A STUDY OF CAUSAL MODEL OF EDUCATIONAL LEADERSHIP; CHARACTERISTICS OF TEACHERS AND ORGANIZATIONAL HEALTH OF SCHOOL

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Abstract

With aim of determining relationships among variables of educational leadership, characteristics of teachers and organizational health, this research has been carried out. Research methodology is of correlation type. Statistical universe consisted of the entire elementary schools in western part of Mazandaran province, numbering 347 schools out of which 200 schools were selected as sample volume. Also, sampling method was conducted by random stratified method. The main tool of data collection in this research was 3 questionnaires of educational leadership, characteristics of teachers and organizational health of Hoy et al, respectively. Questionnaire of organizational health has been stand,ard and of validity. Validity of made-by-researcher questionnaires of educational leader and characteristics of teachers was investigated through facial and structural validity. In order to calculate reliability, Cronbach alpha method was used, and questionnaires of educational leadership, characteristic of teachers and organizational health were computed to be 0.953 and 974, respectively. Causal relationships among the variables were tested through structural modeling and using the Lisrel 8.54 software. The obtained findings showed that characteristics of teachers have a positive and significant influence on the organizational health. Meanwhile, characteristics of teachers play a mediatory role in the effectiveness of educational leadership on the organizational health.

Keywords: Educational leadership, characteristics of teachers, organizational health, conceptual model, structural equations.

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Introduction

All organizations have been established for a goal, and principal goal of schools and institutes is promotion of students' learning (Bush & Middlewood, 2013). Achievement of school's objectives can be considered to be feasible through processes such as quality management, quality employees, open-mindedness welcoming to changes and accepting them, commitment to collaboration and establishment of relationship, participation of parents and society, quality teaching, required resources and materials, technical aids, playing and interaction of students with their friends and classmates in the school yard, ceremonies of early morning, ceremonies of celebrations, leisure times, travel to the places outside of the school environment, sense of welfare in the physical environment, positive social relationships and…etc (American School Health Association, 2013). There are plentiful evidences suggesting that management plays the most significant role in guarantee of effectiveness of school(Bush et al., 2013). Of course, a study of the available literature, also, introduces the school principals to be general responsible ones for establishment of learning appropriate conditions and setting up of healthy climates in order to support academic achievement and develop positive attitude/outlook in the teachers and students (Blum, 2007). In the success of educational organizations, leadership behaviors of manager are very vital, and it is necessary to put an equal importance on the behaviors of leadership and administrative behaviors of managers(Bush et al., 2013). One leader educates his/her subordinates, although, they possess diversified talents and abilities and various skills, and lefts impact on them. And, in fact, one leader directs attention of his followers to the main mission of organization and creates inclination, interest, enthusiasm and spiritual, affective and physical energy so that they, in a harmonious effort, try to reach mission and goals of organization (Winston & Patterson, 2006). School leaders are those who influence on individuals to reach the goals(Leithwood & Poplin, 1992). Educational leadership is a process affecting other individuals in the educational system and it's major role must be unification of individuals around pivotal values. Educational leader requires drawing and clear expression of a perspective for educational organization. They are individuals who form goals, motivations and actions of others and require to have a great talent, energy and skill(Bush et al., 2013). Harris (2002) studied qualitatively the schools in which evidences of improvement were observed. His findings showed reliable evidences regarding successful educational leadership in the schools. Main characteristics of such a leader are as following: visions and values, distributing leadership among all members of school, investment in staff growth and development, human relationships and community building. These characteristics have been presented in table 1.

Table 1: Dimensions of educational leadership (Hariss, 2002)

| Dimension	definitions
Vision and values	Share common beliefs about learning and provide vision to staff and students, organizing the landscape around certain values, such as promoting learning, promote respect, justice
Distribution Leadership	The decision to work through work teams; participation of people in decision-making, strengthening collective activities, sharing duties with regard to the strength and expertise of staff
Investing in staff development	Programs such as job training, visiting other schools, focus on improving teaching and learning, challenging poor training strategies
Human relationships	Human relations need fair treatment, highlighting the relationships respectful, open and honest, welcoming gesture to all members
Community	Opportunities for dialogue between parents and staff, among those who are working inside the school and out of school

Another factor in formation of a healthy climate in the institutional system is procedure of attitude and behavior of teachers, their educational qualifications and their feeling toward rate of their effectiveness and environment they establish in classroom. Characteristics such as high assignment time, concentration on the scientific contents, transparent learning goals, interactional teaching, application of individual instructions (Ramdass & Lewis, 2012). friendly, warm and open relationships in the classroom, fair attitude toward the students, avoidance from physical punishment, annoyance and violence and establishment of opportunities for participation of students and respondence(World Health Organizations, 2007); are counted as prominent characteristics of the teachers. Thus, classification of dimensions of teachers' characteristic has been shown in table 2.

