

Factorial validity of the organizational health inventory among Omani teachers: Invariance across gender

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ABSTRACT

This study examined the factor structure of the Organizational Health Inventory (OHI) scale among Omani teachers. There were four factors assumed to represent the OHI (principal influence, academic emphasis, morale, and initiating integrity). Testing the scale reliability was another aim of this study. A random sample (n=458) of Omani teachers was considered. The short version of the scale has 30 items. Exploratory and confirmatory factor analysis was performed on the sample data. The model is good fitted to the data. Across gender, the invariance of the structure was tested, and the parameters of the model were invariant. Consequently, the two genders were compared via multivariate analysis of variance (MANOVA) with gender as an independent variable and subscales. The female teachers were found to more likely show principal influence, academic emphasis, and morale than the male teachers, who instead, were more efficacious than the female teachers in dealing with institutional integrity.

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1. INTRODUCTION

Organizational health (OH) is essential in nurturing smart relationships between staff, students and local communities and provided positive work environments wherever individuals feel relaxed, secure, and driven. Research shows an in depth correlation between school culture and the effectiveness of the school [1]. OH is generally described as an organization where all processes are performed with efficiency. However, an unwell organization one where a number of the processes malfunction or, perhaps, even fail [2], [3]. Through the creation of a climate based on trust [3], and the identification of a strong leader the relationship between organizational health and leaders' mindset is strengthened. It also results in enhancement of employee health [4]. Bevans *et al.* [5] showed that collegial leadership, employee affiliation, academic emphasis, and overall organization health are correlated with student performance.

The integration of ideas, knowledge bases, and strategies help develop school cultures, attitudes and expectations [6]. Gruenert [7] describes culture as having unwritten rules wherever members of a group have been complying with and passing on for years; these developed expectations form a culture they want. Culture is distinctive in all schools with distinct variations within which the organization binds together among every educational institution. Some have known organizational culture as a system made up of shared orientations within which a definite identity is formed [8]. Regarding to Blumer and King [9], school leaders bring to their jobs values and vision, the authority of their position and their reputation and achievements.

The health of the organization is understood to reinforce performance [10], and organizations could become agents for the accomplishment of change. Teachers who have a positive perception of the school's organizational health are committed to teaching and learning [11], [12]. These teachers report greater work commitment that affects their job performance and the quality of educational services provided to students [13]. In addition to that, teachers reported greater job satisfaction when their job allowed personal development, when they established good relationships between their colleagues and supervisors, and when they allowed to take part in the decision making process regarding practices in the school [14], [15].

Shabah [16] thought-about teamwork to be one among the institutions' best ways for the institutions to realize their goals, and also the work environment reflects the institution's level of the organizational health, wherever it later has got to offer a positive, open-minded, organizational environment, and adopt a strategy; that produces its goals accomplished by achieving clear goals adopted by the institution, which might be accomplished by the adoption of working teams; wherever such an environment is generated and where the door is opened for improvement by team performance. The study by Albelushi [17] revealed a high degree of practice and correlation statistics between the degree of transformational leadership of principals and level of organizational health, in Oman's basic education schools, with a total of 504 teachers participating in the study. Al-Omari [18] research among 406 teachers employed in secondary schools in Zarqa Governorate in Jordan, revealed that the highest mean of subscales of Organizational Health Inventory (OHI) was for Academic Emphasis subscale in high level, and the other subscales (Institutional integrity, Initiating structure, consideration, principal influence, resource support, and morale) were in moderate levels. Female teachers had a better perception of school health than male. Teachers with medium teaching experience perceived school health more than their low and high experience colleagues, teachers with a school with size less 600 students perceived school health better than teachers in 600 and above.

Al-Omari *et.al.* [19] revealed that the organizational health of schools for both Jordan and Oman were in higher-level as perceived by their teachers. According to the research [20], a positive relationship was found between organizational health and ethical leadership. As the ethical leadership behaviors of school principals increase, the organizational health of the school increases positively. Therefore, it can be said that the ethical behaviors preferred by the principals in the management process are important for the high level of organizational health in schools. Teachers' well-being in terms of social needs is very essential for school organizations, especially regarding the social relationships between teachers and colleagues, and the social responsibility of a teacher [21]–[23]. It was found that [24] from among the organizational health subdimensions, initiating structure (IS) was more frequently realized, while the academic emphasis (AE) subdimension was less frequently realized and 50% of the teachers were exposed to bullying. There was a negative relationship between organizational health and teachers' exposure to bullying. Organizational health was an indicator of bullying experience in primary schools in Turkey. Therefore, the two main purposes of the present study were: i) To analyze the factor structure of the short version of OHI scale; and ii) To provide evidence regarding the internal consistency of the Scale among Omani teachers.

