks among individuals. And it is related to trends and attitudes that arise among individuals and within groups. For the survival of an organization, activities, interactions orientation expected from the certain organizations otherwise, the health organization gets humiliated, in other words, works (Activities) which must be done, lead people to work together (Interactions). These should be satisfying enough for them (mutual interaction) to continue their work.

Perhaps short-term operation of a healthy organization, could be effective or not in a special day but its effective development of skills, continuing survival and enough adaptation to the environment it is not fulfilled. "An organization that is consistently effective, is not certainly healthy. In general, health, incidentally is effective on the sum of working [11] Keith Davis stated that the organization is healthy when employees feel that they are useful and feel their personal development index. They desire more job that provide internal satisfaction, love and accept them as the part of their life. Many employees search for responsibility and development and opportunities to be successful in their job. They want to be listened and they want to behave them as they have existential and individual value, they want to ensure that the organization truly caring for their needs and the difficulties. [14]

The theoretical infrastructure of organizational health facilities is the Parsons social function of typology (1961) that organizations would conduct them for society. The proposed framework of Parsons is generated from the general theory of social systems. The importance of this theory is that it has the decisive importance in social systems theory, all the social systems including the society must adapt itself to the environment, mobilize the resources to achieve its objectives and coordinate their activities and matched with each other and growing motivating among their employees. [5]

Miles (1969) for defining and explaining the organizational health, gets help from ten features. These features are not opposed to each other and have interact with each other. These ten characteristics were the criteria for measuring this phenomenon in organizational health assessment. In the current situation of behavioral knowledge and due to the fact that social and institutional phenomena, have their complexities, measuring them by a standard is impossible. Accordingly selecting multi-criteria approach is important in such measures. [10] three features of purposive focus, adequacy of the relationship and the optimal distribution of power, organizational health are linked to organizational task. 3 characteristics of functions of resources, solidarity and the spirit with the internal situation of the organization and its members are associated with maintenance requirements and the other dimensions of organizational health; innovativeness, autonomy, environmental compatibility and adequacy problem, are associated with growth and change.

Miles needed features applies to any organizational type. But if the special features of educational organizations are considered we can consider the cases such as the ambiguity of purpose, the variability of inputs, intangible job performance, vulnerability and interdependence low investment and low mutual consistency that certainly affect the schools' organizational health.

Miles' ten features and the special six features of educational organizations had problems in terms of operational definition and also psychometric issues, Parsons believes that all social systems have to solve the four basic problem for the continuation of the growth and survival. The model of Parsons is identified with four letters of AGIL that any letters of it is from a basic task. These fundamental in the Parsons opinions are as follow; gaining sufficient resources and adapting to the environment (Adaptation) , determination and research goals (target attention) , maintain solidarity within the system (integration) and create and maintain a unique value system (latency) . Therefore, organizations, including schools must add the two group of functional needs (adaptation and goal) and expressive needs (social unity and latency). In fact, we assume that healthy organizations can provide the two above categories of needs effectively.

Parsons (1976) also suggests that formal organizations, such as schools, has three distinctive features of responsibility and supervision in connection with the need that this means the technical, administrative and institutional levels produced these products. In schools, technical function, is the process of teaching and learning. Teachers and trained guides as professional staffs, are directly responsible for the technical functions. Educated students are the product of schools. Administrative level: controls the internal management functions of corporates. Process management, in terms of quality is the different process from teaching. Directors are the primary agents of schools. They need ways to build loyalty and trust and collaboration between teachers. Stimulate their efforts and coordinate their activities. They control technical systems and management in two ways: first plays the role of mediator between teachers and students and their parents and second, provides the resources necessary for effective teaching. The needs of teachers is the main issue in administrative system and institutional level: links the corporate with its environment. School should have legitimacy and support in local area or the community that serves in it.

Administrators and teachers in order to perform their duties and carry out their service need the legitimacy and the support in a harmonious form and free from undue pressure and interference with individuals and groups outside of school.

The different levels of responsibility and supervision in a healthy organization

| Levels         | Activities                                   |
|----------------|--|
| Technical      | produces the product                         |
| Administrative | Controls and coordinates internal activities |
| Institutional  | Relates organizations with the environment   |

In line with Parsons theoretical framework can be said that a healthy organization is an organization that its technical, administrative and institutional levels work coordinated and consistent. Organization can satisfy both its instrumental and expressive needs and also led his troops toward the mission and successfully overcome the external destructive forces and their annoying pressures. [10]

. Michael [15] is defined Healthy organization as, "an organization in which employees feel they doing fine there and they see themselves as they are promoting. Matthew Miles defined Organizational health (1969) and also recommend a plan for measuring the health organizations and submitted that the organization is not always safe. According to the Miles "organizational health refers to an organization's survival durability in its environment and adjusting with it and upgrading and expanding their ability to have more compromise » [16] Klingle & Lynden stated some indications of the weakness of organizational health as the "reduction of the usefulness and benefits of organization, increasing of the employee absenteeism, lack of open communication channels, making all of the decisions in the higher levels of organization, lack of employee commitment to the organization, the presence of low levels of morale and motivation in staffs, ignoring the organization reputation by staffs, the presence of unethical behavior in organizations, lack of organizational regular goals, lack of qualified or reliable friends or the trust for employees in the organization, lack of training and development and the lack of trust between employees. " [17]one of the signs of an unhealthy organization is the presence of quarrels in organization. The consequences of this feature are as follows: "The reduction in employee satisfaction, increase in conflicts, social work failure due to the increased tension and their repetitive absence that increase the conflict in other people, also the reduction of innovation, motivation and cooperation, not reaching the prescribed deadline for projects to reduce the quality of services[4,18], in explaining the healthy organization, consider an organization healthy which is a creator and in this regard they should have features like these: A) accept the changes, b) honor the new ideas c) consider the test and failure as the part of success d) appreciate the eradication of people. [5], Robert G. [27] in expressing the characteristics of a healthy organization, says that: Healthy organization is not only persist in their environment but also effectively persist to afford difficulties and long term activities and always develops their abilities. Short-term operations, on a particular day may be effective or ineffective, but the survival of a sustainable, effective and growth can always be continued. [5]considered an organization healthy that "successfully deal with hinder external forces and effectively leads the organization toward main purposes and determinations of them" (ibid, ibid.).

