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Study of the Impact on Mashhad Industrial Girls School Climate of Teaching Philosophy to Principals

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Abstract: The purpose of this study is to examine the impact of principals' philosophical mindedness-experience-instruction on their philosophical mindedness and, in turn, on their school's climate. Our population under study includes Mashhad industrial girls' schools' principals (N=40); our sampling unit consists of 12 principals what has selected non probability. In this semi-experimental research, we used two groups (experimental group, control group). Each group consists of 6 principals. The principals of experimental and control group were equalized in respect of managing education rate and social and political area. In this research, we used Halpin & Craft's questionnaire for measuring a school's climate and a philosophical mindedness questionnaire for measuring philosophical mindedness. At first, we measured schools' climate, then a philosophical mindedness instruction course was held for 20 hours over 3 weeks (twice a week). Every day, two dimensions of 12 philosophical mindedness dimensions were taught by lecturing, questioning and answering; then principals practiced in groups and applied these dimensions about one of schools' problems that they had. Also, throughout the research, we had private instruction sessions (for 12 hours) to have a frequent instruction and we got in touch with principals. At the end of the educational year, we measured the schools' climate again and compared it with the last results. It must be remembered before and after philosophical mindedness instruction to principals, they completed the philosophical mindedness questionnaire. The results of this research show that philosophical mindedness instruction to principals expands and widens their philosophical mindedness. By considering countless variables that interfere in schools' climate, 7 hypotheses of this research about the impact of principals' philosophical mindedness instruction on teacher's spirit, their intimacy, principals' opposition, consideration, aloofness, trust and production emphasis didn't show significant change; therefore they weren't proved. Only one hypothesis was confirmed - that philosophical mindedness instruction to principals increases their engagement and interest.

Keywords: Philosophical Mind, School Principals, School Climate, Teacher's Commitment

Introduction

EFFECTIVE ADMINISTRATION IS the key factor in developed countries Administration and leadership in social activities and in particular in education is vital.

Since educational administration, in many cases, is the source of transformations and dealing with people full of emotion and sentiment, educational administration should be much more sophisticated than in other institutes (khazaii, 2005).

In modern society, we need thoughtful leaders who lead the schools which are enhancing the habit of critical and criticized exploration; and for developing democracy, we needed an

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education which enhances people's interactive participation, innovation and consistency (Smith, 1995, 25, 26).

Since principals in particular exercise leadership and then operate official tasks, they should be philosophers who make good value judgments and when they show comprehensive, penetrating and flexibility in facing problems, teachers feel comfortable in communicating with principals. On the other hand, when they are low in these qualities, teachers have problems in communicating with them and even report unmoral and unprofessional incidents (Smith, 1995, 138).

The link between leadership, school climate, teachers' efficiency and students' progress has been proved over many years and researches show that school climate has effects on teachers' morale, productivity and satisfaction, and then, in turn, on learning outcomes (Lumsden, Baum, Lemus according to Bukhingham, 2006).

By regarding that a principal is both creature and creator of school climate, his/her values, beliefs and work affect others' behavior; because 1- they affect job satisfaction or dissatisfaction 2- organization members may agree or disagree with principals' performance 3- their performance could facilitate problem solving or prevent it (Shirazi, 1994, 161).

Because students could learn, teachers should provide a spirit, climate or 'atmosphere' in which all students feel accepted; also teachers and principals themselves need learning opportunities so that they would be aware of their prejudices and intolerances and could create an appropriate climate (Shirazi, 1994, 161).

Some theories declare that doing work could be an appropriate way for learning it. Some like Aristotle believe that we could learn building by building; we could learn justice by doing justice to any and all; also John Dewey asserts that we could learn by doing. Therefore in order to enhance philosophical mindedness, both instruction and practice would be needed.

Otherwise, if philosophical mindedness is a character that someone shows in his thought, then the best instruction would be trying to make him think about problems he usually faces.

Therefore in this research, we focus on practical instruction about philosophical mindedness and examine its effects on principals' philosophical mindedness and their school climate.

Research Background

Philosophical Mindedness

An educational manager should be his/her own philosopher and he/she has to make value judgment. But it seems that there are no courses in which they are able to learn correct value judgment. This ability and readiness is called philosophical mindedness and its permanent problem is enhancing it for helping people to think better (Smith, 1995, 40).

Someone who has philosophical mindedness shows traits classified in three dimensions: comprehensive, penetration, flexibility. (Smith, 1995, 71). These will be discussed in the following sections

Comprehensiveness

Comprehensiveness is seeing as a whole and in a wide context. Someone who has a philosophical mindedness tries to make comprehensive his/her thought to local affairs, particular or temporary. Questions about the relationship between current problem and other problems;

or our goals in life; and the relationship between our activities and our goals are steps in this way (Shariatmadari, 1990, 45-38).

