Relationship among School Organizational Health, Teachers' Efficacy and their Professional Identity

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Abstract

This study specifically focused on teachers' perceptions of school organizational health, efficacy and professional identity in Sagaing Township. The purpose of this study is to study the relationship among school organizational health, teacher efficacy and professional identity in selected high schools. The total of 245 teachers from seven selected high schools in Sagaing Township was included in this study. Quantitative research method was used in this study. For this study, Organizational Health Inventory Scale developed by Hoy, Tarter and Kottkamp (1991), Teacher Efficacy Scale developed by Hoy and Woolfolk (1993) and Teacher Professional Identity Scale developed by Wei (2008, as cited in Chenye, 2017) were used to collect data. Data were analyzed by use of Descriptive statistics and Pearson Correlation through SPSS software (version 20). Based on the results of this study, teachers perceived that there were high levels of their school organizational health, efficacy and professional identity at selected high schools in Sagaing. Moreover, a positively moderate relationship between school organizational health and professional identity ($r = .508$, $p<.001$) was found based on the research findings. Similarly, a positively moderate relationship existed between efficacy and professional identity of the teachers ($r = .434$, $p<.001$) and moreover, it was also found that school organizational health was moderately and positively related with teachers' efficacy ($r = .354$, $p<.001$). Overall, the results of this study supported that school organizational health, efficacy and professional identity are positively correlated with each other according to the quantitative findings.

Key Words: School Organizational Health, Teacher Efficacy, Professional Identity

In order for an organization to move forward and have its members productive, it is essential that the group feel they are valued and appreciated. A sound and healthy organization is depicted through social and professional interactions of the teachers. School health could be a positive factor that influences the personality and motivating attitude of the workers and other stakeholders of the school or it may bring obstruction to learning. School organizational health as the heart and soul of the school and the essence that draws teachers and students to love the school and want to be part of it (Freiberg & Stein, 1999, as cited in Brosnahan, 2011). Therefore, positive organizational health of school contributes to the behavior of teachers, students and staff. Moreover, it is conducive to the development of personal teacher efficacy (Hoy, Tarter, & Kottkamp, 1991).

Teacher efficacy makes a great contribution to education for the reason that it positively influences teachers and students (Chenye, 2017). For teachers, teacher efficacy functions as an engine for determining teachers' attitudes. Their attitudes guiding their outcomes are reflected from their behaviors. Teachers' efficacy contributes to teachers' change in level of motivation, job satisfaction and occupational commitment. A teacher's perception of his or her ability is to perform required professional tasks and to regulate relations involved in the process of teaching and educating students and to perform organizational tasks, to become part of the organization and its political and social processes (Friedman & Kass, 2002, as cited in Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2012). According to the result of Chenye (2017), both school organizational health and personal teacher efficacy are significant predictors of teachers' professional identity.

Thus, understanding teachers' professional identity is important for gaining insight into the essential aspects of teachers' professional lives such as their career decision-making, motivation, job satisfaction, emotion, and commitment. Also, professional

identity plays a key role in improving pedagogical skills and content for the reason that highly professional identified teachers tend to reflect on their behaviors and actively seek opportunities for their professional development (Hammerness, Darling-Hammond, & Bransford, 2005, as cited in Chenye, 2017). From this perspective, positive professional identity may help teachers quickly accustom themselves to the environment and achieve better professional development.

Teachers are main partners in the learning environment. If the perception of teachers on their school organizational health, efficacy and professional identity is positive, they can enjoy working with their colleagues, be satisfied with their school's existing situation, please with their teaching career and seek opportunities to expand their professional development. Then, they will carry out their duties with fair, happy and satisfactory manner in their schools. If so, the school becomes successful in promoting positive and effective student learning. So, their perceptions on the organizational health of schools, their efficacy and professional identity need to be assessed in order to improve and maintain educational outcomes. Therefore, the researcher wishes to study the perceptions of teachers on their school organizational health, efficacy and their professional identity.

