

ORGANIZATIONAL HEALTH: A STUDY OF A MALAYSIAN PRIVATE HIGHER LEARNING INSTITUTION

Kian-Sam Hong*

Universiti Malaysia Sarawak

Lily Law

Universiti Malaysia Sarawak

Agnes Mary Toner

Universiti Malaysia Sarawak

ABSTRACT

This study examined the organizational health of a private institution of higher learning in Malaysia. The relationships between the seven dimensions of organizational health and five demographic variables were also investigated. The seven dimensions of organizational health, based on the Organizational Health Inventory (OHI), were academic emphasis, consideration, initiating structure, institutional integrity, resource support, morale, and upper management influence. The five demographic variables studied were age, education level, gender, length of service and marital status. The research design for this study was a cross sectional sample of the population using a questionnaire as the study instrument. The participants were 120 full time staff of the institution and 78 usable questionnaires were returned. The findings indicated that overall the private institution of higher learning was moderately healthy, and the order of occurrences of the seven dimensions of organizational health was: initiating structure and institutional integrity (slightly above average), and morale, upper management influence, resource support, academic emphasis and consideration (moderate). There were no significant differences in the perceptions of organizational health based on gender, age, length of service and marital status. The findings of this research indicated that the organizational health of the private institution of higher learning being studied could be improved through enhancing its staff morale, having more interactions between staff with different levels of responsibilities, providing more resources for its core business of teaching and learning, management showing considerations to its staff, and emphasizing academic excellence.

Keywords: Organizational Health; Educational Institution; Higher Learning.

* Corresponding author: Kian-Sam Hong, Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia. Phone: +6082-581575. Fax: +6082581567. E-mail: hksam@fcs.unimas.my

1. INTRODUCTION

Globalization has transcended the world's economic development across nations and cultures (Campbell, 2007). According to Welsh and Metcalf (2003), in today's global economy, higher education is a major contributor to national and global economic development. When educational institutions treat education as a product, a process termed as commodification of education, it has an impact on the education systems and policies of institutions of higher learning (Gopinathan, 2007; Mok, 2007). When tertiary educational institutions view their diploma and degree courses as products to be bought by students, conflict between the importance of educational quality and student enrolments may occur (Hurd, 2007). In addition, globalization also paves changes in the culture and scope of programs offered by tertiary institutions due to global competition and stakeholder demands (Alexander, 2000).

As in other parts of the world, Malaysian public and private institutions of higher learning are experiencing changes due to globalization (Kaur, 2007; Rao, 2007). These changes will address weaknesses within the institutions to ensure that the institutions remain relevant and productive contributors to human capital and economic development (Kaur, 2007). For example, the commodification of education has seen a major shift in how both private and public educational institutions are run (Kaur, 2007; Meyer, 2007; Rao, 2007). As education is viewed as a product that can be bought and sold, a great number of staff in educational institutions are experiencing confusion and uncertainty about their new roles as suppliers of information and knowledge in money-making institutions (Meyer, 2007). Traditionally, education has been looked upon as a noble profession with high ideals and a moral obligation to mould future generations to be active, useful members of society. However, due to institutional change, these noble concepts may have been compromised as managers feel the pressure of competition (Meyer, 2007).

An educational institution is often viewed as a social system in which each member plays a vital role as the organization moves toward meeting common goals and purposes. It is clear that goals and purposes must be collectively agreed upon for harmony to occur (Society for Social Research, University of Chicago, 2003). Researchers have concurred that organizational health is the ability of an organization to maintain balance and harmony for the growth of organizational health (Hoy & Miskel, 2005; Korkmaz, 2006). An organization with high organizational health has an environment that seeks to improve organizational performance and support employee well-being to enable it to achieve its goals (Bevans, Bradshaw, Miech, & Leaf, 2007). Thus, organizational health is a necessity for organizational effectiveness (Ghorbani, Afrassiabi, & Rezvan, 2012; Omoyemiju, 2011). It is an organization ability to function effectively, to cope adequately, to change appropriately, and to grow from within. When global forces, such as commodification of education, create situations where the foundational goals and purposes of an institution of higher learning come into question and are altered, all members of the institution should be involved in the subsequent processes of change. 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).

Commodification of education has resulted in increasing pressure to forego quality and has instead aimed for quantity (Meyer, 2007) and institutional changes have adverse effects on the staff of many educational institutions (Rahe & Morales, 2005). Meyer (2007) has shown the existence of a relationship between perceptions toward changes in the workplace, retention rates, low morale, and feelings of discontentment of the staff of educational institutions. As a result, conflict has arisen between administration and faculty in many institutions of higher education. That conflict has stemmed from the desire of the administration to adopt changes that would improve profitability and the desire of the faculty to reject change that they deemed may diminish academic excellence. Furthermore, many decisions for change are made by administrators without adequately involving faculty members of the institutions. These experiences in institutions of higher learning have led to disharmony and strife in the workplace, which resulted into an unhealthy organizational environment (Alexander, 2000; Welsh & Metcalf, 2003). Similarly, this phenomenon has been observed among lecturers and academic staff in Malaysian institutions of higher learning (Kaur, 2007). A case in point is the unusually high turnover of academic staff in some Malaysian universities (Morris, Yaacob, & Wood, 2004). It appears that an underlying negative perception toward pressures and uncertainty due to changes exists among the academic staff of some universities in Malaysia (Morris et al., 2004).

2. PURPOSES OF THE STUDY

Many private institutions of higher learning are experiencing internal strife and workplace pressures from changes, among others, in educational policies, stakeholder expectations, curriculum changes, and impact of technology use as a result of globalization (Carnoy, 2005). This phenomenon is not only occurring in the Western context, but also among Malaysian private institutions of higher learning (Kaur, 2007; Mok, 2007; Rao, 2007). Occurrences of internal strife and work place pressures ultimately could impact the working environment, the morale of staff, and the retention of staff, or in short, the organizational health of the private institutions of higher learning (Carnoy, 2005; Kaur, 2007). The organizational health of a private institution of higher learning will determine the effectiveness of the institution to provide quality learning experience to its students (Hoy & Miskel, 2005; Hoy et al., 1991; Korkmaz, 2007).

Measuring the organizational health of an organization enables one to see if there is harmony within that organization. Furthermore, the ability of members of the organization to strive and fulfill the basic needs in the organization: adaptation, goal attainment, integration, and latency, can also be observed and discussed (Hoy & Miskel, 2005). Past studies have also shown that employees' perceptions of organizational health differed based on selected demographic variables such as age, educational attainment, gender, length of service, level in the organization, marital status and years of experience (Cemaloglu, 2006; Osborne, 2006; Tsui, Leung, Cheung, Mok, & Ho, 1999). The results in the various studies differed to such an extent that no clear trend was found.