Comprehensiveness has 4 characters or dimensions:

- Seeing particular cases related to wider contexts
- Relating temporary problems to longtime goals
- Applying popularization
- Patience in penetrative thoughts (Smith, 1995, 71).

Penetration

Penetration is studying something deeply. Someone who has philosophical mindedness, questions what others consider obvious; in this way he increases his/her chance to move beyond his narrow intolerances. By releasing compulsive force of obvious affairs, theories and main ideas as problem solving factors are generated (Shariatmadari, 1990, 45-50).

Penetration has 4 characters or dimensions:

- Questioning about what is considered obvious
- Discovering and founding principles
- Sensitivity to usage of words, in case of implied elements and values
- Founding expectation on inductive hypotheses

Flexibility

Most people are affected by environment and emotions which cause intolerance and inappropriate reactions. It means that they use old methods which are no longer appropriate. This leads to failure.

In fact, if someone follows constant habit, dogmatic beliefs and he is inflexible, he should expect consequent failures.

Flexibility is accompanied with new notions and creativity. There are obstacles for creativity; one of these is the belief in the principle “this or that”. That means in examining problems, some consider only two alternatives, because he considers his opinion against one other opinion, while most problems have various aspects (Shariatmadari, 1990, 51-57).

Flexibility has 4 characters or dimensions:

- Releasing from rigid intolerance
- Assessing thought and theories apart from resources
- Considering various aspects of problems and changing hypotheses, expectations, etc.
- Patience in temporary and conditional judgments.

By considering Seid Azam Hashemi (1995), Mahvash Mortaavimogadam (2001) and Hadi Khazaii (2005) researches which showed the effect of a manager’s philosophical mindedness on doing managerial tasks, decision making and participating teachers, it is thought that the philosophical mindedness of a manager can affect school climate through his leadership style.

Organizational Climate

Organizational climate described by Hoy & Feldman (1995) is a group of inner characters that distinguishes one organization from the other and has effects on its members' behaviors. Hoy & Miskel (2003) define school climate as rather stable qualities of a school which are experienced by its members; it affects their behaviors; it's based on their overall comprehension of behavior in school.

School climate, according to Perkins (2006), is a learning environment, created by human interactive, physical situation and psychological condition. In an open climate, teachers respect each other regarding their profession and their general ability. Also teachers' participation in schools' affairs help to optimize a school's climate. So the principal's leadership has effects on school climate, in turn on teachers' behavior and their perception of the circumstances in which they work and finally on students when they teach them (Buckingham, 2006).

Many researches such as Clabaugh Deter.R (2006), Holl Lindsy Ann (2006), Barringer, War R. (2006), Barr, Betty A. (2006) Letcher Mauree (2006) and Anderson, Joyce (2006) researches confirm the relationship between leadership style and students' progress.

Also Aldehri Said Suliman (2006) examined the relationship between organizational school climate and teachers' efficiency and found when teachers were respected, supported and cooperated with each other and society had a participatory role in schools' affairs, and teachers would experience the satisfactory feeling of efficiency.

Kinds of Organizational Climate

According to Halpin & Croft (1963), the organizational climate of school is a consequence of the relation and interaction between "principals' leadership" and "teachers' interaction". As we show in figure 1, they recognize six kinds of organizational climate that can be placed on a continuum.

Figure 1: The Kinds of Schools Climates

Open	Autonomous	Controlled	Familiar	Paternal	Closed

Schools' climates vary from open to closed climate; we explain open and closed climate.

Open Climate

Characteristics of this kind of climate, according to Hoy & Miskel are: trust, high morale and low disengagement. Both principal and teachers have communion. The Principal leads through a proper combination of structure, guidance, support and mutual consideration. Teachers cooperate with each other and feel commitment to their work, so it's not necessary to supervise them closely or have a lot of rules so leadership is easy (Hoy& Miskel, 2003, 439).

It means that in an "Open climate", the leader is a supporter and he increases teachers' autonomy. This is the climate in which there is high cooperation and mutual participation and teachers are responsible for professional learning. They have high cooperation with their coworkers. There is mutual trust between all the members (Hoy, Tarter & kottkamp according to Bukhingham, 2006).

Closed Climate

As Hoy & Miskel say, it's the antithesis of an open climate. It means that trust and communion are low and disengagement is high. Principal emphasizes unimportant matters, routine and unnecessary jobs; therefore teachers have the least cooperation and satisfaction.

