A Study of the Relationship Between Organizational Health and Efficacy

1Mahmood Ghorbani, 2Royae Afrassiabi and 2Zahra Rezvani

1Department of Management, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran, 2Department of Educational Management, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

Abstract: This study was conducted in Bojnord’s high schools to find out if there is a relationship between organizational health and efficacy. The method which was employed in the present research was descriptive-inferential to evaluate the correlation. The population in the present research consisted of 57 public and private high schools where a total of 1000 tenured staff worked. The sampling method was cluster sampling where, to collect and measure the data, the organizational health questionnaire, of whose 200 statements 44 items were selected, was administered. Having applied the factor analysis to the established questionnaire, the researchers administered it to 57 high schools and could approve of its soundness. To evaluate the reliability of questionnaires, the Chronbach’s alpha notation was applied where the reliability coefficients of both the organizational health and efficacy questionnaires were 0.88 and 0.96 respectively. Having been statistically analyzed, the results indicated that there is a relationship between organizational health and efficacy as well as between structural unity and high schools’ efficacy which was approved at the significance level of 99%. While the relationship between managers’ influence decrease and efficacy, the relationship between managers’ considerateness and efficacy, the relationship between managers’ resource support and efficacy were approved at the significance level of 99%, the relationship between managers’ emphasis on the scientific bias and efficacy of high schools was approved at the significance level of 95%. Nevertheless, the relationship between managers’ constructiveness and efficacy and the relationship between staff’s morale and efficacy was rejected.

Key words: Efficacy • Organizational health • Organizational unity

INTRODUCTION

Organizational health refers more to a situation than short time organizational effectiveness; it refers to a set of rather long-lasting organizational characteristics. This implies that a healthy organization not only is stable in its own setting but also can have sustainable consistency with its own setting, develop essentially required potentials for its survival and long existence. A healthy organization is the one that can evaluate itself and always tries to scrutinizingly recognize internal inconsistencies with its social structure doing its best to remove them. A healthy organization always tries to through updating and upgrading itself get to enjoy such characteristics as conformability, flexibility, potential and increasing productivity. Organizational health is a necessity for effectiveness. A society’s development heavily relies on the type, what and hows of activities carried out at schools where the important factors are the teachers and students. School management can play an important role in training students, establishing their personalities, facilitating their growth process, effectively improving teaching and learning and achieving educational ends [1]. Undoubtedly, they have a determining role in organizational effectiveness especially in the organization’s educational effectiveness since it can be measured by managers’ abilities to maximize interaction between organizational structure and process. An unstressful setting with organizational health feels necessary for an effective organization [1]. Educational structure is one of the biggest and widest systems inside every society that can determine a society’s destiny in the long term and in fact prosperity and misery of a society heavily depends on education. If it is organized and planned correctly with solid ends, structure and resources, it can guarantee social development in the long term [1].

Today, the role education can play in a social, economical and cultural development is a generally accepted doctrine so that it is considered as a center of
gravity for education and it is a process where talents can bloom, the future generation is fostered and finally it is the most essential means for the transition of cultural heritage. Therefore, it’s no wonder that many of countries do their best to increase educational organization efficiency and effectiveness. Educational organization as a formal organization is a means through which these special ends that are important for a society or some parts of it can be fulfilled. Such an organization can get its own legal identity, necessary resources and social support to meet its ends in the society and runs its activities under various circumstances which social setting and society impose on it. As such, the administrative structure is controlled and directed by the structure of a society that includes governmental institutions and education [2]. Today, organizational health is one of the important factors in the establishment of a sustainable development and primarily it is required that organizations’ administrators and staff possess knowledge, cultural and required experiences; it is where the organizational health growth and the development can be acquired. Miles (1969) has identified ten characteristics for organizational health definition and explanation that are not in contrast but in interaction with each other. These ten characteristics are used to evaluate organizational health as evaluating instrumental measures for it. The first three characteristics are related to the organization’s range of responsibilities that include the goals set, information exchange and effective ways for making decisions. The second group of organizational health dimensions has to do with the organizational internal structure and requirements for maintaining the componential elements which are resources, unity and morale. The remaining dimensions are related to change and development encompassing innovation, autonomy, consistency with environment and problem solving [2].