Purpose of the Study

To investigate the relationship among the organizational health of school, teacher efficacy and professional identity.

Research Questions

1. What are the levels of teachers' perceptions on their school organizational health at selected Basic Education High Schools in Sagaing Township?
2. What are the levels of teachers' perceptions on their efficacy at selected Basic Education High Schools in Sagaing Township?
3. What are the levels of teachers' perceptions on their professional identity at selected Basic Education High Schools in Sagaing Township?
4. Are there any significant relationships among teachers' perceptions of their school organizational health, efficacy and professional identity at selected Basic Education High Schools in Sagaing Township?

Theoretical Framework of the Study

Theoretical framework of this study for school organizational health was based on Parsons, Bales and Shils' perspectives of school effectiveness (1953, as cited in Hoy et al., 1991). Four functions and three levels from Parson and his colleagues' (1953, as cited in Hoy et al., 1991) theoretical analysis are briefly introduced. Four necessary functions of schools are adaptation, goal achievement, integration and latency. Adaptation and goal achievement are instrumental needs of schools and integration and latency are expressive needs of schools. Parsons (1967, as cited in Chenye, 2017) proposed three levels of control over these school needs: the technical level; the managerial level; the institutional level. In 1991, Hoy et al. conceptualized seven dimensions of school organizational health using Parsons and his colleagues' theoretical framework: institutional integrity, initiating structure, consideration, principal influence, resource support, morale and academic emphasis. These dimensions, functions and control levels proposed by Parsons (1953; 1967, as cited in Chenye, 2017) have corresponding relationship between them.

In addition, Tschannen-Moran, Woolfolk-Hoy and Hoy (1998) cyclical model of teacher efficacy as theoretical framework of this study was used for teacher efficacy. In this model, Tschannen-Moran et al. (1998) integrated two main theories; Rotter's Locus

of Control Theory and Bandura's Social Cognitive Theory. Rotter (1966) postulated teacher efficacy as the extent to which teachers believed that they could control the reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment. Bandura (1977) identified teacher efficacy as a type of self-efficacy; a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment. The existence of these two separate but intertwined conceptual strands has contributed to a lack of clarity about the nature of teacher efficacy (Tschannen-Moran et al., 1998). Based on these two theories, Tschannen-Moran et al. (1998) developed teacher efficacy with two dimensions: general teaching efficacy and personal teaching efficacy.

Furthermore, Wai's (2008, as cited in Chenye, 2017) four factors model for teachers' professional identity was used as theoretical framework in this study. This model is constructed from cognitive, emotional, and behavioral components and emphasis on the personal part (Chenye, 2017). This model is a framework to measure teachers' professional identity and includes four factors: career values, role values, career belongingness and career behavior tendency.

Definitions of Key Terms

The terms used throughout the current study are identified below for clarity and understanding.

School Organizational Health - A healthy school is one in which the technical, managerial, and institutional levels run in harmony and the school is meeting both its instrumental and expressive needs as it successfully copes with disruptive external forces and directs it energies toward its mission (Hoy et al., 1991).

Teacher Efficacy - Teacher efficacy is their belief in their ability to have a positive effect on student learning (Ashton, 1985, as cited in Chenye, 2017).

Professional Identity - Professional identity is defined as one's professional self-concept based on attributes, beliefs, values, motives, and experiences (Ibarra, 1999, as cited in Gee, 2001).

Review of Related Literature

School Organizational Health

Hoy and Miskel (1991, as cited in Korkmaz, 2007) expressed that a healthy organization is the ability of the organization to successfully adapt to its environment, create solidarity among its members and reach its objectives. Miles (1965) defined school health as the ability of schools to adapt to existing and new challenges as they educate students. From this perspective, a school exhibiting positive organizational school health is successfully pursuing its mission of educating students by aligning the three levels of influence to meet its instrumental and expressive needs as well as coping with and adapting to a constantly changing environment (Hoy et al., 1991).