Ineffective leadership of a principal appears in close supervisory, formal statements and impersonal disability; all of these lead to teachers' despondency and lack of interest. Therefore principal and teachers' behavior have the least purity (Hoy & Miskel, 2003, 441).

In a "Closed climate", teachers are marginalised, they are suspicious, and they don't experience feelings of communion and professionalism. Leaders in these schools are 'top-down' commanders and not supporters.

As Kawalski (2003) shows a "Closed climate" prevents outside forces that can influence inner goals and behavior or at least it can limit such forces; and this permanent leader 'defensive' or 'withdrawal' behavior has a message for teachers in a school. It adversely affects school climate.

Therefore, it can be seen that school climate is linked to teachers' morale, productivity and satisfaction (Lumsdan et al according to Bukhingham, 2006).

Research Goals

In this research, these goals are followed:

Identifying the effect of philosophical mindedness instruction on principals' philosophical mindedness

Identifying the effect of philosophical mindedness instruction on Mashhad industrial girl s' school s' climate.

Research Hypotheses

Philosophical mindedness instruction to principals expands and widens their philosophical mindedness

Teachers' esprit whose principal has been instructed is better than teachers' esprit whose principal has not been instructed.

A Principal who has been instructed shows less inertia against change than a principal who has not been instructed.

Teachers' disengagement with a principal who has been instructed is less than teachers' disengagement with a principal who has not been instructed.

Teachers' rapport with a principal has been instructed is more than teachers' rapport with a principal who has not been instructed.

A principal who has been instructed shows more consideration than one who has not been instructed.

An instructed principal's aloofness is less than that of one who has not been instructed.

An instructed principal becomes more trusting.

A principal who has been instructed puts less emphasis on production than one who has not been instructed.

Research Method

This is semi - experimental research. In humanism research, the using of accidental assignment is usually difficult; these researches, in which accidental assignment isn't used, are called semi-experimental researches. The most general semi-experimental research includes two groups: an experimental group and a control group (Sarmad & Bazargan, 2006, 116,117).

This semi-experimental design is shown as:

o1'	x	o1	E (Experimental group)
o2'		o2	C (Control group)

Our population includes Mashhad industrial girls' schools' principals (N=40); our sampling unit consists of 12 principals who have been selected non probability.

As mentioned, in this semi-experimental research, we used two groups (experimental group, control group). Each group consists of 6 principals. The principals of experimental and control group were equalized in matter of managing, education rate and social and political area.

In this research, Halpin & Craft's questionnaire is used for measuring a school's climate which in concluded eight parts described as esprit, hindrance, disengagement, intimacy, consideration, aloofness, trust and production emphasis (Halpin & Croft according to Alogeband, 1998).

A philosophical mindedness questionnaire is used for measuring philosophical mindedness which included three parts: comprehensiveness, penetration and flexibility; and each part have four dimensions. As mentioned before, these 12 dimensions are:

- Seeing particular cases related to wider contexts
- Relating temporary problems to longtime goals
- Applying popularization
- Patience in penetrative thoughts
- Questioning about what is considered obvious
- Discovering and founding principles
- Sensitivity to usage of words for, in case of implied factors elements and values
- Founding expectation on inductive hypotheses
- Releasing from rigid intolerance
- Assessing thought and theories apart from resources
- Considering various aspects of problems and changing hypotheses, expectations, etc.
- Patience in temporary and conditional judgments

At first, we measured schools' climate, then philosophical mindedness instruction term was held for 20 hours over 3 weeks (twice a week).

Every day, two dimensions of 12 philosophical mindedness dimensions were taught by lecturing, asking and responding then principals practiced in groups and applied these dimensions to one of the school's problems that they had.

Also, during the research, we had private instruction sessions (for 12 hours) to make the instruction frequent and we got in touch with principals.

At the end of the educational year, we measured schools' climate again and compared it with the previous results.

It needs to be remembered that, before and after philosophical mindedness instruction to principals, they completed the philosophical mindedness questionnaire; and for measuring reliability of questionnaires, Cronbach's Alpha was used – an inner coordinating of questionnaires which measures various characteristics and computes (Sarmad & Bazargan, 2006, 169).

Cronbach's Alpha, used for philosophical mindedness questionnaire in this research is 0.74 and in previous researches by Mortezaii Mogadam (2001) is 0.73; also questionnaire validity computed by Mohammad Zaki (1998) is 0.68.

I need to mention that Cronbach's Alpha, for school climate questionnaire in this research is 0.65 and in previous researches by Doshman Ziari (1995) is 0.74.