De Leon (2003), Klingele and Lyden (2001) and Turingan (2002) reported a lack of studies on the organizational health of institutions of higher learning in particular in private institutions of higher learning. Furthermore, the effects of demographic variables have on perceived

organizational health of an institution of higher learning remains unclear. In addition, issues relating to organizational health, more so among private tertiary institutions are seldom studied in the Malaysian context (Kaur, 2007). Therefore, this study aimed to investigate the level of organizational health of a private institution of higher learning in Sarawak, Malaysia and to determine differences in employees' perceptions of organizational health based on selected demographic variables. Sarawak has a vibrant environment of private higher education institutions such as Swinburne Sarawak, Curtin Sarawak, Inti College Sarawak, SEGI Sarawak, and Sedaya College Sarawak, among others (refer to <http://jpt.mohe.gov.my/menudirektori.php>). Thus, the private educational scenario in Sarawak would be relatively representative of the private education landscape in Malaysia.

In this study, organizational health was studied using the organizational health definition covering four basic needs of an organization: adaptation, goal attainment, integration, and latency, and included the following seven dimensions of organizational health: academic emphasis, consideration, initiating structure, institutional integrity, morale, resource support, and upper management influence (Hoy & Miskel, 2005). This definition and the four dimensions of organizational health have been widely used in studies related to organizational health (Hoy & Miskel, 2005; Korkmaz, 2006; Turingan, 2002).

Thus, the research questions of the study were:

1. What is the level of organizational health and of each dimension: academic emphasis, consideration, initiating structure, institutional integrity, morale, resource support and upper management influence, of the private higher educational institution?
2. What is the order of occurrences of the seven dimensions of organizational health?
3. Are there differences in the employees' perceptions of Organizational Health in terms of age, gender, educational level, length of service, and marital status?

Studying the order of occurrences of the seven dimensions of organizational health allow for the institution to rank and prioritize any remedial actions required to enhance its organizational health.

2.1. Terms in reference to Organizational Health

Organizational Health is the ability of an organization to adapt to its environment, create balance and harmony among members and achieve its goal (Korkmaz, 2006; Turingan, 2002). The organization has to have four functional aspects in order to maintain that harmony: adaptation, goal attainment, integration and latency (Hoy & Miskel, 2005; Hoy et al., 1991). Furthermore, in this study, organizational health was classified into seven dimensions, namely, *Academic Emphasis*, *Consideration*, *Initiating Structure*, *Institutional Integrity*, *Morale*, *Resource Support*, and *Upper Management Influence* (Hoy & Miskel, 2005; Turingan, 2002). These specific terms, derived from the Parsonian framework, represent each of the four basic needs of a social system as well as the three levels of organizational control (Hoy et al., 1991). These when combined, summed up the necessary ingredients for a healthy organization. Table 1 shows the seven dimensions of *Organizational Health*

and the corresponding function for each dimension. There are two dimensions with the predominant function of adaptation, namely, *Institutional Integrity* and *Resource Support*. In addition, two dimensions focus on the function of goal attainment, namely, *Academic Emphasis* and *Initiating Structure*. The final three dimensions in Table 1 all fulfill the functions of integration and latency. These three dimensions are *Upper Management Influence*, *Consideration* and *Morale*. This table also denotes the relationship between the functions for the seven health dimension and the activities involved in those functions. Adaptation and goal attainment involve activities which fulfill instrumental needs while integration and latency involve activities that fulfill expressive needs (Hoy & Woolfolk, 1993).

Table 1: Dimensions of organizational health

Health Dimension	Function
Institutional integrity	Adaptation
Resource support	Adaptation
Academic emphasis	Goal attainment
Initiating structure	Goal attainment
Upper management influence	Integration and latency
Consideration	Integration and latency
Morale	Integration and latency

Table 1 above lists the seven dimensions of organizational health. The first dimension Institutional Integrity refers to the ability of an institution to protect itself from unreasonable outside destructive forces in such a way that the educational integrity of the programs is maintained (Hoy & Miskel, 2005). *Resource Support* is the availability of adequate lecture room or hall supply and instructional materials and equipment. It also refers to the ability to acquire extra materials and equipment easily (Hoy & Miskel, 2005). *Academic Emphasis* refers to the institution's press for achievement. High *Academic Emphasis* exists when high but achievable academic goals are set for students, and when the emphasis is on the quality rather than the quantity of students (Hoy & Miskel, 2005). *Initiating Structure* is behaviour that is task and achievement oriented. Expectations must be clearly expressed and standards of performance must be maintained (Hoy & Miskel, 2005). *Influence* refers to the ability to affect the actions of superiors for the benefit of the organization (Hoy & Miskel, 2005). *Consideration* is defined as any behavior that is friendly, supportive, open and collegial (Hoy & Miskel, 2005). *Morale* indicates a sense of trust, confidence, enthusiasm and friendliness among staff. High morale is evident when employees feel good about each other and feel a sense of accomplishment from their jobs (Hoy & Miskel, 2005).

3. RESEARCH METHODOLOGY

The study was carried out using a cross-sectional survey research design at a Kuching branch campus of a Malaysian private institution of higher learning. The institution offered diploma, bachelor and master degree programs in business, accounting, computer science, engineering, hospitality management and tourism management. There were approximately 144 full-time staff and 1200 full-time students in the organization. A questionnaire was used to collect data

and a pilot test was conducted on a randomly selected 24 full-time staff. Subsequently, the questionnaires were distributed to the remaining 120 full-time staff. The 78 full-time staff that completed and returned the questionnaires constituted the sample of the study.

The questionnaire used to measure the organizational health of the educational institution was an adaptation of the Organization Health Index (OHI) (Hoyet.al.1991). OHI had also been used in various previous studies (e.g., Cemaloglu, 2006; De Leon, 2003; Henderson, Buehler, Stein, Dalton, Robinson, & Anfara, 2005; Korkmaz, 2006, 2007; Passornsiri, 2007; Tsui et al., 1999; Turingan, 2002). Adaptations made included replacing the term “principal influence” used in the OHI with “upper management influence”; breaking down the categories of “consideration” and “initiating structure” into two subcategories each: “upper management consideration”, and “middle management consideration”, and “upper management initiating structure” and “middle management initiating structure” respectively; and substituting the term “teacher” with “lecturer” or “staff”. Minor changes were also made to the questionnaire items based on suggestions elicited from the pilot test. The term “indifferent” in Item 20 was replaced with the word “uncaring”, and in Item 34 the words “cool” was replaced with “unfriendly” and “aloof” with “unapproachable”. In addition, in Item 36 the word “whims” was replaced with “ever-changing demands”.

Further adaptation of the instrument was in the categorizing of scores. For the original OHI instrument, Hoy et al. (1991) determined that an educational institution can be assessed as healthy, moderately healthy or unhealthy, and the scores for organizational health were classified into nine categories ranging from very high, high, above average, slightly above average, average, slightly below average, below average, low to very low (<http://www.waynehoy.com/ohi-s.html>). In this study the categories of very high and very low were omitted based on comments from the pilot study that indicated a preference for fewer options.

