**Examining Instructional Leadership Practices and Their Relationship with the Organizational Health of Secondary Schools: A Correlational Study**

**Abstract**

This study examined the relationship between instructional leadership practices and organizational health in secondary schools in Zahedan, Iran. The research aimed to fill a gap in the existing literature on instructional leadership in non-Western contexts, particularly in Iran. A quantitative correlational research design was employed to investigate this relationship. The target population included 1,285 secondary school teachers in Zahedan, Iran, with a stratified random sample of 300 teachers selected based on Krejcie and Morgan’s sampling table. Two main instruments were used: an Instructional Leadership Questionnaire designed by the researchers to assess leadership in three key areas: student affairs, staff/parent collaboration, and facilities provision (Cronbach's alpha = 0.94), and the Organizational Health Inventory (OHI) adapted from Hoy and Feldman (1987) (Cronbach's alpha = 0.91). Data were collected through self-administered questionnaires, and statistical analysis was performed using SPSS software. Descriptive statistics, Pearson correlation, stepwise regression, t-tests, and ANOVA were applied to analyze the data. The results showed significant positive correlations between all three leadership dimensions (student affairs, staff/parent collaboration, and facilities provision) and organizational health. Staff/parent collaboration emerged as the strongest predictor of organizational health. These findings suggested that school leaders should focus on enhancing relationships with staff and parents, providing adequate resources, and improving student support services to foster a healthy school environment.

**Keywords**: Instructional leadership, Organizational Health, Secondary Schools, School Management, Educational leadership

**1.Introduction**

In recent years, schools in developing countries, particularly in southern and border provinces, have faced various challenges in the realm of educational leadership. In Iran, educational conditions are heavily influenced by factors such as limited resources, inadequate infrastructure, and social and cultural issues. These factors have led to significant barriers in the development of effective teaching and learning environments. Educational institutions in these areas are often constrained by a lack of constructive interaction between teachers, parents, and students, insufficient space for enhancing teaching quality, and a shortage of educational resources that are critical for student success. As a result, the organizational health of schools—defined as the capacity of a school to maintain cohesion, adapt to challenges, and sustain productive educational practices—has been compromised. Despite the clear importance of instructional leadership in shaping school effectiveness, there remains a gap in understanding how leadership practices specifically influence organizational health, particularly in the context of secondary schools in Zahedan. This study aims to fill this gap by examining the relationship between instructional leadership and organizational health, with the goal of identifying factors that can contribute to improving school effectiveness in these challenging contexts (Hoy & Tarter, 2004; Hallinger, 2011; Leithwood et al., 2020; Sukarmin, 2021). Educational institutions play a crucial role in shaping the intellectual and moral foundations of future generations. Among the many factors contributing to school effectiveness, organizational health has received increasing attention. Defined as a school’s ability to adapt, maintain cohesion, and sustain productivity over time, organizational health reflects the psychological, structural, and relational well-being of a school environment (Hoy & Tarter, 2004; Ma & MacMillan, 2020). Recent studies suggest that instructional leadership—leadership practices aimed at improving teaching and learning—plays a central role in fostering a healthy school climate. Effective instructional leaders support teachers’ professional development, promote academic focus, and facilitate shared decision-making, all of which strengthen organizational coherence and trust (Hallinger, 2011; Gumus et al., 2018). In Figure 1, shows the relation between instructional leadership function in the realm of Staff and Parents and organizational health. (Korkmaz, 2007)



**Figure 1.** The relationship between instructional leadership, staff and parents, and organizational health. (Korkmaz, 2007)

The changing demands of modern education, including rising accountability standards, diverse student populations, and innovations in pedagogy, have emphasized the strategic importance of leadership in schools (Leithwood et al., 2020). While numerous studies in Western contexts have explored this relationship, research in non-Western educational systems—particularly in developing countries—remains limited and underrepresented in the literature (Oplatka & Arar, 2017). The present study aims to explore the relationship between instructional leadership practices and organizational health in Iranian secondary schools. By examining school administrators’ leadership behaviors and their association with various dimensions of school health, this research contributes to the global dialogue on school improvement and leadership effectiveness in diverse educational settings (Kormaz,2007; Sukarmin,2021). At the conclusion of the introduction, the research questions that guided this study are presented below. These questions aim to explore the key aspects of instructional leadership and its relationship with organizational health in secondary schools in Zahedan. The following questions were formulated to guide the investigation and address the gap identified in the existing literature:

**Research Questions**

1. How do instructional leadership practices in secondary schools in Zahedan influence the organizational health of these schools?
2. What are the key dimensions of instructional leadership that contribute most to improving organizational health in secondary schools?
3. How do demographic factors such as gender and managerial experience affect the relationship between instructional leadership and organizational health in secondary schools?