Specifically, a healthy school is one in which the technical, managerial, and institutional levels are in harmony; and the school is meeting both its instrumental and expressive needs as it successfully copes with disruptive external forces and directs its energies toward its mission (Hoy & Feldman, 1987).

In 1967, Parsons also proposed three levels of control over these school needs: (1) the technical level; (2) the managerial level; (3) the institutional level. Hoy and Tarter (1997, as cited in Hoffart, 2003) stated that the congruency of a healthy school, the technical,

managerial and personnel institutional levels must be congruent. The technical level reflects the primary function of schools, that is, develop and educate students. The managerial level controls the internal administrative function of the organization. The institutional level reflects the support schools need from the outside such as community and parents.

Instrumental needs encompass the goals of the organization and expressive needs are the needs of the organization to support a common set of positive norms and values to promote their common goal (Parsons, 1967, as cited in Pahlevani, 2016). For example, the primary goal of schools is to educate students (instrumental) and therefore effective schools will promote the internal values and norms of high expectations for student achievement (expressive).

Hoy et al. (1991) conceptualized seven dimensions of school organizational health by combining Parsons' (1967, as cited in Hoy et al., 1991) view of schools as social systems and Miles's (1965) construct of school health: institutional integrity, principal influence, consideration, initiating structure, resource support, morale and academic emphasis.

Institutional integrity is the school's ability to cope with its environment in order to maintain the integrity of the school (Chenye, 2017). It is the ability of the school to be in harmony with its environment, and coping with negative attacks against the school.

Principal influence is exhibited when the principal works effectively with superiors while displaying independence in other situations (Owens, 2015). It is the ability of the principal to influence the actions of his/her superintendent.

Hoy et al. (1991) found consideration to be a predictor of trust for faculty members-trust in their principal and in their colleagues, as well. It also refers to principal behavior that is friendly, supportive, open and collegial.

Principals demonstrate initiating structure through task-oriented and achievement-oriented behaviors, attitudes, and make expectations clear to the faculty (Hoy et al., 1991). It also refers to the acts of the principal in relation to tasks and successes.

Resource support refers to a school where adequate classroom supplies and instructional materials are available and extra resources are supplied readily if requested.

Morale is described as a collective sense of friendliness, openness, enthusiasm, and trust among faculty members. It is the total of the emotions of friendship, excitement and confidence.

Hoy and his colleagues (1991) described academic emphasis in a school focusing on the success of students by setting goals and high expectations and fostering shared respect in pursuit of excellence in academics. It indicates the existence of highly attainable goals for the students.

Teacher Efficacy

Teacher efficacy is the belief that a teacher can successfully teach students regardless of socioeconomic status, family background, environmental conditions, race, or school conditions (Acker, 2006, as cited in Harvey, 2009). It refers to teachers' ability to deliver instruction and motivate students to learn. Self-perception of teaching competence and beliefs about the teaching situations impact teacher efficacy and the consequences that delineate from efficacy beliefs (Tschannen-Moran et al., 1998). Tschannen-Moran et al. (1998) developed two sets of efficacy beliefs, General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE).

General teaching efficacy relates to teachers' beliefs that teaching can influence student learning. It is concerned with teaching ability and competence to encourage and stimulate students for learning by overcoming external factors like student background. It reflects the degree that teachers believe other educators can control and manipulate the learning environment despite outside influences such as family background and I.Q. (Burris, McLaughlin, McCulloch, Brashears & Fraze, 2008, as cited in Wright, 2013). General teaching efficacy seems to reveal a general conviction about the power of teaching and its ability to get to difficult children and seems to have more in common with teachers' conservative/liberal stance towards education (Woolfolk-Hoy, 2000, as cited in Wright, 2013).