Also for measuring validity of questionnaires, philosophy and educational authorities' opinions were used.

Regarding independent observation for each group (experimental and control group), independent T test was used to examine mean differences between two groups in the pre-test; results showed that there wasn't significance in pretests of two groups; so experimental and control groups were started equal. By considering Camply & Stanly researches, variance analyzing was used for determining meaningful statistical range (Gal, 2007, 861). SPSS software was used to describe and analyze data.

Research Findings

Describing Findings

Describing Findings about Principals' Philosophical Mindedness

Scores of the subjects in the experimental group in pre-test and post-test are indicated in table1.

Table 1: Principals Philosophical Mindedness Scores in Experimental Group

Test/Subject	Pretest	Posttest
1	204	243
2	235	256
3	202	249
4	196	239
5	223	248
6	214	245

The mean and standard deviation of experimental subjects in pretest and posttest are indicted in table2.

Table 2: Standard Deviation and Mean of Principals' Philosophical Mindedness in Experimental Group

Qualification Indicator	Experimental Group	
	Standard Deviation	Mean
pretest	14.65	212
posttest	5.82	246

Describing Findings about Teachers' Spirits

The mean and standard deviation of experimental and control subjects in pretest and posttest are indicted in table3.

Table 3: Standard Deviation and Mean of Teachers' Sprit in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	20.86	1.07	22.47	2.9
posttest	22.47	1.18	24.14	1.7

The diagram of spirit's range in control and experimental groups are shown in diagram1.

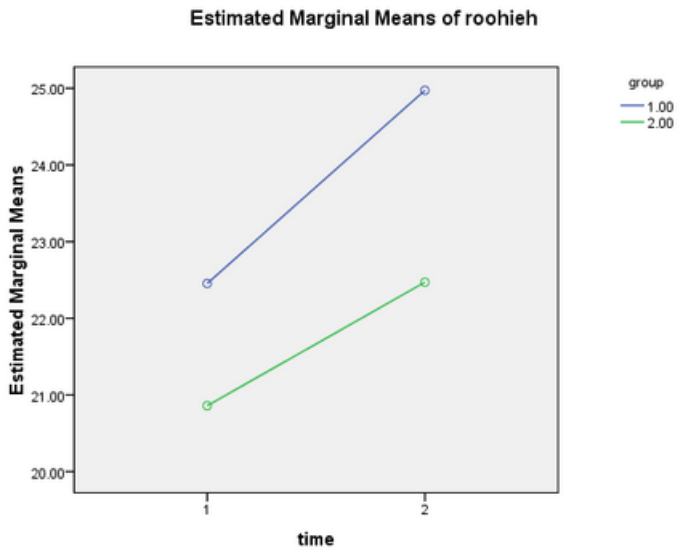

Diagram 1: Spirit's Range in Control and Experimental Groups

Describing Findings about Principals' Hindrance

The mean and standard deviation of experimental and control subjects in pretest and posttest are indicted in table4.

Table 4: Standard Deviation and Mean of Principals' Hindrance in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	17.56	2.36	19.08	2.03
Prottest	17.1	0.94	15.9	1.88

The diagram of hindrance's range in control and experimental groups are showed in diagram 2.

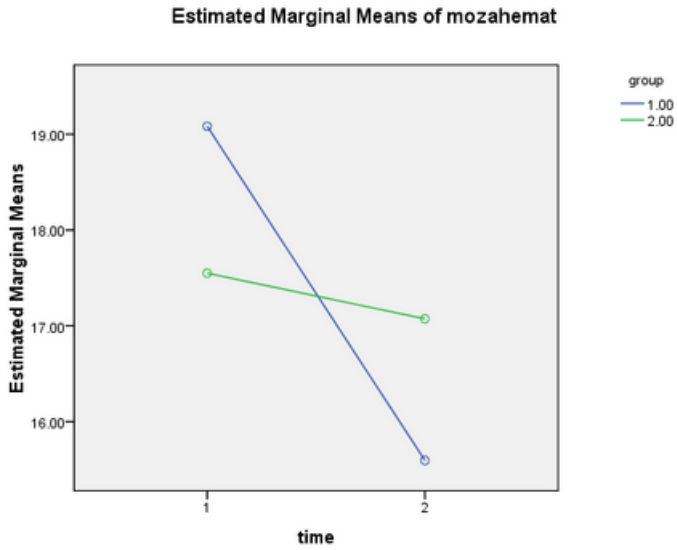

Diagram 2: Hindrance's Range in Control and Experimental Groups

Describing Findings about Teachers' Disengagement

The mean and standard deviation of experimental and control subjects in pre-test and post-test are indicted in table3.