For each item in the questionnaire, the participants had four choices of responses: “rarely occurs”, “sometimes occurs”, “often occurs” and “very often occurs”. The scoring of the responses was as follows: rarely occurs = 1; sometimes occurs = 2; often occurs = 3; and very often occurs = 4. Therefore, the maximum score for organizational health based on the average of the participants’ responses was 4.0 and the minimum score was 1.0. Table 2 below shows the classification of the organizational health of an organization.

The 54 items in the questionnaire measured the seven dimensions of academic emphasis, consideration, initiating structure, institutional integrity, morale, resource support, and upper management influence. The following is a breakdown of the 54 items. There was eight items on the academic emphasis dimension, and nine items on the morale dimension. The constructs of consideration and initiating structure were each further broken down into two subcategories: upper management and middle management, and for each subcategory there were five items. There were seven items which measured institutional integrity, five items on resource support dimension and five items measured the upper management influence dimension. The questionnaire used in this study is appended in the appendix. Table 3 below shows the results of the pilot test, and the Cronbach’s Alpha Coefficients for all the dimensions when rounded up achieved the 0.7 acceptable levels (Nunnally, 1978). The questionnaire instrument was deemed to be of sufficient reliability for use in the actual study.

Table 2: Levels of Organizational Health (OH)

Level of OH Mean Values	
High	3.58 – 4.00
Above average	3.15 – 3.57
Slightly above average	2.72 – 3.14
Moderate	2.29 – 2.71
Slightly below average	1.86 – 2.28
Below average	1.43 – 1.85
Low	1.0 – 1.42

Note: Adapted from Hoy's Health Index Score Chart - <http://www.waynehoy.com/ohis.html>

Table 3: Pilot Test Reliability Coefficients for the Various Dimensions

Dimension	Number of Items
Academic emphasis	8
Consideration - Upper and middle management	10
Consideration upper management	5
Consideration middle management	5
Initiating structure upper and middle management	10
Initiating structure upper management	5
Initiating structure middle management	5
Institutional integrity	7
Resource support	5
Morale	9
Upper management influence	5
Overall	54

The final version of the questionnaire was distributed to the remaining 120 (80%) full-time staff in the educational institution and 78 of the participants returned the questionnaires. The data collected was statistically analyzed using descriptive statistics of means, standard deviations and frequencies to answer the research objective

4. FINDINGS

The followings are the descriptive statistics for the seven dimensions of organizational health.

4.1. Academic Emphasis

Table 4 below shows that a majority of the participants felt the institution of higher learning expressed academic emphasis between sometimes and often (Mean=2.582, Std. Dev.=0.447). Specifically, a majority of the participants felt that students could achieve the goals set for

Table 4: Frequency, mean and standard deviation scores for academic emphasis

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall						2.582	0.447
Q7: The students in this college/university can achieve the goals that have been set for them	78	3 (3.8%)	44 (56.4%)	28 (35.9%)	3 (3.8%)		
Q14: This college/ university sets high standards for academic performance	78	4 (5.1%)	21 (26.9%)	44 (56.4%)	9 (11.5%)		
Q21: Students respect others who get good grades	77	4 (5.2%)	39 (50.6%)	25 (32.5%)	9 (11.7%)		
Q28: Students seek extra work so they can get good grades	74	15 (20.3%)	32 (43.2%)	21 (28.4%)	21 (8.1%)		
Q35: Faculty in this college / university believe that their students have the ability to achieve academically	77	1 (1.3%)	20 (26.0%)	48 (62.3%)	8 (10.4%)		
Q38: Academic achievement is recognized and acknowledged by this college/university	78	5 (6.4%)	12 (15.4%)	40 (51.4%)	21 (26.9%)		
Q41: Students try hard to improve on previous work	76	3 (3.9%)	43 (56.6%)	27 (35.5%)	3 (3.9%)		
Q43: The learning environment in classrooms is orderly and serious	74	2 (2.7%)	32 (43.2%)	32 (43.2%)	8 (10.8%)		

Notes: N= Total number of participants, RO= Rarely Occurs, SO= Sometimes Occurs, OO= Often Occurs, VOO=Very Often Occurs, Std.Dev.= Standard Deviation

them, the institute of higher learning set high academic standards, and the students showed respect towards others who got good grades. In addition, the students sought extra work to get good grades and they tried hard to improve on their work. Further, the faculty in the institution believed that their students had the ability to achieve academically, academic achievement was recognized and acknowledged by the institution, and the learning environment was orderly and serious and these sometimes or often occurred.

4.2. Consideration

Table 5 below shows that generally, the middle management fared better than the upper management (overall for upper management: Mean=2.261, Std. Dev.= 0.597; overall for middle management: Mean=2.418, Std. Dev.=0.538) in terms of their consideration for their staff. Majority of the participants felt the middle management cared for and treated their staff better than the upper management. Nonetheless, for both the upper and middle management, most of the participants felt instances where the management were friendly and approachable, the participants were treated as equal, and the management put participants' suggestions into operation. However the participants felt that the management was willing to make changes sometimes, and management often looked out for their welfare.

4.3. Initiating Structure

The participants' responses to initiating structure are shown in Table 6 below. The results indicated that generally, the middle management fared slightly better than the upper management (overall for upper management: Mean=2.757, Std. Dev.=0.542; overall for middle management: Mean=2.784, Std. Dev.=0.456) in terms of their ability to initiate structure within the learning institution. For initiating structure dimension, most of the participants felt that their upper and middle management often asked all staff to follow rules and regulations, made their attitudes clear to other employees, let lecturers know what was expected of them, and maintained definite standards of performance. Another big group of participants felt that these initiating structure activities only occurred occasionally among the upper and middle management.

4.4. Institutional Integrity

The results of responses on institutional integrity by participants in this study are shown below in Table 7. The results showed that institutional integrity occurred between sometimes and often (Overall Mean=2.72, Std. Dev.=0.387). Questions 8, 15, 22, 29, 36 and 39 were re-coded prior to the calculation of the mean and standard deviation. Table 6 shows that majority of the participants perceived that institutional integrity only occurred sometimes such as faculty was protected from unreasonable community and parental demands, the institution was vulnerable to outside pressures, the community demands were accepted even when they were not consistent with the educational program, and the institution was open to the ever changing demand of the public. For these items, a smaller number of participants also believed they occurred often. For the items related to staff feeling pressured by the community and outsiders influencing board decisions, a similar number of participants believed they occurred rarely or often. On the other hand, for the item on vocal parents changing school policy, a similar number of participants believed it rarely occurred or occurred occasionally.