Personal teaching efficacy represents teachers' beliefs in their own ability to affect student learning. It has been defined as a teacher's evaluation of their own ability to bring about student learning (Burris et al., 2008, as cited in Wright, 2013). Personal teaching efficacy is the best predictor of teacher behavior (Gibson & Dembo, 1985, as cited in Voris, 2011). Teachers with a sense of higher personal teaching efficacy tend to be rated more positively on teaching lessons, presenting behavior, classroom management techniques, and questioning behavior by their supervisors (Saklofske, Michaluk, & Randhawa, 1988, as cited in Wright, 2013).

Professional Identity

Professional identity refers not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds (Tickle, 2000, as cited in Beijaard, Meijer, & Verloop, 2004).

Professional identity in teachers has been defined as their perception and experience of their identity, which are expected to affect their professional lives in the future (Wang et al., 2017). Wei (2000, as cited in Wang et al., 2017) described that teacher professional identity could change as they experience different life events during their teaching career. Based on the results of Wei (2000, as cited in Wang et al., 2017), cognitive processing of profession-related life events could develop differently between teachers with strong and weak professional identity and this could affect their perception and experience of professional-related life events that occur during their teaching careers.

She used item analysis, correlation and other statistical procedures to determine the structure of teacher professional identity. There are only four factors in her model: (1) career values, (2) role values, (3) career belongingness, and (4) career behavior tendency. She defined teachers' professional identity as a synthesis of teachers' positive perception, experience, and behavioral tendency in their professional and internalized occupational role, mainly including the occupational values, the sense of role, the sense of belonging, and the professional behavioral tendency (Wei, 2008, as cited in Chenye, 2017).

Career values refer to teachers' perceptions on the values of teaching career. Pre-service teachers or in-service teachers who value a teaching career, but doubt their ability to teach and manage the classroom, will neither choose the goal to become a teacher, nor make a commitment to the goal. Therefore, everyone must identify what career values he cherishes the most before he chooses a career or decide whether to accept a job offer.

Role value refers to the importance or the proportion of teacher role in self-image (Chenye, 2017). For example, teacher is proud of being a teacher. It affects teachers' behavior, as well as teachers' performance.

Career belongingness refers to the realization that he or she is a member of teachers group and experiences the same emotions or feelings with the whole group (Chenye, 2017). Belongingness is the human emotional need to be an accepted member of a teacher group. Without belonging, one cannot identify themselves as clearly, thus having difficulties communicating with and relating to their surroundings.

Career behavior tendency refers to teachers have good performance of basic tasks. However, they also would like to seek opportunities to expand their teaching skills and knowledge.

Methodology

Quantitative Method

Quantitative research method was used in this study in order to determine the correlation between variables.

Population and Sample

There are 13 Basic Education High Schools in Sagaing Township. The nine Basic Education High Schools in Sagaing Township were selected as the sample schools based on the principals who had at least one years of service at their present schools. Among them, two selected high schools (22.22%) were randomly selected to conduct for pilot study. Sixty-one teachers participated in the pilot study. And then, seven high schools (77.77%) were selected to conduct for main study. All teachers including senior, junior and primary in each school were chosen as participants in the main study. Therefore, 245 teachers participated in this study.

Data Collection Procedures

First of all, the researcher explored the relevant literature concerning with the research. Then, the questionnaires for teachers were modified by the researcher based on the three instruments: the School Organizational Health Inventory developed by Hoy et al. (1991), Teacher Efficacy Scale developed by Hoy and Woolfolk (1993) and Teachers' Professional Identity Scale developed by Wei (2008, as cited in Chenye, 2017).

Before the survey questions were sent to the sample population, they were reviewed and revised by five experts from Sagaing University of Education who are experienced and mastery in this field.

After getting the validation, a pilot test was conducted at two selected high schools in Sagaing Township and collected questionnaires after five days later. Based on the findings, the questionnaires were modified again under the guidance of supervisor.

And then, the permission of the Headmasters/Headmistresses of the sample schools was taken after permission from the responsible persons. Major study was conducted and the questionnaires were distributed to the teachers at the selected Basic Education High Schools in Sagaing Township.