Table 5: Standard Deviation and Mean of Teachers' Disengagement in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	15.95	2.04	17.23	1.72
Posttest	15.6	1.5	14.8	1.4

The diagram of disengagement's range in control and experimental groups are showed in diagram3.

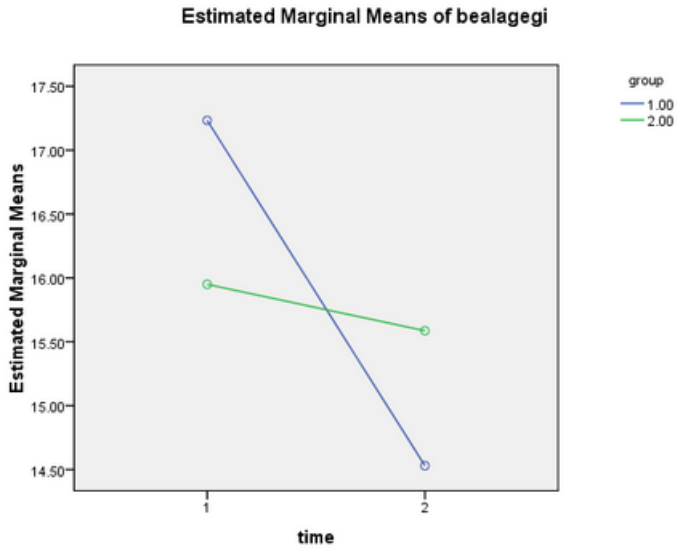

Diagram 3: Disengagement's Range in Control and Experimental Groups

Describing Findings about Teachers' Rapport

The mean and standard deviation of experimental and control subjects in pre-test and post-test are indicted in table6.

Table 6: Standard Deviation and Mean of Teachers' Intimacy in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	20.22	2.29	19.98	2.07
Posttest	20.49	1.20	20.38	1.45

The diagram of intimacy's range in control and experimental groups are shown in diagram 4.

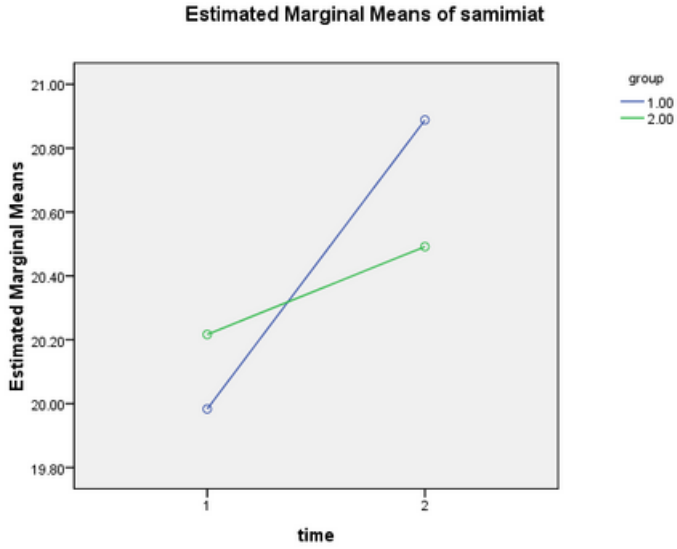

Diagram 4: Intimacy's Range in Control and Experimental Groups

Describing Findings about Principals' Consideration

The mean and standard deviation of experimental and control subjects in pre-test and post-test are indicated in table7.

Table 7: Standard Deviation and Mean of Principals' Consideration in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
pretest	22.48	2.6	21.85	2.64
posttest	22.7	3.09	21.8	2.48

The diagram of consideration's range in control and experimental groups are showed in diagram5.

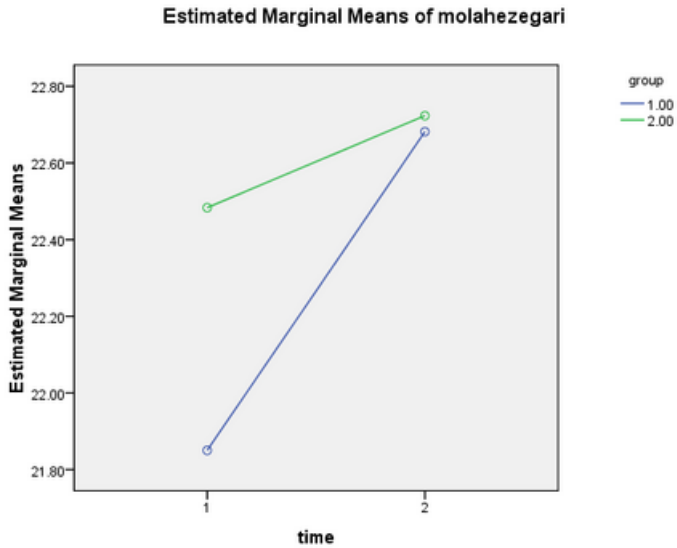

Diagram 5: Consideration's Range in Control and Experimental Groups

Describing Findings about Principals' Aloofness

The mean and standard deviation of experimental and control subjects in pre-test and post-test are indicated in table8.