Table 5: Frequency, mean and standard deviation scores for consideration

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall upper management						2.261	0.597
Overall for middle management						2.418	0.538
Overall						2.341	0.516
Q3a: The upper management are friendly and approachable	78	7(9.0%)	33(42.3%)	23(29.5%)	15(19.2%)		
Q3b: The middle management are friendly and approachable	78	1(1.3%)	25(32.1%)	38(48.7%)	14(17.9%)		
Q10a: The upper management treat all staff as their equals	78	20(25.6%)	35(44.9%)	20(25.6%)	3(3.8%)		
Q10b: The middle management treat all staff as their equals	78	14(17.9%)	32(41.0%)	29(37.2%)	3(3.8%)		
Q17a: The upper management put suggestions made by the staff into operation	76	13(17.1%)	45(59.2%)	17(22.4%)	1(1.3%)		
Q17b: The middle management put suggestions made by the staff into operation	76	4(5.3%)	45(59.2%)	25(32.9%)	2(2.6%)		
Q24a: The upper management are willing to make changes	78	11(14.1%)	35(44.9%)	26(33.3%)	6(7.7%)		
Q24b: The middle management are willing to make changes	78	9(11.5%)	36(46.2%)	26(33.3%)	7(9.0%)		
Q31a: The upper management look out for the personal welfare of the staff	77	12(15.6%)	40(51.9%)	22(28.6%)	3(3.9%)		
Q31b: The middle management look out for the personal welfare of the staff	78	14(17.9%)	37(47.4%)	22(28.2%)	5(6.4%)		

Notes: N= Total number of participants, RO = Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

Table 6: Frequency, mean and standard deviation scores for initiating structure

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall upper management						2.757	0.542
Overall for middle management						2.784	0.456
Overall						2.792	0.446
Q4a: The upper management ask that all staff follow standard rules and regulations	78	3 (3.8%)	12(15.4%)	35(44.9%)	28(35.9%)		
Q4b: The middle management ask that all staff follow standard rules and regulations	78	3 (3.8%)	14(17.9%)	43(55.1%)	18(23.1%)		
Q11a: The upper management make their attitudes clear to the other employees in the college/ university	78	6 (7.7%)	23(29.5%)	33(42.3%)	16(20.5%)		
Q11b: The middle management make their attitudes clear to the other employees in the college/ university	78	3 (3.8%)	30(38.5%)	35(44.9%)	10(12.8%)		
Q18a: The upper management let lecturers know what is expected of them	75	4 (5.3%)	20(26.7%)	39(52.0%)	12(16.0%)		
Q18b: The middle management let lecturers know what is expected of them	74	2(2.75%)	18(24.3%)	46(62.2%)	8 (10.8%)		
Q25a: The upper management maintain definite standards of performance	78	6 (7.7%)	23(29.5%)	44(56.4%)	5 (6.4%)		
Q25b: The middle management maintain definite standards of performance	78	2 (2.6%)	30(38.5%)	41(52.6%)	5 (6.4%)		
Q32a: The upper management schedule the work to be done	76	5 (6.6%)	20(26.3%)	39(51.3%)	12(15.8%)		
Q32b: The middle management schedule the work to be done	77	0 (0.0%)	25(32.5%)	41(53.2%)	11(14.3%)		

Notes: N= Total number of participants, RO = Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

Table 7: Frequency, mean and standard deviation scores for institutional integrity

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall						2.721	0.387
Q1: Faculty are protected from unreasonable community and parental demands	73	6 (8.2%)	42 (57.5%)	23 (31.5%)	2 (2.7%)		
*Q8: This college/ university is vulnerable to outside pressures	77	5 (6.5%)	34 (44.2%)	30 (39%)	8 (10.4%)		
*Q15: Community demands are accepted even when they are not consistent with the educational program	75	6 (8.0%)	42 (56.0%)	21 (28.0%)	6 (8.0%)		
*Q22: The staff feel pressure from the community	76	17 (22.4%)	42 (55.3%)	13 (17.1%)	4 (5.3%)		
*Q29: Some outsiders influence board decisions	72	19 (26.4%)	35 (48.6%)	15 (20.8%)	3 (4.2%)		
*Q36: This college/university is open to the ever changing demands of the public	78	7 (9.0%)	24 (30.8%)	35 (44.9%)	12 (15.4%)		
*Q39: A few vocal parents can change school policy	78	32 (42.1%)	32 (42.1%)	8 (10.5%)	4 (5.3%)		

Notes: The items with * were re-coded prior to the calculation of the mean and standard deviation. N= Total number of participants, RO = Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

4.5. *Morale*

Table 8 below shows that the participants felt positive morale boosting activities sometimes or often occurred (Mean=2.702, Std. Dev.=0.498). Almost similar number of participants believed that instances of faculties do favors for each other and staff in the institution liked each other occurred occasionally or often. On the other hand, staff was rarely or sometimes perceived as being uncaring to each other. Likewise, the staff was rarely or sometimes perceived as being unfriendly and unapproachable. Other morale boosting acts that were perceived to occur often by majority of the participants were staff exhibiting friendliness to each other, having a feeling of trust and confidence among staff and staff being able to identify with the institution. For all three items, another smaller group of participants felt that the acts only occurred occasionally. The participants also felt that instances such as staff having high morale and staff accomplishing their jobs with enthusiasm only sometimes and often occurred.

4.6. *Resource Support*

Table 9 below presents results on the participants' indicators of resource support at the private institution of higher learning. Overall, a majority of the participants indicated that occurrences of resource support were between sometimes and often (Mean=2.586, Std. Dev.=0.530). A majority of the participants perceived that it was often the faculty was provided with adequate materials for their classrooms, received necessary supplies and equipment and had access to needed instructional materials and equipment while some participants felt that only happened sometimes. On the contrary, a majority of the participants felt that materials were made available upon request took place only sometimes and some participants felt that supplementary materials were made available for classroom use to have often occurred.

4.7. *Upper Management Influence*

Table 10 below presents results on the participants' indications of the upper management influence at the private institution of higher learning. The participants felt that the occurrences of upper management having an influence on their superiors were between sometimes and often (Overall Mean=2.690, Std. Dev.= 0.441). Almost a similar number of participants felt that the upper management staff could influence their superiors and got what they wanted from them, were able to influence the actions of their superiors, and were able to work well with their superiors often or occasionally. Most of the participants believed concerns of the upper management were given serious consideration by their superiors to have often occurred. At the same time, they also felt that the upper management was sometimes impeded by their superiors.