Twelve days after distribution, the researcher collected the completed questionnaires from each school. The questionnaires were returned from all the participants (95.51%) in the sample schools. Finally, the obtained data were analyzed.

Findings

The main purpose of this study is to study the relationship among the organizational health of school, teacher efficacy and professional identity at selected Basic Education High Schools in Sagaing Township. This study showed the teachers' perceptions on their

school organizational health, teacher efficacy and professional identity. In addition, this study showed the relationship among school organizational health, efficacy and professional identity.

Findings of Quantitative Study for School Organizational Health in the Selected Schools

According to the perceptions of teachers, school organizational health was evaluated by using the descriptive procedure. The descriptive statistics also pointed out the differences in mean values and standard deviations of organizational health for each selected high school in Sagaing Township. Descriptive analysis showed that mean values and standard deviations of the whole sample were 3.76 and 0.252. (See Table 1)

Table 1 Mean Values and Standard Deviations for Organizational Health in the Selected Schools

Dimensions	Means/ SD	S1	S2	S3	S4	S5	S6	S7	Overall (N=234)	Remark
Institutional Integrity	Means SD	3.23 .388	3.16 .304	3.02 .460	3.10 .420	2.71 .499	3.35 .330	2.90 .438	3.07 .459	Average
Initiating Structure	Means SD	4.15 .315	4.18 .267	3.99 .376	4.13 .226	3.89 .538	4.07 .173	3.92 .271	4.04 .344	High
Consideration	Means SD	3.93 .463	4.15 .233	3.83 .423	4.03 .174	3.86 .485	4.08 .230	3.78 .397	3.94 .394	High
Principal influence	Means SD	3.63 .402	3.61 .238	3.37 .390	3.62 .238	3.56 .397	3.64 .349	3.37 .364	3.55 .372	Average
Resource Support	Means SD	3.57 .619	3.82 .399	3.68 .507	3.82 .300	3.71 .679	3.95 .359	3.65 .507	3.73 .527	High
Morale	Means SD	4.00 .363	4.18 .344	4.03 .269	4.05 .212	3.98 .301	4.16 .301	3.78 .393	4.01 .345	High
Academic Emphasis	Means SD	3.94 .422	3.97 .236	3.92 .301	3.94 .258	4.03 .490	4.03 .291	3.80 .328	3.95 .363	High
Overall	Means SD	3.79 .280	3.87 .128	3.71 .255	3.81 .108	3.69 .269	3.91 .217	3.60 .228	3.76 .252	High

Note: Low (1.00- 2.33)   Average (2.34 – 3.67)   High (3.68 – 5.00)

According to the Table 1, the highest mean values for institutional integrity, principal influence, resource support and academic emphasis of the principal were found in School 6. The highest mean values for initiating structure, consideration of the principal and morale of teachers was found in School 2. And, the highest mean value for academic emphasis was also found in School 5.

It can be interpreted that all teachers at selected high schools in Sagaing Township had average institutional integrity, high initiating structure, high consideration of their principals, average principal influence, high resource support of the schools, high morale

of teachers and high academic emphasis concerning their school organizational health. Additionally, the mean values of all schools expressed that most of the schools were healthy organizations.

Findings of Quantitative Study for Teachers' Efficacy in the Selected Schools

According to the perceptions of teachers, teachers' efficacy was assessed by using the descriptive procedure. The descriptive statistics also pointed out the differences in mean values and standard deviations of teachers' efficacy for each selected school in Sagaing Township. Descriptive analysis showed that mean values and standard deviations of the whole sample were 3.73 and 0.223. (See Table 2)

Table 2 Mean Values and Standard Deviations for Teachers' Efficacy in the Selected Schools

