

INVESTIGATING THE EFFECT OF PHILOSOPHICAL MENTALITY OF BAQIYATALLAH MEDICAL SCIENCES UNIVERSITY MANAGERS ON THE MORALE OF THAT UNIVERSITY' PROFESSORS

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Abstract. The present research aims to investigate the effect of the philosophical mentality of the educational managers of Baqiyatallah Medical Sciences University on the morale of professors. The statistical community of the total manager of Baqiyatallah University in 2015-2016 is 30 managers and 200 professors. To achieve the research goals, two questionnaires were used that include philosophical mentality of managers including 18 multiple choice questions and faculty members' morale questionnaire including 20 questions with Likert scale. Data analysis is done by analysis of variance. According to the sub-assumptions of the organization and the researcher, the following results are obtained:

1. Comprehensive dimension of philosophical mentality of managers influences the morale of the professors, with a 95% confidence level ($\alpha = 0.05$), the null hypothesis is rejected and the opposite assumption is confirmed. 2. Contemplation dimension of philosophical mentality of managers affects the morale of the professors, with a 95% confidence level ($\alpha = 0.05$), a null hypothesis is rejected and the opposite assumption is confirmed. 3. Flexibility dimension of philosophical mentality of managers affects the morale of the professors, with a 95% confidence level ($\alpha = 0.05$), a null hypothesis is rejected and the opposite assumption is confirmed. Considering the above issues, the main hypothesis of the research about the effect of the philosophical mentality of managers on the morale of the professors, the null hypothesis is rejected and the opposite assumption is confirmed that means, the philosophical mentality of managers is effective on the morale of the professors. According to the results and findings of the research, it is suggested that: 1. for the use of educational managers, more precision and attention and standard comprehensive test should be used. 2. given that rapid technological changes have created new organizations (educational organizations with different work environments), we need managers with insight and philosophical thinking that will increase the professors' morale. 3. Investigating the effect of the philosophical mentality of managers whether at the upper levels of educational system or at the lower levels of educational system can be effective on the performance or job satisfaction of professors.

Keywords: Philosophical mentality, Morale, Managers, Professors

Introduction. The effect of thinking way on performance and necessity and creating a coherent and systematic system for individuals' thinking, which be able to play the best role in decision making, solving problems and directing themselves, others and organizations in a good direction is essential and vital (Smith, 1991 p. 23). Smith believes that the value of every human being is in his good thinking, hence thinking and skill of right thinking is one of the important issues that has been a subject of interest for thinkers from a long time ago. Regarding the philosophical mentality of manager, Kamali believes: Logical thinking is the basis of management work. The manager must go through the logical thinking of identifying the problem to find suitable solutions to problems, and this is not possible unless it has the logical thinking properties. Logical thinking comes from a philosophical mind. (Mirkamali, 2000, p. 101). About philosophical mentality, it can be said that philosophical mentality is achieved not only with filling of the brain with the content of philosophical lessons, nor from the tendency toward one philosophy to another philosophy, but also philosophical controversy. Philosophical mentality is created in terms of activity, which is clearly attributed to the improvement of value judgments (Smith, 1991, p. 70). In a study, Smith compared managers in terms of three philosophical mentality, and concluded that a manager who is comprehensive, deep, and flexible in his thinking has a different effect on his actions in comparison to a director whose thinking does not have such a quality (Zaki, 1984, p. 92). The above mentioned topic is partly indicates the importance of this research. That means, definitely a well-educated, experienced, knowledgeable manager with philosophical mentality and creative and flexible thinking about the principles and responsibilities of management and leadership, which can fit his knowledge and experience to any action and time, can lead to the growth of teachers and increase the spirit of teachers and staff and witnesses to achieve the desired goals (Alagheband, 1992, p. 130). Therefore, the study of the philosophical mentality of educational managers is a system of thought with specific definitions and dimensions. It is considered useful and necessary to function in the morale of the professors. "This necessitates the introduction of a way of thinking called" philosophical mentality "for managers and showing the amount of philosophical mentality of the Baqiyatallah university administrators, which reflects their degree of comprehension, dedication and flexibility, on the morale of the professors. Moreover, by gaining knowledge or information of the present situation specially the study of philosophical mentality in managers and the type of the university management, a new approach can be given to high-level managers in managers' training centers, to train managers in line with the ideal goals of global development and aware of human relationships and professional at specialized ability. Smith considers the employees' morale as a result of manager's performance and manager's performance is influenced by his thinking and philosophical mentality. He believes that whatever educational managers have a high philosophical mentality, their employees have a high morale, and the lower the philosophical mentality of the manager is, their employees also have a low morale. Strong spirits will be created in

people if they attract to their work and be satisfy with it (Kimball & ils, 1991, p. 41). Given the importance of this issue, this fundamental question arises: Is the philosophical mentality of the managers of Baqiyatallah university affect the morale of the professors of that university? The possible hypothesis in the answer to the above question is: The philosophical mentality of the managers of Baqiyatallah University affects the morale of the university professors.

