

AN INVESTIGATION INTO ORGANIZATIONAL HEALTH OF BASIC EDUCATION HIGH SCHOOLS

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Abstract

This study was attempted to investigate the level of organizational health of Basic Education High Schools perceived by teachers and to explore the differences in organizational health of Basic Education High Schools in terms of school related factors. Quantitative and qualitative research method were used in this study. A total of 190 teachers were selected as subjects from 6 Basic Education High Schools in Myaungmya Township, Ayeyarwaddy Region, using the cluster sampling method. The Cronbach's alpha for overall items in organizational health of Basic Education High Schools was 0.92. To analyze the collected data, descriptive statistics, Independent Sample *t*-test, One- way ANOVA were used in this study. It was found that out of 6 Basic Education High Schools, the level of organizational health of school A was slightly below average with the standardized scores (SdS=476), that of school B was average with the standardized scores (SdS=494), that of school C was above average with the standardized scores (SdS=538), that of school D was average with the standardized scores (SdS=503), that of school E is slightly above average with the standardized scores (SdS=515) and that of school F was below average with the standardized scores (SdS=465). There was no statistically significant difference in organizational health index in terms of school grade and school size.

Key words: organizational health

Introduction

An educational institution is often viewed as a social system in which each member plays a vital role in implementing the policies of the organization for meeting the common goals and purposes. If any of the members of the social system are left out of the process, disharmony will be present, resulting in a weakening of the organizational health of the institution (Hoy, Tarter, & Kottkamp, 1991).

In educational settings, that is, a school, university or an institute, organizational health has been termed as school health. Healthy organizations not only cope successfully with their environments, but they focus their energy on major objectives. Schools can best fulfil their onerous duties only if they happen to be a healthy and dynamic organization. Socially, a healthy organization is a place where people willingly go to work and take pride in their workplace. Teachers and students want an educational environment in which interpersonal relations are trusting and healthy.

Significance of the Study

School is regarded as a social system in which the principals, teachers and students take part. The schools need to be organizational healthy schools to adapt these educational reforms. This study will focus on the organizational health of schools. This study will give some suggestions about how administrators can use the results of the study to change and improve schools. Administrators can use the notion of organizational health as an organizing framework, a diagnostic tool, and a guide to action.

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Moreover, this study provides a comprehensive and informative idea of a school's well-being. The administrators can become aware of the importance of regularly measuring the health of their organization.

Research Objectives

1. To investigate the level of organizational health of Basic Education High Schools perceived by teachers
2. To explore the differences in organizational health of Basic Education High Schools in terms of school related factors.

Research Questions

1. What is the level of organizational health of Basic Education High Schools perceived by teachers?
2. Is there any difference organizational health of Basic Education High Schools in terms of school related factors?

Limitations of the study

In this study, organizational health of Basic Education High Schools in Myaungmya Township is investigated. This study is geographically restricted to Myaungmya Township, one of the townships of Ayeyarwady Region. The participants are teachers from Basic Education High Schools of Myaungmya Township.

Theoretical Framework of the Study

The following Theoretical framework leads to the research work. The study of organizational health will be based on Social System Theory (Parsons, 1960). A society is made up of individuals. A number of different types of individuals live in society. They may have a common culture or may belong to different sets of cultures. According to Parsons (1960), if all individuals in society belong to the same culture, they form a social system. Besides the commonness of culture, it is necessary for a social system that the social actions of various members of a society should be well-coordinated and should not so conflict as to destroy the social harmony. In an advanced society, certain institutions do the work of systematization of these social actions. School organization is also a small society in which superintendents, administrators, teachers, students, and parents are working together for the success of the school.

The organizational health of basic education high schools was investigated on the following dimensions defined by Hoy, Tarter and Kottkamp (1991), Hoy and Tarter (1997) and World Health Organization (2007).

- ***Institutional integrity:*** Institutional integrity is the school's ability to adapt to its environment and cope in ways that maintain the soundness of its educational programs. Schools with integrity are protected from unreasonable community and parental demands.
- ***Principal Influence:*** It is the ability of the principal to affect the decisions of superiors. Being able to persuade superiors, to get additional consideration, and unimpeded by the hierarchy are important aspects of school administration (Hoy & Feldman, 1987). The influential principal is persuasive, works effectively with the superintendent, simultaneously demonstrates independence in thought and action (Hoy, Tarter & Kottkamp, 1991).