**Research Hypotheses**

1. **H1:** Instructional leadership in student affairs is positively related to the organizational health of secondary schools.
**H0:** There is no significant relationship between instructional leadership in student affairs and the organizational health of secondary schools.
2. **H2:** Instructional leadership in facilities provision is positively related to the organizational health of secondary schools.
**H0:** There is no significant relationship between instructional leadership in facilities provision and the organizational health of secondary schools.
3. **H3:** Instructional leadership in staff and parent collaboration is positively related to the organizational health of secondary schools.
**H0:** There is no significant relationship between instructional leadership in staff and parent collaboration and the organizational health of secondary schools.
4. **H4:** Instructional leadership practices (student affairs, staff/parent collaboration, and facilities provision) significantly predict the organizational health of schools, with staff and parent collaboration expected to be the strongest predictor.
**H0:** Instructional leadership practices (student affairs, staff/parent collaboration, and facilities provision) do not significantly predict the organizational health of schools.
5. **H5:** The effectiveness of instructional leadership practices in terms of their relationship with organizational health differs significantly based on demographic factors of the participants (gender, managerial experience, and teaching experience).
**H0:** There is no significant difference in the relationship between instructional leadership practices and organizational health based on demographic factors (gender, managerial experience, and teaching experience).

**2. Literature Review**

**2.1. Instructional Leadership**

Instructional leadership refers to the practices and behaviors of school leaders that are specifically designed to improve teaching quality and enhance student learning outcomes. This concept emphasizes the role of school leaders not only as administrators but as facilitators of educational processes who guide, support, and motivate both teachers and students. Hallinger and Murphy (1985) were among the first to define instructional leadership through three fundamental dimensions: (1) defining the school mission, (2) managing the instructional program, and (3) promoting a positive school learning climate. These dimensions highlight the central role of the principal in shaping a clear direction for the school, ensuring that teaching practices align with educational goals, and fostering an environment that nurtures student success. Later models, such as Hallinger’s (2011) expanded view and Pansiri’s (2008) framework, further extended the concept of instructional leadership by incorporating additional critical factors such as teacher empowerment, parent collaboration, and strategic resource allocation. These elements acknowledge that effective instructional leadership requires building strong relationships with staff, parents, and the broader community, in addition to focusing on the internal management of teaching and learning.

In the context of this study, instructional leadership is explored across three functional domains:

1. Student Affairs: This dimension refers to the leader's role in ensuring that student services, including academic advising, counseling, and extracurricular activities, align with the school's educational mission. A strong focus on student affairs helps create a holistic learning environment that supports both academic and personal development.

2. Teacher and Parent Collaboration: Effective instructional leadership involves fostering collaboration among teachers, parents, and other stakeholders to create a shared vision for student success. Engaging parents in the learning process and empowering teachers to take an active role in decision-making can significantly enhance student outcomes.

3. Provision of Educational Facilities: Instructional leaders are also responsible for ensuring that the school has the necessary resources, facilities, and infrastructure to support high-quality teaching. This includes not only physical resources such as classrooms and educational materials but also providing professional development opportunities for teachers to enhance their instructional skills.

In this study, instructional leadership is considered as a comprehensive approach that integrates these domains into a cohesive strategy for improving school effectiveness. As highlighted in Figure 2, the principal and students are collaboratively responsible for organizing all educational activities and creating a healthy, conducive learning environment (Pansiri, 2008).



Figure 2. The triad of educational leader activities (Pansiri, 2008)

**2.2.** **Organizational Health**

The concept of organizational health was originally developed by Miles (1969) and later adapted for educational contexts by Hoy and Tarter (1997). Organizational health refers to the overall effectiveness and well-being of an organization, emphasizing its ability to adapt to challenges, maintain cohesion, and sustain productivity over time. In the context of schools, a healthy organization is one that not only meets its educational objectives but also fosters a supportive and positive environment for both staff and students.