Liden and Klingel stated that organizational health is almost a new conception including organization’s ability for developing and improvement. Supervisors in healthy organizations are committed, dutiful and enjoy high morale that can improve through open communicational canals and a healthy organization is a place where people want to stay, work and feel proud and they prove very useful and effective. A healthy organization, more than everything, needs constructive human force and healthy official structure.

Healthy human force is one of the most important factors in making a successful and healthy organization and healthy and successful organizations are important in developing successful and healthy societies while keeping true culture development and economy [3]. Organizations should always fight with existing problems in their external and internal environments to survive.

A healthy organization is the one that is able to encounter, recognize and eliminate the obstacles on its way to live on. Furthermore, an organization that is realistic about its own situation, flexible and able to use the best resources to solve any problem can last [4].

One of the healthy organization’s characteristics is determining what is on the process. In other words, in the long term scale organizations are healthy when they think about their strategies and reassess the markets where they will complete. In comparison with other firms, healthy organizations know their main capabilities and ask the others to do unimportant duties/jobs. Healthy organizations should know how to do their duties. They should have very clear values to encounter with decadence raised from repeated market changing to have a common base for action. All of the people should share in organization’s values and ideas [5]. Healthy organizations pay less attention to structure but more to the main processes. Everything is carried through instant cooperation with the producer and customers. Success depends on interaction and there is nowhere to fight. A healthy organization should enjoy the requisite potentials to compatibly use the current executive system and should employ the people who can keep and run multilateral (inter-related) trades since each of them can be consumer, producer and competitor at the same time. Negotiations and communication about trade realities should be all through the organization by using possible media. Fastness and agility is necessary in a healthy organization. The first thing they can do to keep talented people is making a delightful and attractive environment. This needs people to know what is expected from them and it appears essential to provide instructive feedback on the expectations. There is a feedback process in every direction (up, down and around) as a usual and common procedure. If people do not know what we expect from them or if they are unaware of their performance, they have the right to follow to get to know the expectations. A healthy organization gives freedom to its staff as far as it is feels legal. A healthy school keeps itself off the irrational environment pressures. A school’s board of trustees insists successfully on efforts to affect school policies. The administrator develops dynamic leadership which is for teachers especially, leads them through challenges and maintains higher performance standards. In addition to influencing his superiors, he is independent in his theory and practice and his leadership is task and
relationship oriented. Teachers of schools are committed on teaching, learning and higher objectives but feasibly practical for students. In a healthy organization they feel loving each other and feel proud of themselves. Many motivated students work hard on scientific affairs and respect those who are successful in scientific practices [6].

Unhealthy schools are vulnerable to external destructive forces. Administrators and teachers are under the pressure of irrational wants on the part of parents and local groups. Only administrators lead where only a few teachers participate in the leading process, teachers do not have good feeling towards their job and each other. They do not feel responsible and are suspicious of each other and the system. There is little importance on scientific practices and they only kill their time [6]. In order to evaluate it is not enough to pay attention to the rate of interest in organization performance but base the evaluation on four angles: customers’ views, internal views, creativity and teaching and financial views [7].

With this approach, organization health indexes can be categorized into three views. Therefore, the organization has to encounter the challenges to meet the needs for adaptation and goal environment as well as the rhetorical needs for social unification. In fact, it is supposed that healthy organizations meet both types of the above mentioned needs effectively.

Kamings describes an effective organization as the one in which most of the staff believe to have the right to use the organization and its sub-systems as a means to achieve their own goals [1]. Instead of the traditional method- i.e., studies on the degree of effectiveness- Chalz Peru suggests two alternatives: examining the whole organization and paying attention to the inapplicable aspects and studying the hidden aspects of the organization. Upon examining the whole organization and paying attention to the improperly working sectors, the researchers are to isolate the weakly functioning sectors in order to improve the products and services. Van Duan and Ferri introduced a different viewpoint on organizational effectiveness, which is the result of their efforts to design, use and improve the structure to constantly direct, examine and assess complex organizations. They suggested a process to adapt or follow constant examination and assessment. The aim is to create a gradual process to access, maintain and permanently improve high levels of effectiveness. The analysis of different levels of the organization is done by means of five special sets of organization assessment tools. Each of these tools has been designed to assess different features of the general texture, structure and attitude of the organization and working sectors and the professions. According to Friedlander and Pickle, the effectiveness index, indeed, is affected by the profit-making rate of the organization, its staff’s satisfaction level and interest rate in the related society. The three viewpoints include an organization’s development and maintenance systems, the development of peripheral systems and meeting environmental needs [8]. The current effective organizations are the reflection of a series of changes which have occurred in response to the social changes. The four factors of strategic tendency, excellent management, designing of the organization and organization culture have had an important role in this field. In addition, having a close relationship with customers, quick-response disposition, focused attention and clear goals is especially essential. The other dimension of organization effectiveness in management process and method is the fact that relates to very successful organizations that have used the three factors of the leadership dream, the spirit of the act and focused on the main values [9].