- **Consideration:** It is the principal behaviour that is friendly, supportive, open and collegial. It presents a genuine concern on the part of the principal for the welfare of the teachers (Hoy & Feldman, 1987). Hoy, Tarter and Kottkamp (1991) stated consideration of principal as the principal looks out for the welfare of faculty members and is open to their suggestions.
- **Resource Support:** It refers to a school where adequate classroom supplies and instructional materials are available and extra materials are readily supplied if requested (Hoy & Feldman, 1987; Hoy, Tarter & Kottkamp, 1991). If extra or supplementary materials are needed or requested, they are quickly supplied. In brief, teachers have access to the materials that they need (Hoy and Forsyth, 1986).
- **Initiating Structure:** It is the principal behaviour that is both task- and achievement-oriented. Work expectations, standards of performance, and procedures are clearly articulated by the principal (Hoy & Feldman, 1987). The principal makes his or her attitudes and expectations clear to the faculty and maintains definite standards of performance (Hoy, Tarter & Kottkamp, 1991).
- **Morale:** It refers to a sense of trust, confidence, enthusiasm, and friendliness among teachers. Teachers feel good about each other and, at the same time, feel a sense of accomplishment to their jobs.
- **Academic emphasis:** Academic emphasis refers to the schools press for achievement. High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students' ability to achieve; and students work hard and respect those who do well academically (Hoy & Feldman, 1987; Hoy, Tarter & Kottkamp, 1991). Academic success is respected as a major accomplishment among students themselves. Good grades and scholarship earn praise and admiration from students as well as teachers.

Definitions of Key Term

Organizational Health: It is the ability of an organization to adapt to its environment, create balance and harmony among members and achieve its goal (Korkmaz, 2006).

Operational Definition

Organizational Health: It refers to the ability of a school to function effectively and efficiently while also promoting the academic and social-emotional development of its students and teachers. It consists of seven dimensions: institutional integrity, principal influence, consideration, initiating structure, resource support, morale and academic emphasis. In this study the level of organizational health was determined by the standardized scores converted from means scores of teachers' responses to questionnaire items. The higher the level of standardized scores of responses of teachers indicate the higher the organizational health of the school.

Methodology

Sample

For this study, 6 Basic Education High Schools were randomly selected as subjects to make up 30% of the total of 20 schools. Then, all of 190 teachers from 6 Basic Education High Schools, Myaungmya Township were selected by using cluster sampling method.

Instrumentation

In this study, the questionnaire for teachers was mainly used to collect the needed data. It was taken by the researcher based on Wayne K. Hoy's Organizational Health Inventory for Secondary Schools (1993). It consists of 44 items which could be grouped into seven dimensions: 7 items for Institutional integrity, 5 items for Initiating Structure, 5 items for Consideration, 5 items for Principal Influence, 5 items for Resource Support, 9 items for Morale and 8 items for Academic Emphasis. These items were four-point Likert scales ("1=Strongly Disagree", "2=Disagree", "3= Agree" and "4= Strongly Agree). Moreover, four open-ended questions were included in this questionnaire for qualitative study. The Cronbach's alpha for overall items in organizational health of Basic Education High Schools was 0.92.

Procedure

After receiving the permission from the Head of the Department of Educational Theory and Management and Township Education Officer (TEO), the questionnaires were distributed to the respondents in the selected schools in the 2nd week of January, 2023. After two weeks later, the distributed questionnaires were collected. The valid rate of the respondents was 100%.

Data Analysis

The data obtained from the questionnaire were analyzed by using SPSS (Statistical Package for the Social Science) software version 23. Descriptive statistics was used to calculate mean and standard deviation. Then, the level of the organizational health of each school was measured by using formulae created and applied by Hoy and Tarter (1997). Independent Sample *t* Test and One- way ANOVA were used to analyze the differences in organizational health according to school related factors.

