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**PREDICTION OF THE ORGANIZATIONAL EFFECTIVENESS OF THE PRIMARY
LEVEL SCHOOLS BY THE FACTOR OF PHILOSOPHICAL MINDEDNESS OF THE
EDUCATIONAL DIRECTORS**

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ABSTRACT

The purpose of this study is to predict the organizational effectiveness of the primary level schools by the factor of philosophical mindedness of the educational directors. The statistical universe of the study is the whole managers and teachers of the primary level schools of the city Qom whose number was three hundred and sixty three managers and four thousands seven hundred and seventy four teachers. The statistical sample contained one hundred and twenty three managers and three hundred and fifty five teachers. The instruments of measurement were the philosophical mindedness measurement questionnaire and the school effectiveness measurement Questionnaire (SEMQ). Reliability of the instrument was approved by the number 0.935 for the philosophical mindedness and the number 0.968 for the organizational effectiveness.

Findings: The mean of philosophical mindedness and its triple components (i.e. Comprehensiveness, penetration, and mental flexibility) among educational directors were more than that mean among primary level teachers but the difference between their means is not

meaningful. Mean of organizational effectiveness and its four components (i.e. Innovation, commitment, satisfaction, health) among educational directors is more than the mean among the primary school level teachers but the difference between them is not meaningful. No meaningful difference was being observed between the variables of organizational effectiveness for the educational directors and the teachers of the primary level schools. Prediction of the organizational effectiveness of the schools is explainable from demographic features of the directors, sexuality variables, managerial background, and the extent of directors 'interest in school management by four percent. Prediction of the organizational effectiveness of the primary level schools is explainable from philosophical mindedness features of the educational directors which are aspects of penetration, comprehensiveness; cognitive flexibility of the directors respectively is meaningfully explainable by %51.

Key words: Organizational effectiveness, philosophical mindedness, mental comprehensiveness, penetration, mental flexibility, educational directors, primary level teachers

1-INTRODUCTION AND STATEMENT OF THE PROBLEM

Future of the schools and the betterment of their development are contingent upon managing their effectiveness. It is crystal clear that an efficient management is probably the main spring of development in the developed countries and a key factor for that matter in the developing countries. As a result of this the developing countries such as Iran are in need of effectual managers in all sections and specifically in education. In future by considering the recent procedures of the population growth and the reduction of resources and the crisis of organization and management the need to an effectual management will augment which without predicting such a force or improve and

developing the education and schools in the developing society of Iran this state will encounter serious problems. The role of effectual directors and education in the development and progression of the society is undeniable to the extent that experts hold that the performance of a nation or society is contingent upon its managerial function. (1) Among the various kinds of management managing the education organizations is of utmost significance since the fruit of it on the one hand is to change the naïve and inexperienced humans to creative and grown up individuals and on the other hand meeting the requirements of the human resource in

any society in various levels and several cultural, social, and economic sectors.

In the recent studies a part of the literature of the theory of organizational behavior is attention to the definition, explanation, and the analysis of the organizational effectiveness and the organizational effectiveness for the whole organizations and institutions such as educational institutions is a vital and essential issue. (3) Performance of the directors and the organizational effectiveness have an intertwined relationship with each other in a way that the relevant studies on the management essays and journals during the recent thirty five years have indicated that the two concepts of performance and the organizational effectiveness are not independent from one another and are intertwined. (4)

Chester Barnard has made use of two factors of effectiveness and efficiency for the assessment of the performance of the management and organization. (5) Barnard is one of the first theorists who have got into studying and contrasting the effectiveness and efficiency. (6) Peter Draker defines the two above-mentioned terms as: Efficiency means performing jobs in an efficient or proper manner and effectiveness means doing merited and proper things.(7)

Organizational effectiveness consists of the degree of compatibility of the practical organizational results with the expected results. (6) Also, the organizational effectiveness consists of the degree or amount of approaching the intended purposes while the efficiency of the organization consists in the amount of the resources which have been used for the production of a unit of product. (8) Rabeens in defining the organizational effectiveness has attached significance both to the equipment and facilities (i.e. Procedure) and the achieved results. (9) Organizational effectiveness is a state in which the intended organization consumes the resources to a limited amount until it can be able to achieve its aims towards an all-inclusive growth and development. The director in the role of the director of the school can apply various methods for conducting the human resource. Proper behavioral patterns of a director in any organization lead to the development of a strong morale and motivation in the staff. (11)