health assessment company studies [4] by the Entec company and feedback from clients of this company, "the behavior type of leadership presented " "organizational health promotion" as follows: 1) providing insight and direction, along with giving personal freedom of individuals towards innovation initiatives, 2) clarifying the exact expectations and needs, and 3) repetitive understanding and praising of the good work and obtaining appropriate feedback on performance, 4) resolving disputes fairly and appropriately, 5) Encouraging the development of learning and 6) supporting of all people, and respecting the public trust. Also in this study "the most effective behaviors that lead to a healthy and creative work" are as "the most important factors in creating and maintaining organizational health" which are as follows: 1) resolving disputes fairly and appropriately, 2) providing freedom for employees in performing their work along with objected paths, bright information, 3) providing the comprehensive and direct feedback on performance, 4) supporting and building trust, and 5) respecting for all people. Tom Barnett<sup>24</sup>(2003) in a research; identified the themes and inner sights of social identity in the relationship between the organization received support and commitment to an organization and found that people have a sense of commitment when they feel that their organization have belief upon them which means that when people are loyal to an organization that the organizations show values to them and thank them. In a survey by Hoi Vani, Cuff (2003) as an indicator of organizational climate for middle school and the school's relationship with the law enforcement agents came to the conclusion that certain patterns of school climate created the trust of enforcement agents or their impact and it was found that the relationship between organizational climate index in secondary schools with Executive factors of school are mutual, which means that healthy school climate creating the trust of executives and make the atmosphere of the school positive. [18] in the evaluation of organizational health in the department of Higher Education, were presented 11 components (separated but interconnected) including of " healthy relationships , participating in the organization , loyalty, commitment , credibility or reputation of the organization , good spirit of organization by a friendly atmosphere, respecting to ethics, identifying or re-identifying the function of objected paths, the purpose, the right leadership, improving with the development of employee efficiency, use of resources " as "the components of organizational health ". [19] in the study of organizational commitment, investigated a bridge between the Islamic work ethics and attitudes toward the attainment of organizational changes have offices in five regions of the United Arabic. In this study, the role of organizational commitment is as a bridge between ethics and Islamic tasks and attitudes towards the achievement of organizational change. The results indicated that the ethic works of the various aspects related to the change of cultural attitudes and organizational commitment have positive and direct impact and also the emotional commitment is defined as a connection factor in the influence of Islamic ethics in the aspects related to behavioral

and emotional desires, attitudes related to organizational changes. Research of Marcel Bersion (1997) Teso koak (1994), quoting from the report of the New Year (2001) showed that "Marcel Bersion et al (1997) consider organizational health as related components to each other. These components are as follows: communication, teamwork, vision, insight, ability to have adaptability, commitment, leadership, reward, recognition, capacity and skills development and Tesokoak et al (1994) examined the relationship between the commitment of teachers with organizational health organization and concluded that the organizational health status of school can predict organizational commitment of teachers. Abbaszadeh (2007), quoting from the Hoy and Miskel said that: Research and studies in Organizational health questionnaire have shown that no matter how dynamic the organizational health, the greater is the degree of confidence of workers toward management and to others and himself. [3] found that in a good and healthy school, great emphasis is on the development of the high-level academic students and the school Manager is able to significantly influence the exercise of their superiors. This power, in turn, increase the trust and confidence of teachers toward principals. [3] studied the health level of their schools and found that the healthy level of school environment, have significantly put the seven level-oriented of the organization wellbeing in high-level. [18] then concluded from the investigated previous research that a good school is free from the pressure of the parents. They found that the emphasis on the educational achievement is one of the dimensions of organizational health that significantly affects academic progress. While all dimensions, lead to the teachers' commitment, but the manager's authority is not directly involved in the commitment of teachers.

