



Presenting an effective model of organizational health based on the components of knowledge management and organizational innovation with the mediation of organizational silence at secondary level

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 173-177 Corresponding Author's Info Email: a-chenari@yahoo.com Article history: Received: 2022/11/12 Revised: 2023/02/04 Accepted: 2023/02/15 Published online: 2023/03/19 Keywords: <i>empowerment, virtual education, teachers, education, elementary</i>	Background and purpose: The purpose of this research was to present the model of organizational health of schools based on knowledge management, organizational innovation with the mediation of organizational silence in secondary schools in Tehran. Method: The current research is a descriptive-correlational study. The statistical population of middle school teachers in Tehran in the academic year 2021-22 was (970,685 people) and the statistical sample was based on common methods in structural equations of 300 people. With cluster and stratified random sampling method, according to the current conditions and due to the coronavirus, teachers from 20 districts of Tehran completed the questionnaires online. The data collection tools of the current research were Heavy and Feldman's (1996) standard organizational health questionnaire, Nonaka and Takuchi's (1995) knowledge management, Prajgo and Sohl's (2006) organizational innovation questionnaire, and van Dyne's organizational silence (2003). Findings: The results of the present study showed that the average state of organizational health of schools, organizational silence and knowledge management is higher than that of the society and their organizational innovation is lower than the average in secondary schools in Tehran. Also, knowledge management and organizational innovation with the mediation of organizational silence can explain the organizational health of secondary schools in Tehran. According to teachers, knowledge management and organizational innovation by mediating organizational silence explain the organizational health of schools at the secondary level in Tehran. Conclusion: Knowledge management has a meaningful relationship with organizational health directly and through organizational silence. The higher the knowledge management in secondary schools in Tehran, the higher the organizational health. However, the intervening variable of organizational silence reduces the effect of knowledge management on organizational health. However, in general, the organizational health of secondary schools in Tehran can be explained through knowledge management.



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Introduction

Today, since most of the organizational health services are provided within and through the organizations themselves, organizational contexts play an important role in successfully implementing deployment practices, and about 95% of its implementation frameworks exist within the organization (Aarons and others, 2018). Sorensen et al. developed a set of organizational health implementation steps through a literature review and discussions with researchers. The findings provided seven indicators including: organizational leadership and commitment, coordination between health protection and health promotion, organizational support policies and practices, coordinated management and employee participation strategies, benefits and incentives, and integrated evaluation and monitoring (Sorensen et al., 2018).

Organizational health as a subject area was first introduced in the 1990s and psychologists have made valuable contributions to creating a healthy workplace. Organizational health generally emphasizes creating healthy workplaces where people can produce, serve, grow, and be valued. Also, people use their talents to achieve high performance, high satisfaction and well-being, while the definition of the term well-being refers to the optimal performance of people as well as personal growth and development (Koenig & Diehl, 2021).

Knowledge management is a process through which people mutually exchange their knowledge with each other, individual knowledge becomes organizational knowledge. This process provides an opportunity to learn new experiences and an opportunity to practice and implement experiences, skills and abilities. This process ultimately leads to the sharing of intellectual capital and the increase of important resources of the organization, and only when individual and group knowledge is transformed into organizational knowledge can the organization effectively manage these valuable resources (Lin & Lee, 2018).

Innovation is the process of taking a creative idea and turning it into new products, services and methods of operation. Innovation, like any objective activity, requires the knowledge, attention and hard work of all those involved, along with genius and talent. The term innovation is a broad concept as a process of

using relevant knowledge or information in order to create or introduce new and useful things. Therefore, in general, innovation can be defined as any new idea for an organization, industry, nation, or world. Drucker mentions seven sources for innovation, of which new knowledge is one of the most important. He also emphasizes that innovation has relatively simple rules and is acquired. The speed of innovation refers to the organization's ability to accelerate activities and tasks, to create a competitive advantage related to reducing the product life cycle (Zade Gorgan & Mohaghegh Zade, 2021). The silence of employees has become a common phenomenon in organizations. In the phenomenon of organizational silence, employees refuse to express their ideas and concerns related to their organizational and occupational issues, which can reduce women's participation in the organization (Oyerinde, 2020). Organizational silence is a harmful process that can waste all organizational efforts and may have different types. Like collective silence in meetings, low participation in procedures and suggestions include low levels of collective voice and similar (Masoumi & Feyzi, 2021).

Therefore, this research tries to answer the basic question, "What is the effective model of organizational health based on the components of knowledge management and organizational innovation with the mediation of organizational silence at the secondary level?"

Method

The current research is a descriptive-correlational study. The statistical population of middle school teachers in Tehran in the academic year 2021-22 was (970,685 people) and the statistical sample was based on common methods in structural equations of 300 people. With cluster and stratified random sampling method, according to the current conditions and due to the coronavirus, teachers from 20 districts of Tehran completed the questionnaires online. The data collection tools of the current research were Heavy and Feldman's (1996) standard organizational health questionnaire, Nonaka and Takuchi's (1995) knowledge management, Prajgo and Sohl's (2006) organizational innovation questionnaire, and van Dyne's organizational silence (2003).

Results

Knowledge management directly and significantly affects the organizational health of secondary schools in Tehran with a path coefficient ($p < 0.001$, $\beta = 0.83$). Knowledge management in secondary schools of Tehran has a direct and significant effect on organizational silence with the path coefficient ($p < 0.001$, $\beta = -0.73$). As a result, knowledge management indirectly and significantly affects organizational health with a path coefficient ($p < 0.001$, $\beta = 0.49$). In fact, knowledge management has a significant relationship with organizational health both directly and through organizational silence. The higher the knowledge management in secondary schools in Tehran, the higher the organizational health, but the intervening variable of organizational silence reduces the effect of knowledge management on organizational health, in general, through knowledge management, the organizational health of secondary schools in Tehran can be explained.

Organizational innovation directly and significantly affects the organizational health of secondary schools in Tehran with a path coefficient ($p < 0.001$, $\beta = 0.69$). Organizational innovation directly and significantly affects the organizational silence of secondary schools in Tehran with a path coefficient ($p < 0.001$, $\beta = -0.61$). Therefore, organizational innovation indirectly and significantly affects organizational health with the path coefficient ($p < 0.001$, $\beta = 0.41$). In fact, organizational innovation has a significant relationship with organizational health both directly and through organizational silence. The more organizational innovation is in secondary schools in Tehran, the more organizational health is. However, the intervening variable of organizational silence reduces the effect of innovation on organizational health. In general, the organizational health of secondary schools in Tehran can be explained through organizational innovation. Finally, knowledge management and organizational innovation with the mediation of organizational silence significantly explain the organizational health of schools at the secondary level in Tehran. Finally, knowledge management and organizational innovation indirectly affect organizational health through organizational silence.

Conclusion

Knowledge management has a meaningful relationship with organizational health directly

and through organizational silence. The higher the knowledge management in secondary schools in Tehran, the higher the organizational health. However, the intervening variable of organizational silence reduces the effect of knowledge management on organizational health. However, in general, the organizational health of secondary schools in Tehran can be explained through knowledge management.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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