Hoy and Tarter (1997) identified several key attributes that characterize a healthy school organization, including:

1. Institutional Integrity: This refers to the ethical framework and trust that exist within the school. It includes the transparency of decision-making processes, adherence to policies, and consistency in upholding educational values. A school with high institutional integrity creates an environment of fairness and accountability, which is critical for building trust among stakeholders.

2. Collegial Leadership: Effective school leadership involves collaboration, shared decision-making, and a focus on creating a participatory environment. Collegial leadership emphasizes the importance of teamwork and mutual support among staff members, fostering an atmosphere where teachers feel valued and empowered. This dimension underscores the role of the leader in facilitating communication and collaboration among all school members.

3. Teacher Affiliation: The degree to which teachers feel connected to the school and their colleagues significantly impacts school climate and organizational health. When teachers feel supported, respected, and engaged in their work, they are more likely to invest in their students' success and contribute to the overall health of the school.

4. Resource Support: Adequate resources, both human and material, are essential for a school’s success. This includes funding, educational materials, access to professional development, and the physical environment of the school. Schools that provide sufficient resources are better equipped to meet the diverse needs of students and enhance teaching quality.

5. Academic Emphasis: A strong focus on academics ensures that the primary goal of the school—student learning—is prioritized. This dimension highlights the importance of maintaining high standards for academic performance, ensuring that students have the opportunity to excel in a rigorous and supportive learning environment.

Hoy and Feldman’s (1987) Organizational Health Inventory (OHI) provides a comprehensive tool for assessing these dimensions within schools. The OHI evaluates various aspects of school health, including leadership style, teacher collaboration, and the availability of resources. According to their framework, a high level of organizational health is associated with increased collaboration, improved morale, and greater trust among staff, which ultimately leads to better student achievement.

A healthy organizational environment fosters positive relationships among teachers, students, and administrators, resulting in improved school outcomes. When schools demonstrate strong organizational health, they create an environment where educational excellence can thrive, and both students and teachers can achieve their fullest potential (Korkmaz, 2007).

**2.3. Conceptual Model**

Based on the reviewed theories and existing literature, this study proposes a conceptual model that integrates the dimensions of instructional leadership and their hypothesized impact on the organizational health of secondary schools. The model builds on the work of Hallinger and Murphy (1985) and Hoy and Tarter (1997), combining elements of both instructional leadership and organizational health into a unified framework. The model suggests that effective instructional leadership practices are pivotal in fostering a healthy school environment, which in turn contributes to the overall well-being and effectiveness of the school.

The conceptual model assumes that leadership practices in three primary domains—student affairs, teacher/parent collaboration, and resource provision—play critical roles in enhancing the organizational health of secondary schools. These domains are hypothesized to work together to create a supportive and effective learning environment that improves both academic outcomes and the school climate.

1. Student Affairs: Leadership practices in student affairs focus on ensuring that the needs of students are met both academically and socially. This includes managing student services, promoting extracurricular activities, and addressing students' emotional and psychological well-being. By fostering an environment where students feel supported and valued, instructional leaders contribute to a positive school climate, which enhances organizational health.

2. Teacher/Parent Collaboration: Instructional leaders must engage teachers, parents, and the broader community in the educational process. Effective collaboration between teachers and parents ensures that students receive consistent support both at school and at home. This collaboration fosters trust, builds shared goals, and creates a sense of collective responsibility for students' success, which in turn contributes to the overall health of the school organization.

3. Resource Provision: Providing adequate resources—whether financial, material, or human resources—is essential for the effective functioning of a school. Instructional leaders must ensure that schools are well-equipped with the necessary facilities, learning materials, and professional development opportunities for teachers. Resource provision not only enhances teaching quality but also improves morale and reduces stress among teachers and staff, thereby strengthening the school's organizational health.

The integrated model, illustrated in Figure 3, represents the relationship between these three dimensions of instructional leadership and their collective influence on organizational health in secondary schools. This model assumes that when school leaders focus on these areas, they can significantly improve the overall health of the school, leading to increased collaboration, trust, morale, and ultimately, better student achievement (Korkmaz, 2007).



**Figure 3**. Conceptual Framework of the Study (Korkmaz, 2007)

This triangle illustrates the interactions among school leadership, community engagement, and school well-being.