in the studied samples of [20], based on the organizational health, evaluated "the spirit and moral aspect" in the highest levels and evaluated "good supporting" in the lowest levels and among the levels of organizational health, "administrative level" evaluated in the lowest level and the "technical level" evaluated in the highest level. [21] concluded that among organizational health dimensions the spirit dimension is in the highest level and the manager's authority level has been evaluated the lowest between the levels, and the influential aspect is evaluated as the bottom level. [22] concluded that there is a positive correlation between the size and organization health levels of the public and private girl students of high schools and in comparing to an average size of organizational health there is a significant difference in profit and non-profit female schools in the test of "Freudman". [23] showed that there is no significant difference between the organizational health of the public and private high schools in the technical, administrative and institutional levels. The results of tests of Begay (2000) showed that organizational health of technical schools except from the emphasized aspects of manager's authority and supporting of resources in the other aspects of health resources are above the average. Also except from the institutional integration with respect, there was a significant correlation between the influence of manager and supporting of resources on other aspects of business director. A significant correlation was between institutional and technical level. In general, vocational and technical schools and relative organizational health were good and healthy. [24] in a research investigated the organizational health of the Isfahan middle school and came to the conclusion that, middle school of Isfahan is in the average level in terms of seven dimensions of organizational health and health index and in fact it does not have the necessary and sufficient health. Also, in the protection of sources, there were significant differences between girls and boys high schools. But in other aspects, the differences were not significant. The results of Hajipour (1375) showed that there is a significant difference between private and public organizational health of girls' high schools but there is a significant difference at the level of institutional and administrative and technical. There is a significant difference between the governmental and private school spirit. There were more significant differences between the dimensions of respecting and supporting of the two groups. [25] in the assessment of organizational health status of high school in the city of Shiraz concluded that : 1) in these schools in terms of organizational health, the spirit aspect has highest level of organizational health and the supporting aspect is located in the bottom of organizational health level, 2) school size (number of students) it just had correlation with spirit dimension which was negative, 3) female teachers reported a better than male teachers upon the organizational health of the process, and 4) there was no significant relationship between teachers' years of service and levels of organizational health. In Kurdistan, [26] in the study of assessing the rate of the health status in the Gasestan firm, concluded that from the 5 possible points, administrative level is 3.64 the Gas Company of Kurdistan was higher and in institutional and technical aspects, respectively, were 3.57 and 3.47 below the province index.

In healthy organizations the individuals and staffs are committed, conscientious and beneficial and have high morale and performance, "our understanding of the health status of an organization can help us in selecting the proper management methods for its efficacy and any basic research in order to improve organization as work and life and learning is important." [10] "Organizational health" let us have a bigger picture of the health of organization. A healthy organization is where people want to be there and stay and work there and to be beneficial workers

Conducting this study is important in two respects: First, the fundamental role of organizational health could well-aware the studying results of principals and managers of higher education institutions, and second that offers the proposals toward strengthening organizational health to school administrators. Accordingly, the main question is that how is high organizational health index in Sanandaj city in the institutional level (integrity institutional aspects), administrative level (management influence dimensions, consideration, "respect", structuring, supporting) and the technical level (aspects of spirit and emphasis on the science and innovation) according to the separation of schools and office?

### **General goals**

Determining the organizational health of schools in Sanandaj and its comparison among the schools for girls and boys

### **Partial Objectives**

- Examining and comparing the organizational health in the institutional integration, influence of director, consideration aspects, structuring aspects, resources supporting, spirit aspect, scientific emphasis aspects of secondary schools for girls and boys in Sanandaj

### **Hypothesis**

-There is a difference between organizational health in the institutional integration dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the influence of director dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the consideration dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the structuring dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the resources supporting dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the spirit dimension in girls 'and boys' secondary schools in the statistical society.

-There is a difference between organizational health in the scientific emphasis dimension in girls 'and boys' secondary schools in the statistical society.

### **Research methods and tools**

this study in terms of the purpose is functional, in terms of time is cross section, in terms of gathering data is non-experimental which was conducted with descriptive method through a survey approach. The tools of questionnaire are 44 questions about organizational health Inventory (OHI) with a confirmed validity and reliability of 94 percent. Questions of 1-7 of the questionnaire are in order to assess the level of institutional and organizational health, 8-27 questions are in order to assess the administrative level of organizational health among the aspects of manager influence, consideration, structuring and supporting of resources and the questions of 28-48 are in order to assess organizational health in the morale aspect and stressed the technical level of innovation. The studied sample case based on Takman table is 280 individuals (130 women and 150 men) that from the teachers community of boys and girls high school students in the city of Sanandaj over 961 individuals were selected and have been distributed by stratified randomly selection among the public institutions of secondary school in Sanandaj. To analyze the data, descriptive statistics and inferential statistical tests including independent t-test were used.

### **Dimensions of Organizational Health Tools**

indicators of organizational health aspects are different due to the mission and goals of each organization, but generally in assessing the health in each organization, we should consider the measures such as: adaptation, to deserve and being able to solve problem, focusing on goals, commitment of workers, communications, resources, integration and cohesion, motivation and morale of employees, relative independence in carrying out matters, innovation and creativity at work, rewards and appreciations and leadership, adaptability, competency development and skills" so to ensure the organizational health. According to the completed organizational health inventory (OHI) of Hoy et al (1987) Healthy organization measures in three levels of (institutional, administrative and technical). Institutional unity aspect related to the institutional level, influential aspects of managers, consideration (consideration) structuring and supporting resources, related to the administrative level, the aspects of spirit and academic emphasis is on the technical level. And defining the dimensions are as follows: [10]

Level and aspects of institutional integrity; refers to the ability of the organization to adapt upon the environment, in a way that keeps its unity, solidarity and integrity of the programs of organization. Staffs and workers are protected from the improper pressure of citizenships. The organization is not fragile against public pressure. When environmental pressure are not coordinated with programs, protesting local groups, cannot have any effect on organizational operations.

The influential aspects of the administrative level of director, includes consideration, structuring and supporting; management influence and authority; the ability of manager to have impact on their head managers, and encouraging them to pay more attention to the organization and their mission objectives, and to not facing with hierarchy administrative barriers to provide more services, not to be dependent on the superior and ..., considerateness aspect (respect): refers to the behavior of the manager who is friendly and open. Considerateness does not mean kindness and artificial friendliness and calculative of man, but paying honestly attention to the staff could be as professional colleagues. Structuring dimension: defines the appropriate behavior of manager in determining the relation and engagement with employees, managers, job expectations, performance standards, and procedures of performing the operational work. The dimension of supporting resources: provides the basis for effective implementation of programs, materials and service mission of the organization. The available and required tools for

any part of these terms are readily available for others and in this regard they answer the request of employees at different levels of the organization.

