

An Investigation of the Relationship between Philosophical Thought and Effectiveness of Garmsar City School Principals

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ABSTRACT

The overall objective of the current study examined the relationship between philosophical thought and the effectiveness of school principals in Garmsar. The study sample included all teachers of all grades of schools in Garmsar education in the academic year 1391 - 1390 making up a total of 930 teachers of all sections from a stratified random way among them 331 people were determined based on the Morgan table. In order to collect data, two questionnaires of philosophical thinking and researcher's made questionnaire for the effectiveness of principals were used with 0.89 and 0.76 levels of reliability. Research findings showed that there is a significant relationship between philosophical thinking and the effectiveness of school managers. There is a significant difference between philosophical thinking and the effectiveness of men and women managers. There is no significant difference among four tradition groups' mean regarding philosophical thinking and the amount of effectiveness, four service years groups' mean regarding philosophical thinking and principals' effectiveness, four education groups' mean regarding philosophical thinking and principals' effectiveness.

KEYWORDS: effectiveness, philosophical thought, school principals.

INTRODUCTION

The need for management and leadership is vital and tangible in all social areas. This need is especially important in education system because Education plays a fundamental role in development of community affairs, and its survival (Behrangi, 1991, p 29).

Training managers should have a philosophical thinking. Philosophical thinking is a means which helps the manager to be comprehensive, deep and flexible in his thoughts; philosophical thinking will enable managers to have the lowest error (Heydari Tafreshi et al, 2001, p. 229).

Effectiveness of education management has been considered in Education management. Given that these two factors play a major role in the education process, the point to be emphasized is that most managers have held them away from philosophical issues because they imagine, they are not having the necessary qualifications for the job. It is necessary for them to know themselves part of a group whose goal is to enliven the mind of philosophy in management. Philosophical or logical thinking or to think philosophically is part of daily life (Khalili Schwerin, 2007, p. 12).

Smith (1956) believes philosophical thinking to be mental characteristics and abilities which help a person to think right and makes him use to right judgment. He believes philosophical mentality no philosophical lessons to filling up the mind with philosophical content but an activity which is specifically dedicated to improving the value judgments. Philosophical thinking is identified with the amount of comprehensiveness, reflection and time flexibility which an individual does value judges in dealing with issues required, philosophical thinking makes an individual ready to identify objects with logical and proper thinking (Seif Hashemi, 2004, p 39)

Thus, managers in their managerial duties in the education and establishing efficiency in schools for the right leadership need to know their teachers and the surrounding community and preparation as well as their personal experience and this identifies the place of philosophical thinking to order knowledge, abilities and understanding systematic organizational system and relating partial and current.

LITERATURE REVIEW

When a manager shows, comprehensiveness, reflection and flexibility in dealing with issues, on average, teachers feel that they can more easily establish agreement with him, on the other hand, when the manager is at low level in terms of philosophical thought and its features, most teachers report it's difficult to agree with him, many of them are scared when they express their true opinions and feelings and to face retaliation in violation of professional ethics. Manager with high philosophical thinking acts more effectively than does the manager down with philosophical thinking (Erudite, 1996, p 40).

Abbaszadeh (1993) in a research titled "the impact logical thinking of the group commanders on the morale of teachers in the system concluded that there is a significant relationship between logical thinking of training groups commanders and morale of teachers teaching the same unit.

Forghanian (1993) in a research titled "investigating the relationship between Educational managers' philosophical mentality of section five of Tehran boys guidance school and teachers' morale concluded that managers' philosophical thinking and also their attitudes are in general effective in efficiency.

Bandizadeh (1997) in a research titled "investigating the impact of managers' mentality on Damghan high school teachers' efficiency" concluded that the main reason for teachers efficiency is having philosophical thought, in other words having mastery over managers' performance responsibilities is not their success factor in efficiency but rather necessary philosophical thinking is the success and efficiency factor.

Khandan (1999) in a research titled "investigating managers' philosophical thinking and its relationship with practicing management responsibilities from the view point of teachers in Tehran came to following results: 1 - There is a positive relationship between philosophical thought and managers practice. 2 - Managers who have a philosophical thought are more able in practicing the management responsibilities.

Fakhrabadi (1999) in a research titled "investigating the impact of managers' philosophical thinking on Mobarake's guidance school teachers' job satisfaction and morale" concluded that there is a direct relationship between managers' philosophical thinking and teachers' job satisfaction.

In another study by Azarfar (2001) titled "typology of philosophical mentality of educational managers" has achieved the following results: 1-Pragmatism philosophical type is superior to other philosophical types. Existentialism and realism philosophical type are superior to idealism. 2. Realism variable compared to other variables has a very great role in predicting the effectiveness of high school.3. Realism Variable compared to other variables in predicting the effectiveness of the high school has a very large share of 0.3 - Rights of the system can be confidently predicted 0.4% 99 by realism factor 4- existentialism variables have greater roles in predicting the effectiveness of legal system.