Findings

Quantitative Findings

For investigating the level of organizational health of Basic Education High Schools, it is needed to calculate the mean values and standard deviations of organizational health of each school. The mean values of organizational health of each school were converted to standardized scores with a mean of 500 and a standard deviation of 100 by using normative data set of all selected Basic Education High Schools. Mean values and standard deviation of organizational health of all schools were expressed in Table 1.

Table 1. Mean Values and Standard Deviations of Dimensions of Organizational Health (N=190)

No	Variables	Mean	SD
1	Institutional Integrity	3.38	.42
2	Initiating Structure	3.41	.67
3	Consideration	3.09	.67
4	Principal Influence	3.07	.58
5	Resource Support	3.27	.68
6	Morale	3.52	.58
7	Academic Emphasis	3.28	.57

Then, the standardized scores of organizational health of all selected Basic Education High Schools were computed by using the following formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997).

$$\begin{aligned}
 \text{Standardized scores (SdS) for Institutional Integrity (II)} &= 100(\text{II}-3.38)/0.42 + 500 \\
 \text{Standardized scores (SdS) for Initiating Structure (IS)} &= 100(\text{IS}-3.41)/0.67 + 500 \\
 \text{Standardized scores (SdS) for Consideration (C)} &= 100(\text{C}-3.09)/0.67 + 500 \\
 \text{Standardized scores (SdS) for Principal Influence (PI)} &= 100(\text{PI}-3.07)/0.58 + 500 \\
 \text{Standardized scores (SdS) for Resource Support (RS)} &= 100(\text{RS}-3.27)/0.68 + 500 \\
 \text{Standardized scores (SdS) for Morale (M)} &= 100(\text{M}-3.52)/0.58 + 500 \\
 \text{Standardized scores (SdS) for Academic Emphasis (AE)} &= 100(\text{AE}-3.28)/0.57 + 500
 \end{aligned}$$

They also stated the formula to compute the overall index of school health can be computed as follows:

$$\begin{aligned}
 \text{Organizational Health of each school} &= [(\text{SdS for II}) + (\text{SdS for IS}) + (\text{SdS for C}) \\
 &\quad + (\text{SdS for PI}) + (\text{SdS for RS}) + (\text{SdS for M}) \\
 &\quad + (\text{SdS for AE})] \text{ divided by } 7
 \end{aligned}$$

Then, the standardized scores of organizational health and organizational health indexes of selected Basic Education Schools were computed. The findings for each school were presented sequentially. The scoring directions are below 400= very low, 400-449= low, 450-475=below average, 476-489= slightly below average, 490-510= average, 511-524=slightly above average, 525-550=above average, 551-600=high and above 600=very high.

Table 2. Mean Values and Standard Deviations of Dimensions of Organizational Health of School A (N=34)

No	Variables	Mean	SD
1	Institutional Integrity	3.15	.35
2	Initiating Structure	3.28	.74
3	Consideration	3.00	.66
4	Principal Influence	2.90	.57
5	Resource Support	3.13	.80
6	Morale	3.37	.69
7	Academic Emphasis	3.26	.67

Mean values of dimensions of organizational health of school A were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table3.

Table 3. Standardized Scores (SdS) of Organizational Health of School A

No	Variables	N	SdS	Remark
1	Institutional Integrity	34	445	low
2	Initiating Structure	34	481	slightly below average
3	Consideration	34	487	slightly below average
4	Principal Influence	34	471	below average
5	Resource Support	34	479	slightly below average
6	Morale	34	474	below average
7	Academic Emphasis	34	497	average
	Organizational Health	34	476	slightly below average

According to data presented in Table 3, School A had low standardized scores in institutional integrity (SdS=445); slightly below average standardized scores in initiating structure(SdS=481), consideration(SdS=487) and resource support(SdS=479); below average standardized scores in principal influence(SdS=471) and morale(SdS=474); and average standardized scores in academic emphasis(SdS=497). The organizational health of school A is slightly below average (SdS=476).