The technical level includes of morale and scientific emphasis. The spirit dimension: refers to the sense of community, friendship, openness and trust between employees, and showing love to partners and having the feeling of pride in the workplace. The dimension of academic emphasis, refers to the extent that organization seeking for the scientific and cultural excellence and strive to achieve it. Staffs respect the scientific and specialized development, in conjunction with innovation as a key business objective and the context to achieve this objective internalized by the organization for them.

**Study Results**

According to the table (1) organizational health of high schools in Sanandaj were assessed in the level of institutional and institutional integration, 70% (33.5 + 35.4) with options of "always and often" and 30% (11.1+ 20) with an option of "rarely and never ". In this aspect cases like "non-interference in politics by some protested parents school", " non-admission of illegal parents "and" a sense of security partners by parents of students "; the higher the index has been confirmed.

**Table 1.** Indicates how organizational health of the secondary schools in the "institutional level" and the "institutional integration"

(To break the boundaries of items)

| Question  | Subject Questions   | Deal      | Type replies |       |                |       | Sum  |
|---|---|-----------|--------------|-------|----------------|-------|------|
|   |   |           | Always       | Often | not very often | Never |      |
| 1   | needed organizational supporting of teachers in schools                                       | Frequency | 75           | 72    | 68             | 65    | 280  |
|   |   | Percent   | 26.8         | 25.7  | 24.3           | 23.2  | 100  |
| 2   | Lack of school vulnerability against environmental stresses                                   | Frequency | 62           | 120   | 60             | 38    | 280  |
|   |   | Percent   | 22.1         | 42.8  | 21.4           | 13.7  | 100  |
| 3   | Rejecting the illegal requests of parents   | Frequency | 119          | 97    | 42             | 22    | 280  |
|   |   | Percent   | 42.5         | 34.6  | 15             | 7.8   | 100  |
| 4   | A sense of security among co-workers by parents, students in the workplace                    | Frequency | 118          | 93    | 49             | 20    | 280  |
|   |   | Percent   | 42.1         | 33.2  | 17.5           | 7.2   | 100  |
| 5   | Lack of influence and involvement in the illegal groups and activities and programs of school | Frequency | 112          | 73    | 63             | 32    | 280  |
|   |   | Percent   | 40           | 26    | 22.5           | 11.5  | 100  |
| 6   | Lack of involvement of municipal authorities in program and school activities                 | Frequency | 68           | 125   | 65             | 22    | 280  |
|   |   | Percent   | 24.4         | 44.6  | 23.2           | 7.8   | 100  |
| 7   | Non-interference in politics by some parents protest school                                   | Frequency | 139          | 76    | 46             | 19    | 280  |
|   |   | Percent   | 49.6         | 27.1  | 16.4           | 6.8   | 100  |
| Overall revenue of institutional integration aspect |   | Frequency | 693          | 656   | 393            | 218   | 1960 |
|   |   | Percent   | 35.4         | 33.5  | 20             | 11.1  | 100  |

**Table 2.** Summarizes how is the organizational health of the secondary schools in the dimension of "manager influence"

| Question | Questions Subject  | Amount    | Type replies |       |                |       | Sum |
|----------|--|-----------|--------------|-------|----------------|-------|-----|
|          |  |           | Always       | Often | not very often | Never |     |
| 8        | Ability to attract resources by school managers and authorities                          | Frequency | 62           | 85    | 83             | 50    | 280 |
|          |  | Percent   | 22.1         | 30.3  | 29.6           | 17.8  | 100 |
| 9        | The effectiveness of managers and different senior officials positions                   | Frequency | 30           | 65    | 101            | 84    | 280 |
|          |  | Percent   | 10.7         | 23.2  | 36             | 30    | 100 |
| 10       | The ability to communicate with the chief executives and the various managers of offices | Frequency | 54           | 114   | 63             | 49    | 280 |
|          |  | Percent   | 19.3         | 40.7  | 22.5           | 17.5  | 100 |
| 11       | Respect for the opinions and administrative orders of school managers                    | Frequency | 45           | 95    | 88             | 52    | 280 |
|          |  | Percent   | 16           | 33.9  | 31.4           | 18.7  | 100 |
| 12       |  | Frequency | 40           | 90    | 110            | 40    | 280 |

|  |  |           |      |      |      |      |      |
|--|--|-----------|------|------|------|------|------|
|  | Obstacles and difficulties of managers by administrative superiors | Percent   | 14.3 | 32.1 | 39.3 | 14.3 | 100  |
| Overall results of manager's authority |  | Frequency | 231  | 449  | 445  | 275  | 1400 |
|  |  | Percent   | 16.5 | 32   | 31.8 | 19.6 | 100  |

According to the table (2) organizational health of high schools in Sanandaj was assessed in the manager influence dimension; 46.4 per cent, (32.1 + 14.3) with the options of "always, often" and 53.6 percent (14.3 + 39.3) with the option of "rarely and never". In this aspect cases like, "the ability to attract facilities by school managers from officials", "the ability of administrators to communicate with the head managers and different parts of office" and "showing respect for the views and administrative orders of school managers", with the highest index have been confirmed.