Salehi (2001) in a study titled "comparing philosophical thinking of men and women Education office of section 15th concluded that, there is no significant difference between philosophical thinking of men and women of Tehran 15th section high schools (Arvani, 2001). In a study titled "the relationship between philosophical thinking of managers and their efficiency in high schools concluded that compared to managers who have low philosophical thought, managers with high philosophical thought are higher efficiency. Also managers with high philosophical thinking are high in, generalization, pondering, flexibility and are more successful and more capable in analyzing institutional issues, training and feeling responsible in controlling, observation, evaluation and solving problems in school in comparison with managers with low philosophical thinking.

Khazaie (2004) in a study titled "an investigation of the relationship between philosophical mentalities of educational managers and using teachers' involvement from the view point of Birjand boys' high school teachers' concluded that there is a positive relationship between philosophical mentalities of educational managers a Ghaderi Poyini (2009) in an investigation examined the relationship between philosophical thought and creativity in Tiran & Karvan city school administrators, and came to the following results: 1 - There is a positive relationship between philosophical thought and creative directors. 2 - There is a relationship between each of the dimensions of philosophical thought and creativity.

Danielle Bollinger (2002) conducted a study entitled "Evaluation of Educational managers philosophical mentality on their performance in Chicago school. Chicago". The results showed that school managers with comprehensive, deep and flexible and critical thinking have different effects on their employees in comparison with managers who are lacking these qualities. He also concluded staff morale, quality, communication and organizational arrangements in schools that their manager has a higher philosophical mentality are clearly increasing.

Piyera, Jonathan (2009) in his study titled "The relationship between managers' philosophical thinking and improving their performance in government agencies" following results were achieved: there is a positive and significant relationship between philosophical mentality of their managers' performance .there is a significant relationship between ability scores, role clarity, organizational support, motivation, evaluation, validation and adaptation to environmental decision-making employees and managers' philosophical mentality.

MATERIALS AND METHODS

This study examines to which extent philosophical thinking, which is a requirement for logical thinking is related to their effectiveness. In line with the overall objective of this study, partial objectives are:

- 1 - The investigation of the relationship between the comprehensiveness and effectiveness of managers philosophical thought
- 2 - An investigation of the relationship between the philosophical thought of managers and the effectiveness of managers after pondering.

3 - An investigation of the relationship between effectiveness of managers and the philosophical thought flexibility.

4 - An investigation of the relationship between philosophical thought dimensions and the effectiveness of managers based on their demographic characteristics (gender, age, experience, qualification and education).

Since this study examines the relationship between philosophical thought and managers' effectiveness, the most suitable method for its implementation is correlation method. The realm of this research is to evaluate the relationship between philosophical thinking and the effectiveness of educational school administrators in Garmsar city. Spatial realm of this study is Garmsar Education office. The time realm is 1390.

The population of the study, all teachers at all levels of Garmsar Education office in academic year 1391 – 1390, making up a total of 930 teachers. Out of 930 teachers, 331 were randomly chosen as the sample according to Morgan table.

Two questionnaires are required for gathering information:

Researcher made questionnaire based on Smith's philosophical thinking philosophical thinking which has about 30 items and researcher made questionnaire for managers which have 40 items

RESULTS

First hypothesis: there is a significant relationship between the comprehensiveness of philosophical thinking and the effectiveness of managers.

Table 1: Correlation coefficient between philosophical thinking and the effectiveness of managers

Pierson Correlation		Comprehensive Dimension of Philosophical Thinking	Managers' Effectiveness
Comprehensive Dimension of Philosophical Thinking	Correlation	1.000	.448
	Significance Level	0	0.039
	Number	331	331
Managers Effectiveness	Correlation	.448	1.000
	Significance Level	0.039	0
	Number	331	331

As mentioned in table 1, Pierson correlation indicates a positive and relatively strong relationship between the effectiveness of managers and philosophical thinking, therefore zero assumption is rejected which means that with increase in the philosophical thinking, the effectiveness of managers will increase. The Confidence level of this relation is significant with 95 percent.

(05. 0 P <and 331 = n and 448. = R)

Second hypothesis: there is a relationship between the flexibility of philosophical thinking and effectiveness of the managers.

Table 2: Correlation coefficient between philosophical thinking and the effectiveness of managers

Pierson correlation		Flexibility	Managers Effectiveness
Flexibility	Correlation	1.000	.504
	Significance Level	0	0.004
	Number	331	331
Managers' Effectiveness	Correlation	.504	1.000
	Significance level	0.004	0
	Number	331	331

As mentioned in table 2, Pierson correlation indicates a positive and relatively strong relationship between the effectiveness of managers and philosophical thinking, which means that with increase in the philosophical thinking, the effectiveness of managers will increase. The Confidence level of this relation is significant with 91 percent, so the above mentioned hypothesis is proved.