Table 4. Mean Values and Standard Deviations of Dimensions of Organizational Health of School B (N=27)

No	Variables	Mean	SD
1	Institutional Integrity	3.34	.47
2	Initiating Structure	3.44	.83
3	Consideration	3.24	.72
4	Principal Influence	3.07	.67
5	Resource Support	3.29	.78
6	Morale	3.38	.75
7	Academic Emphasis	3.07	.68

Mean values of dimensions of organizational health of school B were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table5.

Table 5. Standardized Scores (SdS) of Organizational Health in School B

No	Variables	N	SdS	Remark
1	Institutional Integrity	27	490	average
2	Initiating Structure	27	504	average
3	Consideration	27	522	slightly above average
4	Principal Influence	27	500	average
5	Resource Support	27	503	average
6	Morale	27	476	slightly below average
7	Academic Emphasis	27	463	below average
	Organizational Health	27	494	average

According to data presented in Table 5, School B had below average standardized scores in academic emphasis (SdS=463); slightly below average standardized scores in morale(SdS=476); average standardized scores in institutional integrity(SdS=490), initiating structure(SdS=504),principal influence (SdS=500) and resource support (SdS=503); slightly above average standardized scores in consideration(SdS=522). The organizational health of school B is average (SdS=494).

Table 6. Mean Values and Standard Deviations of Dimensions of Organizational Health of School C (N=31)

No	Variables	Mean	SD
1	Institutional Integrity	3.34	.35
2	Initiating Structure	3.75	.32

No	Variables	Mean	SD
3	Consideration	3.57	.42
4	Principal Influence	3.38	.51
5	Resource Support	3.43	.47
6	Morale	3.71	.35
7	Academic Emphasis	3.53	.31

Mean values of dimensions of organizational health of school C were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table7.

Table 7. Standardized Scores (SdS) of Organizational Health in School C

No	Variables	N	SdS	Remark
1	Institutional Integrity	31	490	average
2	Initiating Structure	31	551	high
3	Consideration	31	572	high
4	Principal Influence	31	553	high
5	Resource Support	31	524	slightly above average
6	Morale	31	533	above average
7	Academic Emphasis	31	544	above average
	Organizational Health	31	538	above average

According to data presented in Table 7, School C had average standardized scores in institutional integrity (SdS=490); slightly above average standardized scores in resource support(SdS=524); above average standardized scores in morale(SdS=533) and academic emphasis(SdS=544); high standardized scores in initiating structure(SdS=551), consideration(SdS=572) and principal influence(SdS=553). The organizational health of school C is above average (SdS=538).

Table 8. Mean Values and Standard Deviations of Dimensions of Organizational Health in School D (N=40)

No	Variables	Mean	SD
1	Institutional Integrity	3.45	.46
2	Initiating Structure	3.45	.78
3	Consideration	3.12	.66
4	Principal Influence	3.03	.52
5	Resource Support	3.32	.75
6	Morale	3.51	.68
7	Academic Emphasis	3.24	.67

Mean values of dimensions of organizational health of school D were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table9.

Table 9. Standardized Scores (SdM) of Organizational Health in School D

No	Variables	N	SdS	Remark
1	Institutional Integrity	40	517	slightly above average
2	Initiating Structure	40	506	average
3	Consideration	40	504	average
4	Principal Influence	40	493	average
5	Resource Support	40	507	average
6	Morale	40	498	average
7	Academic Emphasis	40	493	average
	Organizational Health	40	503	average

According to data presented in Table 9, School D had average standardized scores in initiating structure (SdS=506), consideration (SdS=505), principal influence (SdS=493), resource support (SdS=507), morale (SdS=498) and academic emphasis (SdS=493); slightly above average standardized scores in institutional integrity (SdS=517). The organizational health of school D is average (SdS=503).

Table10. Mean Values and Standard Deviations of Dimensions of Organizational Health of School E (N=33)

No	Variables	Mean	SD
1	Institutional Integrity	3.66	.25
2	Initiating Structure	3.54	.29
3	Consideration	2.61	.69
4	Principal Influence	3.13	.49
5	Resource Support	3.53	.46
6	Morale	3.68	.28
7	Academic Emphasis	3.38	.41

Mean values of dimensions of organizational health of school E were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table11.