**Table 3.** The organizational health of the secondary schools in "Consideration" dimension

| Question                                | Subject of Questions   | Deal      | Type replies |       |                |       | Sum  |
|---|--|-----------|--------------|-------|----------------|-------|------|
|   |  |           | Always       | Often | not very often | Never |      |
| 13                                      | Intimacy and warmth of managers  | Frequency | 147          | 75    | 44             | 14    | 280  |
|   |  | Percent   | 52.2         | 26.8  | 15.7           | 5     | 100  |
| 14                                      | Attention of management toward the establishment of humanistic relationships in institutions | Frequency | 143          | 75    | 46             | 16    | 280  |
|   |  | Percent   | 51           | 26.8  | 16.4           | 5.7   | 100  |
| 15                                      | The interest of managers to offers of teachers and other staffs                              | Frequency | 90           | 111   | 58             | 21    | 280  |
|   |  | Percent   | 32.1         | 39.6  | 20.7           | 7.5   | 100  |
| 16                                      | The interest of management upon changes and innovation in schools                            | Frequency | 130          | 88    | 40             | 22    | 280  |
|   |  | Percent   | 46.4         | 31.4  | 14.4           | 7.8   | 100  |
| 17                                      | Attention of management to welfare of staffs   | Frequency | 69           | 90    | 52             | 69    | 280  |
|   |  | Percent   | 24.6         | 32.1  | 18.8           | 24.6  | 100  |
| Overall results of consideration aspect |  | Frequency | 579          | 439   | 240            | 142   | 1400 |
|   |  | Percent   | 41.3         | 31.3  | 17.1           | 10.1  | 100  |

According to Table 3 organizational health of high schools in Sanandaj was evaluated in the consideration dimension; 72.6 percent (31/3 + 41.3) with options of "always and often" and 27.2 percent (10.1 + 17.1) with the option of "rarely and never". In this case examples like, "the intimacy and warmth of directors", "the attention of managers to establish human relations" and "the interest of managers to change and innovation in schools" have been approved by the highest indicator.

**Table 4.** The organizational health of the secondary schools in the "Structuring" dimension

| Question  | Subjects of Questions   | Deal      | Type replies |       |                |       | Sum  |
|---|---|-----------|--------------|-------|----------------|-------|------|
|   |   |           | Always       | Often | not very often | Never |      |
| 18  | Expectations of managers from partners for compliance                                 | Frequency | 126          | 128   | 20             | 6     | 280  |
|   |   | Percent   | 45           | 45.7  | 7.1            | 2.1   | 100  |
| 19  | Explaining the comments and viewpoints by managers toward teachers and staffs         | Frequency | 115          | 95    | 45             | 25    | 280  |
|   |   | Percent   | 41           | 33.9  | 16.1           | 8.9   | 100  |
| 20  | Bright expression of expectations of management from teachers and staffs of school    | Frequency | 121          | 103   | 42             | 14    | 280  |
|   |   | Percent   | 43.2         | 36.8  | 15             | 5     | 100  |
| 21  | Determining the specific laws for the workers performance by the management statement | Frequency | 88           | 118   | 56             | 18    | 280  |
|   |   | Percent   | 31.4         | 42.1  | 20             | 6.4   | 100  |
| 22  | Planning of managers for improvements of school                                       | Frequency | 122          | 77    | 56             | 25    | 280  |
|   |   | Percent   | 43.6         | 27.5  | 20             | 8.9   | 100  |
| Overall results of construction and structuring |   | Frequency | 572          | 521   | 219            | 88    | 1400 |
|   |   | Percent   | 40.8         | 37.2  | 15.6           | 6.3   | 100  |

According to the table (4) Organizational Health of high Schools in Sanandaj were evaluated in the structuring dimension: 78%, (37.2 + 40.8) with options of "always often" and 22% (6.3 + 15.6) with the options of "rarely and never". In this aspects cases such as "expectation of directors of Partners for compliance, ""planning of administrators to improve schools tasks" and "articulate expectations of administrators from teachers, and school staffs ", have been confirmed with the highest index.

**Table 5.** The organizational health of the secondary schools in the "supporting of resources" dimension

| Question                                  | Subjects of Questions  | Deal      | Type replies |       |                |       | Sum  |
|---|--|-----------|--------------|-------|----------------|-------|------|
|   |  |           | Always       | Often | not very often | Never |      |
| 23  | Conducting appropriate action for procurement of materials and needed information about the request of staff | Frequency | 67           | 102   | 70             | 41    | 280  |
|   |  | Percent   | 23.9         | 36.4  | 25             | 14.6  | 100  |
| 24  | on time delivering of letters and papers with installation in a great place                                  | Frequency | 79           | 93    | 66             | 42    | 280  |
|   |  | Percent   | 28.2         | 33.2  | 23.6           | 15    | 100  |
| 25  | Getting the needed Security and education equipment for teachers   | Frequency | 71           | 84    | 80             | 45    | 280  |
|   |  | Percent   | 25.4         | 30    | 28.6           | 16    | 100  |
| 26  | Availability of required educational apparatus and appliances  | Frequency | 69           | 82    | 85             | 44    | 280  |
|   |  | Percent   | 24.6         | 29.3  | 30.3           | 15.7  | 100  |
| 27  | Lack of delay in the preparation, provision and delivery of needed equipment and supplies                    | Frequency | 60           | 90    | 83             | 47    | 280  |
|   |  | Percent   | 21.4         | 32.1  | 29.6           | 16.8  | 100  |
| The overall results of supporting aspects |  | Frequency | 346          | 451   | 384            | 219   | 1400 |
|   |  | Percent   | 24.7         | 32.3  | 27.4           | 15.6  | 100  |

The table (5) organizational health of high Schools in Sanandaj was evaluated in the resource supporting dimension, 57%, (32.2 + 24.7) with options of "always and often" and 42% (15.6 + 27.4) with the option of "rarely and never". In this dimension, cases such as "timely notification of letters and papers with installation in a suitable place, "" providing needed equipment and training for teachers "and" availability of required equipment appliances ", have been confirmed with the highest index.