Table 8: Frequency, mean and standard deviation scores for morale

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall						2.702	0.498
Q6: Faculties do favors for each other	76	6(7.9%)	34(44.7%)	32(42.1%)	4(5.3%)		
Q13: Staff in this college/ university like each other	78	6(7.7%)	35(44.9%)	34(43.6%)	3(3.8%)		
*Q20: The staff here are uncaring to each other	78	37(47.4%)	30(38.5%)	7(9.0%)	4(5.1%)		
Q27: The staff exhibit friendliness to each other	78	0(0.0%)	21(26.9%)	44(56.4%)	13(16.7%)		
*Q34: The staff in this college/ university are unfriendly and unapproachable to each other	77	43(55.8%)	27(35.1%)	6(7.8%)	1(1.3%)		
Q37: The morale of the staff is high	77	8(10.4%)	35(45.5%)	28(36.4%)	6(7.8%)		
Q40: There is a feeling of trust and confidence among the staff	78	12(15.4%)	29(37.2%)	32(41.0%)	5(6.4%)		
Q42: The staff accomplish their jobs with enthusiasm	77	5(6.5%)	39(50.6%)	30(39.0%)	3(3.9%)		
Q44: The staff identify with this college/ university	77	6(7.8%)	28(36.4%)	34(44.2%)	9(11.7%)		

Notes: The items with * were re-coded prior to the calculation of the mean and standard deviation. N= Total number of participants, RO =Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

Table 9: Frequency, mean and standard deviation scores for resource support

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall						2.586	0.530
Q5: Extra materials are available if requested	77	7 (9.1%)	41 (53.2%)	25 (32.5%)	4 (5.2%)		
Q12: Faculty are provided with adequate materials for their classrooms	75	2 (2.7%)	25 (33.3%)	39 (52.0%)	9 (12.0%)		
Q19: Faculty receive necessary supplies and equipment	75	1 (1.3%)	22 (29.3%)	39 (52.0%)	13 (17.3%)		
Q26: Supplementary materials are available for classroom use	73	6 (8.2%)	35 (47.9%)	27 (37.0%)	5 (6.8%)		
Q33: Faculty have access to needed instructional materials and equipment	72	2 (2.8%)	29 (40.3%)	36 (50.0%)	5 (6.9%)		

Notes: N= Total number of participants, RO = Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

Table 10: Frequency, mean and standard deviation scores for upper management influence

Questionnaire Item	N	RO	SO	OO	VOO	Mean	Std Dev
Overall	2,690	0.441					
Q2: The Upper Management get what they ask from their superiors	74	1(1.4%)	30(40.5%)	30(40.5%)	13(17.6%)		
Q9: The Upper Management are able to influence the actions of their superiors	75	6 (8.0%)	30(40.0%)	33(44.0%)	6(8.0%)		
Q16: The Upper Management are able to work well with their superiors	74	0(0.0%)	33(44.6%)	34(45.9%)	7(9.5%)		
Q23: The Upper Management's concerns are given serious consideration by their superiors	74	1(1.4%)	30(40.5%)	40(54.1%)	3(4.1%)		
*Q30: The Upper Management are impeded by their superiors	72	12(16.7%)	42(48.3%)	17(23.6%)	1(1.4%)		

Notes: The items with * were re-coded prior to the calculation of the mean and standard deviation. N= Total number of participants, RO = Rarely Occurs, SO = Sometimes Occurs, OO = Often Occurs, VOO = Very Often Occurs, Std. Dev. = Standard Deviation

The followings are the results of the data analyses for the three stated research questions:

4.8. Overall Level of Organizational Health of the Institution

Research Question 1 pertained to the overall organizational health of the private institution of higher learning. Based on the mean score of the 54 items on the questionnaire, the private institution of higher learning in this study has moderate organizational health with mean score of 2.655 based on the criteria in Table 1.

4.9. Levels and order of Organizational Health for the Seven Dimensions

The second research question pertained to the level of organizational health of the seven dimensions of private institution of higher learning. Table 11 below shows the order, means and levels of organizational health for the various dimensions namely, initiating structure (2.792, slightly above average), institutional integrity (2.721, slightly above average), morale (2.702, moderate), upper management influence (2.690, moderate), resource support (2.586, moderate), academic emphasis (2.582, moderate) and consideration (2.341, moderate).

Table 11: Levels of organizational health for individual dimensions in order of occurrence

Dimension	Mean	Std Dev	Level of Organizational Health
Initiating structure	2.792	0.446	Slightly Above Average
Institutional integrity	2.721	0.387	Slightly Above Average
Morale	2.702	0.498	Moderate
Upper management influence	2.690	0.441	Moderate
Resource support	2.586	0.530	Moderate
Academic emphasis	2.582	0.530	Moderate
Consideration	2.341	0.516	Moderate
Overall	2.655	0.478	Moderate

4.9.1. Differences in Organizational Health based on age, gender, educational level length of service and marital status

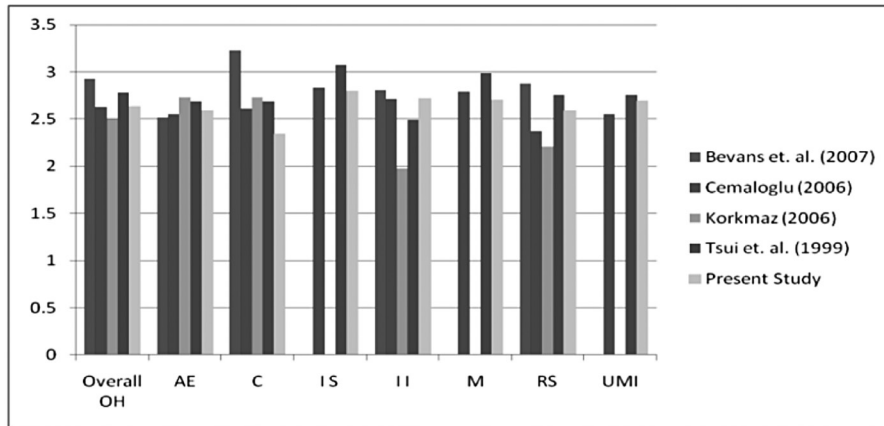
The One-Way ANOVA analyses indicated no significant levels on the perception of organizational health based on gender, age, length of service and marital status with p-values exceeding the significance level of 0.05.

5. DISCUSSIONS

Results of the study revealed that staff of the private institution of higher learning rated the organizational health of their organization as moderately healthy. Previous studies have shown the organizational health of educational institutions having varying organizational health scores, a few being unhealthy, most moderately healthy while only some were perceived as healthy (Bevans et al., 2007; Cemaloglu, 2006; De Leon, 2003; Klingele & Lyden, 2001;

Korkmaz, 2006; Passornsiri, 2007; Tsui et al., 1999; Turingan, 2002). Figure 1 below shows a comparison of the organizational health scores overall and by dimension of the studies which used the OHI (Hoy & Miskel, 2005) as adapted and used in this present study. The study by Bevens et al. (2007) shows the highest overall organizational health score ($M=2.93$, slightly above average), followed by Tsui et al. (1999) ($M=2.78$, slightly above average), then this present study ($M=2.631$, moderate), Cemaloglu (2006) ($M=2.63$, moderate) and lastly, Korkmaz (2006) ($M=2.5$, moderate).