Background. Although many book and numerous articles have been published separately and numerous studies have been conduct about philosophy and its related issues, and about the management, function and duties of managers, and their role in the mentality of professors and teachers, that because of their abundance about mind and its features, both independently and as part of the topic, there is even no need to express them. Those related to our research topic are:

Behrangi et al. (2014) investigated the effect of the philosophical mentality of Amol high school managers on the teachers' morale in accepting the science education management model. The assumptions of this research are as follows. 1- The philosophical mentality of managers affects the teacher's modeling morale. 2. Each of the dimensions of the philosophical mentality of the managers affects the morale of the teacher's modeling. From this test, the following results were obtained: there is a positive and significant relationship between the philosophical mindset of managers with teacher's modeling morale. There is also a positive relationship between the components of comprehensiveness, dedication and flexibility of managers with teacher's modeling morale. The results of regression analysis also indicated that the dimension of comprehension with a 0/43 beta coefficient has a significant contribution in predicting the teacher's modeling morale. Saeidian (2010) conducted a research on the relationship between the philosophical mentality of educational managers and the job morale of high school for girls' teachers in Hamedan in the academic year of 2009-2010. The assumptions of this research are as follows: 1- The philosophical mentality of managers affects the teachers' job morale. 2. Each aspect of the philosophical mentality of managers affects teachers' job morale. The results of the study showed that: The level of philosophical mentality of managers is higher than the average level. Also, the level of teachers' job morale is higher than the average, and there is a significant and positive relationship between the managers' philosophical mentality with the teachers' job morale. And by increasing philosophical mentality of the managers, the teachers' job morale also increases, and there is a relationship between each dimension of the philosophical mentality of managers with the mentality of teachers. However, there was no significant difference between the level of philosophical mentality of teachers and teachers' morale in terms of age and years of service.

Morteza Zare (2006) has conducted a research on the effect of the philosophical mentality of educational managers on the high school teachers in Amol. The assumptions of this research are as follows: 1) the philosophical mentality of managers affects teachers' morale. 2) Each dimension of philosophical mentality affects teachers' morale. In this research, the aim of the study was to investigate the effect of managers' philosophical mentality on the teachers' morale that by examining each dimensions of the philosophical mentality of managers in teachers' morale in a separate form, was confirmed by the analysis of variance and obtained data at 95% and 99% level opposite assumption. That means, the philosophical mentality of managers with dimensions (comprehensiveness, meditations, and flexibility) influenced the teachers' morale.

- Hadi Khazaei (2005) has done a research on the relationship between the philosophical mentality of educational managers and using teacher's involvement from the high school teachers' point of view in Birjand. The assumptions of this research are:

- 1) There is a relationship between the managers' philosophical mentality with their use of teacher participation.
- 2) Administrators with a high philosophical mentality, more than managers with a low philosophical mentality, use teachers' participation. The results of this research undoubtedly have a cohesive and profane mentality that will make managers more aware of the importance of this issue and better use their subordinate supervision.

- Seif Hashemi (2003) has conducted a research entitled The Investigation of the Relationship between the Philosophical Mentality and the Creativity of Isfahan School Principals. The hypotheses of this study are as follows: A) there is a relationship between the philosophical mentality and the creativity of managers. B) There is a relationship between each dimension of philosophical mentality with creativity. This research achieved the result that there is a relationship between the philosophical mentality and the creativity of managers. There was no significant difference between philosophical mentality and its dimensions with creativity with respect to characteristics such as age, service, degree, field of study, etc. There was a significant difference, as creativity in female managers was more than male.

- Bandlizadaeh (2000) has done a research entitled The Effect of Philosophical Mentality on the Effectiveness of Middle Managers in Damghan, which assumptions are as follows. A) There is a relationship between the philosophical mentality of managers and their efficiency. (B) Highly philosophical minded executives have more efficiency than those with lower Philosophical mentality. This research achieved the results that there is a relationship between the philosophical mind of managers and their performance. However, there was no significant difference between the characteristics of age, gender, and field of directors with their philosophical mentality.

- Mohsen Farshchi (2000) has done a research on the relationship between the degree of philosophical mentality of educational managers and the methodology taught by the professors of the Flanders Index fund for the high schools of Zahedan. The assumptions of this research are as follows. In the present research, as it is seen, the hypothesis lies within the research title: The main hypothesis- there is a significant relationship between the degrees of philosophical mentality of managers with teachers' teaching method. Sub-hypothesis - 1) Managers with a high philosophical mentality have active teachers (with an indirect teaching method). 2) Managers with a moderate philosophical mentality have semi-active teachers (a combination of direct and indirect methods). 3) Managers with a

low philosophical mentality have inactive teachers (with a direct teaching method). The results are: There is a meaningful relationship between the philosophical mentality of managers and teachers' teaching methods. There is a meaningful correlation between the degree of philosophical mentality of the managers and the teaching methods of the teachers. If the degree of philosophical mentality of managers increases, the method of teaching teachers will tend towards an indirect (active) method. If the degree of philosophical mentality of managers decreases, the method of teaching teachers will tend towards a direct (inactive) method.