**Table 6.** The organizational health of the secondary schools in the "Spirits" dimension

| Question | Subject Questions  | Deal      | Type replies |       |                |       | Sum |
|----------|--|-----------|--------------|-------|----------------|-------|-----|
|          |  |           | Always       | Often | not very often | Never |     |
| 28       | Paying attention to the problems and issues of each other                                  | Frequency | 119          | 110   | 41             | 10    | 280 |
|          |  | Percent   | 42.5         | 39.3  | 14.6           | 3.6   | 100 |
| 29       | Love and friendship between school staffs  | Frequency | 114          | 109   | 37             | 20    | 280 |
|          |  | Percent   | 40.7         | 38.9  | 13.2           | 7.1   | 100 |
| 30       | Interest and mutual respect with each other in staff training                              | Frequency | 147          | 83    | 29             | 21    | 280 |
|          |  | Percent   | 52.5         | 29.6  | 10.3           | 7.5   | 100 |
| 31       | Expressing interest and friendship of colleagues among each other                          | Frequency | 89           | 114   | 51             | 26    | 280 |
|          |  | Percent   | 31.8         | 40.7  | 18.2           | 9.3   | 100 |
| 32       | Expressing appropriate behavior, intimate relationship with each other among academy staff | Frequency | 168          | 54    | 35             | 23    | 280 |
|          |  | Percent   | 60           | 19.3  | 12.5           | 8.2   | 100 |
| 33       | The existence of incentives and spirit among staffs  | Frequency | 72           | 118   | 55             | 35    | 280 |
|          |  | Percent   | 25.7         | 42.2  | 19.6           | 12.5  | 100 |

|                               |   |                |             |             |             |             |            |
|-------------------------------|---|----------------|-------------|-------------|-------------|-------------|------------|
| 34                            | Building Trust and confidence among teachers and school staffs                                  | Frequency      | 95          | 112         | 54          | 19          | 280        |
|                               |   | <b>Percent</b> | <b>33.9</b> | <b>40</b>   | <b>19.3</b> | <b>6.8</b>  | <b>100</b> |
| 35                            | Existence enthusiasm in the teachers and other staff to perform the duties and responsibilities | Frequency      | 98          | 98          | 52          | 32          | 280        |
|                               |   | <b>Percent</b> | <b>35</b>   | <b>35</b>   | <b>18.6</b> | <b>11.4</b> | <b>100</b> |
| 36                            | Teachers and other staff who feel close with school   | Frequency      | 93          | 108         | 54          | 25          | 280        |
|                               |   | <b>Percent</b> | <b>33.2</b> | <b>35.8</b> | <b>19.3</b> | <b>8.9</b>  | <b>100</b> |
| 37                            | The existence of spirit of care and maintenance of school facilities                            | Frequency      | 102         | 101         | 53          | 24          | 280        |
|                               |   | <b>Percent</b> | <b>36.4</b> | <b>36.1</b> | <b>18.9</b> | <b>8.6</b>  | <b>100</b> |
| Overall results of the spirit |   | Frequency      | 1097        | 1007        | 461         | 235         | 2800       |
|                               |   | <b>Percent</b> | <b>39.1</b> | <b>36</b>   | <b>16.5</b> | <b>8.4</b>  | <b>100</b> |

Table (6) organizational health of high schools in Sanandaj was evaluated in the spirit dimension; 75% (36 + 39.1) with options of "always and often" and 25% (8.4 + 16.5) with the options of "rarely and never". In this dimension, cases such as 'intimate relationship with academy staff and expressing appropriate behaviors with each other', "mutual respect of employees with educational environment" and "paying attention to each other's problems and difficulties", has been confirmed with the highest index

**Table 7.** The organizational health of the secondary schools in the dimension of "scientific emphasis and innovation."

| Question  | Subject Questions  | Deal           | Type replies |             |                |             | Sum        |
|---|--|----------------|--------------|-------------|----------------|-------------|------------|
|   |  |                | Always       | Often       | not very often | Never       |            |
| 38  | The presence of healthy competition among schools to serve more partners         | Frequency      | 20           | 58          | 120            | 82          | 280        |
|   |  | <b>Percent</b> | <b>7.1</b>   | <b>20.7</b> | <b>42.8</b>    | <b>29.3</b> | <b>100</b> |
| 39  | The presence of scientific ability and technical staff of the relevant area      | Frequency      | 107          | 80          | 63             | 30          | 280        |
|   |  | <b>Percent</b> | <b>38.2</b>  | <b>28.6</b> | <b>22.5</b>    | <b>10.7</b> | <b>100</b> |
| 40  | Proper appreciation of colleagues and inventive                                  | Frequency      | 65           | 67          | 115            | 33          | 280        |
|   |  | <b>Percent</b> | <b>23.2</b>  | <b>23.9</b> | <b>41</b>      | <b>11.8</b> | <b>100</b> |
| 41  | The presence of grounds for partners in order to increase the required expertise | Frequency      | 22           | 60          | 168            | 30          | 280        |
|   |  | <b>Percent</b> | <b>7.8</b>   | <b>21.4</b> | <b>60</b>      | <b>10.7</b> | <b>100</b> |
| 42  | Being at the disposal of trade magazines and scientific resources in schools     | Frequency      | 18           | 58          | 134            | 70          | 280        |
|   |  | <b>Percent</b> | <b>6.4</b>   | <b>20.7</b> | <b>47.8</b>    | <b>25</b>   | <b>100</b> |
| 43  | Welcomes the new programs and innovative layout of staff                         | Frequency      | 60           | 94          | 84             | 42          | 280        |
|   |  | <b>Percent</b> | <b>21.4</b>  | <b>33.6</b> | <b>30</b>      | <b>15</b>   | <b>100</b> |
| 44  | Creating the impetus for innovative suggestions by colleagues                    | Frequency      | 41           | 74          | 115            | 50          | 280        |
|   |  | <b>Percent</b> | <b>14.6</b>  | <b>26.4</b> | <b>41.1</b>    | <b>17.8</b> | <b>100</b> |
| The overall results of scientific emphasis and innovation aspects |  | Frequency      | 333          | 491         | 799            | 337         | 1960       |
|   |  | <b>Percent</b> | <b>17</b>    | <b>25</b>   | <b>40.8</b>    | <b>17.2</b> | <b>100</b> |