School management is in need of specific characteristics for accommodating itself with changes and in order to develop in chaotic environments which school directors are generally facing problems in to achieve them by considering that the philosophical

mindedness is one of the characteristics of successful and powerful directors and directors who enjoy a high-level philosophical mindedness will be effectual directors. Such directors will actualize the aims with a maximal efficiency, satisfaction, and the commitment of the staff and will have a relatively high effectiveness. Directors who enjoy the comprehensiveness of the mind, penetration, and flexibility have a different influence on the staff in comparison with directors who lack such features. (12) The mental capacity and the extent of the philosophical mindedness of the educational directors (13) is one of the influential factors in the improvement of the quality of the educational system. (14) Since these two factors enables the director to firstly remain secure against ego-centrism, one-sidedness, and the mental freeze and enables them to recognize the organization correctly and principally. Secondly, it enables the director to overcome the wrong modern and extremist and traditionalistic educational issues by presenting the state-of-the-art and modern approaches and direct the line of education in its correct path.(15) Discovery of the influence of philosophical mindedness (16) on the effectiveness of the management is significant from three points of view: 1)enlightening the school directors

of the position of philosophical mindedness in resolving the school issues. 2) Presenting the required valid data for decision-making and the creation of a scientific criterion for the teachers and students to have a correct view about the efficient management of the school. 3) Presenting applicable and scientific suggestions concerning the quality of sustaining the philosophical mindedness.(17)

An individual with a philosophical mind reveals characteristics which we can classify them from three aspects of comprehensiveness, penetration, and flexibility. This individual always makes an attempt to treat their thoughts with exhaustiveness, considers the issues in relation to a vast field which is relevant to the long-term goals, question the truisms and add to his/her chance for a movement beyond the ignorant bigotries, personal prejudices, and the cliché imaginations. Such an individual enjoys a flexibility which is accompanied by innovation, heterodoxy, and creativity and scrutinizes the issues from various aspects and points of view. Thus, enjoying philosophical mindedness can influence the whole characteristics and behaviors of the directors. (18)

School management to accommodate with the changes and in order to grow in the

chaotic environments requires specific features which directors are generally facing problems in achieving them. (14) Considering that philosophical mindedness is one of the characteristics of the successful and powerful directors and directors who enjoy a high philosophical mindedness will be effectual leader. (19) Such directors actualize the purposes with a maximal efficiency, satisfaction, and commitment of the staff and bear a relatively high capability. Managers who have mental comprehensiveness, penetration, and flexibility in comparison with directors who lack such characteristics have a different impact on their staff. (14) and (20).

P.G.Smith defines comprehensiveness, penetration, and flexibility (14), (21), (22), (23) in the mental discipline and illustrates its influence in the establishment of eagerness for working and attempt and the establishment of an atmosphere which is teemed with ease of mind, friendship, and affection, innovation, and creativity and proper human relations and finally the improvement of the behavior of directors, morale of the staff, and the organizational establishments and arrangements and also recommends thinking besides the how of implementing the thoughts during the daily affairs. (17) The individual who has a

philosophical mindedness exerts characteristics which can be classified in three aspects of comprehensiveness, penetration, and flexibility.(24) and (2). This individual always tries to treat his/her thoughts with exhaustiveness, question the truisms and add to his/her chance for a movement beyond the ignorant bigotries, personal prejudices, and the cliché imaginations. Such an individual enjoys a flexibility which is accompanied by innovation, heterodoxy, and creativity and scrutinizes the issues from various aspects and points of view. Thus, enjoying philosophical mindedness can influence the whole characteristics and behaviors of the directors. (25), (26), (27).

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philosophical mindedness can influence the whole characteristics and behaviors of the directors.(30)

Bearing insight, awareness, and value (31) although are applicable in other areas of management but in the educational management is considered as a pillar. Educational management has horizons beyond the economic principles and the instrumental purposes in its vantage point although these principles or yardsticks aren't tangible and measurable but have a very significant role in the redemption of the individual, organization, improvement of goods and services. These areas consist in high levels of mindedness and the perceptive instruments such as thought, reasoning, and intuitive perception which can explain the accuracy and truth of affairs and the relationships among them. (22) and (23).