Research Methodology. According to the purpose of the research (Investigating the effect of the philosophical mentality of Baqiyatallah medical sciences university managers on the morale of that university professors), descriptive and inferential statistics are used. In this research, available techniques such as frequency distribution tables, frequency percentage, percentage of cumulative frequency and mean are used in order to study and describe the general characteristics of respondents. Therefore, the purpose of the descriptive statistics is to calculate the parameters of society using a census of all elements of society. The statistical population of this study included all managers and professors of Baqiyatallah University, who have been serving during 2015-2016. The number of managers is 30 and the number of professors is 200. In this study, according to the Morgan sample size table, for sample size of the managers 27 and for the sample of professors 131 individuals are selected. And relativistic random sampling method will be used. To collect the data required for this research, two methods of library and field studies will be used. 1) Library studies: To identify and formulate the theoretical foundations of the research, the library method used and the scientific resources, reports and study documents available in Academic centers have been investigated. For this purpose, science and research centers within the country and centers located on the internet have been referred. 2) Field studies: The most important tool for collecting data from this research was a questionnaire. For this purpose, two types of research questionnaires were distributed in person among the research samples and collected them after they were answered. To measure the variables, two philosophical subjective questionnaires from Mr. Khazaie's Master's thesis in Islamic Azad University in 2004-2005, and Professors Morale Questionnaire from Ms. Zahra Sabeti master thesis at Shahid Beheshti University will be used. "Validity" is the measurement tool, the test capability index or the questionnaire to evaluate and accurate measure of under study variables. In other words, a valid questionnaire is a questionnaire that can be used to measure what was designed and built for it. The most important type of narrative that is considered in survey research is content validity. In this research, questionnaires were distributed among the subjects to assess validity. After calculating the reliability and validity, ensured that the questionnaires measure the desired feature. To determine the philosophical mentality of managers according to the limitations of measuring instruments and to determine its level in Educational Managers, prepared questionnaire is designed to respond to the questionnaire when responding to managers without regarding personal barriers and it is easier and more accurate to quantitatively obtain the required results. In order to make sure that the questions measure what we want, 18 questions for the philosophical mentality of managers were designed which included three components (comprehensiveness, meditation, flexibility). B) To determine the morale of the professors who reflect the level of performance resulting from their philosophical mentality, a questionnaire with 20 questions based on three components (rationality, consistency, and affiliation) is prepared, and they are asked to answer each question. The professor's morale questionnaire is set in five degrees Likert (very high, high, moderate, low, very low). The mean scores represent the average degree of professors' mentality.

Methods and tools for data analysis: In this research, the data collection method will be through a sample survey and the tools used is a questionnaire and field observations, each of which will be used for part of the research work and the collection of specific data. In the first part of the questionnaire, demographic questions are provided, and in other sections, questions to measure the hypotheses will be used. To obtain the scores of the philosophical mentality of the managers and the professors' morale, according to the research objectives and criteria, using SPSS software, survey sampling techniques have been used, descriptive statistical methods such as frequency, mean and standard deviation for introducing samples, and Pearson correlation coefficient and stepwise regression methods will be used in this research. Analysis of research data will be done using the SPSS 21 software program.

Data Analysis: In this section, the findings of the research are presented as descriptive and analytical. This section consists of two parts. In the first part, the descriptive information of the demographic variables and mean of the respondents of the sample in the studied categories is presented separately from the categories of each dimension and in the second part, the findings of the research hypotheses are presented. More clearly, in this section, at first, the distribution of the sample population is presented in the form of a table and a diagram, based on the gender variable, the gender of the managers, the age of the professors, etc. After descriptive information, the average table of the individual sample responses for each of the mentioned dimensions is presented in general and in the relevant categories. Finally, inferential statistics, findings from research questions are presented.

Descriptive Findings: In order to provide an appropriate perspective on the characteristics of the subjects, in this section the distribution of the sample population is presented in terms of some basic variables. Also, in order to better compare the distribution of the subjects, in addition to the number of people in terms of demographic variables, these figures are also expressed as percentages. Finally, the figures for the distribution of individuals are also included in the under the related article, in order to make more general view and comparison.

4-3 Describe Demographic Information. In this section, the characteristics of 27 managers such as gender, age, education, and 131 professors of the research community are studied. So, in general 158 people constitute the statistical population of the present study.

1. Sample status of the research according to gender

Gender variable	Index	
	Frequency	Percent
Male	76	54
Female	55	46
Total	131	100.0

Table 4-1 Distribution of frequency of statistical sample based on the gender of teachers

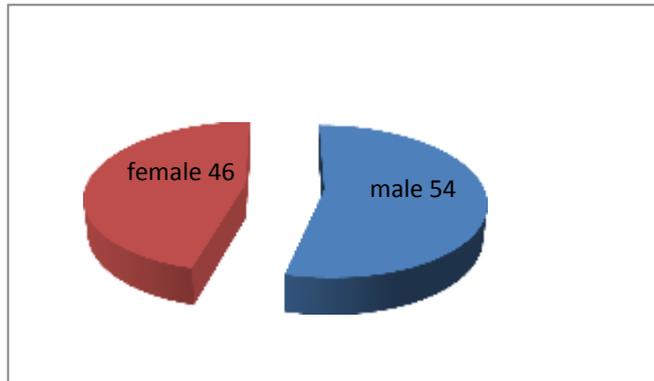


Figure 1.4 Distribution of sample population by gender
As shown in the chart and Table 1-4, (54%) of the subjects are male. (46%) of the subjects are female.