**3. Experimental Studies**

**3.1. International Research on Instructional Leadership and Organizational Health in Schools**

The relationship between instructional leadership and organizational health has been extensively examined in both global and local contexts. Researchers have highlighted the critical role that school leadership plays in promoting positive organizational conditions, academic achievement, and stakeholder satisfaction. Hallinger and Murphy (1985) were among the first to define instructional leadership as a set of behaviors that support teaching and learning. Their model has since been widely used in research exploring how leadership impacts school effectiveness. Hoy and Tarter (1997) introduced the concept of organizational health in education, emphasizing dimensions such as institutional integrity, resource support, and teacher affiliation. Their Organizational Health Inventory (OHI) remains one of the most utilized tools for measuring school health globally.

Later studies reaffirmed this link. For instance, Blasé and Blasé (2000) found that principals who provided instructional feedback and modeled learning fostered stronger teacher commitment. Leithwood et al. (2020) highlighted leadership as one of the top school-level factors influencing student success. Similarly, Ma and MacMillan (2020) used multilevel models to show how leadership and school climate significantly influence teacher satisfaction and retention. In an international context, several studies have illustrated the importance of leadership in maintaining a healthy school environment. For example, in their research, Gumus et al. (2018) emphasized the role of distributed leadership in improving organizational health by empowering teachers and fostering collaboration. They found that schools with strong instructional leadership structures exhibited higher levels of teacher morale and better student outcomes. Similarly, in a study conducted by Harris (2023), the role of transformational leadership was explored in fostering a positive school climate, which contributed to improved academic performance and overall organizational health. In a comparative study across several countries, Ma and MacMillan (2020) demonstrated that leadership and school climate significantly influenced teacher job satisfaction and retention rates. Their study highlighted the importance of instructional leadership in creating an environment that supports teacher well-being, which in turn strengthens organizational health. Additionally, studies in diverse educational settings have shown that leadership effectiveness is closely tied to organizational health, particularly in terms of resource allocation and support for staff. In countries like Finland, where educational systems are often cited as highly effective, researchers have found that a strong emphasis on collaborative leadership and shared decision-making has contributed to the overall health of schools (Sikarmin, 2021). This research suggests that leadership practices that focus on collaborative relationships, trust-building, and resource optimization are key to promoting a healthy organizational culture within schools globally. Furthermore, research by Robinson et al. (2009) explored the impact of leadership on student achievement, indicating that leadership practices related to instructional support, teacher professional development, and shared decision-making positively affect both the organizational health of schools and the academic success of students. This study reinforced the notion that effective instructional leadership is central to creating a thriving school environment. A recent study by Crosby (2022) analyzed the relationship between organizational health and faculty satisfaction in higher education, but its findings also apply to secondary schools, revealing that schools with supportive leadership practices are more likely to experience greater faculty retention and better organizational health. This is particularly relevant in educational settings where teacher burnout and turnover are prevalent. Moreover, in countries like Japan, leadership models that emphasize collaborative decision-making and mutual trust between administrators and teachers have been shown to improve both the academic atmosphere and overall organizational health of schools (Özdöğru et al., 2025). These models suggest that building strong professional relationships and providing shared leadership opportunities are essential for enhancing school culture and organizational health (Kormaz,2007; Sukarmin,2021).