Dimensions	Means / SD	S1	S2	S3	S4	S5	S6	S7	Overall (N=234)	Remark
General Teaching Efficacy	Means SD	3.48 .241	3.43 .333	3.37.423	3.53.294	3.50.322	3.49.272	3.53.306	3.48 .306	Average
Personal Teaching Efficacy	Means SD	3.97 .379	4.05 .204	3.99.135	4.00.187	4.04.324	4.00.229	3.89.275	3.98 .279	High
Overall	Means SD	3.73 .233	3.74 .233	3.68.185	3.76.176	3.77.285	3.74.212	3.71.209	3.73 .233	High

Note: Low (1.00- 2.33)   Average (2.34 – 3.67)   High (3.68 – 5.00)

According to the Table 2, the highest mean value for general teaching efficacy was found in School 4 and School 7 and the highest mean value for personal teaching efficacy was found in School 2.

It can be assumed that teachers at most of the schools in Sagaing Township had average general teaching efficacy and high personal teaching efficacy according to their perceptions of efficacy. Therefore, it can be interpreted that personal teaching efficacy of teachers had better perceptions than the general teaching efficacy of teachers in selected schools in Sagaing Township. In addition, teachers' perceptions level of efficacy in selected high schools is high.

Findings of Quantitative Study for Teachers' Professional Identity in the Selected Schools

Teachers' professional identity was evaluated by using the descriptive procedure according to the perceptions of teachers. The descriptive statistics also pointed out the differences in mean values and standard deviations of teachers' professional identity for each selected school in Sagaing Township. Descriptive analysis showed that mean values and standard deviations of the whole sample were 4.07 and 0.31. (See Table 3)

Table 3 Mean Values and Standard Deviations for Teachers' Professional Identity in the Selected Schools

Dimensions	Means / SD	S1	S2	S3	S4	S5	S6	S7	Overall (N=234)	Remark
Career Values	Means	3.99	4.08	4.02	4.02	4.03	4.12	3.95	4.03	High
	SD	.553	.390	.322	.207	.369	.289	.273	.374	
Role Values	Means	4.13	4.16	4.17	4.05	4.22	4.25	3.99	4.14	High
	SD	.528	.413	.323	.228	.384	.389	.256	.391	
Career Belongingness	Means	3.84	3.88	3.84	4.04	4.03	4.08	3.93	3.95	High
	SD	.540	.409	.398	.227	.385	.247	.408	.406	
Career Behavior Tendency	Means	4.13	4.19	4.06	4.01	4.20	4.25	3.92	4.11	High
	SD	.382	.340	.262	.232	.348	.422	.191	.345	
Overall	Means	4.05	4.10	4.05	4.03	4.14	4.19	3.95	4.07	High
	SD	.416	.285	.212	.206	.318	.305	.219	.310	

Note: Low (1.00- 2.33)   Average (2.34 – 3.67)   High (3.68 – 5.00)

According to the Table 3, the highest mean value for career values, the highest mean value for role value, the highest mean value for career belongingness and the highest mean value for career behavior tendency were found in School 6. According to the mean values, teachers in most of the schools had high level of professional identity according to their perceptions. It can also be assumed that teachers at all schools in Sagaing Township had high career values, high role values, high career belongingness and high career behavior tendency according to their perceptions of professional identity.

Relationships among School Organizational Health, Teachers' Efficacy and their Professional Identity in the Selected Schools

The Pearson-product moment correlation coefficient was utilized to find out relationships among school organizational health, teachers' efficacy and their professional identity in selected Basic Education High Schools. Table 4 shows the correlations among teachers' perceptions of school organizational health, efficacy and professional identity.