2. RESEARCH METHOD

2.1. Participant

The population for the study consisted of schools in Muscat governorate in Oman (7647 teachers: 1808 male and 5839 female) [25]. The schools were all public schools. The sample of this study included teachers who currently worked in the participating schools in Muscat governorate. There were 458 Omani teachers randomly selected participated in this study.

2.2. Instrument

The Organizational Health Inventory-Omani Short Version (OHI-OSV) was used to measure the organizational health of public school in Oman schools, developed by Abu Shindi, Al-Omari, and Alabri [26]. The instrument included four subtest scores in the following areas: institutional integrity (II) with three items, principal influence (PI) with 14 items, morale (M) with five items, and academic emphasis (AE) with eight items. For the purpose of examining the validity of the instruments in this study (face validity evidence) [27], it was presented to different experts in educational administration, evaluation and educational measurement. They were asked to check whether the statements in the instrument are clear and linked appropriately with the problem of study. Based on the experts' comments, some revisions regarding the language were done to the instrument.

Regarding the reliability of the instrument in this study, an internal consistency procedure (to estimate the consistency across the items) was used. A pilot study of 30 participants had been conducted. Those participants did not participate in the final study. The instructions were clear and all of the items of instrument functioning in an appropriate manner. The values of alpha (the internal consistency coefficient)

for The OHI-OSV dimensions are: institutional integrity (II)=0.81, three items; principal influence (PI)=0.82, 14 items; morale (M)=0.87, five items; and academic emphasis (AE)=0.79, eight items. The previous values can be considered reasonably satisfactory to achieve the objectives of the current study [28].

3. RESULTS AND DISCUSSION

3.1. Data screening

Table 1 shows the means, standard deviation, skewness and kurtosis of each of the items of the short version of OHI. It can be noted that none of the items has a severe Skewness. Hence, all items variability is small compared to the mean.

Table 1. Means, standard deviation, skewness and kurtosis of the short version of OHI items

Item	Mean	Std. Deviation	Skewness	Kurtosis
4	4.63	0.72	-0.44	0.90
3	4.25	0.93	-1.14	0.70
38	4.22	0.97	-1.34	1.39
16	4.15	0.95	-1.12	0.88
6	4.14	0.84	-0.91	0.82
34	4.08	0.94	-1.06	0.97
44	3.98	1.05	-0.97	0.35
32	3.96	1.01	-0.87	0.24
18	3.96	0.95	-0.93	0.82
35	3.94	0.93	-0.87	0.69
14	3.93	0.98	-0.82	0.22
33	3.91	0.98	-0.82	0.38
24	3.89	1.03	-0.84	0.20
43	3.87	1.00	-0.81	0.26
12	3.84	1.01	-0.63	-0.18
42	3.82	0.99	-0.62	-0.27
26	3.81	1.19	-0.81	-0.23
17	3.80	0.97	-0.75	0.29
23	3.78	1.03	-0.68	0.01
21	3.75	0.89	-0.55	0.10
2	3.72	0.92	-0.24	-0.56
41	3.58	1.00	-0.45	-0.19
20	3.55	1.10	-0.46	-0.56
37	3.46	1.07	-0.51	-0.24
5	3.34	0.97	-0.31	-0.20
30	3.21	1.09	-0.08	-0.63
28	3.19	1.11	-0.19	-0.66
29	2.63	1.02	0.30	-0.33
1	2.52	1.11	0.46	-0.42
8	2.43	1.16	0.51	-0.52
Total	3.76	0.59	-0.81	0.86

3.2. Exploratory factor analysis (EFA)

An Exploratory factor analysis (EFA) was conducted to identify a variable factor. The Kaiser-Meyer-Olkin (KMO) index (0.95), and Bartlett's test of sphericity ($\chi^2=7406.74$, $df=435$, $p<0.001$), indicating that the sample and correlation matrix were appropriate for the EFA [29]. The results of EFA analysis are shown in Table 2 and Table 3. The distribution of high factor loading (0.3 and above) across factors demonstrated that five factors were identified, a counting 58.7% of the explained total variance, then the factors were rotated by varimax approach. Only two items were loaded on factor five, then the reanalysis of the responses with four factors [30].