In this study the extent of organizational effectiveness of the schools which in a way is considered as a reflection of the performance of the directors has been scrutinized and predicted from component of the philosophical mindedness of directors.

2-REVIEW OF LITERATURE

Philip G.Smith carried out a study in order to consider the influence of philosophical mindedness on the proper human relations and the extent of creativity of directors and

also on the morale of the school staff in Virginia. His statistical sample was selected from among forty six state schools. The results of this research indicated that there is a direct relationship between philosophical mindedness and proper human relations (34), and the extent of directors 'creativity and also between philosophical mindedness and the morale of the staff. In this study no meaningful difference was observed between characteristics such as age, years of service, and studies of the directors with the philosophical mindedness but a meaningful difference was observed concerning the creativity based on the variable of sex. (25)

Isaghian classified the directors based on their philosophical mindedness. (35)

Kharaghanian reported the difference between the philosophical mindedness of directors as meaningful. (36) Martgi and Mac Kline (1995) by using the LAPPL Questionnaire indicated that the dominant educational philosophy among the high school teachers is the philosophy of empiricism. (26) Also Azarfar introduces empiricism as the dominant philosophical type in the girls' high schools. (26) Although H.S. Hunter reported the relationship between the directorship style of directors and the morale of the staff as being not meaningful (37), but Fahimnia reported a

strong correlation between the style of the director (i.e. relation-oriented) and the morale of the high school teachers. (38)

Sedghi (2005) in their research titled as “the relationship between the philosophical mindedness and the emotional intelligence of directors with the organizational health in the schools of the townships of Bookan and Mahabad” for measuring the level of philosophical mindedness used a questionnaire based on the Smith Model which bears thirty items which measure the three scales of (comprehensiveness, penetration, and flexibility) and also for measuring the level of emotional intelligence of directors the Bar-on conditional intelligence inventory, and for measuring the amount of school health the forty four item questionnaire which was formulated by Alagheband were used. The obtained results indicated that the criterion variable Regression (i.e. Organizational health of schools) based on the variables of emotional intelligence and the philosophical mindedness is statistically meaningful and the share of emotional intelligence in this study was more effective than the share of philosophical mindedness of directors in explaining the organizational health of schools. From among the relation between the each of the aspects of philosophical

mindedness (i.e. Comprehensiveness, penetration, flexibility) with organizational health the most statistically meaningful relation goes to the one between the aspect of comprehensiveness and the organizational health. There is a meaningful difference between the organizational health of the girls’ schools and boys’ schools and the girls’ schools have a higher organizational health in comparison with boys’ schools. There is no meaningful relationship between the philosophical mindedness of the female and male mindedness. There is a meaningful difference between the emotional intelligence of female directors and male directors and the female directors have a higher average in comparison with the male directors. Concerning the scrutinization of the relationship (i.e. managerial experience, educational degree, and the background of service) no directors who bears organizational health no statistically significant relationship was observed. (39)

Amin bidokhti (2006), in his study titled as “Scrutinization of the relationship between creativity and the extent of philosophical mindedness in the schools of the three levels of primary, junior high school, and high school in the township Sanandaj indicated that there is a direct, positive and meaningful relationship between creativity and the

philosophical mindedness and various aspects of it. Also, a meaningful relationship exists concerning the creativity by considering the demographic variables. Amin bidokhti in this study for creativity has made use of the Torrance test of Creative Thinking and for the philosophical mindedness has used a questionnaire based on Philip G. Smith's theory. (40)

Talebpour (2005) in a research titled as "Scrutinization and comparison of the philosophical mindedness of the directors, coaches, and the superintendents of the sports teams of the Universities all over the country" in which he/she used the valid and standard instrument of Philosophical Mentality Questionnaire (PMQ) which bears sixty questions with Likert scale indicated that the directors, coaches, and the superintendents are in an average position in terms of philosophical mindedness. However, while comparing these three groups it became clear that the directors have a higher level of philosophical mindedness. On the other hand in comparing the triple components of the philosophical mindedness the sample under study in terms of penetration has a better average in comparison with the other aspects of philosophical mindedness. (41)

