ORGANIZATIONAL HEALTH INDEX OF A PHILIPPINE HEI:
A PILOT STUDY

Center for Research and Publication

Abstract

The study aimed to examine the organizational health index of a Higher Educational Institution (HEI) in Bulacan, Philippines. Fifty-seven full-time and part-time faculty members participated in the survey. Their demographic profiles were taken which include their age, gender, the college where they teach, and their years of service in the institution. Their perception about the HEI's organizational health was likewise surveyed, using a 5-point Likert scale questionnaire. Items in the questionnaire covered twelve dimensions which are morale, appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, professional growth, participant decision -making, professional interaction, role clarity, student organization, and supportive leadership. To find out if there is a significant difference between the faculty members' profile and their perception of the HEI's organizational health, *T*-test and ANOVA were used. Findings revealed that there was no statistically significant difference in the perception of faculty members on the HEI's organizational health according to age, gender, college, and years of service. This means that the perception of the faculty members regarding the HEI's organizational health is not affected by age, gender, college, and years of service. Overall, the faculty respondents had a fairly positive perception of the said Philippine HEI, considering the twelve dimensions indicative of a healthy school.

Keywords: organizational health index, demographic profile, perception, healthy school

Introduction

For more than four decades, the health index of companies, businesses, and factories have been measured around the world. Employees have been asked about their perception of their organization and what management practices they see or do not see at all. It was only in the last two decades or so that educational institutions have rigorously looked into their health indices.

A health index gives a worthy reminder: "A healthy mind in a healthy body" (*Mens sana in corpore sano*). A healthy body performs better; same goes for a healthy organization or educational institution. The ability to function effectively, to cope adequately, to change appropriately, and to grow from within characterizes a sound organizational health (www.organizationalhealth.com). The index of a healthy educational institution provides baseline data on how teams within operate and points out areas that are working and not working.

Literature Review

A *healthy school*, according to Hoy (2015), is one in which the institutional, administrative, and teacher levels are in harmony; the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission. To determine how healthy a school is, he developed an instrument named *Organizational Health Inventory for Elementary Schools* (OHI-E). He mapped five dimensions as its subtests, namely, institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis. The first subtest, *institutional integrity,* speaks of an institution's integrity in its educational programs and ability to give its teachers protection should there be unreasonable demands from parents or community. The second subtest, *collegial leadership*, describes a principal who is friendly, supportive, and open; the third is *resource influence* which refers to the principal's ability to affect action to the benefit of teachers. The fourth subtest, *teacher affiliation*, is the sense of friendliness and feeling of strong ties or belongingness with the school; while the fifth, *academic emphasis*, means students are able to meet the high expectations so demanded by the school.

A comparative analysis between the Organizational Health Inventory (OHI) and the Organizational Climate Description Questionnaire (OCDQ) was done in predicting student achievement and teachers' commitment to the school (Hoy et al., 1990). Of the 58 secondary schools, only *academic emphasis,* one subtest of the OHI, made a significant contribution to student achievement. Both instruments predicted direct influence of the principal commitment but indirect on students' achievement. The authors recommended further application of the two instruments (Hoy et al., 1990).

In Gazi University, Ankara, Turkey, a research study was conducted by Cemaloğlu, (2011). He looked into the relationship between leadership styles of primary school principals and organizational health and bullying. His instruments included a multi-level questionnaire for measuring relation to research leadership, an Organizational Health Inventory (OHI-S), and a negative acts questionnaire (NAQ) for measuring workplace bullying. These questionnaires were administered to 500 teachers working in primary schools in Turkey. Path analysis was conducted using the AMOS programs; other statistical analyses were conducted via LISREL and EQS 6.1 programs. Findings showed a positive relationship between transformational leadership acts of principals and organizational health. However, a negative relationship existed between the transformational leadership acts of principals and workplace bullying. While a reverse relationship between organizational health and workplace bullying was identified, there was a relationship between transactional leadership acts of principals and organizational health. No relationship between transactional leadership acts of principals and workplace bullying was found. The results imply, as Cemaloglu (2011) claims, that the principals strived to solve the problem of bullying and to improve transformational leadership behaviors in order to develop their schools as healthy organizations.