Four-factor model explained 55.4% of the total variance. The first factor was labelled "PI" a total of 14 items which accounted for 26.19% of scale total variance. The second factor was labelled "AE" explained 13.81% of the variance and included 8 items. The third factor explained 10.03% of the variance and included five items, this factor was labelled "M". The fourth and final factor was labelled "II" and had only three items which accounted for 5.35% of explained variance.

Table 2. The eigenvalue and explained variance for the five and four-factor structure models

Factor	Five factors				Four factors		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
Before rotation	1	12.343	41.143	12.343	41.143	41.143	
	2	1.679	5.596	14.022	5.596	46.739	
	3	1.393	4.642	15.415	4.642	51.381	
	4	1.198	3.993	19.408	3.993	55.374	
	5	1.005	3.349	22.757	3.01%	58.723	
After rotation	1	6.999	23.331	6.999	26.187	26.187	
	2	4.964	16.547	11.963	13.808	39.995	
	3	2.695	8.982	20.955	10.029	50.024	
	4	1.581	5.271	26.226	5.350	55.374	
	5	1.378	4.593	30.819		58.723	

Table 3. Rotated component matrix for the short version of OHI

Factors/Items #	1	2	3	4
32	.667			
18	.632			
38	.629			
34	.613			
4	.558			
17	.555			
33	.539			
24	.531			
16	.519			
14	.517			
3	.491			
6	.483			
35	.475			
21	.340			
23		.648		
5		.523		
29		.461		
28		.456		
1		.437		
26		.431		
12		.421		
2		.404		
42			.704	
43			.635	
44			.611	
37			.564	
41			.526	
30				.636
20				.537
8				.381
Percentage of variance 26.1913.8110.035.35				

3.3. Confirmatory Factor Analysis (CFA)

Figure 1 illustrates a Confirmatory Factor Analysis (CFA) for a model of four latent factors: PI (14 items), AE (eight items), M (five items), II (three items). The maximum likelihood method was used to analyze the responses. The results 1 showed excellent fit of data to four factors model ($\chi^2/df=2.4$, GFI=0.90, CFI=0.93, TLI=0.92, RMSEA=0.05) [31], [32]. The standardized regression of items ranged (0.36-0.84).

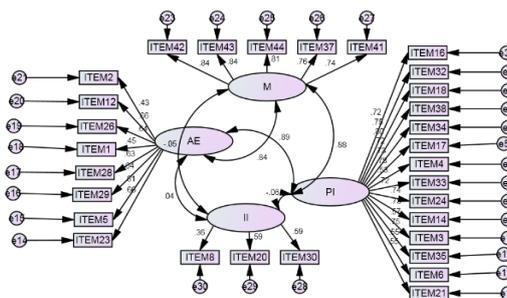


Figure 1. CFA four-factor model structure

3.4. Correlation among factors

Inter factor correlations shown in Table 4 indicate that OHI (short version) factors for female ranged from -0.033 to 0.8, and for male were ranged from -0.087 to 0.827. For both (male and female) the correlation coefficients were positive between PI, AE, and M, and negative between PI, AE, M and II. Generally correlate were more strongly for male than female teachers, except the correlation between II with other factors for the female than male.

Table 4. Correlation among OHI factors for Omani male and female teachers

Factor	PI	AE	M	II
PI		.807**	.827**	-.087
AE	.727**		.720**	-.028
M	.800**	.710**		-.048
II	-.012	.042	-.033	

Note: Coefficient above diagonal for male, below for female

3.5. Gender differences

To address the question “Do male and female exhibit a similar structure of OHI? The sample responses were subjected to multiple-group CFA with invariance across sex. Table 5 shows that the fit statistics for configural model (Essentially tests whether the same basic factor structure holds for the two groups) fits reasonably well the data ($\chi^2/df=1.9$, RMSEA=0.044, CFI=0.90). Also, with Metric model (which the relationship between factors and the items are equivalent across the two groups) constrained well be equal across sex ($\chi^2/df=1.87$, RMSEA=0.044, CFI=0.90). However, invariance of other parameter was adequately supported based on $\Delta RMSEA=0.00$, and $\Delta CFI=0.00$. The third step of measurement invariant testing, Scalar invariance (essentially testing the two groups similarly use the response scale), the most constrained model (Scalar model) constrained also well be equal across sex ($\chi^2/df=1.92$, RMSEA=0.045, CFI=0.90), and invariance was adequately supported based on $\Delta RMSEA=0.001$, and $\Delta CFI=0.009$).