An study titled as "Scrutinization of the relationship between philosophical mindedness of the school directors and the morale of the teachers in the boys' high schools in Amol, Iran for the absorption of a pattern for the management of teaching sciences" through a descriptive-correlational method in the academic year of 2013-2014 has been carried out. The main purpose was to scrutinize the significance of a pattern for the management of teaching sciences by considering the aspect of accepting it by the high school teachers and the significance of the philosophical mindedness of the directors to support and the creation of the morale of absorption. The statistical universe of the study involved eight hundred and fifty of teachers and eighty six directors of the Administrations of Education in the City of Amol in which two hundred and seventy teachers and sixty directors were chosen based on the Morgan Table. The instrument which is used in this study involved the Philosophical Mindedness Questionnaire of Rajayi pour and Seyf Hashemi (2003) and also the researcher-made questionnaire for the morale of the teachers absorption of a patter for the management of teaching sciences which its reliability was achieved by Cronbach's Alpha coefficient by 0.81 and 0.78 respectively. To analyze the data the

Pearson correlation tests and the Regression analysis were used. The results of Pearson Correlation test indicate that there is a positive and meaningful relationship between philosophical mindedness of the directors and the inclination of role modeling by high school teachers. Results of the correlation test indicates that there is a positive and meaningful relationship between philosophical mindedness of directors and the high school teachers and also between components of comprehensiveness, penetration, and flexibility of directors and the sensation of role modeling of high school teachers. Results of the Regression analysis also indicated that the aspect of comprehensiveness by a Beta coefficient of 0.43 has a meaningful share in predicting the sensation of role modeling in the high school teachers. (43)

In a study titled as ‘‘Organizational Effectiveness of the high schools in the zone one of the city of Orumieh, Iran by means of Parson’s Model the report says that: The purpose of this research is to scrutinize and consider the organizational effectiveness of schools by relying on the mixed approach of goal-source-system approach and by means of the theoretical model of the necessary four partite functions of the social system of Parsons (AGIL) in which the four partite

components of the effectiveness of the school at the high school level including innovation, organizational commitment, job satisfaction, and the organizational health (spirit) is taken into consideration. From among one hundred and twenty seven male and female high school teachers of the city Orumieh whom were chosen through stratified random sampling the girls’ schools were more effectual than boys’ schools. There is a meaningful relationship between organizational effectiveness and its components (i.e.innovation, organizational commitment, job satisfaction, and the sensation of the high school teachers). From among the demographic factors just sexuality illustrated a meaningful relationship with organizational effectiveness. (44)

In a study titled as ‘‘Influence of cooperative management on job satisfaction and the organizational effectiveness’’ it is stated that: Purpose of the research: Organizations make use of several measures for the improvement of the job satisfaction of the staff and their organizational effectiveness. One of the most simple and effective mechanisms is the application of the cooperative management system. Method: This study in terms of purpose was an applied research and in terms of collecting data is a descriptive-correlational research. Five hundred and

forty eight school directors and teachers of the city Zahedan were chosen by cluster sampling and random stratified sampling. Findings: 1) There was a positive and meaningful relationship between organizational cooperation and the job satisfaction of the staff. 2) There is a positive and meaningful relationship between organizational cooperation and the organizational effectiveness. Discussion and Result: Organizations can improve their level of job satisfaction and the organizational effectiveness by making use of the cooperative management style. (45)

In an essay titled as "Influence of emotional intelligence on the efficiency of managers" it is inserted that: Lots of managers are inclined to be disciplinarian and aren't able to establish a good relationship with their staff and can't create an organizational culture, occupational procedure, and the technology of change in the job area. These managers in spite of having a good knowledge of techniques can't be successful managers. Effectual managers are ones who properly exploit the emotional potentialities and establish an effectual and constructive relationship. In fact, Successful managers underscore the improvement of the emotional intelligence and nurturing the emotional capabilities. This finding is indicative of the

significance of the emotional intelligence and its function in organizations. (46)