2. The sample status according to the managers' gender

Investigating the information obtained from the questionnaires, the distribution of percentage and frequency of subjects based on the gender of managers are presented in the following table.

Table 4-2: Distribution of respondents according to gender of managers

Gender of managers variable	Index	
	Frequency	Percent
Male	20	74
Female	7	26
Total	27	100.0

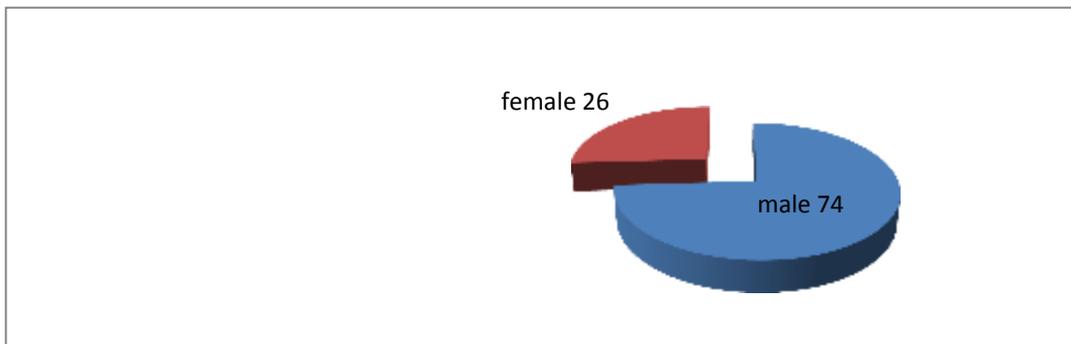


Figure 4-2 Distributing of population by gender of managers

According to the table and figure 2-4, it is shown that the highest percentage and frequency is for male with 74% and the lowest percentage is for female with 26%.

The sample status based on age of the professors

Investigating the data obtained from the questionnaires, the distribution of percentage and frequency of subjects based on the age of professors are presented as the following table and figure:

Table 4-3) Distribution of percentage and frequency of professors' age

Age of professors variable	Index	
	Frequency	Percent
Less than 30 years	4	3
31 to 40	26	20
41 to 50	41	31
51 to 60	35	27
More than 61	25	19
Total	131	100.0

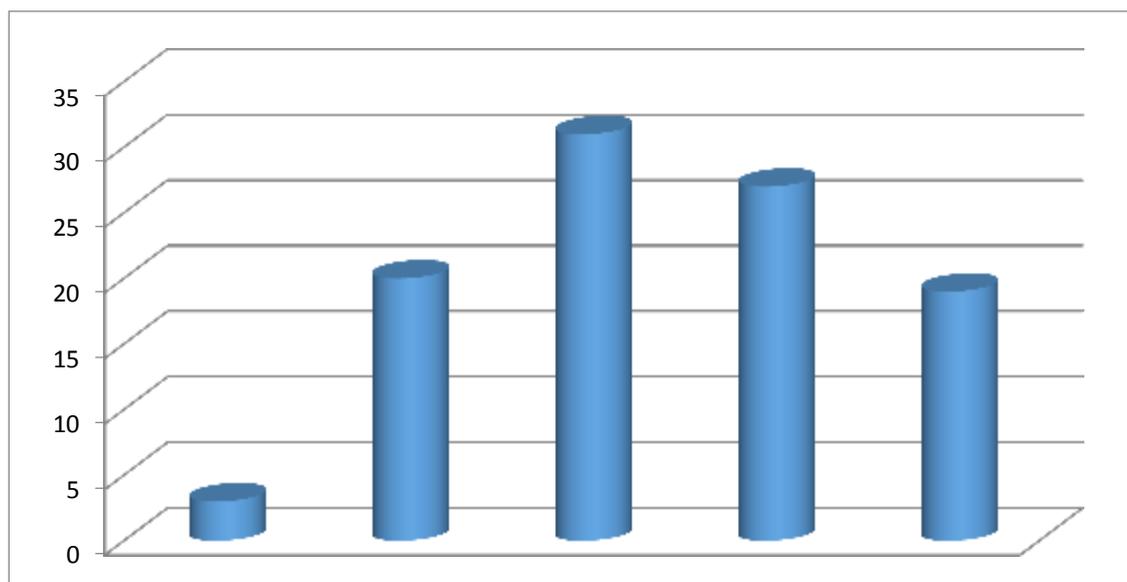


Figure 4-3 Distribution of sample population by age of professors

According to Table and Figure 4-3, the majority of sample people are assigned to the age group 41 to 50 years old with 31% and the lowest percentage and frequency are for the age group of less than 30 years with 3%.

1. The sample status based on the age of managers

The data obtained from the questionnaires, the distribution of percentage and frequency of subjects based on the age of managers are presented in accordance with the following table and figure.