Table 8: Standard Deviation and Mean of Principals' Aloofness in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	18.23	1.65	21.4	1.92
Posttest	17.2	1.86	17.94	4.29

The diagram of aloofness's range in control and experimental groups are showed in diagram6.

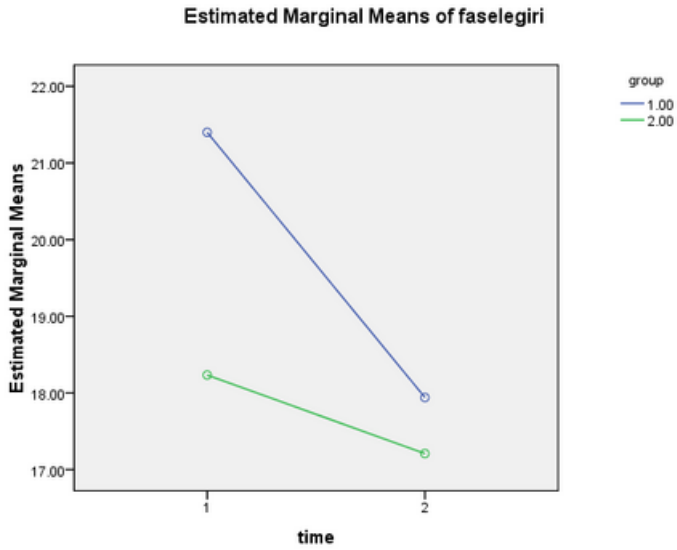

Diagram 6: Aloofness's Range in Control and Experimental Groups

Describing Findings about Principals' Trust

The mean and standard deviation of experimental and control subjects in pretest and posttest are indicted in table 9.

Table 9: Standard Deviation and Mean of Principals' Trust in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pretest	22.97	3.82	21.95	2.38
Posttest	23.97	2.39	22.81	2.58

The diagram of trust's range in control and experimental groups are shown in diagram7.

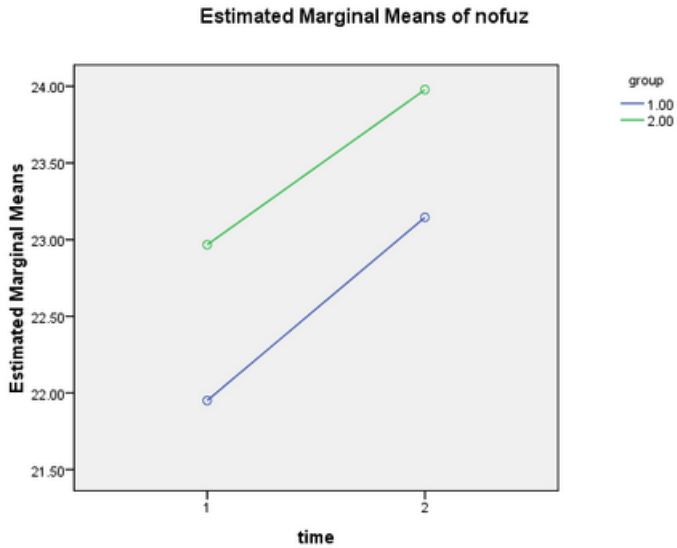

Diagram 7: Trust's Range in Control and Experimental Groups

Describing Findings about Principals' Production Emphasis

The mean and standard deviation of experimental and control subjects in pretest and posttest are indicated in table10.

Table 10: Standard Deviation and Mean of Principals' Production Emphasis in Control and Experimental Group

Qualification Indicator	Control Group		Experimental Group	
	Mean	Standard Deviation	Mean	Standard Deviation
pretest	21.17	2.55	21.35	2.29
posttest	21.25	3.63	20.99	1.94

The diagram of production emphasis's range in control and experimental groups are shown in diagram8.

