An Examination of the Relationship between the Tendency towards Spirituality and Organizational Health (Teachers of Second High School Grade in the Department of Education of Tehran's Second Region)

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ABSTRACT: This study was done aiming to examine the relationship between the tendency towards spirituality in the workplace and organizational health in teachers between the years 2013 and 2014. The statistical population of the study consisted of 2070 teachers of second grade high school in the department of education of Tehran's second region. In his regard, 156 of them were selected as the sample size using the Cochran Formula and the simple random sampling method. The data-collecting method was based on Hoy and Fieldman's "organizational health" standard questionnaire (1990), as well as the questionnaire of spirituality in the workplace; some of the questions were taken from the questionnaire of Millman et al. (2003); the rest of the questions were provided with respect to the existing variables. After the distribution and collection of the questionnaires, the obtained data were examined and tested using the structural equation modeling and the Smart PLS 2.0 software in two sections: 1- measurement model; 2- The structural section. In the first section, the technical characteristics of the questionnaire including reliability, convergent validity, and divergent validity exclusive to PLS were examined; in the second section, the significance coefficients of the software were used in order to investigate the hypotheses of the study. The findings showed that tendency towards spirituality in the workplace and its dimensions (inner spirituality, outer spirituality, integral spirituality) have an effect on organizational health in the viewpoint of teachers.
Key words: Spirituality, Organizational Health, Integral Spirituality.

INTRODUCTION

Today, organizations are increasingly exposed to dynamic and changing environments. Therefore, they have to adapt themselves to the environmental changes in order to survive and be dynamic. The main challenge facing management in the 21st century is that organizations should play a pioneer role in changes (Drucker, 2000).

Today's world of human life is facing various transformations and changes. On the one hand, organizations face intense global competition, fast and unbelievable changes, new demand for quality and service, resource limits; on the other hand, they face the possibility of disappointment in employees, leading to the demand for more job significance, honesty, and the opportunity to self-actualization. Organizations, as sub-sets of human life, should prepare employees as main and valuable organizational capital in order to survive and develop (Abollahi, 2008).

In fact, concepts such as ethics, truth, belief in God or supernatural powers, seeking meaning at work, altruism, which have entered the studies and measures of management and business refer to a new paradigm (Ziayi, 2008). In other words, employees are currently seeking something which makes their job meaningful (Fry, 2011).

Not long ago was an organized attention applied to spirituality by managers of organizational knowledge; it can be said that in the late 20th century, spirituality in organizations has been seriously paid attention to by thinkers and researchers. Hence in the 1990s, there was a considerable increase in the number of conferences, books, papers, and workshops related to spirituality in the workplace. Spirituality can be described, but there is a wide variety of meanings for it. Spirituality, which is referred to as a look at the universe, phenomena and their rules, is greater than materialistic systems. In the conducted studies, spirituality is referred to as an innate perception of oneself, others, God and the universe, and as a search in the direction of perfectionism; spirituality is beyond-religion matter, which is not subject to a certain race, sex, etc. A spiritual person considers the universe purposeful; hence, spirituality makes their life meaningful and purposeful. True spirituality is a life lesson which teaches people how to maintain their mental health; it also teaches them how to develop their spirit while managing an active, useful social life in order to reach perfectionism. Spirituality in the workplace is a matter of interdependency which leads to the formation of a motivational organizational culture by personal goodwill.

Giakalon and Georkivis (2003) defined spirituality in the workplace as: a framework of fixed organizational values in culture which develop employees' experience of perfection by work processes, and make it enjoyable for them to have interdependency with others (Daniel, 2010).

Today, the subject of spirituality has entered schools and educational literature, in a way that it is recommended spirituality concepts should be embedded in educational plans in order for students and teachers to succeed (William and Alen, 2014).

A basic aspect of spirituality in the workplace is a deep feeling of meaning and purpose in work. This dimension of spirituality in the workplace determines how employees interact in an individual level. Another basic dimension of spirituality in the workplace consists of a deep interdependency with others. This dimension of spirituality in the workplace happens in a group level of one's behavior; and it implies the interactions between employees.