Table 11. Standardized Scores (SdS) of Organizational Health in School E

No	Variables	N	SdS	Remark
1	Institutional Integrity	33	567	high
2	Initiating Structure	33	519	slightly above average
3	Consideration	33	428	low
4	Principal Influence	33	510	average
5	Resource Support	33	538	above average
6	Morale	33	528	above average
7	Academic Emphasis	33	518	slightly above average
	Organizational Health	33	515	slightly above average

According to data presented in Table 11, School E had low standardized scores in consideration (SdS=428); average standardized scores in principal influence (SdS=510); slightly

above average standardized scores in initiating structures (SdS=519) and academic emphasis (SdS=518); above average standardized scores in resource support (SdS=538) and morale (SdS=528); high standardized scores in institutional integrity (SdS=567). The organizational health of school E is slightly above average (SdS=515).

Table 12. Mean Values and Standard Deviations of Dimensions of Organizational Health of School F (N=25)

No	Variables	Mean	SD
1	Institutional Integrity	3.29	.46
2	Initiating Structure	2.90	.55
3	Consideration	3.01	.43
4	Principal Influence	2.87	.60
5	Resource Support	2.79	.47
6	Morale	3.42	.46
7	Academic Emphasis	3.20	.42

Mean values of dimensions of organizational health of school F were computed to standardized scores by using the formulae created and applied by Hoy, Tarter and Kottkamp (1991) and Hoy and Tarter (1997) were presented in Table13.

Table 13. Standardized Scores (SdS) of Organizational Health in School F

No	Variables	N	SdS	Remark
1	Institutional Integrity	25	479	slightly below average
2	Initiating Structure	25	424	low
3	Consideration	25	488	slightly below average
4	Principal Influence	25	466	below average
5	Resource Support	25	430	low
6	Morale	25	483	slightly below average
7	Academic Emphasis	25	486	slightly below average
	Organizational Health	25	465	below average

According to data presented in Table 13, School F had low standardized scores in initiating structure (SdS=424) and resource support(SdS=430); below average standardized scores in principal influence(SdS=466); slightly below average standardized scores in institutional integrity(SdS=479), consideration(SdS=488), morale(SdS=483) and academic emphasis(SdS=486).

The organizational health indexes of selected schools were summarized in Figure1.

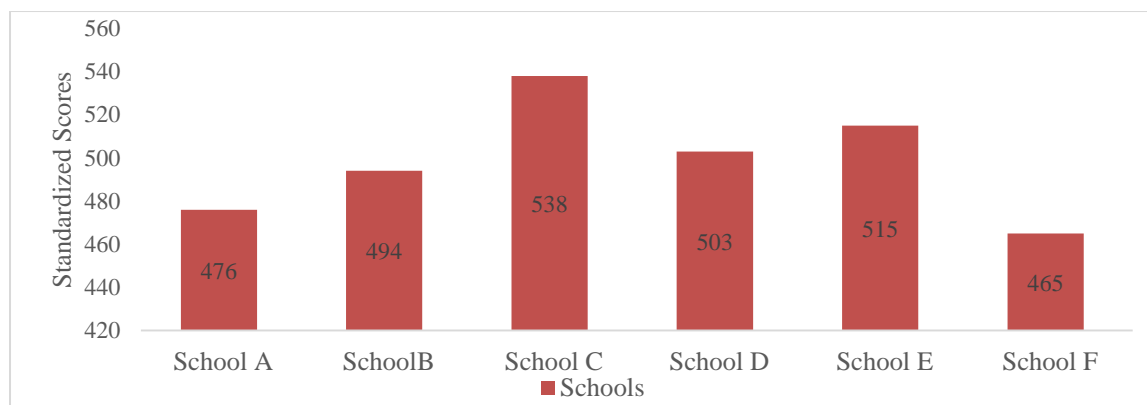


Figure 1. Standardized Scores of Organizational Health Index of Basic Education High Schools

According to organizational health index of Basic Education High Schools shown in figure1, it can be noted that out of six Basic Education High Schools, organizational health of school F was below average; that of School A was slightly below average; that of School B and School D were average; that of School E was slightly above average and that of School C is above average.