In order to be effective, an organization should firstly be able to -under sensitive conditions, not only adapt to variable environments, resist against problems, make use of its best resources to encounter the external threatening forces successfully, but also direct those forces in line with the main aims of the organization; it should always maintain and develop its own capabilities to be healthy. According to Parson’s model, too, at any time in order for the social system to survive- in other words, to be healthy and effective, four main points should be considered: adaptation, goal achievement, unity and consistency (of culture and values). Hoy and Miskel compared the students of a healthy school with those of unhealthy ones. The findings showed that upon delivering an appropriate, logical and new program, a healthy and open atmosphere could lead to successful students. However, it was revealed that a healthy and open atmosphere could not improve a poor program [6].

Parsons (1953) did a theoretical research on organization health and effectiveness, in which it is stated that in order to survive and continue their functioning, all social systems need to solve four main problems: adaptation, goal achievement, unity and normal unification. Ransum (1990) examined the relationship between cooperative management factors and organization health and concluded that schools with appropriate grounds for cooperative decision making had a healthier atmosphere, compared with those without such

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grounds. Hoy and Wolfock (1993) focused on the relationship between organization health and teachers’ group effectiveness and found that only two of the organization health factors -i.e., structural unification and the teachers’ characteristics- correlate with the teachers’ group teaching effectiveness which could potentially improve the effectiveness [10].

Eskandari (1999) studied the relationship between organizational health and organizations’ heads’ functions in Meshkinshahr, Iran. Seven of the organizational health factors were taken into consideration; namely, structural unification, heads’ influence, circumspection, structuring, providing supplies, spirit and scientific emphasis. The findings suggested a meaningful positive correlation between organizational health and the school heads’ functions. Taheri (2009) investigated the relationship between organizational health and public high school teachers’ spirit in Tehran, Iran. The organizational health factors under concern were structural unification, heads’ influence, circumspection, structuring, providing supplies and scientific emphasis. The findings suggested a high correlation between organizational health and the teachers’ spirit. Moreover, it was revealed that the circumspection dimension had the most influence on the teachers’ spirit and that the other dimensions of structuring, providing supplies and structural unification stood next [10].

Colman investigated the correlation among the used amount of physical resources, school effectiveness and school situation in the United States of America. 665000 students throughout the country took part in the research by taking the standard professional tests and filling out the forms on their family backgrounds. The finding showed that unlike family background, school facilities are of little importance. Current researches, however, are more optimistic in this regard and hold the idea that technology and resources would greatly influence school effectiveness [6].

Paul A. Mat studied the relationship between decision making centralization and organizational effectiveness. It was revealed that there was a significant correlation between decision making centralization and school effectiveness. The effectiveness level was low at too centralized organizations. Furthermore, as the leaders provided more structures for current duties and whenever there was an appropriate atmosphere, effectiveness increased [6]. Queen and Roverbuff (1983) analyzed thirty effectiveness criteria. A group of theorists were asked to consider Kamble’s thirty effectiveness criteria in order to omit the common items and examine the similarities with each pair of the criteria having left. Therefore, 17 effectiveness criteria were chosen, which led to 137 paired comparisons.

Sirjewani et al., (1992) studied school effectiveness. By considering the main areas of school functions, they reported a clear and comprehensive model of effectiveness, which can serve not only as a guide and map to achieve effectiveness but also as a criterion to assess schools and school heads’ effectiveness. Furthermore, Hoy et al., (1996) found out that organizational health correlates positively with students’ functions at school and that the healthier the school atmosphere, the higher the students’ levels of knowledge at mathematics and reading [6].