(r = .504 ∩ n=331 ∩ P< .01)

Third hypothesis: there is a relationship between the reflection of philosophical thinking and effectiveness of the managers.

Table 3: Correlation coefficient between flexibility dimension of philosophical thinking and effectiveness of the managers

Pierson Correlation		Reflection Dimension of Philosophical Thinking	Managers' Effectiveness
Reflection Dimension of Philosophical Thinking	Correlation	1.000	.396
	Significance Level	0	0.011
	Number	331	331
Managers' Effectiveness	Correlation	.396	1.000
	Significance Level	0.011	0
	Number	331	331

As mentioned in table 3, Pierson correlation indicates a positive and relatively strong relationship between effectiveness of managers and reflection of philosophical thinking, therefore hypothesis zero is rejected, which means that with increase in the reflection dimension of philosophical thinking, the effectiveness of managers will increase. The Confidence level of this relation is significant with 95 percent, so the above mentioned hypothesis is proved.

($r = .396$, $n=331$, $P < 0 .05$).

The fourth hypothesis: there is a difference between the reflection dimensions of Philosophical thinking and effectiveness of managers based on their demographic characteristics (gender, age, experience, qualification and education)

Table 4: Comparison of philosophical thinking and effectiveness of managers according to gender

Significance Level	Freedom Range	t	F	SD	Difference from Mean	Mean	Total	Gender
.007	229	-2.042	8.109	.64889	-.60000	2.0000	102	female
				1.14248		2.6000	195	male

As table 4 shows, the average for male is 2.6000 and for women 2.0000. And because the surface is significantly smaller than 0.01, there is a difference between philosophical thinking and the effectiveness of managers in men and women.

Table 5: Results of multiple regression analysis using stepwise method of philosophical thinking and effectiveness of managers

p	t	Beta	B	p	F	R2	R	Variable	Steps
0.001	5.67	0.0468	1.127	0.001	32.18	0.22	0.468	Reflection	1
0.003	2.85	0.228	0.522	0.001	21.16	0.27	0.52	Reflection of	2
0.001	5.88	0.471	1.28				Comprehensiveness		
0.0001	3.06	0.319	0.87	0.001	16.23	0.30	0.549	Reflection of	3
0.003	3.02	0.239	0.54				Philosophical Thinking		
0.028	2.22	0.232	0.33				Comprehensiveness		

As it can be seen in Table 5, after reflection, is the first variable entered the equation and after that the comprehensiveness and flexibility variables simply and in combination are effective in predicting the effectiveness of their managers. Table 4-18 shows that the first step reflection variable entered the equation, therefore, reflection compared with other dimensions with the regression coefficient $B = 1.127$ and $R^2 = 0.22$ has the highest relationship in sub-scale effectiveness of managers at the significance level of 0.01. In the second step comprehensiveness variable entered the equation with regression coefficient of $B = 1.28$ and $R^2 = 0.27$, which predict the effectiveness of managers.

In the third step the flexibility variable with regression coefficient of $B = 0.33$ and $R^2 = 0.30$ in the interaction with the comprehensiveness and flexibility variables predict the effectiveness of managers, all these forecasts is significant at high levels.

DISCUSSION AND CONCLUSION

The survey results showed that there is a significant relationship between philosophical thinking and the effectiveness of school principals of Garmsar. Findings from this study are in align with findings of Arvani's (2002), Khandan (1999), Fakhrabad (1999), Bandi Zadeh(1997) and Forqanian (1993)

The survey results showed that there is relationship between the comprehensiveness of philosophical thinking and effectiveness of the managers .Findings from this study are in align with Arvani (2002), , Khandan (1999), Fakhrabad (1999), Bandi Zadeh(1997), Frqanian (1993) is consistent.

Another result of this study is that there is a significant relationship between the flexibility of philosophical thinking and effectiveness of managers. Findings from this study are in aligning with Arvani (2002), Khandan (1378), Fakhrabad (1999), Bandi Zadeh (1997), Frqanian (1372).

The survey results also showed n there is a relationship between effectiveness of the managers and philosophical thinking after pondering. The findings of this study are in aligning with Arvani r (2002), Smiley (1999), Fakhrabad (1999), Bandi Zadeh (1997), and Frqanian (1993).

To further explain the study results before anything it should be noted that this philosophical thinking is one of the factors affecting the quality of the education system is Bojnord. Philosophical thinking gives insight and knowledge to the manager to be on safe side from raging issues of the, self-centered, unilateralism, also helps understanding affairs of the organization which are necessary in making decision.

Considering that philosophical mentality is one of the managers' characteristics various when facing various issues of educational management and a manager with high philosophical thinking, has more chance to see affairs based on long time aims, creative generalizations, principled beliefs and has a wide range of choices.

In other words, when a manager shows, reflection and flexibility in dealing with issues, a collection of his performance and behavior create a friendly, cooperative environment and synergies sharing and thereby, achieving educational goals and improving learning is possible with low stress of teachers.

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