Variations of Organizational Health Index of Basic Education High Schools According to School Related Factors

Selected Basic Education High Schools were divided into groups to their school grade (Grade A and Grade C) and school size (N2, N3 and N4) to examine how these groups differ in organizational health index.

To analyze and evaluate organizational health of school grouped by school grade, Independent Sample *t* Test was conducted.

Table 14. Independent Samples *t* Test Result Showing Organizational Health of Schools Grouped by School Grade (N=190)

Variables	School Grade	SdS	df	<i>t</i>	<i>p</i>
Organizational Health Index	Grade A	503	188	0.955	ns
	Grade C	490			

Note: * $p < 0.05$, ** $p < 0.01$ n.s = no significance

According to *t* test results, it indicated that the overall organizational health index of grade A schools did not statistically and significantly differ from Grade C schools.

Then, one-way ANOVA test was performed to find the variations of organizational health index among three types of school size.

Table 15. One-Way ANOVA Result Showing Organizational Health of Schools Grouped by School Size

Variables	School Size	No. of Schools	N	SdS	<i>F</i>	<i>p</i>
Organizational Health Index	N2	3	83	499	1.612	ns
	N3	2	73	509		
	N4	1	34	473		

Note-N2=501-900 students, N3= 901-1200 students, N4=1201-1500 students, * $p < 0.05$, n.s = no significant

According to the ANOVA result Table 15, the organizational health index of school size did not significantly differ from each other.

Qualitative Findings

In the section of qualitative findings, the responses to open-ended questions are presented. All the teachers were asked four open-ended questions to investigate teachers' perception of organizational health of Basic Education High Schools. Various responses for open-ended questions are described as follows.

Question 1 is "Is there undue pressure from parents and superiors on teachers. In such situation, how does the principal stand up and solve the problem on the part of the teachers? If so, give example".

91% of teachers (n=172) responded that there was no undue pressure from parents and superiors on teachers. 9% of teachers (n=18) responded that they felt some undue pressure from parents and superiors. In such situation, principal find out the source of problem and solve according to rules and regulations.

Question 2 is "What kind of support do parents give to the school?"

30% of teachers (n=57) responded that parents were actively participate and give necessary support in school's ceremonies and activities. 20% of teachers (n=38) responded that parents donate in nutrition program. 13% of teachers (n=25) responded that parents give support for school infrastructures and necessary teaching aids. Other teachers (n=57, 30%) responded that parents are interested in schools' activities and their children education. So, they give necessary support for schools. But, 7% of teachers (n=13) responded that some parents did not attend the meeting and they did not interest in school activities.

Question 3 is "Are you satisfied with your work at the school? Why?"

98% of teachers (n=186) responded that they are satisfied with their work at the school. 55% of teachers (n=104) satisfied for their principal leadership such as supportive, fairness, collegiality and consideration. 31% of teachers (n=59) satisfied for their colleagues such as intimacy and citizenship behaviour. 7% of teachers (n=13) satisfied for their students' behaviour such as high academic emphasis, respect teacher and follow discipline. 5% of teacher (n=10) satisfied for their safety environment and easy to go from their home. 2% of teachers (n=4) responded that they are unsatisfied with their work at the school because of the inadequate teaching staff and some parents do not demonstrate appreciation for their hard works.

Question 4 is "Suggest and discuss what needs to be done to improve your school".To improve school

- cooperation with parents, teachers and students (n= 63,33%)
- collegiality between principal and teachers and among teachers (n=59 ,31%)
- effective community support (n= 28,15%)
- high academic emphasis (n=19, 10%)
- high support for needed resources and adequate staff and maintain infrastructures (n=22, 11%)

Conclusion and Discussion

According to research question (1), the level of organizational health of each school was investigated. The results showed that the level of organizational health of **School A** is slightly below average. This school had low standardized scores in *institutional integrity*. Therefore, it can be interpreted that the teachers feel pressures from the community. This school had below average standardized scores in *principal influence and morale*. Therefore, it can be interpreted that the principal is impeded by the superiors and they do not demonstrate independence in thought and action. Some of the teachers in this schools are indifferent to each other and they are cool and aloof to each other. This school had slightly below average standardized scores in *initiating structure, consideration and resource support*. Therefore, it can be interpreted that the principal in such school did not make his or her attitudes and expectations clear to the teachers and they did not maintain definite standards of performance and had a few friendly, supportive, collegial behaviour. Such school had inadequate classroom supplies and instructional materials. This school had average standardized scores in *academic emphasis*. Therefore, it can be interpreted that the school press for achievement and students in this school were work hard and respect those who do well academically.