Figure 1: Comparison of organizational health scores between previous studies and present study



Notes: AE=academic emphasis, C=consideration, IS=initiating structure, II= institutional integrity, M=morale, RS=resource support, UMI=upper management influence(called principal influence in previous studies)

Figure 1 above shows that in the present study, initiating structure, the dimension with the highest level of organizational health, was assessed to be slightly above average. The participants of this study indicated that the middle management fared slightly better than the upper management. As revealed in previous studies, this seems to show a definite link between perceived levels of initiating structure and job satisfaction. It has also been shown that initiating structure is one of the vital components of leadership effectiveness (Cemaloglu, 2006; Korkmaz, 2007; Lin, 2003). Therefore, it is of interest to note that with slightly above average initiating structure, this private institution of higher learning has shown evidence of having effective leadership and above average job satisfaction.

Following closely behind initiating structure is institutional integrity with a level of slightly above average. The participants felt that lecturers were somewhat adequately protected from unreasonable community and parental demands. In addition, they indicated that the private institution of higher learning was sometimes vulnerable to outside pressures. Research has shown that adverse external pressure could negatively influence the quality of education in an institution (Welsh & Metcalf, 2003). If the institutional integrity of an institution is below

average, it could be an indication that administrators could be pressured to change courses to appease the demands of external stakeholders. However, based on the findings, this institution had not been unduly influenced by public pressure.

Morale in the present study was the third ranking dimension with moderate organizational health based on the questionnaire responses. Staff felt that their colleagues were not often uncaring toward each other and were actually sometimes friendly toward each other. They felt that the level of morale among them was sometimes high and sometimes they performed their duties with enthusiasm. Research has shown that a positive link exists between morale and a faculty perceived value of faculty work life (Johnstrud & Rosser, 2002). The morale of staff of an educational institution is often a reflection of the perceived quality of the academic life within that institution as well as the intention of the staff to remain with or leave that institution (Johnstrud & Rosser, 2002). Studies have also indicated a relationship between faculty morale and faculty motivation to lecture (St Charles, 2002). Abendschein (2004) argued that private institutions of higher education should look for ways in which they can improve the morale of their lecturing staff, especially now in view of the demand on private educational institutions to be able to maintain high standards in an increasingly competitive environment. Due to the moderate level of the morale in this present study, it is likely that staff of this private institution perceived the quality of academic life as being moderate. As a result, some of the staff may exhibit moderate motivation to lecture.

Upper management influence was the dimension with the fourth ranking level of organizational health and assessed as moderate, based on the questionnaire data. Staff felt that the upper management could relatively often influence their superiors, could get what they asked from their superiors quite often, and could generally work well with their superiors. This influence from the upper management has been shown to be related to personal teaching efficacy. For example, teachers who perceived that their principals were influencing their superiors on their behalf believed strongly that they could motivate and help difficult students (Hoy & Woolfolk, 1993). Further, based on the studies conducted by Gregg (2003), the most common forms of influencing behaviors are ingratiation, freedom of speech, using of sanctions, assertiveness, friendliness, coercion and reason. Since not all forms of influencing behaviors encourage positive organizational health, further studies regarding the influencing behaviors of members of the upper management in this organization as well as others would help to shed more light on the relationship between influencing behaviors and organizational health.

Resource support, ranking fifth among the seven dimensions in the present study, was placed on a moderate level. Generally, the participants felt that resources and extra materials were sometimes available. Studies have shown that the availability of resources is closely linked to the perceptions of organizational health (Tsui et al., 1999). There was also a link shown between the perceived value of an institution and the adequacy of resource support in an institution (Administrators' views on campus operating budgets, 1995). Furthermore, it has been shown that resource support has been a factor that has influenced student retention in American universities and colleges (Lau, 2003). Providing excellent resource support could in essence affect service quality and customer satisfaction in universities and colleges. Hence, the improvement of resource support is very important since service quality and customer

satisfaction are two key factors that can lead to a business to succeed (Ham, 2003). Therefore, with resource support having been moderate in this study, it is an indication that the perceived value of this institution was moderate. Since research has shown that there is a link between the resources available in a private institution and the retention rate of students, it is evident that there would be a moderate retention rate in the private institution being studied. Moreover, the moderate resource support could moderately influence the success of this institution as a business.

Similarly, academic emphasis another dimension of organizational health in the present study was assessed to be moderate. Generally, the participants felt that positive academic emphasis sometimes occurred at the private institution, and students sometimes met their goals, sought extra help, and tried hard to improve. This study also showed that the students expressed moderate self-motivation and a somewhat restrained desire to perform well in their studies. These seemed to be consistent with the findings by Osborne (2006). In addition, this present study, also observed that high academic achievement was often recognized in this private institution of higher learning. Turingan (2002) indicated that academic emphasis is a key in determining the organizational health and effectiveness of an educational institution. Administrators and faculty should be able to take pride in the academic achievements of their students (Hoy et al., 2006). However, due to competition and demands of the global market, it is becoming more challenging to ensure that private institutions of higher education are maintaining high academic standards (Yotova, 2005). With moderate academic emphasis, it is evident that the level of academic quality in this private institution of higher learning under study could improve.

On the other hand, the dimension of consideration for the upper management was slightly below average for organizational health, and for the middle management it was moderate. Generally, based on the questionnaire responses, considerate behavior was perceived to be between sometimes and often by both the upper management and the middle management. Interestingly, compared to other previous studies, the private institution of higher learning in this present study has ranked lowest the dimension of consideration (Refer to Figure 1). Research has indicated that there is a positive relationship between perceived levels of consideration and job satisfaction with consideration one of the vital components of leadership effectiveness (Cemaloglu, 2006; Korkmaz, 2007; Lin, 2003). However, in this present study, consideration was ranked as slightly below average for the upper management and moderate for the middle management. Hence, employees supervised by the upper management in this research would be experiencing slightly below average job satisfaction while those supervised by the middle management would be feeling moderate job satisfaction. In addition, since consideration has been shown to be a vital component of leadership effectiveness, there is an indication that the leadership effectiveness of the middle management surpasses that of the upper management, especially in the area of consideration.