Farahani, Mirzamohamadi, Afsouran, and Mohammad (2011) did a survey of 20 boys' schools and 20 girls' schools to determine the relationship between the organizational health and the academic achievement of secondary school students of Kohkilouie and Boierahmad provinces in Iran. They arrived at a sample through cluster random sampling

and used the Organizational Health Inventory. Findings of their survey showed a positive and significant relationship between the organizational health of schools and the academic achievement of the students. However, there was no significant relationship between the organizational health of girls' schools and boys' schools except in the dimension of scientific emphasis. The authors attributed this finding to the fact that boys' school curriculum is geared toward science but not that of the girls'.

Available materials and studies reviewed made use of the Organizational Health Inventory for elementary schools. In the Philippines, very few educational institutions have yet to look closely into their organizational health, and if they have ever done an inventory, they have not published nor made it public. Hence, the researcher attempted to conduct a pilot study in a Higher Educational Institution (HEI) in Bulacan.

Statement of the Problem

This study aims to examine the organizational health index of a Higher Educational Institution (HEI) in Bulacan, Philippines. It sought answers to the following questions:

1. What is the profile of faculty members in the selected private HEI in terms of:
   a. Age
   b. Gender
   c. College
   d. Years of service
2. How may the faculty members' perception of the school organizational health be described in terms of:
   a. Morale
   b. Appraisal and recognition
   c. Curriculum coordination
   d. Effective discipline policy
   e. Excessive work demands
   f. Goal congruence
   g. Professional growth
   h. Participant decision-making

    i.   Professional interaction

    j.   Clarity of role

    k. Student organization

    l.   Supportive leadership

3. Is there a significant difference between the faculty members' profile (age, gender, and years of service) and their perception of organizational health?

Method

The researcher employed a descriptive survey research method to find out the organizational health index of the institution under study.

Participants

Using convenience sampling, the respondents were chosen. Out of the 160 full time and part-time faculty members, only 57 or 36% returned their questionnaires. Participants were between 21 and 69 years old, with length of teaching service ranging from 1 to 35 years. Majority of the participants (81%) were employed permanently, while the remaining few (19%) were employed part-time.

Instruments

The study adopted the self-reported questionnaire from Hart et al. (2000) entitled "School Organizational Health Questionnaire." However, instead of a 4-point Likert scale, a 5-point Likert scale was used. A mid-response of fairly agree was added to the scale. The questionnaire consisted of two parts: Part I asked about the demographic profile of the faculty members such as age, gender, college, years of service, and teaching status. Part II consisted of 57 items grouped into twelve (12) dimensions: Morale (M, 5 items), Appraisal and Recognition (AR, 6 items), Curriculum Coordination (CC, 4 items), Effective Discipline Policy (EDP, 4 items), Excessive Work Demands (EWD, 4 items), Goal Congruence (GC, 5 items), Participative Decision Making (PDM, 4 items), Professional Growth (PG, 5 items), Professional Interaction (PI, 7 items), Role Clarity (RC, 4 items), Student Orientation (SO, 4 items) and Support Leadership (SL, 4 items). Teachers were asked to respond to each item

on a 5-point scale, ranging from *strongly disagree* to *strongly agree*. With the additional mid
-response of fairly agree, the instrument has a Chronbach's alpha of .97.

The interpretation used for the results are as follows:

1.00 - 1.50	–	strongly disagree
1.51- 2.50	–	agree
2.51-3.50	–	fairly agree
3.51-4.50	–	agree
4.51- 5.00	–	strongly disagree

Data Collection

Faculty members from a private HEI in Bulacan were the participants of the study
conducted during the school year 2016-2017. Letters were sent to the deans of the colleges
to inform them about the study, who eventually explained step-by-step the objectives to the
faculty members who agreed to participate. The self-reported questionnaires were distributed
to 160 respondents, but only a total of 57 (36%) gave back their copies. The respondents
answered them during their working hours, at their respective rooms, in the presence of the
college secretaries of each department who were available for clarification about the survey.
The faculty members were informed that their identities and their responses would remain
anonymous, carefully considering ethical research practices.