In a study titled as "Scrutinization of the relationship between the behavioral factors of the educational directors of Tehran high schools it is inserted that: Organizational effectiveness as the main purpose of any organization is the end for which the whole attempts of any organization are being made. Thinkers in the domain of directorship and management hold that various factors (e.g. Organizational, environmental, individual, etc.) are relevant to the effectiveness of an organization. In alignment with this issue the behavioral features of a manager can have a key role in the augmentation or reduction of the organizational effectiveness. This study is a kind of correlational research and its statistical sample is chosen through a two-step stratified sampling method from among fifty high schools and their directors. The instruments for data collection are two researcher-made questionnaires (i.e. Behavioral description Questionnaire for the description of educational administrators and the Questionnaire for the description of effectiveness of high schools) the findings are indicative of the relationship between the situation-oriented, supportive, and cooperative factors with an organizational effectiveness and lack of any relationship

between directive and situation-oriented behavior and the organizational effectiveness. Cooperative behaviors of a manager bear relationship to the factors of accommodation, harmony, unity, and the preservation of organizational integrity. Also, there was no meaningful relationship between the sexuality of the educational directors and the extent of organizational effectiveness. (47)

A study titled as "Organizational effectiveness of the Education organization of the city of Isfahan" was conducted based on the theoretical model of the essential quarter of the theoretical functions of the social system by Parsons (AGIL). The purpose of the Parsons' AGIL model test was to analyze the organizational effectiveness of

school at the teachers' level. The research used the survey method and the questionnaire for the measurement of the organizational effectiveness of schools with a sample of three hundred teachers of girls' and boys' state-run high schools. The results indicated that the effectiveness of the girls' and boys' schools were meaningfully different. (48)

3-RESEARCH METHOD

This study is a descriptive-survey research. (49) The statistical universe of it consists in the whole educational administrators and the whole teachers of the primary level schools of the city Qom whose number based on the existing statistics is reported as five thousands one hundred and thirty seven.(according to the Education Administration of Qom Province)

Table 1:

Test group	Female	Male	Sum	Total sum
Administrators	66	57	123	478
Teachers	175	180	355	

The required statistical sample for the research was calculated by considering the essence of the descriptive studies by the formula of :

$$n = \frac{Nz^2 pq}{(N-1)d^2 + z^2 pq} \quad (50).$$

The calculated sample gave the number of one hundred and eighty seven which is more than fifty percent of the statistical universe. Thus, the researcher is allowed to correct

his/her sample. (51) Based on the formula for the correction of sample $n' = \frac{n}{1 + \frac{n}{N}}$ (51) the

statistical sample of the directors was determined as one hundred and twenty three. The number of teachers was also calculated as three hundred and fifty three. The measurement instrument in this study was the standard Questionnaire for the evaluation of Philosophical Mindedness (25) and the

Questionnaire for the measurement of the Organizational effectiveness based on the essential quartet of the theoretical functions of the social functions of Parsons (48). The philosophical mindedness Questionnaire based on the theory of Philip G. Smith and under the framework of the Likert scale (four-point) was designed and has sixty questions. This Philosophical Mindedness Questionnaire (PMQ) in Iran was formulated and carried out by Soltani. (1) To determine the validity of this questionnaire the views and suggestions of university professors (52) and for determining its reliability Cronbach's Alpha coefficient (53) were used by which the number 0.944 for the directors and the number of 0.947 for the teachers were achieved. (54) This number approves of the reliability of the instrument to a very high level. Questionnaire for the organizational effectiveness has twenty eight questions by four factors of innovation (A), organizational commitment (G), job satisfaction (L), and organizational health (L),(AGIL) which is being designed under the framework of Likert scale. The reliability of this questionnaire was achieved in the study by Zaki et al. (2006) which are 0.73 for the factors of innovation (0.73), organizational commitment (0.79), job satisfaction (0.91), and the organizational health (0.87)

respectively. (48) Reliability of the instrument in this study for the factors of innovation were achieved as 0.844, organizational commitment is 0.875, job satisfaction is 0.877, and the organizational health is 0.937 respectively which approves of the validity of the instrument. (54) For data analysis t-test and Regression were used.