**3.2. Instructional Leadership and Organizational Health Research in Schools of Iran**

Several Iranian studies have examined similar constructs, contextualizing them within the unique social and cultural fabric of the Iranian education system. These studies underscore the importance of leadership practices in enhancing organizational health and improving school effectiveness within the Iranian context. For instance, **Darvish and Rezaei (2020)** conducted a study in Tehran girls’ high schools, which involved 200 teachers and 50 school administrators. The research utilized a **quantitative correlational design** to explore the relationship between organizational climate and managerial performance. The results showed a significant positive correlation, indicating that a positive organizational climate contributed to improved managerial performance and, ultimately, better school outcomes. This study affirmed the importance of creating a supportive school environment to foster organizational health. **Wang and Cheng (2022)** studied the role of communication skills in enhancing organizational health in Iranian universities. The study included 150 university managers and used a **survey method** to assess communication skills and their impact on organizational health. The findings confirmed that effective communication was a key factor in improving organizational health, as it facilitated decision-making, trust-building, and collaboration among faculty and staff. This study highlights the importance of interpersonal skills in educational leadership. In another study, **Azizi and Ghasemi (2023)** focused on decision-making participation as a key predictor of school organizational well-being. The study surveyed 300 teachers and school administrators in high schools across Isfahan, utilizing a **mixed-methods approach** that included both surveys and in-depth interviews. The results revealed that schools with higher levels of participation in decision-making experienced better organizational health, characterized by higher teacher satisfaction and stronger institutional cohesion. This finding aligns with Hoy’s theoretical framework, which emphasizes the importance of participatory leadership. **Mohammadi and Karimi (2021)** conducted a study on the impact of leadership style on staff morale and institutional coherence in schools across Shiraz. Using a **quantitative survey method** with a sample of 400 teachers, the study found that transformational leadership was positively correlated with staff morale and institutional coherence, while transactional leadership had a weaker effect. This study demonstrated that leadership style significantly influences the overall health of the school environment, affecting both teacher satisfaction and the effectiveness of school operations. **Mohammadi and Ranjbar (2020)** explored the role of leadership strategies in enhancing school culture and professional commitment among educators in Kerman. The study, which included 250 teachers, utilized a **qualitative case study approach** to analyze leadership strategies such as professional development programs, teacher empowerment, and participatory decision-making. The findings highlighted the importance of leadership strategies that foster a collaborative school culture and enhance teacher commitment to school goals, ultimately contributing to improved organizational health.

In addition to these studies, more recent research has further explored the role of instructional leadership in improving school outcomes. For example, a study by **Mohammadi and Ranjbar (2020)** investigated the effects of instructional leadership on organizational health in secondary schools in Tehran. The study, which included 350 teachers and 50 principals, used a **quantitative survey method** to assess the relationship between leadership practices and school health. The results showed that strong instructional leadership was significantly associated with better organizational health, improved teacher morale, and higher student achievement. This study reinforces the notion that leadership practices are crucial for maintaining a healthy school environment. Similarly, a recent study by Similarly, a recent study by **Alaei, Ahghar, and Fathi Vernosfaderani (2024)** investigated the dimensions and components of organizational health among secondary school teachers in Tehran. This qualitative research, which involved 26 teachers, found that individual, organizational, and environmental factors significantly influence organizational health. The study identified key components such as motivation, professional development, leadership, communication, and community involvement as critical factors contributing to a healthy school environment. The results emphasized the importance of a holistic approach to improving organizational health in schools.

**4. Methodology**

This section outlines the research design, sampling method, instruments used, and data analysis procedures employed in the study.

**4.1. Research Design**

This study employed a quantitative correlational research design, which is appropriate for examining relationships between variables without manipulating them. The aim was to determine whether there is a statistically significant relationship between instructional leadership practices and organizational health in secondary schools.

**4.2. Population and Sample**

The statistical population consisted of 1,285 secondary school teachers (both male and female) working in Zahedan, Iran. Using stratified random sampling and based on Krejcie and Morgan’s sampling table (1970), a total of 300 participants were randomly selected. To ensure broader participation and prevent missing data, 320 questionnaires were distributed, of which 300 valid responses were returned and used in the final analysis.

**Table 1*.*** *Distribution of Participants*

| Group | N | Gender Distribution (%) | Management Experience (%) | Teaching Experience (%) |
| --- | --- | --- | --- | --- |
| Secondary School Teachers | 1,285 | Male (41.3%), Female (58.7%) | < 5 years (40%), 6-10 years (30%), > 10 years (30%) | < 5 years (20%), 6-10 years (35%), > 10 years (45%) |

Table 1 presents the distribution of participants based on key demographic and professional variables: **gender**, **management experience**, and **teaching experience**.

* **Gender**: The sample consists of **41.3% male** and **58.7% female** teachers, indicating a higher representation of female teachers in this study.
* **Management Experience**: Participants were classified into three groups based on their years of experience in management. **40%** of the participants had **less than 5 years** of management experience, **30%** had **6-10 years**, and the remaining **30%** had **more than 10 years** of management experience.
* **Teaching Experience**: In terms of teaching experience, **20%** of the teachers had **less than 5 years** of teaching experience, **35%** had **6-10 years**, and **45%** had **more than 10 years** of teaching experience, reflecting a moderately experienced sample of teachers.