Interdependency at work refers to the belief that people consider themselves interdependent; it also refers to the fact that there is a relationship between each person's inner self and others' inner self. The third dimension of spirituality in the workplace is the experience of a strong feeling of alignment between personal values and organizational prophecy. This dimension of spirituality in the workplace covers employees' interaction with bigger organizational goals. Alignment with organizational values means that people believe that managers and employees have relevant values and strong conscience, and that organizations care about employees' convenience and interdependency (Fattahi, 2007).

Spirituality in the workplace is an experience of mutual relationship and trust among people who cooperate in a working process which is provided by personal optimism and goodwill, leading to the formation of a motivational organizational culture and an increase in in the overall performance, which brings about consistent organizational perfection. The following concepts are derived from spirituality in the workplace: Human's spiritual development, including: Intellectual growth, problem-solving and personal learning, which are the main tools for personal development. Spirituality in the workplace refers to the fact that mutual relations, respect and identification are not limited to us and our private environment, but they are useful for all those with whom we work on a regular or random basis, not only leading to more favorable working conditions but also leading to an increase in payback (Markus, 2006). Burack (1999) presents three main components for spiritual the workplace: inner, outer, and integral.

Tendency towards outer spirituality: interest in employees, respect for others, the adaptability of actions and obvious consciousness; adaptability, environmental awareness, and responsibility for the society (Sheikhi Nejad and Ahmadi, 2009). Tendency towards outer spirituality: professional skill and knowledge progression, adaptability, and continuous performances (Bagherzadeh Mirseyeddi, 2013).

Integral tendency towards spirituality: mutual trust, and common responsibilities for common benefits.

These lead to four different but very relevant results:

1. Leadership and organization: interest in employees, respect for others, adaptability of actions and obvious consciousness.
2. Employees: professional skill and knowledge progression, adaptability and continuous performances.
3. Exterior quality: adaptability, environmental awareness, and responsibility for the society.
4. Mutual trust and common responsibilities for common benefits.

In the viewpoint of an employee, results 1 and 3 are the exterior signs of a spiritual workplace. Result number 2 sets some of the inner motives for a spiritual employee; and result number 4 refers to the integral factor, i.e. the mutual relationships between all working groups (Sheikhi Nejad and Ahmadi, 2009).

On the other hand, it must be noted that organizational changes have certain consequences; and any organization facing changes should deal with consequences properly. Maybe the deepest changes affecting people are changes such as changes in beliefs, values, which influence organizational performance, leading to an effect on organizational health. Changes can affect employees' motivation, willingness, and attitude, leading to an effect on their performance, which changes organizational change (Kianpour, 2002).

Organizational health is a completely comprehensive concept which shows that an organization is performing properly, and that all organizational capacities have been used in order to become more efficient. A healthy organization is reliable in terms of information exchange; it is creative and flexible in terms of applying necessary changes. In addition, it is committed to organizational objectives and provides internal support and freedom of fear and threat (Bagherzadeh Mirseyeddi, 2013). The expression "Organizational Health" was for the first time used by Miles, 1969, in a study on schools' organizational atmosphere (Korkmaz, 2007). He defines a healthy organization as an organization which not only survives in its own environment but it is also adaptable in a long period and develops its own survivability and adaptability sustainably. What is clear in this definition is that a healthy organization deals with external hurdles successfully, and navigates the force of the hurdles effectively in line with organizational objectives. Indeed, organizational performance in a certain day might be effective or ineffective, but long-term signs in healthy organizations show effectiveness. If expertise and techniques are completely healthy, employees become more responsible and the quality of products

and services are improved (Dejoy and Wilson, 2007). Organizational health implies a condition beyond short-term effectiveness in organizations; and it refers to a set of fairly durable organizational properties. In this sense, a healthy organization is not only sustainable in its own environment but it is also capable of adapting to its environment in the long run, and gaining and developing necessary abilities for survival (Hoy, 2008). Organizational health also affects employees' exhaustion, so many researchers have obtained positive results related to its effects. In other words, organizational health is the survival and adaptability of an organization in its environment, enabling it to improve and develop its abilities to become more adaptable in order to prevent exhaustion (Jessika et al., 2014).

Organizational health is related to employees' commitment to their organization. In educational organizations, organizational health has positive interdependency with many school variables such as organizational atmosphere, teachers' problems when making decisions, strong school culture, and effectiveness scales (Hoy and Mescle, 2008).