Table 4-4: Distribution of respondents by age of managers

Age of managers variable	Parents	
	Frequency	Percent
Less than 40	5	18.5
41 to 50	15	55.5
More than 51	7	26
Total	27	100.0

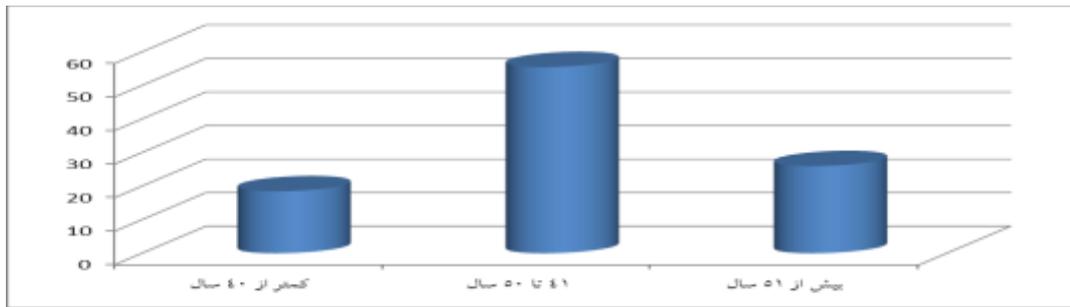


Figure 4-4 Distribution of sample population by age of managers

According to Table and Figure 4-4, it is seen that the highest percentage and frequency among the total sample of individuals, 55.9% is assigned to the age group 41 to 50 years old. The lowest percentages and frequency is assigned for the under-40s and older group with 2.2%.

Descriptive Characteristics of Research Variables:

In this section, the research variables are studied using descriptive statistics and the dimensions of the study. But a brief explanation of the method of data analysis in each of the categories is required before introducing the dimensions, the categories of each dimension and the constituent of each category.

Table 4-5 Descriptive Indicators of Philosophical Mentality Variable

Concepts	Dimensions	Minimum	Maximum	Mean	SD
Philosophical mentality	Comprehensiveness	1	5	3.4430	.62553
	Thinking	1	5	3.5696	.72690
	flexibility	1	5	3.8038	.49788
	Total	1	5	3.6055	.55044

Based on the results of Table 4-5, the mean of comprehensive variables in the sample population is calculated 3.44 with a standard deviation of 0.62, a mean of 3.56 with a standard deviation of 0.72, a flexibility of 3.8 with a standard deviation of 0.49. The results show that the obtained mean for the philosophical mentality variable was 3.6 with a standard deviation of 0.55.

Table 4-6 Descriptive indexes of morale of professors' index

Concepts	Dimensions	Minimum	Maximum	Mean	SD
Professors' morale	Rationality	1	5	4.1361	1.45435
	Equivalence	1	5	3.1510	.99762
	Attachment	1	5	3.7190	1.26371
	Total	1	5	3.6687	1.18787

As shown in Table 4-6, the mean of the morale of professors in the subjects is 3.72 with a standard deviation of 0.98.

Inferential Findings of the Research

Investigating the normal distribution of scores

The Kolmogorov-Smirnov and Shapiro-Wilk tests have been used to check the normality of the scores. The results of the Kolmogorov-Smirnov test are reported in Table 4-8.

Table (4-7) Investigating the Normal Distribution of Data Using Kolmogorov-Smirnov Test in separate variables

Variable	Kolmogorov-Smirnov test	
	Amount	Significance level
Philosophical mentality	0/823	0/521
The professors' morale	2/01	0/084

Based on the results of the Kolmogorov-Smirnov test, because the values obtained for this test are not significant at the level of 0.05, so the condition for the distribution of the normality of the data is established and a parametric test can be used to examine the research hypotheses.

Inferential analysis of research hypotheses:

To investigate research hypotheses, a simple relationship between variables was studied using Pearson Correlation Coefficient. Then, multiple regressions are used to determine the role of the components.

The main hypothesis:

The philosophical mentality of managers affects the morale of university professors.

The statistical hypotheses of main hypothesis include:

$H_0 : r=0$ Null Hypothesis

$H_0: r \neq 0$ Research Hypothesis

Table 4-8 Results of Pearson Correlation Coefficient on the relationship between the Philosophical Mentality of managers on the morale of the faculty members of that university.

		Professors' morale
Philosophical mentality	r	.425**
	sig	0/001
	N	158
Coefficient of determination (R2)	0/180	

** Significant at level 0/01

The results of Table 4-8 show that as the value of r in the relationship between the philosophical mentality of managers on the morale of university professors with a value of 0/425 is significant at the level of 0.05, the null assumption (the absence of a relationship between the two variables) is rejected and the research hypothesis (relationship between the two Variable) is verified. According to the above table, it can be said that there is a positive and direct relationship between the philosophical mentality of the managers and professors' morale. Therefore, it can be concluded that the more philosophical mentality of managers is, the better the mentality of the professors in the organization and vice versa. Therefore, the philosophical mentality of managers has a positive effect on the morale of the professors. In other words, based on the coefficient of explanation obtained with each unit change in the variance of the philosophical mentality of managers, the variance of the teachers' morale will change 0.18.

Sub-hypothesis:

The first hypothesis:

Then, the comprehensiveness of the philosophical mentality of managers affects the morale of the professors.