Table 2. Dimensions of Characteristics of teachers (Orlando, 2013)

Dimension	Definitions
Respect	ideas of Each individual is valued, learn to respect others and listen to them.
Warm, accessible	The Students know that their joy may be difficult or even share with the teacher.
High-level expectations	Set high level expectations, so the expectations are high impact on student learning progress.
Love of learning	Also love to learn to reconstruct continuous professional knowledge to provide high-quality education
flexibility	Adjust students individual differences according to the provision of educational materials
Professional Relations	Interaction, collaboration with other colleagues and teachers' professional development is considered as a way to solve problems.
Maintain a professional field	Maintain professionalism in all fields ranging from maintaining the physical appearance, required skills

On other hand, school with a healthy organizational climate is a school in which technical (Teachers), managerial (principals) and institutional levels are in harmony with one other and makes effort to reach it's objectives and success (Hoy and Miskle, 2013). Mylse (1969) described a healthy organization as an organization which not only remains alive in environment, but also copes with in it's challenges in long-term and expands it's own ability to survive and confronts with it continuously. He considers characteristics of the organizational health to include: Adaptability, competence of problem solving, concentration on goals, qualification of connections, maximum equality of power, application of resources, coherence and unity, spirit, independence and innovation. Framework of Mylse was presented and expanded by Hoy et al(1985, 1991). Findings of the recent researches show that leadership style of mangers is effective on the behavior of teachers and, also, organizational health of school. Also, behavior type, attitude/ outlook and, generally, characteristics of teachers are effective on the healthy psychosocial environment and positive climate of school and classroom. Arami (2006); Osouli-E-Bamchi (2009); Rejaeipour, Ahmadi and Babaei (2010); Davoodi, Valeie and Melki (2013) and Aghili, Ahmadzadeh and Fazeli (2014) showed that there exists a direct and significant relationship between leadership style of managers and rate of the schools' organizational health. In their own research, Amjadzebardast, Gholami and Nemati (2014) concluded that distributive leadership of managers, due to flexibility and establishment of organic structure in the schools and increase of relationships and potency of the individuals, is of the basic and required dimensions to increase effectiveness on schools considering mediator variable of teachers' characteristics. Rezaei and Solaiman Pouromran (2015) studied development of the professional qualification

in teachers. Qualification of teacher, ability of teachers to satisfy the needs and professional knowledge of teacher are the factors playing a role in success of teachers to establish effective relationship and providing a warm and intimate climate and learning process. Also, Harris (2002) showed in a qualitative research that leadership behavior of managers promotes a healthy and positive climate; furthermore, their professional behaviors towards teachers are effective on the quality of teachers' working life. On one hand, perception of teachers regarding trust of their managers is influential on the organizational climate of the school. In his study, Berry indicated that there exists a direct relationship between a healthy climate of school and/with behaviors and outlooks of teachers and kind of interaction among them and students. Masscall, Leithwood, Straus and Sacks (2009) showed that distributive leadership is accompanied by a high level of teachers' academic optimism. Ramdass and Leiwas (2012) indicated that leadership of principal and characteristics of teachers, in addition to other factors, including quality of curriculum, school culture and home-society relationships, are the important factors in formation of a healthy climate in school. In a study under topic of a healthy school, the American Schools Health Association (2013) showed that leadership behaviors of principals, beliefs of teachers, their fair attitudes toward students are regarded as the significant factors of social healthy growth and students' educational achievement. Khademfar and Idris (2012) showed results of the research with a high correlation between a transformist leadership and organizational health. The results of Clinic (2014) showed that there are relation between the characteristics of teachers and creating a positive atmosphere, open and healthy in school .Based on the above research, the following causal relationships can be considered:
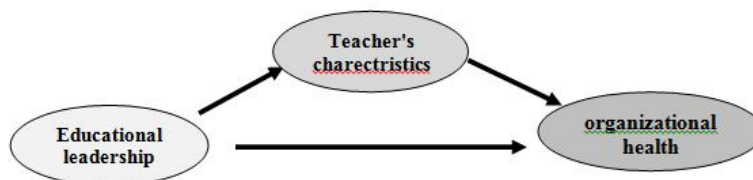
Fig. 1. A conceptual model

In this regard, according to conceptual model above the following hypotheses have been proposed:

First hypothesis: Educational Leadership has and significant, positive impact on the characteristics of teachers.