In the viewpoint of (Hoy and Mescle, 2008), organizational health has seven dimensions: institutional unity (an organization's ability to adapt to the environment in a way that it maintains its unity, stability, and the integrity of its programs), manager's authority (a manager's ability to influence bosses and other superiors, motivating them to pay more attention to organizational affairs, avoiding official hurdles, hierarchy, independence from higher ranks all of which are key to leading effectiveness.), considerateness (refers to the open and friendly behavior of a manager. Considerateness is the reflection of respectful behavior, mutual trust, cooperation and support), structuring (a manager's behavior in terms of setting working relations with teachers, job expectations, performance standards, and defining working methods), supporting resources (providing the necessary materials for organizational performance), morale (refers to friendship, openness, and mutual trust between organizational members), scientific emphasis (refers to the extent to which an organization would like to reach scientific and cultural excellence) (Hoy & Mescle, 2008).

Researches related to this subject from different sources such as universities and centers that provide scientific sources refer to the fact that a very small number of studies have been done on this subject in Iran; these studies have differences and similarities, and the results have been used at certain times and places, including:

Jin et al. (2014), in their study, found that organizational health and exhaustion on teachers; and they consider organizational and individual factors important. In the following, their findings show that teachers' exhaustion is greatly influenced by the level of organizational health in schools.

Vilmantė, (2014), in his study on spirituality, states that alienation has been developed in today's workplaces. Observations show that the most important factors are job satisfaction, good performance, and spirituality in organizations and workplaces. Fry (2011) showed that spiritual leadership and perfection culture positively and significantly affect spiritual welfare and organizational and individual performance variables, leading to an increase in employees' welfare and health (Fry, 2011).

Dent et al. (2005), concluded that obvious compatibility between spiritual values and the effectiveness of leadership actions.

In another study, Rio (2005) stated that those values which consider spiritual ideals such as honesty and humility affect leadership success. Fry (2005) in his study on the effect of spiritual leadership on organizational performance concluded that spiritual leadership helps organizations to perform better by improving the status of spirituality and improving cultural and credence conditions. He introduces spiritual leadership using three dimensions: hope, belief, and altruism.

Milliman et al. (2003) chose three of the seven dimensions which suited group, individual and organizational levels; and used them in a study. These three dimensions include the feeling of being meaningful in the workplace in an individual level, interdependency in a group level, and the alignment of one's values with organizational values in an organizational level. Bahrami et al. (2012) stated that decision-making based on consultation and cooperation in educational groups can reinforce organizational health. High morale among members and institutional unity are important dimensions of organizational health, which lead to the improvement of educational processes. Beikzadeh et al. (2011) proved that spirituality in the workplace affects variables such as friendship, politeness, considerateness, and organizational-social behavior.

Mohammai (2009) showed that, in the viewpoint of teachers in Kurdistan's high schools, there is a positive relationship between professional life quality and organizational health. Moayed (2008) states that managers' power sources in educational groups affect variables such as morale, support for sources, considerateness, and scientific emphasis on organizational health.

Haghighatju (2008) in another study, namely "managers' creativity, organizational health, and efficiency of the employees in Iran's Medical Science

universities", showed that there is a direct, positive, and significant relationship between organizational health and employees' efficiency; i.e. with an increase in one, the other increases (Haghighatju, 2008).

Considering the fact that high schools in the department of education of Tehran's second region have made a lot of financial and non-financial losses due to the ignoring the importance an role of tendency towards spirituality in the workplace and organizational health in different levels; this is considered as a weakness and challenge in high schools in the department of education of Tehran's 2nd region. Certain decisions have been made in order to do a scientific research for the pathology of the above-mentioned subject and to provide scientific strategies for solving this problem using the dimensions of tendency towards spirituality. According to the mentioned findings about the importance of the examination of the relationship between tendency towards spirituality and organizational health among teachers, and the role of each variable, the present study aims to provide observations of the relationship between the tendency towards spirituality in the workplace and organiz-ational health. Generally, the present study tries to figure out if there is a relationship between tendency towards spirituality in the workplace and

organizational health of teachers in second high school grade in the department of education of Tehran's2nd region. The hypotheses of the study are as follows:

Main hypothesis: There is a significant relationship between the tendency towards spirituality in the workplace and organizational health of teachers in second high school grade in the e department of education of Tehran's 2nd region.
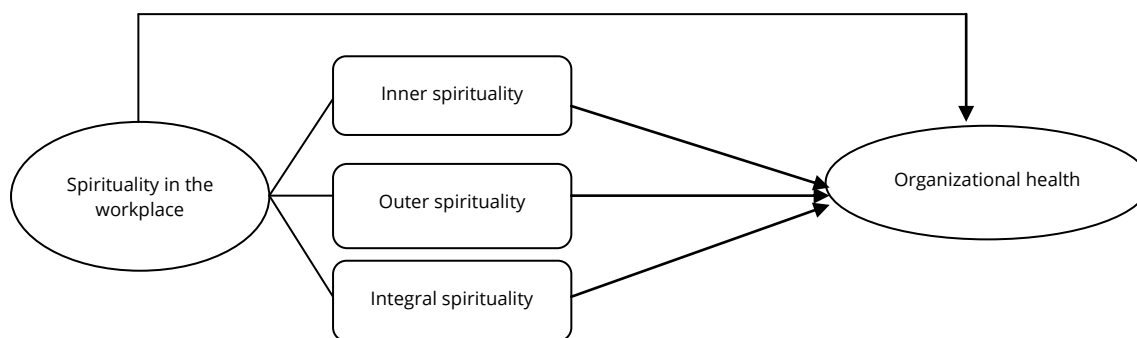
The subsidiary hypotheses are as follows:
There is a significant relationship between the tendency towards inner spirituality and organizational health of teachers in second high school grade in the department of education of Tehran's 2nd region.

There is a significant relationship between the tendency towards outer spirituality and organizational health of teachers in second high school grade in the department of education of Tehran's 2nd region.

There is a significant relationship between the tendency towards integral spirituality and organizational health of teachers in second high school grade in the department of education of Tehran's 2nd region.

Finally, the conceptual model of the study is presented in the figure below:

Figure 1. Conceptual model of the research

Research Methodology
The method used in this study was practical in terms of objective; and it was descriptive-causal in terms of data-collection. In addition, it was a quantitative method in terms of the collected data. Hence, certain questionnaires were distributed in order to collect the comments of teachers who work in high schools in the department of education of Tehran's 2nd region between the years of 2013 and 2014; and the results have been presented. Since a cause-and-effect relation is examined in this study, the method of the study is a causal method in terms of the relationship between variables. In order to examine the conceptual model of the study, the

structural equation model was used. This model is the best tool for analyzing studies in which obvious variables have measurement errors; and the relationships between variables are complex. Using this method, On the one hand, it is possible to measure the accuracy of observable indexes and variables; on the other hand, it is possible to examine the causal relationships between latent variables and the value of the expressed variance. The structural equation model is composed of two sections: Measurement Model and Structural Model. The variables of the model are divided into two groups: Latent variables and observed variables; the tendency towards spirituality in the workplace and organization-

nal health are latent variables; and their dimensions are observed variables. The statistical population of the study consisted of 2070 high school teachers in the department of education of Tehran's 2nd region. We provided the sample size for the society using the Cochran Formula. In order to use the Cochran Formula, its hypotheses should be included. The hypotheses of the Cochran formula are: P=q=50% (based on the stochastic method); "Z" is the standard normal distribution statistic which, in 95% confidence, is 1.96; "d" is the maximum allowable error which is considered to be 5%; and "N" is the number of high school teachers in Tehran's 2nd region. The statistical sample size, (n), is calculated based on the Cochran Formula (Sarayi, 2011):   Formula 1:   n=$\frac{z^2pqN}{Nd^2+z^2pq}$

Therefore, using formula number 1 and according to the population of 2070, 156 teachers were selected from among high school teachers in Tehran's 2nd region as the sample size based on the simple random sampling method. Two questionnaires were used in order to collect data:

The "spirituality in the workplace" questionnaire which consisted of 21 questions provided by Milliman et al. for the three following dimensions: inner spirituality, outer spirituality, and integral spirituality. There was 6, 7 and 6 questions for inner spirituality, outer spirituality and integral spirituality, respectively. This questionnaire was rated in 5 levels – from totally agree to totally disagree – based on the Likert scale.