The statistical hypotheses of the first hypothesis include:

$H_0: r=0$ null hypothesis

$H_0: r \neq 0$ research hypothesis

Table 4.9 Pearson Correlation Coefficient results about the relationship between the dimensions of the philosophical mentality of managers on the morale of faculty members

		The professors' morale
The comprehensiveness dimension of the philosophical mentality	r	.440**
	sig	.000
	N	158
Coefficient of determination (R2)	0/194	

** Significant at level 0/01

The results of the table above show that since the value of r in the relationship between the comprehensiveness dimension of philosophical mentality of managers on the morale of teachers with a value of 0/440 is significant at the level of 0/05, the null hypothesis (no relationship between two variables) is rejected and the research hypothesis (relationship between two variables) is confirmed. According to the above table, there is a positive and direct relationship between comprehensiveness dimension of philosophical mentality and professors' morale. Therefore, it can be inferred that the more comprehensiveness of the philosophical mentality dimension is, the better professors' morale in the organization, and vice versa. Therefore, the comprehensiveness dimension of the philosophical mentality of managers, positively influence the morale of the professors. In other words, based on the coefficient of explanation obtained with each unit change in the variance of the philosophical subjectivity of managers dimension the variance of the professors' morale will change as much as 0.19.

Second hypothesis:

The thinking dimension of the philosophical mentality of managers affects the professors' morale.

The statistical hypotheses of second hypothesis include:

$H_0: r=0$ null hypothesis

$H_a: r \neq 0$ research hypothesis

Table 4-10. Results of Pearson Correlation Coefficient about the relationship between thinking dimension of the philosophical mentality of managers on professors' morale

		Professors' morale
Thinking dimension of philosophical mentality	r	.515**
	sig	.000
	N	158
Coefficient of determination (R2)	0/265	

** Significant at level 0/01

The results of the table 4-10 shows that since the value of r in the relationship between the thinking dimension of philosophical mentality of managers on the morale of professors with a value of 0/515 is significant at the level of 0/05, so, the null hypothesis (no relationship between two variables) is rejected and the research hypothesis (relationship between two variables) is confirmed. According to the above tables, there is a positive and direct relationship between the thinking dimension of philosophical mentality and professors' morale. Therefore, it can be inferred that the more thinking dimension of the philosophical mentality is, the better professors' morale in the organization, and vice versa. Therefore, the thinking dimension of the philosophical mentality of managers, positively influence the morale of the professors. In other words, based on the coefficient of explanation obtained with each unit change in the variance of thinking dimension of philosophical mentality of managers the variance of the professors' morale will change as much as 0.265.

Third hypothesis:

The flexibility dimension of the philosophical mentality of managers affects the professors' morale.

The statistical hypotheses of third hypothesis include:

$H_0: r=0$ null hypothesis

$H_a: r \neq 0$ research hypothesis

Table 4-11. Results of Pearson Correlation Coefficient about the relationship between flexibility dimension of the philosophical mentality of managers on professors' morale

		Professors' morale
Flexibility dimension of philosophical mentality	r	.257**
	sig	.000
	N	158
Coefficient of determination (R2)		0/066

** Significant at level 0/01

The results of the table 4-11 shows that since the value of r in the relationship between the flexibility dimension of philosophical mentality of managers on the morale of professors with a value of 0/257 is significant at the level of 0/05, so, the null hypothesis (no relationship between two variables) is rejected and the research hypothesis (relationship between two variables) is confirmed. In other words, there is a positive and direct relationship between the flexibility dimension of philosophical mentality and professors' morale. According to the tables, it can be inferred that the more flexibility dimension of the philosophical mentality is, the better professors' mole in the organization, and vice versa. Therefore, the flexibility dimension of the philosophical mentality of managers, positively influence the morale of the professors. In other words, based on the coefficient of explanation obtained with each unit change in the variance of flexibility dimension of philosophical mentality of managers the variance of the professors' morale will change as much as 0.066.

Also, the step by step multiple regression equation is used to determine which of the components of the philosophical mentality more predicts the morale of the professors.

Collinearity test between the independent variables

Table 4-12 collinearity test of research variables

Variable	Collinearity Statistics	
	VIF	Tolerance
Comprehensiveness	3.553	.281
Thinking	3.210	.312
Flexibility	1.680	.595