4-FINDINGS

From among the directors %54 are female and %46 percent are male, %49 percent are female and %51 are male. The maximal amount of age distribution of the directors is between the age range of 20-25 and the maximal age distribution of the teachers has been located between the age ranges of 35-45. The maximal background of service for the directors is among one to five years and the maximal background of service among teachers is among the 20-25 years. %66 percent of the directors and %50 percent of the teachers have a Bachelor's degree and %48 of the directors and %69 of the teachers have a major of the primary level teaching degree.

There is no meaningful difference between the philosophical mindedness of directors and the primary school level teachers.

Based on the obtained results out of t-test from table 2 the average of philosophical mindedness of directors is a little more than

the average for the philosophical mindedness of teachers but in terms of inferential statistics the existing difference between directors and teachers is not meaningful.

Thus, the null hypothesis is approved.

There is no meaningful difference in terms of comprehensiveness, penetration, and mental flexibility between directors and the primary level teachers.

Table 2: summary of the descriptive statistics for the variable of philosophical mindedness and the result of t-test

Variable	Respondent Group	Number	Average	Standard Deviation	t-value	Degree Of freedom	Level of Significance	Result of The test
Philosophical Mindedness	directors	123	62.58	6.45	0.887	476	0.376	Difference is Not meaningful
	teachers	355	62.02	5.95				

Table 3: Summary of the descriptive statistics for the variables of the factors of philosophical mindedness and the result of t-test

Variable	Respondent Group	Number	Average	Standard Deviation	t-value	Degree Of freedom	Level of Significance	Result of The test
Mental Comprehensive ness	Directors	123	63.78	6.96	0.408	476	0.684	Difference is Not meaningful
	Teachers	355	63.49	6.84				
Mental Penetration	Directors	123	63.26	6.66	0.295	476	0.768	Difference is Not meaningful
	Teachers	355	63.09	6.64				
Mental Flexibility	Directors	123	58.86	7.46	0.098	476	0.922	Difference is Not meaningful
	Teachers	355	58.79	7.34				

According to the obtained results out of the t-test in the table 3 the average of the variables of mental comprehensiveness, mental penetration, and mental flexibility of directors is negligibly more than the average of variables of mental comprehensiveness, mental penetration, and mental flexibility of teachers but in terms of inferential statistics

the existing difference between the directors and teachers is not meaningful. Thus, the null hypothesis is approved for the three variables. ($p=0.684$), ($p=0.768$), ($p=0.922$).

There is a meaningful difference between the organizational effectiveness of directors and teachers of the primary level.

Variable	Respondent Group	Number	Average	Standard Deviation	t-value	Degree of Freedom	Level of significance	Test result
Organizational Effectiveness	Directors	123	76.56	12.76	0.882	476	0.378	Difference is Not meaningful
	Teachers	355	75.41	12.41				

According to the obtained results out of t-test in the above table the average of the organizational effectiveness of directors is negligibly more than the organizational effectiveness of the teachers but in terms of inferential statistics the existing difference between the directors and teachers is not

meaningful. Thus, the null hypothesis is rejected. (p=0.378)

There is no meaningful difference between the organizational innovation, organizational commitment, and job satisfaction, organizational health of directors and teachers of the primary level.

Variable	Respondent Group	Number	Average	Standard Deviation	t-value	Degree of Freedom	Level of Significance	Result of The test
Organizational Innovation	Directors	123	76.67	13.23	0.584	476	0.560	Difference is Not meaningful
	Teachers	355	75.88	13.03				
Organizational Commitment	Directors	123	80.10	12.61	0.952	476	0.341	Difference is Not meaningful
	Teachers	355	78.90	11.92				
Job Satisfaction	Directors	123	76.29	13.75	1.127	476	0.260	Difference is Not meaningful
	Teachers	355	74.71	13.25				
Organizational health	Directors	123	74.41	14.46	0.652	476	0.515	Difference is Not meaningful
	Teachers	355	73.18	15.29				

According to the obtained results out of the t-test in the above table the average of the variables of organizational innovation, organizational commitment, job satisfaction, and the organizational health of the directors is negligibly more than the average of the variables of the organizational innovation, organizational commitment, job satisfaction, and the organizational health of teachers but

statistically the existing difference between the averages of the directors and teachers is not meaningful. Thus, null hypothesis is for each of the four variables is approved. (p=0.560), (p=0.341), (p=0.260), (p=0.515). Factors influencing the organizational effectiveness of the educational directors have no meaningful share in explaining the organizational effectiveness of the directors.