Hoy and Fieldman (1990) standard questionnaire, which was provided for the seven dimensions of organizational health, had 42 questions; Institutional unity (6 questions), managers' authority (5 questions), structuring (5 questions), support for sources (4 questions), morale (9 questions), scientific emphasis (8 questions). This questionnaire was rated in 5 levels – from totally agree to totally disagree – based on the Likert scale.

The reliability of the questionnaire was evaluated using the data obtained from the questionnaires, and using the Smart PLS 2.0 and SPSS software. In the PLS method, reliability was evaluated by measuring the value of composite reliability; and in the SPSS method, reliability was evaluated by measuring the Cronbach's alpha value; a value greater than 0.7 shows acceptable reliability. The results of the two criteria are given in the table below; as it can be seen, all the values are greater than 0.7, which shows the acceptable reliability of the questionnaires.

Table1. Composite reliability and the Cronbach's alpha values

Organizational health							Spirituality in the workplace			Variable
Scientific emphasis	morale	Support for sources	structuring	considerateness	Managers' authority	Institutional unity	internal	outer	inner	Variable dimensions
0.801	0.890	0.851	0.871	0.912	0.832	0.849	0.759	0.821	0.798	**Cronbach's alpha**
0.919	0.901	0.895	0.909	0.929	0.841	0.851	0.774	0.840	0.735	**Composite reliability**

The validity of the questionnaires was examined by convergent and divergent validity which is exclusive to structural equation modeling. In the section of divergent validity, the AVE criterion was used. The expected value for the acceptability of AVE was 0.5 (Hulland, 1999).

Finally, the findings showed that all AVE values corresponding to the variables were greater than 0.5; this shows that convergent validity is acceptable. In the section of divergent validity, the difference between the indices of a certain variable is compared with the difference between the indices of other variables. Therefore, a matrix must be formed in which the values of the main diagonal are the square root of AVE coefficient of each variable. The values below and above the main diagonal are the correlation coefficients of that variable with other variables. The findings demonstrated that the square root of AVE of each variable is greater than the correlation coefficient of that variable with other variables (the values in the same column and the same line); this implies the acceptability of the divergence and convergence of the variables.
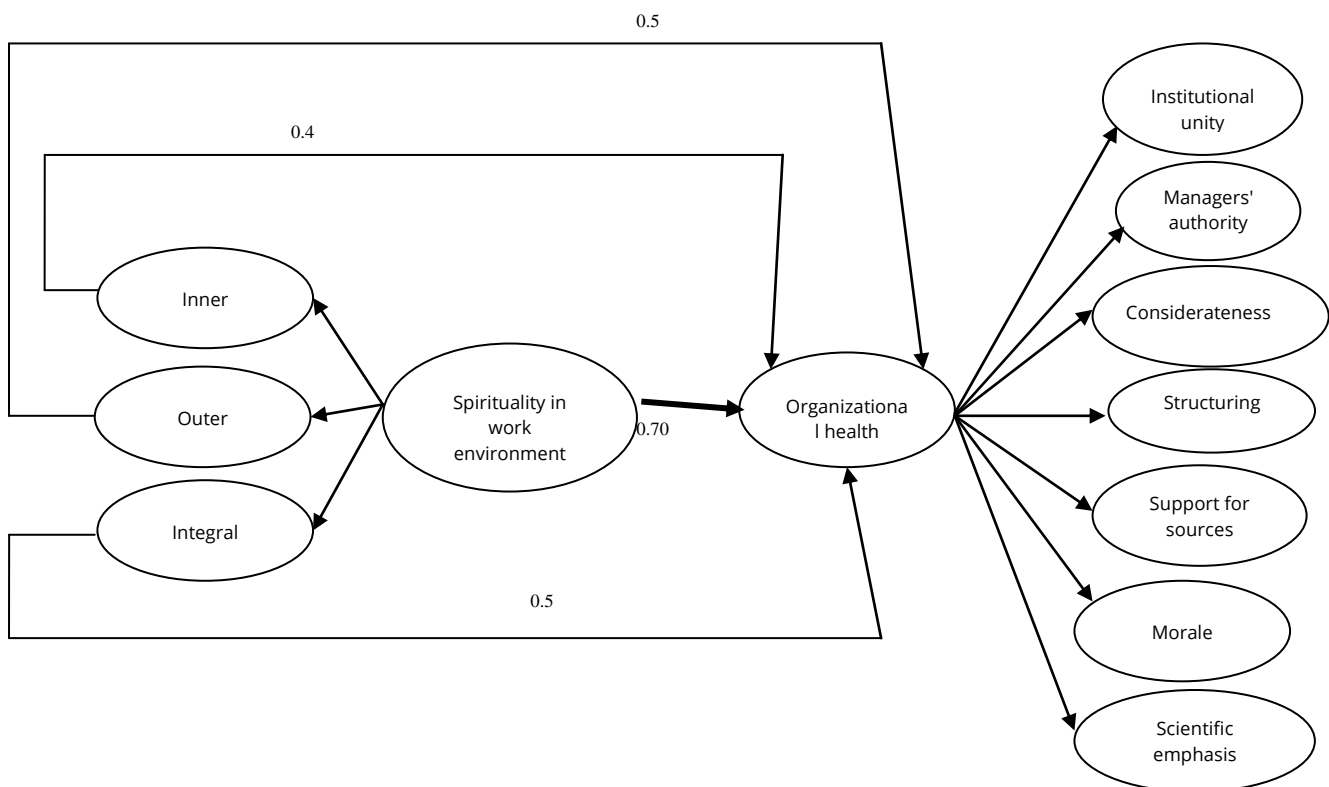
RESULTS