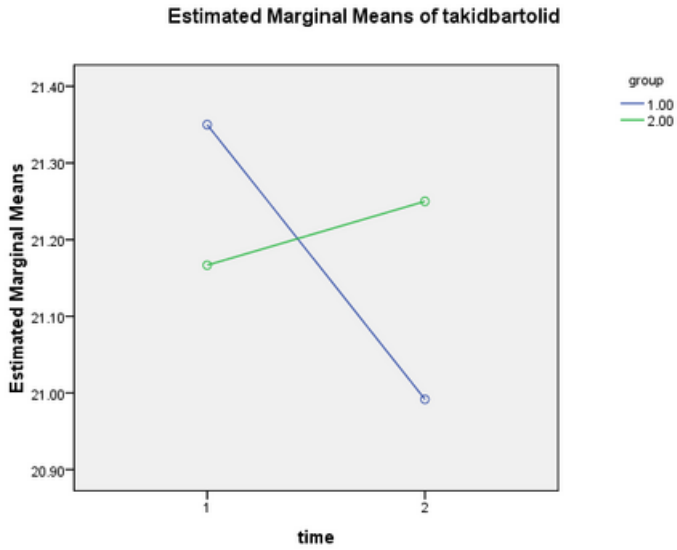

Diagram 8: Production Emphasis's Range in Control and Experimental Groups

Analyzing Data

Analyzing Findings about Principals' Philosophical Mindedness

Regarding the hypothesis "philosophical mindedness instruction to principals increases their philosophical mindedness", scores of the experimental subjects were analyzed; results are represented in table11.

Table 11: Philosophical Mindedness Pretest and Posttest Comparison in Experimental Group

	Pretest		Posttest		t	df	Sig.
Qualification Indix	Mean	Standard Deviation	Mean	Standard Deviation	5.34	10	0.047
Experimental Group	212	14.65	246	5.82			

As table11 demonstrated, there is significant difference between pretest and posttest in philosophical mindedness of experimental group; therefore with 95% probability it's claimed that philosophical mindedness instruction to principals increases their philosophical mindedness; and this hypothesis is confirmed (sig.<0.05).

Analyzing Findings about Teachers' Spirit

Regarding to the hypothesis "Teachers' esprit whose principal has been instructed is more than teachers' esprit whose principal has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table12.

Table 12: Spirit Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	25.195	1	12.008	0.006
Time	25.606	1	5.226	0.045
group time *	1.238	1	0.253	0.626

As table 12 demonstrated, there is a significant difference between pre-test and post-test in spirit of each group but in comparison of two groups, there is not a significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

There could be many reasons for this conclusion among which there are several factors that affect teachers' spirit which we were not able to control such as not considering teachers' dignity, financial problems like unpaid overtime, and promises that are not actualized and about some schools' shortage of proficient teachers.

Analyzing Findings about Principal's Hindrance

Regarding the hypothesis "Principal's hindrance who has been instructed is less than principal's hindrance who has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table13.

Table 13: Hindrance Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	0.005	1	0.002	0.967
Time	23.582	1	5.607	0.039
group time *	13.605	1	3.235	0.102

As table 13 demonstrated, there is not a significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05). By considering that the diagram2 shows sensible slake; and there is a significant difference between pre-test and post-test if the number of subjects could be increased, significance might be found.

Analyzing Findings about Teachers' Disengagement

Regarding the hypothesis "Teachers' disengagement whose principal has been instructed is less than teachers' disengagement whose principal has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table14.

Table 14: Disengagement Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	0.077	1	0.019	0.893
Time	14.107	1	8.892	0.014
group time *	8.213	1	5.177	0.046

As table14 demonstrated, there is significant difference between pre-test and post-test in disengagement of each group and in comparison of two groups, there is significant difference between experimental and control groups; therefore the hypothesis is confirmed (sig. <0.05); and with 95% probability it is claimed that Teachers' disengagement whose principal has been instructed is less than teachers' disengagement whose principal has not been instructed.

Analyzing Findings about Teachers' Intimacy

Regarding the hypothesis "Teachers' intimacy whose principal has been instructed is more than teachers' intimacy whose principal has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table15.

Table 15: Intimacy Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	0.04	1	0.011	0.917
Time	2.089	1	0.880	0.370
group time *	0.595	1	0.251	0.627

By considering diagram4, though philosophical mindedness instruction to principal due to increase teachers' intimacy, regarding table15, there isn't a significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

There could be some reasons for this conclusion, for example there is competition between teachers to gain advantage and influence; and this could have negative effects on teachers' intimacy.

Analyzing Findings about Principal's Consideration

Regarding the hypothesis "Principal's consideration who has been instructed is more than principal's consideration who has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table16.