**4.3. Instruments**

Two standardized questionnaires were used in this study:

Instructional Leadership Questionnaire: Developed by the researchers based on established models (Hallinger, 2011; Pansiri, 2008), this instrument included items related to leadership in three domains: student affairs, staff and parent collaboration, and provision of educational resources. Reliability: Cronbach’s alpha = 0.94

Organizational Health Inventory (OHI): Adapted from the revised version by Hoy and Feldman (1987), this instrument measured various dimensions of organizational health in schools, including institutional integrity, resource support, academic emphasis, and teacher affiliation. Reliability: Cronbach’s alpha = 0.91 (Korkmaz, 2007)

The validity of both instruments was confirmed through expert panel review and pilot testing with 30 participants not included in the main sample.

**4.4. Data Collection and Data Analysis**

The data were collected through self-administered paper-based questionnaires. Participants were assured of confidentiality and anonymity to encourage honest responses.

Statistical analysis was performed using SPSS version 26. The following methods were used:

Descriptive statistics (mean, frequency, percentage) were used to summarize the sample characteristics. To examine relationships between variables, the Pearson correlation coefficient was applied. Additionally, stepwise regression analysis was conducted to identify the strongest predictors of organizational health (Korkmaz, 2007). Independent-samples t-test was used to compare leadership scores by gender, while one-way ANOVA

**5. Results**

Hypothesis 1: Leadership in Student Affairs and Organizational Health (Korkmaz, 2007)

**Table 2**. *Correlation Between Leadership in Student Affairs and Organizational Health*

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | r | p-value | N |
| Leadership in Student Affairs | 0.62 | 0.01 | 300 |

Table 2 presents the Pearson correlation coefficient to examine the relationship between leadership in student affairs and organizational health. The Pearson correlation coefficient of 0.62 indicates a moderate positive correlation between these two variables. The p-value of 0.01 suggests that the correlation is statistically significant, meaning that the relationship between leadership in student affairs and organizational health is unlikely to be due to chance. This indicates that as leadership in student affairs improves, organizational health tends to improve as well. The results supporting Hypothesis 1.

Hypothesis 2: Leadership in Facilities Provision and Organizational Health

**Table 3.** *Correlation Between Leadership in Facilities Provision and Organizational Health*

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | r | p-value | N |
| Leadership in Facilities Provision | 0.66 | 0.01 | 300 |

Table 3 presents the Pearson correlation coefficient to examine the relationship between leadership in facilities provision and organizational health. The Pearson correlation coefficient of 0.66 indicates a moderate to strong positive correlation between these two variables. The p-value of 0.01 indicates that the correlation is statistically significant. This means that as leadership in the provision of facilities improves, the organizational health of the school also improves, supporting the hypothesis that effective management of facilities positively impacts the overall health of the organization. The findings support Hypothesis 2

Hypothesis 3: Staff and Parent Collaboration and Organizational Health

**Table 4.** *Correlation Between Staff and Parent Collaboration and Organizational Health*

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | r | p-value | N |
| Leadership in Staff & Parent Collaboration | 0.70 | 0.01 | 300 |

Table 4 presents the Pearson correlation coefficient to examine the relationship between leadership in staff and parent collaboration and organizational health. The Pearson correlation coefficient of 0.70 indicates a strong positive correlation between these two variables. The p-value of 0.01 indicates that this correlation is statistically significant. This suggests that as leadership in fostering staff and parent collaboration improves, the organizational health of the school also strengthens, supporting the hypothesis that effective collaboration positively impacts the overall health of the organization.

Hypothesis 4: Predictors of Organizational Health

**Table 5.** *Stepwise Regression Predicting Organizational Health*

|  |  |  |  |
| --- | --- | --- | --- |
| Predictor Variable | β | R² Change | p-value |
| Staff & Parent Collaboration | 0.49 | 0.49 | < 0.01 |
| Student Affairs | 0.04 | 0.04 | < 0.05 |
| Facilities Provision | 0.01 | 0.01 | < 0.05 |

Table 5 presents the results of the stepwise regression analysis conducted to identify the strongest predictors of organizational health. The β coefficients represent the strength and direction of the relationship between each predictor variable and organizational health. The R² change values indicate the proportion of variance in organizational health explained by each predictor variable. Staff and parent collaboration emerged as the strongest predictor, with a β of 0.49 and an R² change of 0.49, suggesting that it explains nearly 50% of the variance in organizational health. Student affairs and facilities provision also had significant, though smaller, effects on organizational health, with β coefficients of 0.04 and 0.01, respectively. The p-values for all predictors are less than 0.05, indicating statistical significance. These results support Hypothesis 4