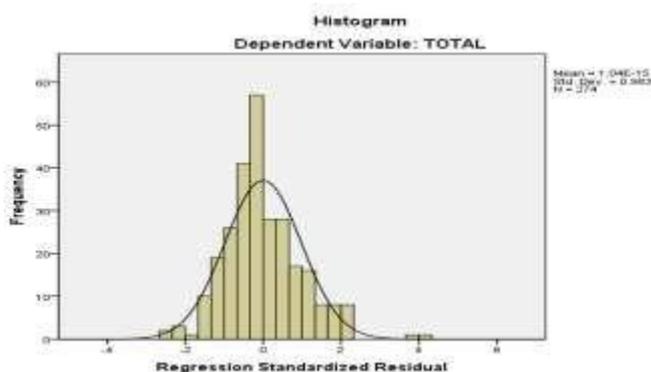
$$tolerance_j = 1 - R_j^2$$

Tolerance criteria

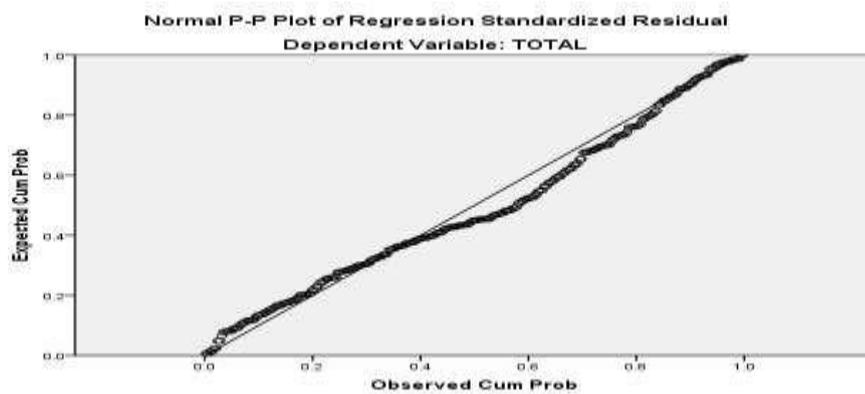
According to the above table, it can be said that since the value of the transaction of tolerance VIF calculated from 1 to 5 is independent of the coherent variables, therefore, the hypothesis of collinearity exist for predictive variable in the prediction of psychological disturbances.

4-5 Checking the Normality of the Error Statement

The remaining difference between the observation and the values of predictive model is dependent variable. The remainder of a product is the value of the observed error statement for that product. The histogram, or the remaining P-P chart, is used to check the assumption of the normality of the error statement. The shape of the histogram should follow the shape of the normal curve.



The remainders in the P-P chart should be 45 °line function. Neither the histogram nor the P-P charts violates the hypothesis of normality.



The statistical analysis of this hypothesis is presented in Tables 4-13, 4-14.

Table 4-13. Variables of regression model in different steps in predicting the professors' morale

Model	The correlation coefficient	Coefficient of determination)2(R	F	Significance level
1	.440 ^a	.194	37.455	.000 ^a
a Predictors: (fixed), comprehensiveness				
Dependent variable: The morale of the professors			Watson Camera Statistics: 0/846	

The results of Table 4-13 show that the value of the obtained Watson camera statistic (0.846) is less than 2.5, we can accept the independence hypothesis of regression error sentences.

The results of Table 4-13 show that the predicting regression model of masters is done in one step. In the model, integrity is entered into the equation and the coefficient of determination (R²) is equal to 0/194. In other words, integrity explains 19.4% of the variance of professors' morale. Other components are not included in the equation due to the insignificance of their predictive power. The results of Table 4-13 show that the calculated F value for regression analysis is significant (p < 0.05). Therefore, the regression equation is statistically significant.

Table 4-14. Regression coefficients of the variables entered in the prediction of the professors' morale

Model	Variable	unstandardized coefficients		standardized coefficients	t value	The significance level
		B	The standard deviation	Beta		
1	Fix	.792	.478		1.657	.099
	Comprehensiveness	.836	.137	.440	6.120	.000
Dependent variable: The morale of the professors						

Table 4-14 shows the stepwise regression coefficients. The regression coefficient (B) the first step for comprehensiveness variable is equal to 0/836 and the "constant" regression is equal to 0/792.

In this way, the final regression equation with a predictive variable of comprehensiveness and influence is as follows:

$$(\text{Comprehensiveness} * 0/836) + 0/792 = \text{Professors' morale}$$

In Table 4-14, the t values and the significant level of variables (sig.), all of which are less than 0/05, show that all coefficients are statistically significant. Therefore, the largest beta coefficient is 0/440, which is related to comprehensiveness. This conclusion shows that "comprehensiveness" has a greater role in explaining the professors' morale. In other words, the "Comprehensiveness" dimension is a stronger predictor of the "professors' morale." And with each unit of change in comprehensiveness variance itself, 0/440 change is created in the variance of the professors' morale.

Conclusion

In examining the main hypothesis of the research entitled:

The philosophical mentality of managers affects the morale of the professors of that university.

Pearson correlation coefficient was used and the results (Table 4-8) showed that there is a positive and direct relationship between the philosophical mentality and the professors' morale. Therefore, we can infer that the more

philosophical mentality is, the better morale of the professors will be in the organization and vice versa. Therefore, philosophical mentality of managers has a positive effect on the morale of faculty members. Among the components of the philosophical mentality, the greatest relationship was between the comprehensiveness with the professors' morale, and the least relationship was between the flexibility with the professors' morale.

In reviewing the first sub-hypothesis:

The comprehensiveness of the philosophical mentality of managers affects the morale of the professors.

The results of Pearson's correlation coefficient (Table 4-9) show that there is a meaningful relationship in a positive and direct way with 95% confidence between the comprehensiveness dimension of philosophical mentality and the morale of the professors. Therefore, it can be inferred that the more comprehensiveness dimension of the philosophical mentality is, the morale of the professors will be better in the organization, and vice versa.

Therefore, the philosophical mentality of managers affects the professors' morale. In other words, on the basis of the coefficient of explanation obtained with each unit change in the variance of the comprehensiveness dimension of the philosophical mentality of managers 0/19 change is created in the professors' morale variance.

