

The topic under investigation was “A study on effect of organizational health of school on teachers’ morale in private schools”. The main objective of the study was to find out the effect of organizational health of school on teachers’ morale. Other objectives were to determine organizational health of private schools and their teachers’ morale. The study also identified the “mean” differences among teachers’ morale due to their demographic differences. Two instruments were used, OHI-S was used for measuring the organizational health of schools developed by Hoy and Feldman, in 1987, 2000 and morale scale was used for measuring the teachers’ morale developed by Hardy, 2009. The present study was descriptive survey with quantitative research design. The sample of 949 teachers was selected through stratified sampling technique which was ten percent of the total population. Two stratas were made, O and A-levels schools and matric and intermediate schools. Findings of this study revealed that school organizational health has a significant effect on the teachers’ morale. It was also found that institutional integrity, morale and initiating structure has a significant effect on affective and future/goal dimension of morale and insignificant for the interpersonal dimension of morale. While other dimension of school health including, consideration, principal influence, resource support and academic emphasis has a significant effect on affective, future/goal and interpersonal dimension of morale. School health was found good while teachers’ morale was moderately high. Schools which follow the O and A-levels were better in school health as compared to the schools which follow matric and intermediate while no significant difference was found in teachers’ morale in both the stratas. The significant mean difference was found among teachers’ morale due to salaries, age, teaching experience and professional qualification. It was recommended on the basis of findings that schools may use organizational health framework and morale scales on continuous basis for making schools healthy organizations. Frequent faculty development programs may be arranged and offered to every teacher of school for achieving high morale. Research culture may be introduced in schools among teachers for making improvement and progress in schools.