Generally, according to the above mentioned studies, there is a significant relationship between organizational atmosphere and school organizational health. In addition, school organizational health correlates positively with many school variables, such as human atmosphere, teacher cooperation in decision making, rich school culture and school effectiveness criteria. Considering the domestic literature, Sobhani analyzed the relation between organizational health and school effectiveness, whose results are in line with those of present study. Regarding the above mentioned literature, organizational health deals with something more than short-term organizational effectiveness and concerns the asset of long-lasting organizational features. Considering today’s behavioristic knowledge as well as organizational and social phenomenon complexity, one finds it essential that several criteria be used for organizational health assessment. Studying school organizational health condition is important not only because of understanding working conditions and their dynamics but also predicting school effectiveness, students’ educational progress, staff’s organizational commitment, teachers’ human tendencies and their confidence in their colleagues and school head. Such a healthy organization, according to Miles (1969), is able not only to maintain its situation within the environment, but also -in the long term- to adapt to the environment and create and develop the necessary capabilities to survive. The short-term functions of a healthy organization might or might not be effective on a special day; however, at a healthy organization, skills would develop and the organization would survive long-lasting and adapt to the environment. A continuously ineffective organization is certain not to be healthy. All in all, health would peripherally determine the effective functions on the whole [11]. Upon analyzing Hathorn’s findings, Alton Mio found that the relationship
between the staff and the heads had a positive influence on the organizational effectiveness and output [11]. In addition, as in line with Hoy et al. (1991), Shirazi (1994) found out that there was a positive correlation between organizational health and school educational atmosphere: the healthier the school atmosphere, the better the students’ knowledge would improve [12].

**MATERIALS AND METHODS**

The present study is that of descriptive correlation. The population consisted of approximately 1000 official staff academic year at 57 high schools in Bojnord, Iran.

Upon sampling, each high school was considered as a cluster; using the thorough list of all of the existing high schools in Bojnord, Iran, cluster sampling was used; namely, one-stage cluster sampling with unequal sizes.

The following notation was used to determine the sizes of the clusters:

\[
\frac{n}{N} = \frac{Z^2 \cdot S^2}{d^2(1/N - 1) + Z^2 \cdot S^2}
\]

Where,

- \( z = 1.96 \),
- \( N = \) The population size,
- \( d = \) Standard deviation,
- \( S^2 = \) Sample variance,
- \( n = \) Sample size.

\[
d = z \cdot \frac{S}{\sqrt{n}}
\]

\[
d = 1/96 \cdot \frac{13/96}{\sqrt{20}} = 6/1
\]

\[
n = \frac{N \cdot Z^2 \cdot S^2}{d^2(N-1)+Z^2S^2}
\]

Based on the first 30 high school samples (s=13.96) and by considering \( d = 6 \) according to the above notation, the number of clusters was 16. Then 16 high schools were randomly selected and the organizational health questionnaire and the efficacy scale were distributed among those high schools’ staff.

**Method and Instrumentation of Data Collection:** To collect and measure the data, the researchers administered the organizational health questionnaire to the sampled population and, according to Parson’s theory, 44 statements out of 200 items were chosen. Then they applied factor analysis method to analyze the questionnaire which had already been made reliable and valid through the administration in 78 high schools.

The efficacy questionnaire had 32 questions whose answers were identified in four-part-spectrum and the valuation was low, average, high and very high. The highest score in this questionnaire was 128 and the lowest 32.

**The Validity and Reliability of Research Instruments**

**Validity:** With reference to the fact that the questionnaires employed in the present study were based on their application in the previous studies, the fact that their questions were based on well-established theoretical frameworks which proved their being standard and the fact that these questionnaires were certified by specialists in the field, the researchers took these characteristics of the questionnaires for granted.

One of the most important and remarkable parts in all studies is the validity of the scales which the researchers paid full attention to.

**Reliability:** To make the scales reliable the Choronbach Alpha notation was used and the reliability was determined by using it:

\[
ra = \frac{i}{j-1} (1 - \frac{\sum S^2_i}{S^2})
\]

Where \( S^2_i \) is the variance of each question and \( S^2 \) is the variance of all questions.

The reliability coefficients of the organizational health and efficacy scales by using the notation were 0.88 and 0.96 respectively.

**The Main Research Question Analysis:** To analyze the main question of the study “Is there any relationship between Bojnord’s high school organizational health and their efficacy?” the researchers used the Spearman Correlation Test where the result was 0.333. Based on the likely value of 0.000 that was smaller than 0.05 the correlation between organizational health and efficacy of Bojnord’s high schools (from the teachers point of view) appeared at 99% level of significance.