In this stage, the cause-and-effect relationship of the tendency towards spirituality in the workplace and its dimensions with organizational health has been examined in the form of structural model. As it can be seen in the figure below, the relationship of

the tendency towards spirituality in the workplace and its dimensions with organizational health is significant and positive. Figure 2 presents the coefficient of the causal effect of the model, and the relationship of the main variable and its dimensions with teachers' organizational health. The PLS output proves the main and the subsidiary hypothesis of the stud, which can be seen in the following table. Since all the values of "t" are greater than 1.96, all hypotheses are confirmed.

Table 2. investigation of the hypotheses of the study

Variables	Standardized coefficients	t-value statistic	Result
Spirituality in work environment →organizational health	0.70	17.3	Accepted
Inner spirituality → organizational health	0.44	13.25	Accepted
Outer spirituality → organizational health	0.51	15.05	Accepted
Integral spirituality → organizational health	0.54	16.11	Accepted

Figure 2. The coefficients of the causal effect of the model

DISCUSSION AND CONCLUSION

Generally, today's world is full of complexities which cause the education system and other educational organizations to face numerous difficulties in terms of progression and perfection; it also challenges educational managers in all levels, who are planners, organizers, and leaders of education. In these conditions, using spirituality in the workplace, in order to overcome hardships and obstacles existing in the education system, can solve problems. In a healthy organization, teachers are punctual, considerate, useful, and committed; they have high morale and perform well; they go to work willingly and are proud of their job; they know well about educational goals; and problems are solved actively and realistically. Planning in education is done based on realities, providence, performance, and discipline. The judgment and logical demands of low-ranking employees are considered. There is collaboration in schools; there is no conflict in schools; honesty is observable; teachers trust one another. Decision-making is done in order to increase the efficiency of schools. Open communication networks and great success are seen in schools. Teachers cooperate unofficially, regardless of their positions. Management and leadership are flexibly applied in organizations. A

lot of trust, freedom, and mutual responsibilities are seen in employees. Organizations are effectively successful in doing tasks. Organizations are able to adapt to improvement and development. In this section, after the analysis of the data and testing each hypothesis in the present study, certain results were obtained; in the following, each hypothesis is mentioned and compared with the results of previous studies, in order to correctly and accurately interpret the obtained results. Subsidiary hypothesis 1: there is a significant relationship between the tendency towards inner spirituality and high school teachers' organizational health in the department of education of Tehran's 2nd region. The findings of the study approved of the relationship between the tendency towards spirituality in the workplace and high school teachers' organizational health in the department of education of Tehran's 2nd region. Undoubtedly, one important aspect of spirituality in the workplace includes a feeling of meaningfulness and purposefulness. This dimension of spirituality in the workplace determines how employees interact at work in the individual level, which makes it possible for all teachers to provide organizational health in the individual level. Finally, these findings are in accordance with the results of the studies done by researchers such as Chen et al, 2014, and Vilmantė, 2014. Subsidiary hypothesis 2: There is a relationship between the tendency towards outer spirituality and organizational health in high schools in the department of education of Tehran's 2nd region. The findings of the research approved of the relationship between the tendency towards outer spirituality and high school teachers' organizational health in the department of education of Tehran's 2nd region. In addition, the findings indicate that outer spirituality in the workplace consists of a deep interdependency with others. This dimension of spirituality in the workplace in group level results from human behavior, and implies the interactions between employees and their coworkers. Correlation in the workplace is based on the belief that people consider themselves interdependent; there is a relationship between each individual's inner self and others' inner self, which makes it possible for organizations to improve and become healthy. Finally, these findings are in accordance with the studies done by researchers such as Chen et al. (2014), Fry, (2011), and Mohammadi, (2009).