Model	Amount of Correlation between variables	R square	Balanced R square	Standard error Of estimate
1	0.201	0.040	-0.018	12.87

According to the obtained results out of Regression model there is a correlation between the influential factors (i.e.demographic factors) and the organizational effectiveness of the educational directors by 0.201. According to the obtained coefficient of determination out

of the model the demographic data of the directors by the amount of %4 are capable of explaining the organizational effectiveness of the schools. Meanwhile, the changes in the variance of the Regression model are not meaningful.

Table 7: Beta coefficients of the Regression model to explain the variable of organizational effectiveness

Variables	Standardized coefficient Of Beta	T-value	Level of Significance	Ranking of the influential Factors on the organizational Effectiveness of Directors	Result of the Test for the Beta coefficient Variations
Sexuality of Directors	0.154	1.543	0.125	First	Amount of effectiveness of the factor is not meaningful
Managerial background of Managers	0.045	0.319	0.750	Second	Amount of effectiveness of the factor is not meaningful
Interest in the management of Directors	0.015	0.160	0.873	Third	Amount of effectiveness of the factor is not meaningful
Educations of managers	-0.016	-0.152	0.879	The factor has a Reverse effect	Amount of effectiveness of the factor is not meaningful
Servicing background of Managers	-0.017	-0.064	0.949	The factor has a Reverse effect	Amount of effectiveness of the factor is not meaningful
Age of directors	-0.040	-0.142	0.888	The factor has a Reverse effect	Amount of effectiveness of the factor is not meaningful
Major of directors	-0.144	-1.197	0.234	The factor has a Reverse effect	Amount of effectiveness of the factor is not meaningful

According to the obtained results out of the Beta coefficient of the Regression model the factor of sexuality with a Beta of 0.154 has the maximal effect on explaining the organizational effectiveness. Managerial background of directors by a Beta of 0.045 is the second influential factor in explaining the organizational effectiveness. Interest in the management of the directors by a Beta of 0.015 is the third influential factor in explaining the organizational effectiveness.

Variables of the level of studies, background of management, age, and major of directors has a reverse effect in explaining the organizational effectiveness of the schools. Meanwhile, the influence of none of the demographic variables has been meaningful in explaining the organizational effectiveness of schools.

Organizational effectiveness of the primary level schools from factor of philosophical mindedness of the educational directors is a predictor of meaningfulness.

Table 8: Summary of the Regression model to explain the variable of organizational effectiveness of schools

Model	Amount of correlation Among variables	R ²	Balanced R ²	Standard error of Estimate
1	0.719	0.517	0.505	8.97

According to the obtained results out of the Regression model there is a correlation between the organizational effectiveness of

schools and the factors of philosophical mindedness of educational directors by 0.719. According to the obtained coefficient

of determination out of the model the factors of philosophical mindedness of the directors by %52 are capable of explaining the

effectiveness of schools. Meanwhile, variations of the Regression model are meaningful by a significance level of %99.

Table 9: Beta coefficients of the Regression model to explain the variable of organizational effectiveness of schools

Variables	Standardized Beta Coefficients	T-value	Level of Significance	Ranking of the influential factors on the organizational Effectiveness of schools	Results of the variations in the Beta coefficient
Aspect of mental Penetration	0.367	4.298	0.0001	First	Amount of the influence of the factor by %99 meaningfulness
Aspect of mental Comprehensiveness	0.332	4.194	0.0001	Second	Amount of the influence of the factor by %99 meaningfulness
Aspect of mental Flexibility	0.162	2.155	0.033	Third	Amount of the influence of the factor by %99 meaningfulness

According to the obtained results out of the Beta coefficient of the Regression model the aspect of mental penetration of the educational directors by a Beta of 0.367 has the maximal influence and is the first factor in predicting the organizational effectiveness of the schools. Influence of this factor by % 99 certainties is meaningful.