**The Analysis of Subsidiary Questions:**

- Is there any correlation between Bojnord’s high school organizational unity and their efficacy?
To analyze this question, the researchers used the correlation test. With reference to the fact that $r$ equaled 0.219 and the fact that the likely value was 0.009 which is smaller than 0.05 the null hypothesis was rejected; that is, the existing correlation between the organizational unity and the efficacy of Bojnord high schools was approved at the significance level of 99%.

- Is there any reverse correlation between Bojnord’s high school administrators’ influence decrease and their efficacy?

To analyze this subsidiary question, the researchers employed the correlation test. With reference to the fact that $r$ equaled 0.096 and the fact that the likely value was 0.262 which is bigger than 0.05 the null hypothesis was approved and the researchers’ hypothesis was rejected; that is, there was no reverse correlation between Bojnord’s high school administrators’ influence decrease and their efficacy.

- Is there any correlation between Bojnord high school administrators’ considerateness and their efficacy?

To analyze this subsidiary question the researchers employed the correlation test. With reference the fact that $r$ equaled 0.319 and the fact that the likely value was 0.000 which is smaller than 0.05 the null hypothesis was rejected and the researchers’ hypothesis was approved; that is, there was a correlation between Bojnord’s high school administrators’ considerateness and their efficacy.

- Is there any correlation between Bojnord’s high school administrators’ constructiveness and their efficacy?

To analyze this subsidiary question the researchers employed the correlation test. With reference the fact that $r$ equaled 0.144 and the fact that the likely value was 0.089 which is bigger than 0.05 the null hypothesis was approved and the researchers’ hypothesis was rejected; that is, there was no correlation between Bojnord’s high school administrators’ constructiveness and their efficacy.

- Is there any correlation between Bojnord’s high schools’ resource back-up and efficacy?

To analyze this subsidiary question the researchers employed the correlation test. With reference the fact that $r$ equaled 0.293 and the fact that the likely value was 0.000 which was smaller than 0.05 the null hypothesis was approved and the researchers’ hypothesis was rejected; that is, there was no correlation between Bojnord’s high schools’ resource back up and their efficacy.

- Is there any correlation between Bojnord high school staff’s morale and their efficacy?

To analyze this subsidiary question the researchers employed the correlation test. With reference the fact that $r$ equaled 0.162 and the fact that the likely value was 0.057 which was a little bit bigger than 0.05 the null hypothesis was approved and the researchers’ hypothesis was rejected; that is, there was no correlation between Bojnord’s high school staff’s morale and their efficacy.

The Spearman correlation between organizational unity and consideration

<table>
<thead>
<tr>
<th>Population</th>
<th>$r$</th>
<th>Standard error</th>
<th>Sig</th>
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<tbody>
<tr>
<td>140</td>
<td>0.316</td>
<td>0.078</td>
<td>0/000</td>
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</table>

The above table shows that $r$ equals 0.316 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between organizational unity and consideration is approved.

The Spearman correlation between organizational unity and constructiveness

<table>
<thead>
<tr>
<th>Population</th>
<th>$r$</th>
<th>Standard error</th>
<th>Sig</th>
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<tbody>
<tr>
<td>140</td>
<td>0.257</td>
<td>0.081</td>
<td>0/002</td>
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</tbody>
</table>

The above table shows that $r$ equals 0.257 and the likely value is .002 which is smaller than .05; that is, the relationship between organizational unity and constructiveness is approved.
The Spearman correlation between organizational unity and back up resources

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.301</td>
<td>0.079</td>
<td>0.000</td>
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</tbody>
</table>

The above table shows that \( r \) equals 0.301 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between organizational unity and back up resources is approved.

The Spearman correlation between organizational unity and morale

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.151</td>
<td>0.090</td>
<td>0.75</td>
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</table>

The above table shows that \( r \) equals 0.151 and the likely value is 0.75 which is bigger than 0.05; that is, the relationship between organizational unity and morale is rejected.

The Spearman correlation between organizational unity and scientific emphasis

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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<tbody>
<tr>
<td>140</td>
<td>0.243</td>
<td>0.089</td>
<td>0.004</td>
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The above table shows that \( r \) equals 0.243 and the likely value is 0.004 which is smaller than 0.05; that is, the relationship between organizational unity and scientific emphasis is approved.

The Spearman correlation between consideration and morale

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.353</td>
<td>0.076</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The above table shows that \( r \) equals 0.353 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between consideration and morale is approved.