Furthermore, in the present study, participants were surveyed on the seven dimensions of organizational health of which two, initiating structure (task-orientation) and consideration (relationship-orientation), were the main components of leadership style (Hoy & Miskel, 2005; Tsui et al., 1999). Previous studies have shown that most participants preferred to see their superiors exhibit a high degree of these two dimensions. When an educational institution

has leaders who are both highly task-oriented and highly relationship-oriented, it is considered to be healthy in regard to leadership (Lin, 2003; Tsui et al., 1999). However, in the present study, staff felt that the upper management showed slightly below average consideration and the middle management showed moderate consideration and both upper and middle management showed slightly above average initiating structure. Furthermore, the results of this study showed that although overall, the dimension of initiating structure was ranked as the highest dimension out of all the seven dimensions of organizational health, consideration was ranked as the lowest of all the seven dimensions. With these results, it is obvious that this private institution is more task-oriented than relationship-oriented. In contrast, a study by Lin (2003) showed a strong relationship between the faculty's perceptions of their presidents' leadership styles and faculty levels of job satisfaction. Faculty members were likely to have high job satisfaction when they perceived that their presidential leaders showed signs of high consideration and high initiating structure where consideration was more closely linked to job satisfaction (Lin, 2003). As the study by Lin (2003) showed, there could be lower than average job satisfaction in the private institution of higher learning in this study due to the lower consideration rating.

The present study did not indicate the presence of differences in perception of organizational health based on the demographic variables of gender, age, length of service and marital status. Past literature on overseas studies have indicated a positive relationships between age and **and** perceptions of *Academic Emphasis*, *Initiating Structure*, and *Institutional Integrity* (Cemaloglu, 2006; Osborne, 2006). In addition, past studies have also shown that male participants reported higher levels of *Institutional Integrity* (Cemaloglu, 2006; Lim, 2003), and male staff showed a more negative perception of affiliation when student enrollment was high (Bevans et al., 2007). Furthermore, *Morale*, *Consideration* and *Institutional Integrity* have been shown to be positively related to length of service (Tsui & Cheng, 1999) and evidence of a significant positive relationship between length of service and organizational commitment (Tsui et al., 1999). In addition, married respondents also expressed more positive feelings about organizational commitment (Tsui et al., 1999), *Consideration*, *Institutional Integrity* (Tsui & Cheng, 1999) and *Morale* (Cemaloglu, 2006; Tsui & Cheng, 1999).

6. CONCLUSIONS

This research investigated the organizational health of a private institution of higher learning in Malaysia. The variables examined were academic emphasis, consideration, initiating structure, institutional integrity, resource support, morale and upper management influence. This private institution of higher learning was shown to be highly task oriented and able to set and implement goals effectively. In addition, the institution was able to maintain its identity and academic quality in the face of any negative external pressure. There were also some areas of organizational health which were in need of improvement. Firstly, the upper and middle management needed to improve on making their attitudes clear to other staff as well as telling lecturers what was expected of them. They also needed to be friendlier toward their staff, improve in treating others as their equals, listen more to suggestions made by their staff, and start looking out for the interests of others. In addition, it was determined that staff needed to be more positive about their work, and friendlier toward each other. Furthermore, more resources such as library books, computers, LCDs, up-to-date software, and extra teaching

materials needed to be available. In regard to the students, it is evident that they needed to improve in self-motivation, and develop a positive outlook on their studies. A further point is that this private institution of higher learning had moderate health. The order of occurrences of the seven dimensions of organizational health was: initiating structure, institutional integrity, morale, upper management influence, academic emphasis, resource support and consideration. Finally, it would appear that the organizational health of the private institution of higher learning in this study could still be improved to ensure that the goals of harmonious relationships and academic achievement are met. Some aspects to consider include having programs and strategies to enhance staff morale, increasing interactions between staff with different levels of responsibilities, providing more resources for teaching and learning, showing considerations to staff, and emphasizing on academic excellence.

REFERENCES

- Abendschein, L. (2004). *Rewards and recognition: An assessment of strategies to retain and motivate employees in institutions of higher education*. Unpublished master thesis, State University of New York, Empire State College'
- Administrators' views on campus operating budgets (1995). *The Chronicle of Higher Education*, 42(1), 32.
- Alexander, F. K. (July/August 2000). The changing face of accountability. *The Journal of Higher Education*, 71(4), 411-431.
- Bevans, K., Bradshaw, C, Miech, R., & Leaf, P. (2007). Staff and school level predictors of school organizational health: A multilevel analysis. *Journal of School Health*, 77(6), 294-302.
- Campbell, J. (2007). The global classroom: Effective subject and pedagogy design as positive aspects of globalization. *In the Proceedings of ICTL 2007 (International Conference of Teaching and Learning) (pp. 1-8)*. Kuala Lumpur, Malaysia: INTI University College.
- Carnoy, M. (2005). *Globalization, educational trends and the open society*. Retrieved August 1, 2012, from http://www.soros.org/sites/default/files/carnoy_english.pdf
- Cemaloglu, N. (2006). Analysis of the primary school teachers' perception of organizational health in terms of different variables. *Egitim Fakultesi Derisi (H.U. Journal of Education)*, 30, 63-72.
- De Leon, N. B. (2003). *Systems analysis approach to organizational effectiveness of Saint Louis University: Basis for organizational development interventions*. Unpublished doctoral dissertation, Saint Louis University, Baguio City, Philippines.
- Ghorbani, M., Afrassabi, R., & Rezvan, Z. (2012). A study of the relationship between organizational health and efficacy. *World Applied Sciences Journal*, 17(6), 694-703.
- Gopinathan, S. (2007). Globalisation, the Singapore development state and education policy: a thesis revisited. *Globalisation, Societies and Education*, 5(1), 53-70.

- Gregg, J. R. (2003). *Influence leadership: An analysis of how leaders use influence tactics in higher education*. Unpublished doctoral dissertation, Pepperdine University, California.
- Ham, C. L. (2003). *Service quality, customer satisfaction, and customer behavioural intentions in Higher Education*. Unpublished doctoral dissertation, Nova Southeastern University, Florida.
- Henderson, C. L., Buehler, A. E., Stein, W. L., Dalton, J. E., Robinson, T. R., & Anfara Jr. V. A. (2005). Organizational health and student achievement in Tennessee middle level schools. *NASSP Bulletin*, 89 (644), 54-75.
- Hoy, W. K., & Miskel, C. G. (2005). *Educational administration theory, research and practice*. Boston: McGraw Hill.
- Hoy, W. K., Tarter, J. C., & Kottkamp, R. B. (1991). *Open schools / Healthy schools. Measuring organizational climate*. Ohio: Sage Publications, Inc.
- Hoy, W.K., & Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93(4), 355-372.
- Hurd, D.L. (2007). *Leading transformational change: A study of internationalization at three universities in the United States*. Unpublished doctoral thesis, Florida Atlantic University, Florida.
- Johnstrud, L.K., & Rosser, V.J. (July/August, 2002). Faculty member's morale and their intention to leave. *The Journal of Higher Learning*, 73(4), 518-542.
- Kaur, S. (2007, October). *Ideas and issues on higher education*. Retrieved August 1, 2012, from http://www.cshe.unimelb.edu.au/research/res_seminars/issues_ideas/2007/docs/KaurPaperOct107.pdf
- Klinge, W., & Lyden, J. (2001). Organizational health and teacher education. *The Teacher Educator*, 37(2), 100-116.
- Korkmaz, M. (2006). The relationship between organizational health and robust school vision in elementary schools. *Educational Research Quarterly*, 30(1), 14-36.
- Korkmaz, M. (2007). The effects of leadership styles on organizational health. *Educational Research Quarterly*, 30(3), 22-54.
- Lau, L. K. (2003). Institutional factors affecting student retention. *Education*, 124(1), 126-136.
- Lim, T. (2003). *Relationships among organizational commitment, learning organization culture, and job satisfaction in one Korean private organization*. Unpublished doctoral thesis, University of Minnesota, Minnesota.
- Lin, C. H. (2003). *Perceived presidential leadership styles and faculty job satisfaction at Taiwanese Institutes of Technology*. Unpublished doctoral dissertation, University of South Dakota, South Dakota.
- Meyer, L. H. (Apr 2007). Collegial participation in university governance: A case study of institutional change. *Studies in Higher Education*, 32(2), 225-243.