In this study, the level of organizational health of **School B** is average. This school had below average standardized scores in *academic emphasis*. Therefore, it can be interpreted that the school needs to more press for achievement. This school had slightly below average standardized scores in *morale*. Therefore, it can be interpreted that in such school some of the teachers in these schools are indifferent to each other and they are cool and aloof to each other. This school had average standardized scores in *institutional integrity, initiating structure, principal influence and resource support*. Therefore, it can be interpreted that the school is able to cope successfully with destructive outside forces and teachers are protected from unreasonable community and parental demands, the principal had the ability to affect the action of superior and the school had adequate classroom supplies and instructional materials. This school had slightly above average standardized scores in *consideration*. Therefore, it can be interpreted that the principal had friendly, supportive, collegial behaviour and also consider the welfare of his teachers. In such situation, the school needs to set high standards for academic performance. Moreover, academic achievement is recognized and acknowledged by the school. To get teachers' intimacy within the school, principal needs to allocate the tasks with teams and organize charity group to support community.

In this study, the level of organizational health of **School C** is above average and so, it is higher than that of other five schools. This school had average standardized scores in *institutional integrity*. Therefore, it can be interpreted that the school is able to cope successfully with destructive outside forces and teachers are protected from unreasonable community and parental demands. This school had slightly above average standardized scores in *resource support*. Therefore, it can be interpreted that the school had adequate classroom supplies and instructional materials. This school had above average standardized scores in *morale and academic emphasis*. Therefore, it can be interpreted that the teachers in this school had a feeling of trust and confidence among the staff and they also accomplished their job with enthusiasm. Moreover, the school press for achievement and students in this school were work hard and respect those who do

well academically. This school had high standardized scores in *initiating structure, consideration and principal influence*. Therefore, it can be interpreted that the principal has friendly, supportive, collegial behaviour and ability to affect the action of superior. Moreover, the qualitative findings from the teachers of School C responded that they are satisfied with their work at that school because of their principal leadership, their colleague intimacy and their students' behaviour such as respect teacher and follow discipline.

In this study, the level of organizational health of **school D** is average. This school had average standardized scores in *initiating structure, consideration, principal influence, resource support, morale and academic emphasis* and slightly above average standardized scores in *institutional integrity*. Therefore, it can be interpreted that the principal has such behaviours as task and achievement - oriented behaviour, friendly, supportive, collegial behaviour and ability to affect the action of superior, the school had adequate classroom supplies and instructional materials, the teachers in this school had a feeling of trust and confidence among the staff and they also accomplished their job with enthusiasm. Moreover, the school press for achievement and students in this school were work hard and respect those who do well academically and the school is able to cope successfully with destructive outside forces and teachers are protected from unreasonable community and parental demands.

In this study, the level of organizational health of **school E** is slightly above average. It had low standardized scores in *consideration* dimension. Therefore, it can be interpreted that the principal had a few friendly, supportive, collegial behaviour. The principal also made unilateral decision. In such situation, principal needs to treat all teachers as his or her equal. He /She puts suggestions made by the teachers into operation and He/She look out for the personal welfare of the teachers. *Other dimensions* are high, above average, slightly above average and average standardized scores. Therefore, it can be interpreted that the school is able to cope successfully with destructive outside forces and teachers are protected from unreasonable community and parental demands. The principal has task - oriented behaviour and ability to affect the action of superior, the school had adequate classroom supplies and instructional materials, the teachers in this school had a feeling of trust and confidence among the staff and they also accomplished their job with enthusiasm. Moreover, the school press for achievement and students in this school were work hard and respect those who do well academically. According to qualitative findings, it was found that teachers from School E responded that to improve their school, collegiality between principal and teachers should be constructed.