Data Analysis

The profile of each faculty member profile was analyzed using frequency and
percentage, whereas the perception of the HEI's organizational health was described using
mean and standard deviation. To find out if there is a significant difference between faculty
members' profile and their perception of the HEI's organizational health, *T*-test (gender) and
ANOVA (gender and years of service) were used. Data analysis was performed using SPSS.

Results and Discussion

Table 1 shows the profile of the faculty members surveyed.

Table 1

Profile of Faculty Members

Gender	*f*	%
Male	19	34
Female	32	**56**
College		
CAS	14	24
CITE	6	11
CEDE	10	18
CBAA	8	14
COE	9	16
CHMT	3	5
CoN	7	12
Age		
21-30	13	23
31-40	17	**30**
41-50	13	23
51-60	9	16
60 +	5	8
Years of Service		
1-5	21	**37**
6-10	13	23
11-15	10	18
16-20	5	8
21-25	5	8
26-30	2	4
31-35	1	2

As shown, more than half of the faculty members are female (56%), majority (30%) belong to 31-40 years old and have served the HEI for 1-5 years. This reveals that most of the faculty members are in their early adulthood and are fairly new in the service.

Table 2 (See Appendix) shows the factors comprising the HEI's organizational health. On the faculty members' morale, respondents *agree* (M=4.09, SD=0.7) with the five statements indicating that there is a good team spirit in the HEI; that they have high morale; that they work with enthusiasm; that they take pride in the HEI; and that there is a lot of energy in the HEI.

On appraisal and recognition, the participants *agree* (M=3.99, SD=0.9) with the statements that they are regularly given feedback on their performance; they are happy with the quality of feedback given; there is a system in place in giving and receiving regular feedback; there is a venue to discuss feedback; they receive recognition for good work; and they are encouraged in the workplace through praise or recognition.

With regard to curriculum coordination, faculty members *agree* (M=4.09, SD=0.8) that there is sufficient contact between different sections of the HEI in curriculum planning; there is effective coordination of the curriculum; faculty members consult with area/subject coordinators about their teaching; and they consult with each other about their teaching and curriculum.

When it comes to effective discipline policy, respondents *agree* (M=3.84, SD=0.8) that the rules and sanctions relating to discipline are well understood by both staff and students; there is an agreed philosophy on discipline in the HEI; and teachers' expectations concerning discipline are the same with each other. However, faculty members only fairly agree that the rules and sanctions relating to discipline are not enforced in a consistent fashion in this HEI (M=3.22, SD=1.18).

Likewise, faculty members only *fairly agree* (M=2.97, SD=1) that the HEI imposes excessive work demands. They fairly agree that faculty members are overloaded with work; there is too much work expected of teachers; there is no time for teachers to relax; and there

is constant pressure for teachers to keep working.

On goal congruence, participants *agree* (*M*=3.87, *SD*=0.8) that there is agreement in the teaching philosophy in the HEI; it has clearly stated set of objectives and goals; the faculty members' goals are in agreement with the goals of the HEI; and the staff are committed to the HEI's goals.

Faculty members *agree* that the HEI is looking after their professional growth (*M*=3.95, *SD*=0.9). They all agree that the HEI takes an active interest in their career development and professional growth; they are encouraged to pursue further professional development; there are opportunities for developing new skills; there is individualized professional development planning; and it is not difficult to gain access to in-service courses.

As a major stakeholder in education, faculty members should participate in the decision-making process. Under the participant's decision-making factor, respondents *agree* (*M*=3.64, *SD*=0.9) that they are happy with the decision-making processes used in the HEI; that faculty members are frequently asked to participate in decisions concerning administrative policies and procedures; that there are forums in this HEI where they can express their views and opinions; and that there is opportunity for the staff to participate in HEI policy and decision-making.

On professional interaction, the respondents *agree* (*M*=4.12, *SD*=0.7) that there is good communication between staff members in this HEI; that faculty members receive support from colleagues; that they have the opportunity to be involved in cooperative work with other members of the staff; that faculty members frequently discuss and share teaching methods and strategies with each other; that they feel accepted by other staff in this HEI; and that there is good communication between groups in this HEI.