- Mok, K. H. (2007). Globalisation, new education governance and state capacity in East Asia. *Globalisation, Societies & Education*, 5(1), 1-21.
- Morris, D., Yaacob, A., & Wood, G. (2004). Attitudes toward pay and promotion in the Malaysian higher educational sector. *Employee Relations*, 26(2), 137-150.
- Nunnally, J. C. (1978) *Psychometric theory*. New York: McGraw Hill.
- Omoyemiju, M. A. (2011). A study of teachers' perception of schools' organizational health in Osun State. *World Journal of Education*, 1(1), 165-170.
- Osborne, A. (2006). *Public school teacher attrition and organizational health: A comparative study*. Unpublished doctoral dissertation, University of Texas, Austin, Texas.
- Passornisiri, N. (2007, June). *Organizational health of secondary schools in Nonthaburi Province of Thailand*. Paper presented at the Fourteenth International Conference on Learning, Johannesburg, South Africa.
- Rahe, M., & Morales, C. (2005). Reducing resistance to change through knowledge management: A conceptual approach. *Research and Practice in Human Resource Management*, 13(2), 49-64.
- Rao, S. S. (2007). *Globalisation, affirmative action and higher education reforms in Malaysia: A tight rope walk between equality and excellence*. Retrieved August 1, 2012 from http://www.asianscholarship.org/asf/ejournal/articles/s_rao.pdf
- Society for Social Research, University of Chicago. (2003). *Talcott Parsons: An outline of the social system. SRR prelim summary archive*. Retrieved March 19, 2010, from University Chicago, Society for Social Research Web site: <http://ssr1.uchicago.edu/PRELIMS/Theory/parsons.html>
- St. Charles, N. D. (2002). *Human resource management practices, faculty morale and the impact on teaching performance and university effectiveness*. Unpublished doctoral dissertation, Agrosy University, Sarasota, Florida.
- The Organizational Health Inventory (OH-S)*. Retrieved August 1, 2012 from <http://www.waynekhoy.com/ohi-s.html>
- Tsui, K. T., Leung, T. W., Cheung, Y. S., Mok, H. T., & Ho, W. S. (1999). The relationship of teachers' organizational commitment to their perceived organizational health and personal characteristics in primary schools. *CUHK Journal of Primary Education*, 4(2), 27-41.
- Tsui, T. K., & Cheng, Y. C. (1999). School organizational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research and Evaluation*, 5(3), 249-268.
- Turingan, O. M. (2002). *Organizational health of Philippine Colleges of Nursing cited as Centres of Excellence and its relationship to perceived organizational effectiveness and school performance*. Unpublished doctoral dissertation, University of the Incarnate Word, San Antonio, Texas.

- Welsh, J. F., & Metcalf, J. (2003). Faculty and administrative support for institutional effectiveness activities. *The Journal of Higher Education*, 74(4), 445-468.
- Yotova, J. K. (2005) *Institutional change in a transitional society: Support and resistance to new academic programs at two distinct universities in Bulgaria. A case study*. Unpublished doctoral thesis, Boston University, Massachusetts.

APPENDIX

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

RO = Rarely Occurs, SO = Sometimes Occurs; O = Often Occurs; VFO = Very Frequently Occurs

1. Faculty are protected from unreasonable community and parental demands
2. The upper management get what they ask from superiors
- 3a. The upper management are friendly and approachable
- 3b. The middle management are friendly and approachable
- 4a. The upper management ask that all staff follow standard rules and regulations
- 4b. The middle management ask that all staff follow standard rules and regulations
5. Extra materials are available if requested
6. Faculty do favours for each other
7. The students in this college/university can achieve the goals that have been set for them
8. This college/university is vulnerable to outside pressures
9. The upper management are able to influence the actions of their superiors
- 10a. The upper management treats all staff as their equals
- 10b. The middle management treats all staff as their equals
- 11a. The upper management makes their attitudes clear to the other employees in this college/university
- 11b. The middle management makes their attitudes clear to the other employees in this college/university
12. Faculty are provided with adequate materials for their classrooms
13. Staff in this college/university likes each other
14. This college/university sets high standards for academic performance
15. Community demands are accepted even when they are not consistent with the educational Program
16. The upper management are able to work well with their superiors
- 17a. The upper management put suggestions made by the staff into operation
- 17b. The middle management put suggestions made by the staff into operation
- 18a. The upper management let lecturers know what is expected of them
- 18b. The middle management let lecturers know what is expected of them
19. Faculty receive necessary classroom supplies and equipment

20. The staff here are uncaring to each other
21. Students respect others who get good grades
22. The staff feel pressure from the community
23. The upper management's concerns are given serious consideration by their superiors
- 24a. The upper management are willing to make changes
- 24b. The middle management are willing to make changes
- 25a. The upper management maintain definite standards of performance
- 25b. The middle management maintain definite standards of performance
26. Supplementary materials are available for classroom use
27. The staff exhibit friendliness to each other
28. Students seek extra work so they can get good grades
29. Some outsiders influence board decisions
30. The upper management is impeded by their superiors
- 31a. The upper management look out for the personal welfare of the staff
- 31b. The middle management look out for the personal welfare of the staff
- 32a. The upper management schedule the work to be done
- 32b. The middle management schedule the work to be done
33. Faculty have access to needed instructional materials and equipment
34. The staff in this college/university are unfriendly and unapproachable to each other
35. Faculty in this college/university believe that their students have the ability to achieve academically
36. This college/university is open to the ever changing demands of the public
37. The morale of the staff is high
38. Academic achievement is recognized and acknowledged by this college/university
39. A few vocal parents can change school policy
40. There is a feeling of trust and confidence among the staff
41. Students try hard to improve on previous work
42. The staff accomplished their jobs with enthusiasm
43. The learning environment in classrooms is orderly and serious
44. The staff identify with this college/university