The Spearman correlation between scientific emphasis and back up resources

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.446</td>
<td>0.068</td>
<td>0.000</td>
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</tbody>
</table>

The above table shows that \( r \) equals 0.446 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between scientific emphasis and back up resources is approved.

The Spearman correlation between morale and back up resources

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>0.170</td>
<td>0.083</td>
<td>0.044</td>
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The above table shows that \( r \) equals 0.170 and the likely value is 0.044 which is smaller than 0.05; that is, the relationship between morale and back up resources is approved.

The Spearman correlation between morale and scientific emphasis

<table>
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<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.074</td>
<td>0.055</td>
<td>0.000</td>
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</table>

The above table shows that \( r \) equals 0.074 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between morale and scientific emphasis is approved.

The Spearman correlation between morale and constructiveness

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>0.162</td>
<td>0.082</td>
<td>0.057</td>
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</table>

The above table shows that \( r \) equals 0.162 and the likely value is 0.057 which is a little bit bigger than 0.05; that is, the relationship between morale and efficacy is very weak.

The Spearman correlation between morale and efficacy

<table>
<thead>
<tr>
<th>Population</th>
<th>r</th>
<th>Standard error</th>
<th>Sig</th>
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<tbody>
<tr>
<td>140</td>
<td>0.136</td>
<td>0.085</td>
<td>0.069</td>
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</table>

The above table shows that \( r \) equals 0.136 and the likely value is 0.069 which is a little bit bigger than 0.05; that is, the relationship between morale and efficacy is very weak.
The Spearman correlation between administrator’s influence and back up resources.

<table>
<thead>
<tr>
<th>Population</th>
<th>r_t</th>
<th>Standard error</th>
<th>Sig</th>
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</thead>
<tbody>
<tr>
<td>140</td>
<td>0.203</td>
<td>0.090</td>
<td>0.0017</td>
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</table>

The above table shows that r_t equals 0.203 and the likely value is 0.017 which is smaller than 0.05; that is, the relationship between administrator’s influence and back up resources is approved.

The Spearman correlation between administrator’s influence and efficacy.

<table>
<thead>
<tr>
<th>Population</th>
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<tbody>
<tr>
<td>140</td>
<td>0.096</td>
<td>0.086</td>
<td>0.262</td>
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</table>

The above table shows that r_t equals 0.096 and the likely value is 0.262 which is bigger than 0.05; that is, the relationship between administrator’s influence and efficacy is rejected.

The Spearman correlation between back up resources and constructiveness.

<table>
<thead>
<tr>
<th>Population</th>
<th>r_t</th>
<th>Standard error</th>
<th>Sig</th>
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<tbody>
<tr>
<td>140</td>
<td>0.349</td>
<td>0.076</td>
<td>0.000</td>
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</tbody>
</table>

The above table shows that r_t equals 0.349 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between back up resources and constructiveness is approved.

The Spearman correlation between back up resources and efficacy.

<table>
<thead>
<tr>
<th>Population</th>
<th>r_t</th>
<th>Standard error</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>0.293</td>
<td>0.079</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The above table shows that r_t equals 0.293 and the likely value is 0.000 which is smaller than 0.05; that is, the relationship between back up resources and efficacy is approved.

**CONCLUSIONS AND DISCUSSIONS**

- Is there any correlation between Bojnord high schools’ organizational health dimensions and their efficacy?

Based on the findings of the study there was a correlation between organizational health and efficacy. In other words, the relationship between organizational health and efficacy was approved and the correlation coefficient between the organizational health and the efficacy was 0.333 which is indicative of the fact that administrators enjoy a determining role in the efficacy of educational organizations with a significant level of 99% and by developing open systems can help establish dynamic and effective and flexible relationships, motivate teachers to take part in decision making, respect others feelings, ideas and beliefs, improve the encouraging approaches and qualitatively and quantitatively improve books, equipment and establishments of the schools to achieve high levels of organizational health [13].

- Is there any correlation between Bojnord high schools’ organizational unity and their efficacy?.

Based on the findings obtained from testing the second question the correlation coefficient came to be 0.219 which is indicative of the fact that there was a good relationship between organizational unity and the efficacy of an organization. In other words, there was a significant relationship between school ability and establishing an agreeable atmosphere with the environment and the efficacy of the organization at the significant level of 95%. School ability in maintaining unity and integration of curriculum of supporting the staff and supporting schools and teachers in their demands can help improve organizational health and the efficacy of an organization.