Second Hypothesis: the characteristics of teachers has positive and significant impact on organizational health

Third hypothesis: Educational Leadership has significant, positive impact on organizational health

Fourth hypothesis: the characteristics of teachers has the mediating role in effectivness of educational leadership i on organizational health.

Methodology

The aim of this study is to determine the causal relationship between the variables of educational leadership, organizational health characteristics of teachers and schools. So,This method is the Correlation research, modeling design of structural relations. To search for data with latent variables, the models fitted were measured. Explore educational leader in variable exogenous variables and endogenous variables are the characteristics of teachers and school organizational health.The study population consisted of 347 people in all elementary schools in West Mazandaran province. Since there is no consensus among researchers,the sample size necessary structural equation; But (McCollum et al., 1999) offer 200sample size of structural equation. In this study, a sample of 200 schools was considered. Sampling was stratified random sampling method. Thus, every school administrator and teacher

questionnaires sixth grade teachers and instructional leaders responded to the questionnaire organizational health. The main tool for collecting data in this study were 2 questionnaire that is self-made. Education leaders and teachers features and organizational health questionnaire was used Hui et al. Inventory education leaders and teachers with the literature related features were extracted. To verify the content of professors and several of the principals and teachers were opinions and comments of were correct. Also, The confirmatory factor analysis confirmed the validity for Educational Leadership Inventory: *RMSEA= 0/065, IFI= 0/90, GFI= 0/91* and for characteristics of teachers was calculated *RMSEA= 0/062, IFI= 0/92, GFI= 0/98.* In this research, educational leadership test reliability coefficient, characteristics of the teachers and organizational health were calculated 0.953, 0.963 and 947/0 respectively.

Research findings and data analysis

The results of Normal test data

To claim the normal distribution of data Kolmogorov-Smirnov test was used**.** The significance level for Educational Leadership138/0 and teachers features 224/0, and, organizational health 173/0 were calculated. And because this amount was more than 05/0 claims, normal distribution of variables was accepted.

Conceptual model of Fitting test: in this phase diagram using path analysis techniques to examine the hypotheses of the research.
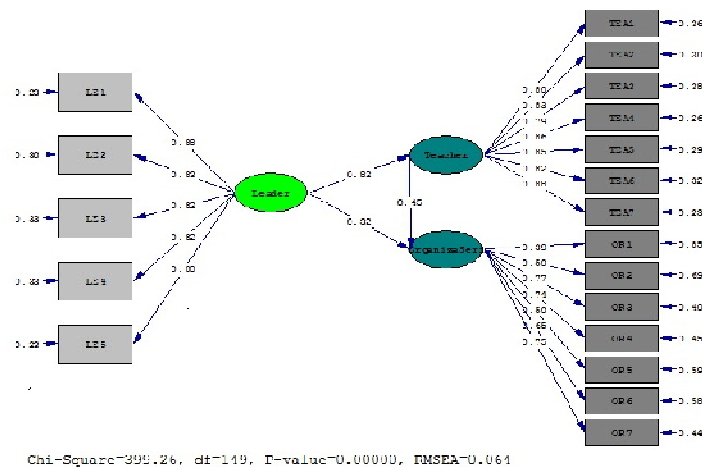

Figure 2. Estimated coefficients of the standard model for research
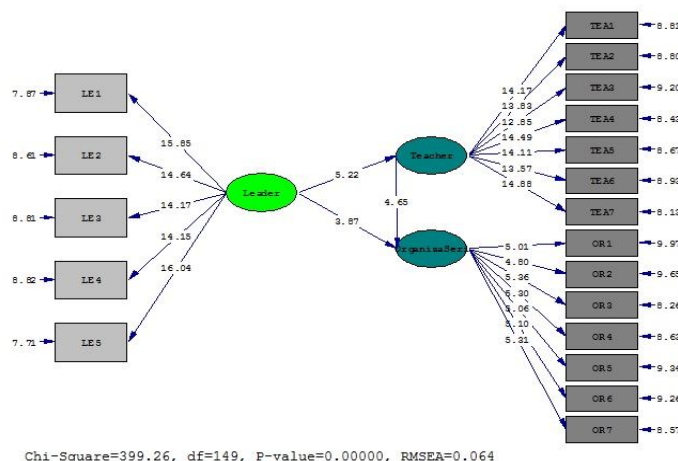