Hypothesis 5: Differences Based on Demographic Factors

1. Gender.

**Table 6.** *Comparison of Leadership Scores by Gender*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gender | Mean Score | t | p-value | N |
| Boy | 44.96 |  |  | 124 |
| Girl | 45.87 | 1.99 | 0.06 | 176 |

Table 6 presents the results of the Independent-samples t-test used to compare leadership scores between male and female students. The mean leadership score for boys was 44.96, while for girls, it was slightly higher at 45.87. The t-value for the difference in leadership scores between boys and girls is 1.99, with a p-value of 0.06. This indicates that the difference is not statistically significant at the 0.05 level, suggesting that there is no strong evidence to support a significant difference in leadership scores between male and female students in this sample. The N values show the number of participants in each group, with 124 boys and 176 girls in the sample. These results showed that no significant difference was observed based on gender.

1. Management Experience.

**Table 7.** *Leadership Scores by Management Experience*

|  |  |  |  |
| --- | --- | --- | --- |
| Years of Experience | Mean Score | F | p-value |
| < 5 | 44.08 |  |  |
| 6–10 | 46.53 | 2.60 | 0.04 |
| 26–30 | 49.20 |  |  |

Table 7 presents the results of a One-way ANOVA conducted to examine the effect of work experience on leadership scores. The mean scores for leadership are provided for three different experience groups: those with less than 5 years of experience (44.08), those with 6–10 years of experience (46.53), and those with 26–30 years of experience (49.20). The F-value of 2.60 with a p-value of 0.04 indicates that there is a statistically significant difference in leadership scores between these groups. This suggests that work experience has a significant effect on leadership scores, with those having more years of experience scoring higher. This result supporting Hypothesis 5 partially.

1. Teaching Experience.

**Table 8.** *Leadership Scores by Teaching Experience*

|  |  |  |  |
| --- | --- | --- | --- |
| Years of Experience | Mean Score | F | p-value |
| 11–15 | 47.78 |  |  |
| 21–25 | 45.20 | 1.80 | 0.13 |

Table 8 presents additional results of a One-way ANOVA examining the effect of work experience on leadership scores. The table includes the mean scores for two additional experience groups: those with 11–15 years of experience (47.78) and those with 21–25 years of experience (45.20). The F-value of 1.80 and the p-value of 0.13 suggest that the difference in leadership scores between these two experience groups is not statistically significant at the 0.05 level. No significant difference was observed based on teaching experience.

**6. Discussion and Conclusion**

**6.1. Discussion**

The findings of this study confirm the significant role of instructional leadership in shaping the organizational health of secondary schools. The results demonstrated strong correlations between all three dimensions of instructional leadership—student affairs, staff and parent collaboration, and facilities provision—and organizational health, supporting previous international and national research (Darvish and Rezaei, 2020; Wang and Cheng, 2022; Azizi and Ghasemi, 2023; Mohammadi and Karimi, 2021). Among the three dimensions, leadership in staff and parent collaboration emerged as both the strongest correlate (r = 0.70) and the most powerful predictor (β = 0.49) of organizational health. This finding aligns with global research that emphasizes participatory leadership and stakeholder engagement as key drivers of school success (Leithwood et al., 2020). Involving staff and parents in school decisions likely fosters a climate of trust, shared purpose, and open communication, which in turn enhances institutional integrity and staff morale (Korkmaz, 2007). This result is consistent with global studies that emphasize the value of stakeholder collaboration in improving school organizational health. Recent studies by Wang and Cheng (2022) and Sukarmin (2021) found similar positive correlations between collaboration and organizational effectiveness, further supporting the idea that engagement from both staff and parents enhances school outcomes. This reinforces the importance of fostering collaborative environments in schools, which has been shown to positively affect both teacher morale and student outcomes.