- Is there any correlation between Bojnord’s high school administrators’ influence decrease and their efficacy?.

The findings obtained from testing the third question and the Spearman correlation between the two variables of administrators’ influence decrease and efficacy of an organization, 0.096, is indicative of the fact that there was a significant correlation between administrators’ influence decrease and the efficacy of an organization. An administrator’s successful relationship with his superior did not affect Bojnord’s high school efficacy.

- Is there any correlation between Bojnord high school administrators’ considerateness and their efficacy?.

The findings obtained from testing the fourth question indicate that there was a correlation between considerateness and efficacy; that is, the correlation between two variables stood 99% level of significance which is in line with Alaqeband’s (1998) view that paying
attention to teachers’ welfare and mental conditions is one of the most influential factors in efficacy. Managers who trust their staff and motivate them to take part in decision making and try to establish an atmosphere where teachers and staff feel appreciated, respected and secured can easily contribute to the organizational health and the achievement of educational goals of the system which in turn result in good efficacy of an organization. Studies indicate that a school’s organizational atmosphere is closely related with the efficacy of that organization [10].

- Is there any correlation between Bojnord high school administrators’ constructiveness and their efficacy?.

The findings obtained from testing the fifth question indicate that the correlation coefficient between managers’ constructiveness and efficacy was 0.144 that was indicative of inexistence of a significant relationship between managers’ constructiveness and efficacy.

- Is there any correlation between Bojnord high school administrators’ back-up resource decrease and their efficacy?.

The results obtained from testing the sixth question showed that the correlation coefficient between back up resources decrease and the efficacy was 0.293 that was indicative of the fact that there was a relationship between back-up resources decrease and the efficacy in the significant level of 99%. Providing teachers and schools with required materials and equipments, to make the provided equipment more and better accessible to the teachers and to respond positively to teachers’ requests can significantly and positively affect the efficacy of the organization.

- Is there any correlation between Bojnord high school administrators’ emphasis on scientific growth and their efficacy?.

The correlation coefficient between administrators’ emphasis on scientific growth and the efficacy of the organization was 0.192 which indicated that there was a significant relationship between administrators’ emphasis on scientific growth and the efficacy of the organization at the significant level of 95%. A school which enjoys excellent standards that are accessible is a potential atmosphere for students’ scientific growth where administrators, teachers and students together try to achieve educational and scientific success. Teachers and students believe in themselves in such an atmosphere and students look up at their scientific and educational achievements as a major respectable goal.

Limitations of the Study:

- Teachers’ lack of awareness of the research significance who usually carelessly answered and filled out the questionnaires.
- Administrators’ resistance and unwillingness about teachers’ cooperation with the researchers.
- Not separating the educational and administrative staff sometimes results in different outcomes and views.

Suggestions Based on the Research Findings:

- According to the findings of testing the main question it is recommended that managers seriously attend the role of organizational health in efficacy improvement and try to establish a healthy atmosphere to improve the efficacy based on the organizational health components.
- According to the findings of testing the first subsidiary question it is recommended that managers try to implement the educational curriculum and programs completely and protect teachers, students and parents against the undesirable environmental factors and try to facilitate communication and relationship for the betterment of the organizational health.
- Findings of testing the second subsidiary question indicate that managers do not need to solely rely on their influence on their superiors to improve the organizational health.
- Findings of the third subsidiary question analysis recommended that to achieve efficacy managers treat the staff and teachers with respect and affection and be honest with them.
- According to the findings of testing the fourth subsidiary question it is recommended that managers not emphasize vocational standards and performance expectations; rather, they are expected to kindly and in a friendly manner provide pieces of advice to them.
- According to the findings of testing the fifth subsidiary question it is recommended that managers attend the role of organizational health in increasing the efficacy and make efforts to provide teachers and students’ required equipment and instruments which can help develop a healthy atmosphere that can result in efficacy increase.
• According to the findings of testing the sixth subsidiary question it is recommended that managers are recommended to pay full attention to the significance of organizational health in the improvement of the efficacy and try to secure an open organizational environment and attract staffs’ trust to lift their spirit so that they feel proud of their school and enjoy their work.

• According to the findings of testing the final subsidiary question managers are recommended to consider high standards but accessible and try their best to improve the educational goals.

REFERENCES