In examining the second hypothesis:

Thinking dimension of the philosophical mentality of managers affects the professors' morale.

Pearson correlation results showed that (table 4-10) there is a positive and direct relation between the thinking dimension of philosophical mentality and professors' morale (95% confidence level with error probability of 0/05). Therefore, it can be inferred that the more thinking dimension of philosophical mentality is, the professors' morale will be better in the organization and vice versa. Therefore, the thinking dimension of philosophical mentality of managers has a positive effect on professors' morale.

In the study of the third hypothesis of research:

Then, the flexibility of the philosophical mentality of managers affects the professors' morale.

The results of Pearson correlation coefficient (Table 4-11) show that there is a positive and direct relation between the dimension of the philosophical mentality and the professors' morale (95% confidence level with error possibility of 0.05). Therefore, it can be inferred that the greater the degree of flexibility of the philosophical subjectivity, the better the morale of the professors in the organization, and vice versa. Therefore, the flexibility dimension of the philosophical mentality of managers has positive influence on professors' morale. Also, the results of multiple regression analysis in Table 4-14 show that "comprehensiveness" has a greater role in explaining the morale of professors. In other words, the dimension of "Comprehensiveness" is a stronger predictor in prediction of the "professors' morale", and with each unit of change in the variance of self-comprehension, 0/440 change is created in the variance of the professors' morale. The results of the research in the main hypothesis and sub-hypotheses, as well as the regression analysis of this hypothesis in forth chapter, are in line with the results of Zare's (2006) results. In his research, it was concluded that the dimension of comprehensiveness of the philosophical mentality of managers affects professors' morale, with a confidence level of 95% (alpha 0.05), the null hypothesis was rejected and opposite assumption was confirmed. Thinking dimension of the philosophical mentality of managers affects professors' morale, with a 99% confidence level (alpha 0.01), the null hypothesis was rejected, and the opposite assumption was confirmed. The flexibility dimension of the philosophical mentality of the managers, affects the professors' morale, with a 99% confidence level (alpha 0.01), the null hypothesis was rejected and the opposite assumption was confirmed. Regarding the above mentioned issues, the main hypothesis of the research about the effect of the philosophical mentality of managers on the teachers' morale, the null hypothesis was rejected and opposite assumption was confirmed, that is, the philosophical mentality of managers affects teachers' morale.

It is also consistent with Behranghi et al. research (2014). Their research result showed that there is a positive and meaningful relationship between philosophical mentality of managers and teachers' modeling morale, also, among the components of comprehensiveness, thinking and flexibility of managers with teacher's modeling morale. Finally, the results of regression analysis indicated that the dimension of comprehensiveness with a 0.43 beta coefficient has a significant contribution to predicting the pattern of teacher's morale.

Also, in line with the results of Saidian's research (2010), which showed that there is a significant and positive relationship between the philosophical mentality of managers with the teachers' job morale, and with the increasing philosophical mentality of managers, the teachers' job morale also increases. There is relationship between each aspect of the philosophical mentality of managers with teachers' morale, but there was no significant difference between the amount of philosophical mentality of teachers and teachers' morale in terms of age and service.

Bollinger, Daniel (2002) and Pierre-Jonathan in their study found that school managers who have comprehensive, profound, flexible and critical thinking, in comparison to managers who lack this qualification, have better morale, quality of communication and performance.

Ching Wujwan (2004) Waldropell (2007) concluded that there was a relationship between creativity and critical thinking and thinking styles. In another study, conducted by Sanja (2005) in India, the results of the study reflected the better performance of students who participated in the philosophy curriculum. In another study by Chan Yuk keng and colleague (2007) in Singapore, concluded that students participating in the philosophy for children program showed better performance in critical and creative thinking skills. Monteso Maria (2001) also in a study reported that with the implementation of a children's philosophy curriculum, they had a higher performance in the field of reasoning skills and critical thinking skills than students who did not participate in the program. Mauriti, Isaac (2001) also reported that children with philosophy curriculum had a better performance in terms of reasoning skills and critical

thinking than students who did not participate in the program. Mauriti, Isaac (2005) had done a study titled "Special effects of critical thinking and philosophical mentality of university professors on the academic success of Stanford University students" and showed that the experimental group had better academic performance than the control group (Jazayeri, 2009). In explaining the results, it can be stated that when the manager manages to deal with issues by comprehensiveness, deep thinking and flexibility, employees feel that it is easier for them to reach agreement with him. On the other hand, when the manager is philosophically at a low level, many employees report that it is difficult to understand the manager. And many of them are afraid that they will face the unethical and unofficial retaliation when expressing their opinions and feelings. By developing a philosophical mentality, negative emotions fade up and more positive feelings replace it; therefore, having a philosophical mentality helps to increase the affection among the employees. In organizations whose managers have a philosophical mentality, observing its features helps to focus on group spirit and human resource collaboration. In Smith's words, "the philosophical mentality of managers can be effective on employee morale in feeling of belonging to the organization, the sense of job security and employee loyalty to the organization and its goals, as well as its responsibility and self-regulation."

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