Educational Administrators’ Performance and Organizational Health: Key Factors for Sustainable Development in High Schools

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Abstract—The term organizational health has been widely discussed by administrators, employers and academic institutions in the past fifty years. The present article is a part of a correlation research which was been carried out to study the relationship between the performance of the educational administrators and the organizational health to obtain Sustainable Development in Iranian high schools in Tehran, Iran. The sampling method was cluster sampling and the sample size was 180 teachers. The research instrumentation consists of two questionnaires: the school organizational health and the administrator performance. The research data was analyzed in the quantitative level by using inferential and descriptive statistics, and for describing the variables the Pearson correlation coefficient and coefficient of determination were used. Findings show that there is positive and significant relationship between organizational health and the performance of the principals. The results of the study also indicate that there is a relationship between organizational health with the principal performance in the areas of education and teaching programs, student and staff affairs.

Index Terms—Educational Administrators, Principal Performance, Organizational Health, Sustainable Development

I. INTRODUCTION

The term “organizational health” is indicative of the domination of the mentality borrowed from psychology, which considers the organization as an organism which, like humans, follows a varied development from balance, health, sickness and finally to death. As a result, like a human being, organizations can be healthy and unhealthy [1]. It can also be defined as the ability of the organization in adaptation with the environment, preservation of concord between members, and achievement of goals successfully [2]. The management science as a modern area of human knowledge, impacts the organizational success, relates to the organizational success, and puts a great emphasis on the role of the educational leaders. Additionally, because of the social nature of the school organization, educational management experts consider the position of the administrator as doubly effective and believe that schools are good fields to test, evaluate, and critique management theories, subject that might not be surveyed and measured in other organizations easily.

In fact, the performances of principals are affected by two factors. Firstly, the expectations of the society and the people outside the school and regulations, and secondly, the knowledge, expertise, and professional skills of the principals and having a close and friendly relationship with teachers and students, and the people inside the school generally, which are the most important factors on Education for Sustainable Development (ESD) [3].

ESD embraces not only learning about sustainable development, but also its furtherance through the adoption of (and thinking about) practices in our daily and professional lives, that contribute to more sustainable (or more accurately, perhaps, less unsustainable) development [4].

Based on UNESCO’s documents, reports and programs [5-10]; sustainable development is a key responsibility for all and everyone has to play their part in making it a reality. Generally, the most commonly accepted definition of sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs [11]. ESD is a difficult concept to perform that requires systems thinking, the integration of considerations about economic, environmental and social factors. On this regards, ESD is the educational process of achieving human development in an inclusive, equitable and secure manner which includes education for poverty alleviation, human rights, gender equality, cultural diversity, international understanding [7]. In line of this schools have a particularly important role to play.

Because ESD is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit.

It mirrors the concern for education of high quality as follow
• Interdisciplinary and holistic;
• Values-driven;
• Fostering critical thinking and problem solving;
• Multi-method;
• Participatory;
• Applicable to daily life, whether personal or professional; and
• Locally relevant in terms of context.