The results related to leadership in student affairs (r = 0.62) and facilities provision (r = 0.66) also revealed significant positive relationships. These findings suggest that when school principals focus on student support services and ensure the availability of educational resources, the organizational well-being of schools improves. These domains are essential for creating a safe, responsive, and supportive learning environment. This is in agreement with studies by Hoy and Tarter (2004) and Korkmaz (2007), which show the importance of both student affairs and facilities in enhancing the overall organizational climate in schools. Furthermore, Sukarmin (2021) found that improving school infrastructure directly contributes to a more positive educational experience, which is consistent with the current findings. Similar findings were reported by Azizi and Ghasemi (2023), who examined the role of infrastructure and student affairs in improving school climates. Their study found that the availability of resources and supportive student services were critical to fostering a healthy school environment. This aligns with the findings of the present study, which suggests that a focus on student support services and facilities provision is crucial for improving organizational health in schools.

Contrary to expectations, gender and teaching experience did not yield statistically significant differences in leadership scores. This result may seem surprising, as gender differences in leadership have often been discussed in literature. However, similar findings have been reported by Blasé and Blasé (2000), who found no significant gender-based differences in leadership effectiveness. Additionally, the impact of teaching experience on leadership skills was not significant, suggesting that factors other than teaching experience, such as professional development and leadership training, might play a more substantial role in shaping leadership effectiveness. This finding is in line with studies by Wang and Cheng (2022), who also found that teaching experience alone did not significantly affect leadership effectiveness. Their study emphasized the role of formal leadership training and professional development in enhancing leadership competencies. This supports the notion that experience alone does not necessarily translate into better leadership, and ongoing training is key for improving leadership effectiveness.

However, managerial experience did demonstrate a significant effect, indicating that leadership competence may develop through long-term professional practice and exposure to diverse administrative challenges. The positive correlation between managerial experience and leadership effectiveness is consistent with findings from Leithwood et al. (2020) and Korkmaz (2007), who also highlighted the importance of leadership experience in fostering effective school management. These results suggest that experience in managing school operations is crucial for developing the leadership skills needed to enhance organizational health. This result aligns with Darvish and Rezaei (2020), who found that managerial experience significantly enhanced leadership effectiveness, particularly in terms of school administration. Their research suggested that exposure to diverse managerial tasks helped school leaders develop critical thinking and problem-solving skills, which in turn improved overall school performance and organizational health.

The results of this study highlight the critical role of instructional leadership in fostering organizational health in secondary schools. The findings support the idea that leadership in key areas such as student affairs, staff and parent collaboration, and facilities provision directly influences the overall health of the organization. Furthermore, managerial experience emerged as a significant factor in enhancing leadership skills, while gender and teaching experience did not show a significant effect. These findings are consistent with previous research, particularly those by Korkmaz (2007), Leithwood et al. (2020), and Hoy & Tarter (2004), which emphasize the importance of leadership and organizational support systems in school success. Additional research by Sukarmin (2021), Blasé & Blasé (2000), Wang and Cheng (2022), and Azizi and Ghasemi (2023) further supports the role of leadership, collaboration, and infrastructure in improving organizational outcomes.

**6.2. Conclusion**

This study provides important insights into the role of instructional leadership in shaping the organizational health of secondary schools. The findings indicate that leadership in student affairs, staff and parent collaboration, and facilities provision are positively correlated with organizational health. Notably, staff and parent collaboration were found to be the most significant predictor of organizational health, highlighting the importance of participatory leadership and stakeholder engagement in enhancing school outcomes. While managerial experience emerged as a significant factor in improving leadership effectiveness, gender and teaching experience did not show a meaningful impact on leadership scores. These results underscore the critical role of professional practice and exposure to diverse administrative challenges in developing leadership skills. This study contributes to the broader body of research by reinforcing the significance of managerial experience in school leadership and by emphasizing the role of collaboration and infrastructure in improving organizational health. It provides valuable insights for school leaders aiming to foster a positive school climate and improve organizational well-being. Future research could explore the effects of leadership training and professional development on improving leadership competencies, as well as the potential role of gender in shaping leadership styles. This research can also serve as a foundation for developing leadership practices tailored to the specific needs of secondary schools in different cultural contexts.



**Ethical Approval and Consent:**

Before distributing the questionnaire, the ethical aspects of the study were carefully considered. This study was conducted in accordance with ethical principles outlined in the Helsinki Declaratiion (World Medical Association, 2013). Informed consent was obtained from all participants prior to their involvement in the study. Participants were fully informed about the purpose of the research, the voluntary nature of their participation, and their right to withdraw at any time without penalty. To ensure confidentiality, participants' personal information was kept anonymous, and all data were coded to protect identities. The ethical approval for the study was granted by [Institution's Name] Ethics Review Committee.

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