Subsidiary hypothesis 3: There is a relationship between the tendency towards integral spirituality and high school teachers' organizational health in the department of education of Tehran's 2nd region. The findings approved of the relationship between the tendency towards integral spirituality and high school

teachers' organizational health in the department of education of Tehran's 2nd region. Integral spirituality in the workplace might be the strongest and the most influential variable in terms of facilitating organizational health. Since integral spirituality results from the alignment of employees' personal values with organizational values and prophecy, it plays a considerable role in organizational health. Integral spirituality in the workplace consists of the interaction between teachers in line with educational objectives. Alignment with educational values refers to the fact that managers and teachers have relevant values and strong conscience; and organizations consider the welfare and correlation of teachers, which motivates employees to increase organizational health. Finally, these findings are in accordance with the results of the studies conducted by researchers such as Chen et al, (2014), and Bahrami, (2012).

Main hypothesis:

There is a significant relationship between the tendency towards spirituality and high school teachers' organizational health in the department of education of Tehran's 2nd region.

The findings of this hypothesis, which are taken from the three subsidiary hypotheses, show that there is a significant relationship between the tendency towards spirituality in the workplace and high school teachers' organizational health in the department of education of Tehran's 2nd region. Since spirituality in the workplace results from the correlation and the truth between teachers, in this approach teachers consider themselves correlated members of a system, and attempt to solve problems and reinforce their strengths in order to make schools more efficient. Spirituality in the workplace is an experience of mutual trust and interaction among those who cooperate in a work process which results from optimism and goodwill, leading to a motivational-organizational culture and an increase in the overall performance, which finally provides organizational health. The results of the studies done by researchers such as Chen et al., (2014), Dent and Higgins, (2005), Milliman et al. (2003), Haghighatju (2008), and Moayed (2008), approve of the findings of the hypothesis.

Recommendations based on research findings

Considering the results of similar studies and the present study, spirituality in schools can make it possible for teachers to achieve organizational health. The education system must form a competition between spirituality and spirituality culture in school structures and between teachers; in addition, they must select managers and leaders suitable for school

structure and the educational system in order to help teachers reach a favorable amount of efficiency and organizational health. Since the relationship between the tendency towards spirituality in the workplace and high school teachers' organizational health in the department of education of Tehran's 2nd region was approved, the following recommendations have been proposed:

• Holding justification sessions for school managers in order to identify the importance, objectives, and approaches of spirituality and organizational health. Holding these sessions helps to increase managers' awareness; and managers' commitment to this approach is guaranteed. This leads to the allocation of sufficient organizational sources and the elimination of organizational obstacles in the education system.

• Emphasis on health and teachers' health and life conditions through timing and workload, in a way that have the opportunity to be with their families and rest; and the allocation of sufficient rights and advantages in order to meet financial and spiritual needs.

• Establishing committees composed of experts and teachers in different schools in the education system in order to participate in the process of providing spirituality in schools, leading to the ease of implementing spirituality, avoiding resistance to changes resulting from the implementation of the program in terms of the engagement of different units in the education system.

• The sustainability of managers' supervision who work as key members providing organizational health in schools in order to achieve goals and solve potential problems.

• The allocation of organizational and financial sources in order to achieve objectives such as organizational health and showing its importance between teachers and managers.

• The modification of the education system's structure in order to coordinate with spirituality in the workplace for more success.

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