Table 4 Correlations among Teachers' Perceptions of School Organizational Health, Teachers' Efficacy and Professional Identity

No.	Variables	School Organizational Health	Teachers' Efficacy	Professional Identity
1.	School Organizational Health Sig. (2-tailed)	1		
2.	Teachers' Efficacy Sig. (2-tailed)	.354** .000	1	
3.	Professional Identity Sig. (2-tailed)	.508** .000	.434** .000	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

According to the Table 4, Teachers' efficacy was significantly related to their school organizational health ($r =.354$, $p<.001$). This correlation implied that a significant and positively moderate relationship existed between teachers' efficacy and their school organizational health according to teachers' perceptions. Besides, school organizational health was significantly related to professional identity of teachers ($r =.508$, $p<.001$). This correlation implied that a significant and positively moderate relationship existed between school organizational health and professional identity of the teachers. And, teachers' efficacy was significantly related to professional identity of teachers ($r =.434$, $p<.001$). This correlation implied that a significant and positively moderate relationship existed between school organizational health and professional identity of the teachers. Therefore, the relationships among school organizational health, efficacy and professional identity are positively correlated with each other.

Discussion and Conclusion

The purpose of this study was to study the relationship among school organizational health, teachers' efficacy and their professional identity in selected Basic Education High Schools in Sagaing. Analyses of quantitative data collected from the study attempted to answer the four research questions.

Research question one evaluated the levels of school organizational health in all selected high schools perceived by teachers themselves. When studied the perceptions of teachers on organizational health of their schools, the results also showed that most of the schools had average institutional integrity, high initiating structure, average consideration of their principals, high principal influence, high resource support of the schools, high morale of teachers and high academic emphasis on their school organizational health.

Based on the study, it could be that some teachers feel insecure from the community. So the institutional integrity of school organizational health in the selected schools had high level. Based on the results, schools as organizations need support in the community and parents also need to interest and provide education of their children and school. Thus, the principal and the teachers need to contact with their surroundings effectively. In addition, they also need to perform their respective functions in a harmonious fashion without undue pressure from individuals and groups from outside the school.

Concerning the initiating structure and consideration of the principal, it could be that the principals always discuss classroom issues with the teachers, admit the suggestions of the teachers and put the suggestions made by them into operation. Besides, most of the principals could maintain definite standards of performance, let the teachers know what is expected of them and ask them to follow rules and regulations with friendly and approachable manner.

Moreover, it could be that a few principals do not have good communication skills so the results showed that principal influence of organizational health had the average level. Therefore, the influence of the principal plays an important role for all round development of the school. Based on the results, principals should have an ability to affect the action of superiors and community members for maintenance and supply of classroom materials and necessary support of the teachers. The principal should also allocate resources sufficiently and coordinate the work effort with the staff to improve the teaching-learning situation.

The results indicated that most of the teachers had high morale. It was apparent that most of the teachers could exhibit friendliness, openness and enthusiasm to each other and enjoy working in their schools. It could be that they are proud of their schools and they commit to their students and schools. Therefore, the commitment of teachers to the school is likely an integral part of developing high teacher morale (Hoy et al., 1991).

And, academic emphasis is the instrumental aim of the school. When there is a strong academic emphasis on learning, there is a strong press for academic excellence (Hoy et al., 1991). So, it could be that the schools set high but achievable goals for students, maintain high standards of performance, and promote a serious and orderly learning environment. Furthermore, based on the results, students should work hard on their school work, be highly motivated, and respect other students who achieve academically.

Again, research question two evaluated the levels of teachers' efficacy in all selected high schools perceived by teachers themselves. When studying the perceptions of teachers on their efficacy specifically, the results showed that most teachers in selected schools had moderate general teaching efficacy and high personal teaching efficacy. School 3 needs the collaboration of parents and support of instructional materials. So, this school had the lowest level of teachers' efficacy than the other schools in quantitative study.

It can be concluded that most teachers in all selected schools tried their best to teach the students who were lack support from home and to get involve in their teaching process and prevent and control problematic behaviors and be able to make the children to follow classroom rules. But some teachers wanted a warmly relationship with parents to discuss about their children's education. Therefore, teacher efficacy not only includes cognitive component (evaluating task and personal ability) but also includes emotional component (Tschannen-Moran et al., 1998). Furthermore, they had not adequate confidence to handle the lack of instructional materials and teaching aids. Again, they perceived that they cannot persuade or encourage people from community to participate in school activities.