Regarding role clarity, faculty members agree (*M*=4.3, *SD*=0.7) that they are always clear about what is expected of them; their work objectives are always well defined; they are clear about their professional responsibilities; and that they know how much authority they have in the HEI.

Concerning student orientation, participants *agree* (*M*=4.24, *SD*=0.8) that the HEI promotes the concept of students being individuals; students are treated as responsible people in the HEI; students are encouraged to experience success; and they have access to advice and counseling when needed.

On supportive leadership, faculty members *agree* (*M*=3.69, *SD*=0.9) that there is support from the administration in this HEI; that there is good communication between teachers and the administration; that they are able to approach the administration to discuss concerns or grievances; and that the administration in this HEI can be relied upon when things get tough. On the other hand, they only *fairly agree* that the HEI's administrators do not really know the problems faced by teachers. Overall, faculty members have a fairly positive perception of the HEI, posting a mean of 3.46.

Table 3

One-way Analysis of Variance of Faculty Profile and Perception of Organizational Health

	M	*SD*	*t*	*df*	*p*
Male	3.91	.57	.013	55	.989
Female	3.91	.52			

Note. SS=sums of squares; *df*=degrees of freedom; *MS*=mean squares; *F*= F-statistic; *p*=p-value.
*p > .05

A one-way between-groups analysis of variance was conducted to find out if there is a significant difference between the age of faculty members and their perception of the HEI's organizational health. Subjects were classified into five groups according to their age (21-30 years; 31-40; 41-50; 51-60; and 61 and above). There was no statistically significant difference in the perception of faculty members on the HEI's organizational health according to age [$F(47, 9) = .775$, *p*=.73]. This means that faculty member's perception of the HEI's organizational health is not affected by their age.

The same test was used to find out if there is a significant difference between the faculty members' college/department and their perception of the HEI's organizational health. Participants were classified into seven groups according to their college (College of

Arts and Sciences; College of Environmental Design and Engineering; College of Business Administration and Accountancy; College of Education; College of Hospitality Management and Tourism; and College of Nursing). There was no statistically significant difference in the perception of faculty members on the HEI's organizational health according to college [$F(47, 9) = .662, p=.828$]. This means that the faculty member's perception of the HEI's organizational health is not affected by the college where they belong.

On years of service, subjects were classified into seven groups according to their years of teaching (1-5 years; 6-10; 11-15; 16-20; 21-25; 26-30; and 31-35). There was no statistically significant difference in the perception of faculty members on the HEI's organizational health [$F(47, 9) = 1.11, p=.469$]. This means that faculty member's perception of the HEI's organizational length is not affected by length of service in the HEI.

Table 4

Gender and Perception of Organizational Health

Profile		SS	df	MS	F	p
	Between Groups	72.202	47	1.536	.775	.732
Age	Within Groups	17.833	9	1.981		
	Total	90.035	56			
	Between Groups	178.579	47	3.800	.662	.828
College	Within Groups	51.667	9	5.741		
	Total	230.246	56			
	Between Groups	126.377	47	2.689	1.108	.469
Years in Service	Within Groups	21.833	9	2.426		
	Total	148.211	56			

An independent-sample *t*-test was conducted to compare male and female faculty members' perception of organizational health. There was no significant difference in the perception of male (*M*=3.91, *SD*=.57) and female (*M*=3.91, *SD*=.52); t (55) = .013, *p*=.990. These results suggest that gender does not have an effect on faculty members' perception of the HEI's organizational health. Results show that the perception of the faculty members on the HEI's organizational health does not vary across age, college, length of service, and gender.

Summary

The study aimed to examine the organizational health index of a Higher Educational Institution (HEI) in Bulacan. The respondents included fifty-seven full-time and part-time faculty members. Their demographic profiles were taken, which includes age, gender, the college where they teach, and their years of service in the institution. Their perception about the HEI's organizational health was likewise surveyed, using a 5-point Likert scale questionnaire.