Figure 3: Significant numbers t models for research

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The final model is clearly seen that there are positive and significant relationship between all components of the basic model study.

index	RMSEA	χ^2/df	IFI	CFI	GFI
external	0.064	2.68	0.96	0.96	0.93
The optimal value	*RMSEA<0/08*	3>	$0.90 \leq IFI \leq 1.00$	$0.90 \leq CFI \leq 1.00$	$0.90 \leq GFI \leq 1.00$

First hypothesis: a significant number of variables, education leaders and teachers attribute is equal to 5.2 this value is greater than 1.96, so the hypothesis is confirmed.

The second hypothesis: a significant number of teachers and organizational health characteristics variables equal to 4.65 that this value is greater than 1.96, so the hypothesis is confirmed.

The third hypothesis: a significant number of variables educational leadership and organizational health is equal to 3.87 that this value is greater than 1.96, so the hypothesis is confirmed.

The fourth hypothesis:

Table 5. Table of direct, indirect and total effects between variables

Total effect	Indirect effect	Direct effect	Direction	
			To variable	From variable
0.689	0/369	0/32	Organizational health	Educational leadership

The direct effect of varying educational leadership on organizational health is 0/32 and And indirect effects of changing educational leadership on organizational health was 0.369. Given that the indirect effect of educational leadership on organizational health is more than the direct effect; As a result of the changing characteristics of the mediating role of teachers in educational leadership on school organizational health impact is confirmed and And fourth hypothesis is accepted.

Discussion and Conclusion

Based on existing literature and theoretical foundations; one of the strategies schools have proven leadership behavior of the managers of organizational health; Having teachers of features and professional qualifications open and supportive relationship between the principal and the teachers. Creating healthy school environments; create a positive culture; the relationship between the School-family-community, curriculum and teaching, the students, the teaching staff, facilities and equipment procurement and administrative and financial affairs is the important tasks of administrators. Educational leaders create a vision; Conduct with Professional teachers, increase their participation in decision-making; ; show Spiritual and emotional support; interaction with teachers and students have respectful, friendly and close intimacy and high support . Welcome to all members on arrival at the school; calling people by the name Fair and appropriate behavior, are visible during the day, good communication behaviors such as listening, encouragement, and community building are considered. Thus, in successful managing and leading educational organizations both play an important role? Educational leaders based on human relationships and respectful with others, is leaded in a healthy atmosphere in their school. So, principals in many ways are considered the most influential person in the school .As managers are effective on school climate and improvement of professional qualifications of teachers, teachers are effective in the development of safety climate formation. When students feel compassion and caring than

their teachers did not understand, and believe that teachers are careful and take care of them and can see teachers respect their views, they are more likely to find success. In other words, the prerequisite for a positive and healthy learning environment that is taking shape.Effective teachers are the key to academic success because they can engage students in the classroom. Of course, when all school stakeholders, including teachers feel that working out for school success, positive and healthy environment is created (Bloom, 2007). Healthy learning environment to facilitate motivating, fun learning and the learning process. This results showed that educational leadership has significant, positive effect on the characteristics of teachers and organizational health. Features mediating role of teachers in Effectiveness educational leadership on organizational health was approved.In this respect, the results of this study with Arami's results (2006); osoli Bamchy (2009); Rajaeepour and colleagues (2010): Davodi, et al. (2013); Aghili et al. (2014); Amjdzbrdst et al. (2014); Rezai et al. (2015), Harris (2002), Barry (2002); Maskal et al. (2009); Ramdas et al. (2012); school health Association of America (2013); qademfar and colleagues (2012) and clinic (2014) is aligned. In an important sensitive social system in the school system, principals and their leadership behaviors, organizational health promotion are the responsibility of the teachers. And thus the ability of a manager to provide leadership behaviors and competencies and characteristics of teachers fo creating a positive culture of learning and health promotion is vital. Administrators and teachers aware of the consequences of organizational health including improved academic achievement; prevention of violence; development of Health students to become productive with high performance contributed significantly to the schools.

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