The table (7) organizational health of high schools in Sanandaj was evaluated in the dimension of scientific emphasis and innovation; 42% (25 + 17) with options of "always and often" and 58% (17.2 + 40.8) with the option of "rarely and never". In this dimension cases like, "the presence of scientific and technical ability among the staffs of the relevant area", "proper appreciation of colleagues and inventive" and "welcome the New Year layout of innovative employee programs" have been confirmed with the highest index.

**Table 8.** Rating of the organizational health "different aspects of the administrative level" in secondary schools

| Row   | Dimension           | The number of questions | Frequency response | % Of responses |       |                |       | Rank |
|-------|---------------------|-------------------------|--------------------|----------------|-------|----------------|-------|------|
|       |                     |                         |                    | Always         | Often | not very often | Never |      |
| 1     | Manager's authority | 5                       | 1400               | 16.5           | 32    | 31.8           | 19.6  | 4    |
| 2     | Consideration       | 5                       | 1400               | 41.3           | 31.3  | 17.1           | 10.1  | 1    |
| 3     | Structuring         | 5                       | 1400               | 40.8           | 37.2  | 15.6           | 6.3   | 2    |
| 4     | Supporting          | 5                       | 1400               | 24.7           | 32.2  | 27.4           | 15.6  | 3    |
| total |                     | 20                      | 5600               | 31             | 33.5  | 22.5           | 13    | -    |

Administrative level, controls and coordinates the inner workings of the school. The table (8) the organizational health of schools at this level Sanandaj, was evaluated 64.5 percent (33.5 + 31) with options of "always and often "and 35.5 % (13 + 22.5) with the options of "rarely and never". Based on this evaluation and according to the highest index Dimensions of administrative level are respectively ranked as, "the consideration dimension of manager," "structuring dimension of the director", "and the supporting of resources dimension "and "the manager's authority dimension ".

**Table 9.** Rating organizational health "aspects of technical level" secondary school

| Row   | Dimension                          | The number of questions | Frequency response | % of responses |       |                |       | Rank |
|-------|------------------------------------|-------------------------|--------------------|----------------|-------|----------------|-------|------|
|       |                                    |                         |                    | Always         | Often | not very often | Never |      |
| 1     | Spirit                             | 10                      | 2800               | 39.1           | 36    | 16.5           | 4.8   | 1    |
| 2     | Scientific Emphasis and Innovation | 7                       | 1960               | 17             | 25    | 40.8           | 17.2  | 2    |
| total |                                    | 17                      | 4760               | 28             | 30.6  | 28.8           | 12.7  | -    |

Technical level, provides the production of products and sometimes is an output of the educational environment. Table (9) organizational health of high schools at this level in Sanandaj is evaluated, 58.5 percent (30.6 + 28) with options of "always and often "and 41.5 percent (12.7 + 28.8) with the option of "rarely and never". Based on this evaluation and the highest index, dimensions of technical level, will be ranking respectively as, "the spirit dimension" and "scientific emphasis and innovation".

**Table 10.** Rating of organizational health "three way levels" of secondary schools

| Row   | W and h        | The number of questions | Frequency response | % of responses |       |                |       | Rank |
|-------|----------------|-------------------------|--------------------|----------------|-------|----------------|-------|------|
|       |                |                         |                    | Always         | Often | not very often | Never |      |
| 1     | Institutional  | 7                       | 1960               | 35.4           | 33.5  | 20             | 11.1  | 1    |
| 2     | Administrative | 20                      | 5600               | 31             | 33.5  | 22.5           | 13    | 2    |
| 3     | Technical      | 17                      | 4760               | 28.1           | 30.6  | 28.8           | 12.8  | 3    |
| total |                | 44                      | 13320              | 31.5           | 32.5  | 23.7           | 12.3  | -    |

The table (10) organizational health of Sanandaj high schools was evaluated, 64% (32.5 + 31.5) with options of "always and often "and 36% (12.7 + 28.8) with the options of "rarely and never". Based on this assessment and on the basis of the highest index, the rank of levels of organizational health in Sanandaj high schools are respectively rated as, 1) "the institutional level that explains connection of schools with the external environment, "2) "administrative level that identified the coordination and control of activities within the school" 3) "technical level that provides the appropriate production and sometimes is an output of a learning environment ".