Table 5. Fit indices of OHI structural invariance across sex

Level of invariance	χ^2	df	Sig	χ^2/df	RMSEA	CFI	$\Delta RMSEA$	ΔCFI
Configural	1445.54	762	0.00	1.90	0.044	0.904		
Metric	1469.86	787	0.00	1.87	0.044	0.904	0.000	0.000
Scalar	1567.17	817	0.00	1.92	0.045	0.895	0.001	0.009
Strict	1638.78	858	0.00	1.91	0.045	0.890	0.000	0.005

3.6. Reliability analysis

Internal consistency reliability for each of the short version of OHI was assessed by Cronbach's alpha. The output was examined by analyzing the results of the Corrected item-total correlation as shown in Table 6. Alphas ranged between 0.51 and 0.92.

Table 6. Range of corrected item- total correlation and Cronbach's alpha

	Range of Corrected item- total correlation	Cronbach's alpha
PI	0.53-0.77	0.92
AE	0.42-0.59	0.81
M	0.68-0.81	0.90
II	0.27-0.37	0.51
Total	0.50-0.74	0.94

3.7. Comparison of OHI by gender

MANOVA was conducted with gender as an independent variable and short version of OHI subscales as a dependent. The results revealed that a significant difference between male and female in: PI, AE, and M. Table 7 shows the means and standard deviation for each of the subscales by gender. As can be seen in Table 7, female teachers were more likely to feel of PI, AE, and M than male teachers, while male teachers were more efficacious than female teachers in dealing with II. This result agrees with Al-Omari [18] research results that reveals female teachers had a better perception of school health than male.

Table 7. Mean, Standard deviation, F statistic, and Sig of differences in OHI subscales among Omani teachers (male=116, female=342)

Subscales	Gender	Mean	Std. Deviation	F	Sig
PI	Male	3.80	0.71	11.93	≤0.001
	Female	4.05	0.65		
AE	Male	3.23	0.45	12.59	≤0.001
	Female	3.39	0.41		
M	Male	3.50	0.94	12.98	≤0.001
	Female	3.82	0.81		
II	Male	3.12	0.81	0.83	0.362
	Female	3.04	0.78		

Based on the results of the research, it can be said that Omani teachers will exhibit during the working in schools can contribute to the health of the organization directly or indirectly, positively or negatively. When the literature is examined, it is tried to be determined whether a climate based on trust [3], and the identification of the relationship between organizational health and leaders' mindset, can play a vital role in organizational health, and enhancement of employee health [4]. Also, show that collegial leadership, employee affiliation, academic emphasis, and overall organization health are correlated with student performance [5]. The integration of ideas, knowledge bases, and strategies help develop school cultures, attitudes and expectations [6], culture that binds together distinct variations among educational institutions [7] and made up of shared orientations within which a definite identity is formed [8]. In addition to that, school leaders bring to their jobs values and vision, the authority of their position and their reputation and achievements [9]. All of these have an impact on organizational health [19], [21]–[24].

4. CONCLUSION

The Exploratory Factor analysis of the Scale produced four significant factors (Eigenvalue greater than 1.00) which accounted of 55.37% of the total explained variance, and the items loaded greater than or equal 1.00. The first factor identified was the “PI” a total of 14 items and the factor loading ranging from 0.34 to 0.67. The second identified factor was “AE” a total of eight items and the factor loading ranging from 0.40 to 0.65. The third identified factor was “M” a total of five items and the factor loading ranging from 0.53 to 0.70. The fourth identified factor was “II” a total of three items and the factor loading ranging from 0.38 to 0.64. The confirmatory factor analysis was used to confirm the exploratory results, showed a four factors structure of OHI Omani short version scale. The overall value of Cronbach's alpha was 0.94 indicating that the scale was reliable, and subscale reliability represent good reliability, except for the factor four II, due to the small number of items. Findings from all the analyses indicators that the short version of OHI scores have produced four significant factors.

The results indicated the confidence in using the short version of the OHI scale to estimate the level of organizational health of teachers. Furthermore, the scale is beneficial to assess principal effect, academic emphasis, morale, and institutional integrity. In fact, the short version of the scale needs to more investigate to generalize outside of Oman.

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