The researcher adopted the "School Organizational Health Questionnaire" of Hart et al. (2000). Her 5-point Likert scale questionnaire covered twelve dimensions such as morale, appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, professional growth, participant decision-making, professional interaction, role clarity, student organization, and supportive leadership.

Overall, the faculty members had a fairly positive perception of the said Philippine HEI, considering the twelve criteria indicative of a healthy school. To find out if there is a significant difference between the faculty members' profile and their perception of the HEI's organizational health, *T*-test and ANOVA were used. Findings revealed that there was no statistically significant difference in the perception of faculty members on the HEI's organizational health according to age, gender, college, and years of service. This means that the perception of the faculty members regarding the HEI's organizational health is not affected by age, gender, college, and years of service.

Conclusions

1. The profile of the faculty members in the HEI comprises more female (56%) than male; they are in their early adulthood, and they have served the HEI for 1-5 years. The results suggest that only a few number of faculty members that started in the HEI stayed until their retirement age in the HEI as shown by a few number of faculty members in the 16-35 years in service. If this is the trend in other HEIs, this means the institution is losing experienced faculty members as years go by.

2. The faculty members have a fairly positive perception on the organizational health of the HEI. Since organizational health measures teacher morale in the twelve (12) dimensions (Hart, Wearing, Conn, Carter, & Dingle, 2000), it can be concluded that they have a fair level of morale in the HEI.

3. The age, gender, college, and length of service of the faculty members do not affect their perception of the HEI's organizational health. This is because perception is dependent upon the experiences of the rater in the organization.

Recommendations

1. It is recommended that the HEI provide incentives to retain experienced faculty members since in the field of education, the more experienced the teachers are, the longer their stay is in the institution, and the more they are an asset to the HEI.

2. In order to further boost the morale of faculty members in the HEI, administrators should improve communication with faculty members, clarify the goals of the institution, encourage them to participation in administrative policies and procedures, and equally enforce rules and sanctions relating to discipline.

3. The HEI should attract faculty members with a more heterogeneous profile, particularly those who are older and have lengthy experience in teaching in order to complement the current young roster of faculty members.

4. Researchers interested to replicate this study can survey a larger number of faculty members from different HEIs for a more complete picture of Philippine HEIs' organizational health.

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Appendix

Table 2

Faculty Members' Perception of HEI's Organizational Health

Statements	M	SD	Interpretation
A. Morale	**4.09**	**.71**	**Agree**
1. There is good team spirit in this HEI.	4.20	.62	Agree
2. The morale in this HEI is high.	4.02	.75	Agree
3. Faculty members go about their work with enthusiasm.	4.02	.68	Agree
4. Faculty members take pride in this HEI.	4.20	.70	Agree
5. There is a lot of energy in this HEI.	3.97	.82	Agree
B. Appraisal and Recognition	**3.99**	**.94**	**Agree**
1. I am regularly given feedback on how I am performing my role.	3.97	.95	Agree
2. I am happy with the quality of feedback I receive on my work performance.	4.09	.89	Agree
3. There is a structure and ongoing process that provides feedback on my work performance.	4.13	.87	Agree
4. I have the opportunity to discuss and receive feedback on my work performance.	3.94	.98	Agree
5. Faculty members receive recognition for good work.	3.85	.98	Agree
6. I am encouraged in my work by praise, thanks or other recognition.	3.92	.95	Agree
C. Curriculum Coordination	**4.09**	**.76**	**Agree**
1. There is sufficient contact between different sections of the HEI in curriculum planning.	3.95	.79	Agree
2. There is effective coordination of the curriculum in this HEI.	4.02	.73	Agree
3. Faculty members consult with each other about their teaching and curriculum.	4.18	.78	Agree
4. Faculty members consult with area/subject coordinators about their teaching.	4.16	.73	Agree
D. Effective Discipline Policy	**3.84**	**.85**	**Agree**
1. The rules and sanctions relating to discipline in this HEI are well understood by both staff and students.	3.99	.79	Agree
2. There is an agreed philosophy on discipline in this HEI.	4.08	.75	Agree
3. My own expectations about discipline are the same as most other teachers at this HEI.	4.02	.67	Agree
4. The rules and sanctions relating to discipline are not enforced in a consistent fashion in this HEI.	3.22	1.18	Fairly Agree