Therefore, the principals should provide adequately the instructional materials for teachers. Afterwards, the principals should also show the ability of an ideal exemplar for teachers in persuading the communities and organizations.

Research question three explored the levels of professional identity in all selected high schools perceived by teachers themselves. When studying the perceptions of teachers on

their professional identity specifically, the results indicated that most of the teachers had high career values, high role values, high career belongingness and high career behavior tendency.

The results found that most teachers in all selected schools had to content themselves with their existence and carry on the best they can do. And it could be that they value their teaching career and have responsibility to their job. Moreover, they are also proud of being a teacher and it affects their behavior as well as their performance. Role values serve as a basis for establishing life goals and are considered as critical factors in guiding career choice and work life (Chenye, 2017).

All teachers in all selected schools had the same feelings or emotions with the whole group and tried to closely communicate with other teachers. Therefore, every teacher power of their emotions.

Besides, the results indicated that most teachers in selected schools would like to seek opportunities to expand their teaching skills and knowledge by using various strategies. Only if a teacher is an expert in their field and a success as a teacher, he gets respect and admiration from the community and student and feels satisfied in his or her profession. Therefore, career behavior plays a significant role in affecting life satisfaction among careerists (Fred, Donald, & Erik, 2014). So, teachers should try to success in their career life by learning new knowledge and skills.

Research question four also examined the relationships among school organizational health, teachers' efficacy and professional identity perceived by teachers in all selected schools. According to the results of this study, there was a statistically significant and positively moderate relationship between school organizational health and teachers' professional identity in the selected schools. Therefore, environmental factors also have profound impact on teacher professional identity. Flores and Day (2006, as cited in Chenye, 2017) found that school society and principal's positive or negative thoughts shape teachers' understanding of education and facilitate or hinder developing professional identity. Thus, based on this research, it can also be concluded that school organizational health had an influence on their professional identity.

Again, the relationship between teachers' efficacy and their professional identity perceived by teachers in all selected schools are determined. Correlation between teachers' efficacy in selected high schools was a statistically significant and positively moderate correlated with professional identity. According to Beijaard, Verloop and Vermunt (2000), teachers' personal characteristic like gender, their personal history of teaching and being taught and their classroom efficacy contribute to teacher professional identity. Similarly, based on the results, it can also be interpreted that teachers' efficacy had an influence on their professional identity.

Moreover, school organizational health in selected high schools was a statistically significant and positively moderate correlated with teacher efficacy. This result is consistent with Hoy and Woolfolk's (1993) results. Based on this study, it can be assumed that school organizational health had an influence on their efficacy. Thus, it is important to create good organizational health for teachers to enhance their efficacy. The present study shows that teachers' school organizational health, efficacy and professional identity are positively correlated with each other. These findings are consistent with previous findings (Chenye, 2017; Canrinus et al., 2012). Similarly, Chenye (2017) found that school organizational health plays a mediating role in the relationship between beginning teachers' efficacy and their professional identity, which suggests that school

can increase teachers' efficacy and their professional identity by increasing their perceptions of school organizational health. Therefore, the school should support good organizational health as a booster to enhance teachers' efficacy and their professional identity. Moreover, social services, preferences and good health, besides the school as a pleasant environment for teachers can also be considerable facts to enhance teachers' efficacy and their professional identity according to this study.

Recommendation for Further Research

Based on the findings, and taking into account the limitations of this study, some recommendations can be made for further research. According to the finding of this study, the following recommendations are made for further research:

Further studies should be conducted in Basic Education High Schools, in Basic Education Middle Schools and Basic Education Primary Schools in other townships, states or regions of Myanmar. Additional research should use more sample size because that can produce different results.

Moreover, further study should take the perceptions of students, principals, parents and community members on their school organizational health in order to find out the results that can be different from present study.

Given that this was a one-moment-in-time study it would be beneficial to have a longitudinal study completed to see if the effects persist over time.

Further research in schools that serve teachers with different demographics than those used in this study would add to the research base.

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