Table 16: Consideration Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	0.683	1	0.095	0.765
Time	1.723	1	0.222	0.648
group time *	0.525	1	0.068	0.800

By considering diagram5, though philosophical mindedness instruction to principal due to increase principals' consideration, regarding table16, there isn't a significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

There could be some reasons for this conclusion, for example taking the state or provincial examination due to emphasis on gaining favorite results that affects the relationship between principals and teachers.

Analyzing Findings about Principal's Aloofness

Regarding the hypothesis, "Principal's aloofness who has been instructed is less than principal's aloofness who has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table 17.

Table 17: Aloofness Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
Group	22.796	1	2.302	0.160
Time	30.173	1	7.259	0.023
group time *	8.894	1	2.140	0.174

Regarding table17, though there is significant difference between pre-test and post-test in aloofness of each group, there isn't significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

By considering that the diagram6 shows sensible slake; and there is significant difference between pre-test and post-test if the number of subjects was increased, significance difference might be found.

Analyzing Findings about Principal's Trust

Regarding the hypothesis "Principal's trust who has been instructed is more than principal's trust who has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table 18.

Table 18: Trust Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
group	5.134	1	0.538	0.480
time	7.304	1	0.983	0.345
group time *	0.050	1	0.007	0.936

By considering diagram7, though philosophical mindedness instruction to principal due to increase principals' trust, but regarding to table18, there isn't significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

By considering that trust increasing in both groups is observed, the reason could be taking the state or provincial examination due to emphasis on gaining favorite results that affects the relationship between principals and teachers.

Analyzing Findings about Principal's Production Emphasis

Regarding the hypothesis "Principal's production emphasis who has been instructed is less than principal's production emphasis who has not been instructed", scores of experimental and control subjects were analyzed; results are represented in table 19.

Table 19: Production Emphasis Comparison in Experimental and Control Groups

Source	Mean Square	df	F	Sig.
group	0.008	1	0.001	0.978
time	0.113	1	0.031	0.864
group time *	0.293	1	0.080	0.783

Though the diagram8 shows sensible slake, but regarding to table 19, there isn't significant difference between experimental and control groups; therefore the hypothesis is not confirmed (sig.>0.05).

The most important reason that could indicate insignificance observation is taking the state or provincial examination due to emphasis on gaining favorite results.

Conclusion

The main goal of this research was clarifying the effect of principal's philosophical mindedness on their school climate that was done with semi- experimental method.

By considering all limitations that this research was faced with, among philosophical instruction course was held as workshop which was affected on sample mass; and official problems due to delay for holding this course affected course length; and school climate was affected by countless variables which couldn't be controlled, results of this research could be called momentous; principals who attended this course began to use teachers' and students' widespread participation in school affairs; also principals have shown more flexibility, tolerance and innovation.

Since two of the hypotheses were confirmed, it was clear that philosophical mindedness instruction to principals due to enhance their philosophical mindedness and decrease teachers' disengagement which affect on their efficiency. Therefore it is necessary to instruct philosophical mindedness. Since disengagement is one of a school's climate components, it is claimed that philosophical mindedness instruction to principals affects school climate; and with this result the need to hold these courses is affirmed.

This research diagrams showed spirit, intimacy, consideration and trust increased and hindrance, aloofness and production emphasis decreased and indicated school climate changing to a more open school climate, these changes were not observed as significant above climate components. As was mentioned in analyzing findings, some of the most important reasons were:

Not considering teachers' dignity, financial problems like unpaid overtime, and promises that are not actualized and, in some schools, shortage of proficient teachers; also competition between teachers to gain more privilege and premium that could have negative effects on teachers' intimacy; taking the state or provincial examination due to emphasis on gaining favored, advantaged results which affects relationships between principals and teachers.

I need to mention that this research is a small step in a big field or journey; it is better that each research, in addition to answering main questions, advances new question for the next researches; and this research has questions about methods and course length for characteristic philosophical mindedness in people and also principals.

By considering the utility of philosophical mindedness instruction for principals, it is suggested to educational planners for further participation in these courses, that they are held as training courses; and for increasing the effect of philosophical mindedness instruction, longer courses are suggested; also it is suggested that these courses are held for educational staff and teachers; and, if possible, these courses are held in teacher training centers.

For future researches in this context, it is suggested that the following Should be studied:

The relationship between principals' philosophical mindedness and leadership.
The relationship between principals' philosophical mindedness and creativity.
The effect of principals' philosophical mindedness instruction on leadership. The effect of principals' philosophical mindedness instruction on creativity.

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