Table 2 Continued

Statements	M	SD	Interpretation
E. Excessive Work Demands	**2.97**	**.98**	**Fairly Agree**
1. Faculty are overloaded with work in this HEI.	2.95	.92	Fairly Agree
2. There is too much expected of teachers in this HEI.	3.27	.91	Fairly Agree
3. There is constant pressure for teachers to keep working.	3.01	.98	Fairly Agree
4. There is no time for teachers to relax in this HEI.	2.63	1.10	Fairly Agree
F. Goal Congruence	**3.87**	**.85**	**Agree**
1. There is agreement in the teaching philosophy of this HEI.	4.11	.77	Agree
2. The staff are committed to the HEI's goals.	4.13	.74	Agree
3. The HEI has a clearly stated set of objectives and goals.	4.29	.72	Agree
4. My personal goals are in agreement with the goals of this HEI.	4.15	.75	Agree
5. The goals in this HEI are not easily understood.	2.61	1.25	Fairly Agree
G. Professional Growth	**3.95**	**.88**	**Agree**
1. Others in the HEI take an active interest in my career development and professional growth.	3.73	.87	Agree
2. I am encouraged to pursue further professional development.	4.13	.85	Agree
3. The professional development planning in the HEI takes into account my individual needs and interests.	3.95	.89	Agree
4. There are opportunities in this HEI for developing new skills.	4.01	.85	Agree
5. It is not difficult to gain access to in-service courses.	3.87	.95	Agree
H. Participant decision making	**3.64**	**.93**	**Agree**
1. I am happy with the decision-making processes used in this HEI.	3.74	.86	Agree
2. There is opportunity for staff to participate in HEI policy and decision-making.	3.65	.93	Agree
3. There are forums in this HEI where I can express my views and opinions.	3.66	.98	Agree
4. Faculty members are frequently asked to participate in decisions concerning administrative policies and procedures in this HEI.	3.45	.95	Fairly Agree
I. Professional Interaction	**4.12**	**.71**	**Agree**
1. There is good communication between staff members in this HEI.	4.03	.73	Agree
2. I receive support from my colleagues.	4.20	.74	Agree
3. Faculty members in this school can rely on their colleagues for support and assistance when needed.	4.17	.75	Agree

Table 2 Continued

Statements	*M*	*SD*	Interpretation
4. There is good communication between groups in this HEI.	4.02	.65	Agree
5. Faculty members frequently discuss and share teaching methods and strategies with each other.	4.09	.72	Agree
6. I feel accepted by other staff in this HEI.	4.15	.67	Agree
7. I have the opportunity to be involved in cooperative work with other members of staff.	4.13	.69	Agree
J. Role Clarity	**4.30**	**.74**	**Agree**
1. I am always clear about what others at HEI expect of me.	4.09	.77	Agree
2. My work objectives are always well defined.	4.13	.71	Agree
3. I always know how much authority I have in this HEI.	4.08	.71	Agree
4. I am clear about my professional responsibilities.	4.31	.78	Agree
K. Student Orientation	**4.24**	**.75**	**Agree**
1. This HEI promotes the concept of students being individuals.	4.22	.73	Agree
2. Students are treated as responsible people in this HEI.	4.25	.76	Agree
3. Students in this HEI are encouraged to experience success.	4.36	.79	Agree
4. Students have access to advice and counseling when needed.	4.42	.73	Agree
L. Supportive Leadership	**3.69**	**.93**	**Agree**
1. There is support from the administration in this HEI.	4.11	.77	Agree
2. There is good communication between teachers and the administration in this HEI.	3.85	.89	Agree
3. The administration in this HEI can be relied upon when things get tough.	3.85	.90	Agree
4. I am able to approach the administration in this HEI to discuss concerns or grievances.	3.71	.93	Agree
5. The HEI's administrators don't really know the problems faced by teachers.	2.87	1.14	Fairly Agree
Overall Mean	3.46		Fairly Agree