**Table 11.** The main results of the study hypothesis

| Hypothesis | Sex            | SD<br>The mean               | (P-value)        | Dimensions                | Glancing Result  |
|------------|----------------|------------------------------|------------------|---------------------------|--|
| First      | Female<br>Male | 3.17 ± 20.80<br>3.51 ± 19.36 | t =3.60<br>0.001 | Institutional integration | Indicators of girls' schools are more than boys school |
| Second     | Female<br>Male | 3.51 ± 11.20<br>3.24 ± 11    | t =0.48<br>0.62  | Manager's authority       | There is no Significant difference                     |

|         |                |                              |                  |                                  |  |
|---------|----------------|------------------------------|------------------|----------------------------------|--|
| Third   | Female<br>Male | 3.30 ± 16.31<br>3.57 ± 13.86 | t =5.96<br>0.001 | Considerations                   | Indicators of girls' schools are more than boys school |
| Fourth  | Female<br>Male | 2.93 ± 16.65<br>3.17 ± 14.64 | t =5.46<br>0.001 | Structuring                      | Indicators of girls' schools are more than boys school |
| Fifth   | Female<br>Male | 4.13 ± 14.24<br>4.10 ± 12.17 | t =4.15<br>0.001 | Supporting of Resources          | Indicators of girls' schools are more than boys school |
| Sixth   | Female<br>Male | 4.10 ± 27.44<br>4.64 ± 24.30 | t =5.94<br>0.001 | Spirit                           | Indicators of girls' schools are more than boys school |
| Seventh | Female<br>Male | 4.90 ± 23<br>5.03 ± 21.24    | t =2.94<br>0.003 | Academic and scientific Emphasis | Indicators of girls' schools are more than boys school |

### Discussion and conclusion

In this study in the form of seven hypothesis, the difference between the results, the review and meaningless status of the different answers of between male and female teachers were determined. As shown in Table 11, from the seven studied hypotheses, six hypotheses were certified and one theory rejected. Hypothesis tests have shown that the difference in viewpoints of teachers, The first hypothesis in the aspects of institutional integration ( $t = 3.60$ ), in the third hypothesis of consideration ( $t = 5.96$ ), in the fourth hypothesis of structuring ( $t = 5.46$ ), in the fifth hypothesis supporting of resources ( $t = 4.15$ ), in the sixth hypothesis of spirit ( $t = 5.94$ ) and in the seventh hypothesis scientific emphasis and innovation ( $t = 2.94$ )

which is greater than  $(t = 1.96)\alpha = 0.05$  the average of the criteria at the probability level of error. Therefore, the assumption  $H^0$  is rejected. So it can be inferred that the difference between the girls and boys high school of Sanandaj, is significant and the index in girls high schools are higher than the index of the boys high schools. But the second hypothesis manager's authority ( $t=0.48$ ) indices of this difference in the director authority dimension in boys and girls high schools is meaningless.

The results of this research on The positive impact of organizational commitment on organizational performance and outcomes such as job satisfaction, motivation and absence and relocation ,improve organizational performance, Organizational Trust are consistent with the results of research [6,7,8]. It also are consistent with the results research of [3] that studied the health level of their schools and found that the healthy level of school environment, have significantly put the seven level-oriented of the organization wellbeing in high-level.

[21] concluded that among organizational health dimensions the spirit dimension is in the highest level and the manager's authority level has been evaluated the lowest between the levels, and the influential aspect is evaluated as the bottom level.

It also matches the results of this research of [25] that female teachers reported a better than male teachers upon the organizational health of the process.

The main descriptive results of this study are as follows:

- Based on this assessment and on the basis of the highest index As shown in Table 10, the rank of high levels of organizational health in Sanandaj, are respectively, 1) the institutional level that explains the communication of schools with the external environment 2) the administrative level that measures the controlling and coordination of activities within the school 3) technical level which has provided the good context for appropriate production and sometimes is ranked and considered as an output of academic environment.
- Administrative level, controls and coordinates the activities within the school that based on this assessment and on the basis of the highest index; Dimensions of administrative level are ranking as "consideration, structuring, supporting and influential aspects". The technical level, provides the context for production, and sometimes is an output of educational environment. Based on this assessment and on the basis of the highest index, technical level dimensions are ranked respectively as, "the spirit of innovation and scientific emphasis,".
- Seven examples of dimensions that have been approved by the highest index 1) in the institutional integration "non-interference in school policy by some complained parents, rejecting unlawful appeals of parents and the co-workers' feeling of safety by parents of students, "2 ) in the manager's authority aspect " Ability to attract resources by school managers, officials, managers can communicate with the head and different parts of the administration and respect for the opinions and orders of school administrative managers", 3) in the consideration," Intimacy and affectionate

behaviors of managers, the attention of managers upon the humanistic relation between the institutions and the interest of managers innovation in schools ", 4) in the structuring aspect" expectation of management of partners for compliance", "planning of administrators to improve schools and articulate expectations of managers, Teachers and school staffs ", 5) in the supporting dimension" timely notification of letters and papers to be installed in a suitable place, providing equipment and training for teachers training and the availability of needed appliances equipment", 6) in the aspect of spirit cases such as " intimate relationship with academy staff expresses appropriate behaviors with each other , mutual respect of employees with each other in an educational environment and paying attention to the problems other issues " and 7) in the aspects of academic emphasis and innovation " the existence of the scientific and technical staff of the relevant areas, proper appreciation of colleagues and inventive Newly-built layout of innovative programs and all staff "is noteworthy

### Research limitations

- The teachers filled out the questionnaires cautiously.

### Suggestion for future studies

-It is suggested that organizational health levels be measured in similar educational organizations such as universities and higher education institutions.

- It is suggested to present the model of organizational health based on personality and Social Psychosocial characteristics of managers

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