In this study, the level of organizational health of **school F** is below average and so, it is lower than that of other five schools. This school had low standardized scores in *initiating structure and resource support*. Therefore, it can be interpreted that the principal in such schools did not make his/her attitudes and expectations clear to the teachers and he/she did not maintain definite standards of performance. Such school had inadequate classroom supplies and instructional materials. This school had below average standardized scores in *principal influence*. Therefore, it can be interpreted that the principal is impeded by the superiors and he/she do not demonstrate independence in thought and action. This school had slightly below average standardized scores in *institutional integrity, consideration, morale and academic emphasis*. Therefore, it can be interpreted that the school is vulnerable to outside pressures and the teachers

feel pressures from the community. The principal had a few friendly, supportive, collegial behaviour. Some of the teachers in these schools are indifferent to each other and they are cool and aloof to each other and the schools need to more press for achievement. Also in qualitative study, the teachers from School F responded that they are unsatisfied with their work at the school because there were inadequate teaching staff and instructional materials. Moreover, they responded that to improve their school, cooperation with parents, teachers and students, collegiality between principal and teachers and among teachers and effective community support are needed.

According to research question (2), while investigating the variations of organizational health of Basic Education High Schools in terms of school related factors, it was found that, there was no statistically significant difference in organizational health index between grade A schools and grade C schools. But, the standardized score in organizational health of grade A school was higher than that of grade C schools. Therefore, it can be interpreted that, the organizational health index of each selected schools obtained from this study is consistent with the school grade assigned by the regional education office.

According to the school size, there are three types of schools, N2 schools (501- 900 students), N3 schools (901-1200students) and N4 schools (1201-1500 students). Teacher-students ratio in N2 school is 1:28, that of N3 school is 1:27 and that N4 school is 1:44. And then, there was no statistically significant difference in organizational health index of schools grouped by school size.

In sum, according to the standardized scores, there was no school that had very high and high level of organizational health. To get these levels, it is not only the responsibility of principal but also for the harmonious responsibility of teachers, students, parents and community. According to Dr. Khin Zaw (2001), “our society cannot achieve greatness unless individuals at all levels of ability accept the need for high standards of performance and strive to achieve those standards within the limits possible for them (p.91).” Since school is a small society, to achieve greatness in school, individuals at all levels of ability accept the need for high standards of performance and strive to achieve those standards as much as they can.

Suggestions

Based on the analyses of research findings, the following suggestions would like to be given for enhancing organizational health of schools.

For Principals -

- Principal should take responsibility in buffering role and need to solve the problem according to rules and regulation.
- Teachers should be protected from unreasonable community and parental demands.
- Principal should develop a comprehensive vision and mission statements that guide the direction of the school.
- The personal welfare of the teachers should be looked out by the principal.
- Principal should find ways to get adequate classroom supplies and instructional materials.

For teachers-

- Teachers should support to colleagues who may be struggling, whether it may be emotional support or practical assistant.
- Teachers should collaborate with other teachers.
- Teachers should teach their students to respect each other.
- Teachers should focus on students learning.

For students-

- Students should practice good study habits.
- Students should be respectful to their teachers and follow school disciplines.

For parents and community-

- Parents should respect to the teachers and demonstrate appreciation for their hard work.
- Parents should cooperate with teachers.
- For improving students learning, parent should attend parent- teacher conferences in order to discuss about their children's progress and provide necessary support.
- Community should actively participate in school developmental process.

Need for Further Research

This study investigated the organizational health of Basic Education High Schools, Myaungmya Township, Ayeyarwaddy Region. There is need for further research to investigate in other states or regions. Further study should be made in Primary and Middle schools. Moreover, in Myanmar, the role of the private schools is increasingly demand. So, further studies should be made not only in public schools but also in private schools. It is also needed to examine the relationships of organizational health of schools and other variables such as, students' achievement, teachers' commitment, teacher efficacy etc. And then, if the research methods can include in-depth interviews and field observation, the data obtained will be more diversified.

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