Aspect of the mental flexibility of the educational directors is achieved by a Beta of 0.162 as the third factor in predicting the organizational effectiveness of schools. Influence of this factor by % 95 certainties is meaningful.

5-DISCUSSION AND RESULT

Philosophical mindedness is a kind of thought which envisages the ordered thinking. Having a mind parallel to reasoning and logics is accounted for as an excellent

advantage. The philosophical mindedness allows the individual to remain concentrated. Without a concentrated and delicate thought any individual feels an intense and extremely sentimental life. Sentimental behavior can debilitate the establishment of relationships with others. Due to this any individual should sustain his/her philosophical mindedness. Philosophical mindedness contributes to the augmentation of an amicable behavior. Usually anger and wrath is a part and parcel of an individual who doesn't have a ordered and logical thought and its fruit will be a less developed mind. A headmaster has the most amount of contact with a diverse group of individuals whether students, teachers, staff, parents, authorities and so forth. Thus, he/she should bear a specific mental capability until become able to be successful in dealing with

the individuals and issues and should bear an acceptable philosophical mindedness.

Theory of philosophical thinking and/or philosophical mindedness is the result of the attempts by the name American philosopher John Dewey. He has stated the philosophical thinking in the most of his works. Disciples and even some of his critics have extended this theory. The performed studies are indicative of the high significance level of this subject. In the year 1965 for the first time Philip G. Smith as one of the followers of Dewey in a scientific and research-based manner had delicately scrutinized the variable of philosophical mindedness by the longitudinal method in the forty six schools in the state of Virginia. The worthwhile finding of Smith is that managers with a high philosophical mindedness have more creativity.

The present study indicates that the difference between the averages of the variables of comprehensiveness, penetration, flexibility, and the philosophical mindedness of the educational directors and the primary level teachers is not meaningful. These findings are compatible with the findings of Smith (1965). This study indicated that the average of the aspect of comprehensiveness of a philosophical mind is more than the other two aspects. (i.e. Penetration and

flexibility) This finding is compatible with the finding by Sedghi Bookani (2005). Also, this study indicates that directors in comparison with teachers in terms of the variable of philosophical mindedness and its triple components or factors (i.e. Comprehensiveness, penetration, and flexibility) have a higher average but these differences aren't meaningful.

According to the findings of this study no meaningful difference was observed between the variables of organizational effectiveness among the educational directors and the teachers of the primary schools. Prediction of the organizational effectiveness of schools which is the main purpose of this study was scrutinized in two aspects. In alignment with the demographic features of the directors the variables of sexuality, background of management, and the amount of interest of school directors in managing the schools illustrated the maximal influence in explaining the organizational effectiveness of schools.

But based on the main purpose of this study in predicting the organizational effectiveness of the primary level schools by the feature of philosophical mindedness of the educational directors, the aspects of penetration, comprehensiveness, and the mental flexibility of the directors exhibit the

maximal influences in explaining the organizational effectiveness of schools respectively. The influence of the three factors (i.e. Penetration, comprehensiveness, flexibility) was meaningful. Thus, for the establishment of effectiveness in the primary level schools it is necessary to pay close attention to the characteristic of the philosophical mindedness of the directors.

According to the carried out studies of (57), (58), (59), (60), (61), (62) and also the results of this study the philosophical mindedness is a considerable potentiality that in case of establishing it in individuals specifically the educational directors and the primary level teachers they will be able to elevate their human relationships and take a scientific and logical stance in contact with the problems, never get sentimental in dealing with the problems and issues, if get defeated in resolving a problem don't let it go and accept the opinions of others conditionally, in the job area establish camaraderie, trust, attempt, satisfaction, and reverence and augment the capability and profitability of education.

According to the findings of this study and the carried out studies besides a final conclusion based on the issue that there was no meaningful relationship between the philosophical mindedness of the educational

directors and the primary school teachers it is recommended that the educational authorities take the factor of philosophical mindedness into consideration as one of the most influential factors in choosing the educational directors and teachers since based on the obtained results out of this study and the similar studies individuals with a philosophical mindedness are more powerful in explaining and analyzing the educational issues and are capable of programming the proper educational programs towards achieving the purposes of the education.

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