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A Study of the Relationship between Principals' Philosophical Mindedness and their Creativity

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Abstract: The purpose of the present study was to examine the relationship between principals' philosophical mindedness and their creativity. Our participants were principals (N=48) of Ferdowsi University of Mashhad, who were randomly selected among 105 principals of the university. Two questionnaires were administered with the principals: Two questionnaires in the Persian language were administered with the participants: one for measuring the creativity and the other one for measuring philosophical mindedness. The results showed a significant, positive relationship between the principals' philosophical mindedness and their creativity. The results of a series of multiple regression analyses showed that among the three dimensions of philosophical mindedness (i.e., comprehension, penetration, flexibility), comprehension was the only significant predictor of creativity. The implications of the data have been discussed.

Keywords: Creativity, Philosophical Mindedness, University Principal

Introduction

DEVELOPMENT IN ALL aspects is the goal of almost every single country in the world; and departments such as General Education and Higher Education play an important role in achieving such goal. By development of technology and science, management techniques have become more important than previous. Similarly, the need for rational and creative principals to deal with complicated personal and social issues has become eminent; the principals' creativity and ratiocination abilities are of vital importance.

It seems that one of the principals' characteristics is their philosophical mindedness; it means that principals who plan for the future should be able to see different issues that are related to the creativity; moreover, they need to possess a level of flexibility and perceptiveness that are necessary for being creative. Abilities such as regulating issues and connecting details to whole system and offhand programs to future goals, perceptiveness, and analyzing opponents' opinions, finding hypothesis through current rules, flexibility, finding ground rules, avoiding mono dimensional views and considering others' opinions without considering their resources in order to guide the organization and people to achieve their goal is necessary and can affect the society's behavior and operation of organization. Therefore, an educated principal with rational thinking can effectively deal with stressors; avoid cursory decision making; and control his or her emotional reactions. As a result, he or she can organize information with flexibility and patience and solve problems more efficiently (Bahari, 2006).

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Therefore, management is more than enforcement, and having philosophical mindedness is necessary for a principal's effective management.

A person with philosophical mindedness has three characteristics: comprehensiveness, consideration, and flexibility, (Smith, 1995, P. 71). Comprehensiveness is the distinct characteristic of a person who has philosophical mindedness and it means having a broad viewpoint. It also requires persistence against impression of transient issues. Penetrative requires inspection, profound studying and questioning of the issues those others have postulated. Through this behavior, a cogitator improves his or her chances to pass his or her prejudices, personal backing and perceptions; and his or her own opinion and main thoughts will appear by getting rid of things that look as obvious issues. Finally, flexibility is related with innovation (Shariatmadari, 1990, PP.45-50).

According to Rogers (1990), creativity is kind of a new communication that originates from individuality, people, events and persons' life situation. Rogers believes that creativity has specific internal situations such as: accepting experiences or expansiveness, internal evaluation center and ability to manipulate things and conceptions. He also believes that anyone who is open minded, responds to motivations with awareness. Being open minded toward experience means flexibility and penetrability in delimitations, beliefs, conceptions, hypothesizes and places in which there are ambiguity.

Berg (1988; cited in Ornstein, 2005) identified six elements that are related to creativity: "(1) not following traditions; (2) unity of thoughts and Objects; (3) aesthetics and fantasy; (4) decision making and flexibility skills; (5) sensitivity for questioning the norms; and (6) motivation to improve progress and cognitions."

Considering the elements described so far and the characteristics of philosophical mindedness, we understand that there is an overlap between the two abilities; therefore, it is reasonable to expect someone who has philosophical mindedness to be creative.

According to previous research, which demonstrated the relation between creativity and job satisfaction, principals' ability to solve educational problems, job bonds and organizational climate (Mozafari 1997, Khodayari 1998, Alavi 2003, Goodarzi 2008), the importance of creativity and philosophical mindedness is undoubted. Also the relationships between philosophical mindedness and principals' function, their methods, teachers' participation and principals' ability to fulfill their duties have been demonstrated. (Hashemi 1995, Mortezaee moghaddam 2001, Zare 2006, Khazaei 2006, Eshaghian 1993, Bandali zadeh 1997). Considering that having creativity and philosophical mindedness can affect all personal, behavioral and organizational characteristics of a principal, the main question of this paper is whether principals who have high creativity, have higher philosophical mindedness than other principals?

Limited researches have been done in Iran and other countries on the relationship between creativity and philosophical mindedness and on the relationship between philosophical mindedness and creativity of principals in schools. We can name Smith's research on the relationship between Virginia's school principals' philosophical mindedness favored humanistic relations and creativity and personnel's spirit and Seif Hashemi's research that showed there is positive relationship between philosophical mindedness and creativity of high school principals in Isfahan in Iran. Yet no research has been done on the relationship between principals' philosophical mindedness and their creativity in higher education; studying such relationship constituted the goal of the present research.

Research Goals

In current research the level of principals' philosophical mindedness and the level of principals' creativity in Ferdowsi University of Mashhad Studied. Also the relationship between principals' philosophical mindedness and creativity, and the effects of gender, level of education, field of study and job experience in relation between creativity and philosophical mindedness in Ferdowsi University of Mashhad Studied.

Research Hypothesizes

- There is a significant relationship between principals' philosophical mindedness and their creativity.
- There is a significant relationship between principals' creativity and comprehensiveness of philosophical mindedness.
- There is a significant relationship between principals' creativity and penetration of philosophical mindedness.
- There is a significant relationship between principals' creativity and flexibility of philosophical mindedness.
- There is a significant relationship between principals' philosophical mindedness and their creativity according to their gender.
- There is a significant relationship between principals' philosophical mindedness and their creativity according to their job experience.
- There is a significant relationship between principals' philosophical mindedness and their creativity according to their Diploma.
- There is a significant relationship between principals' philosophical mindedness and their creativity according to their field of study.

Methods of Research

The study reported here used a correlation research design. Our population consists of 105 principals of Ferdowsi University of Mashhad and our sampling group consisted 48 principals that their correlation coefficient was 0.392 between creativity and philosophical mindedness. With the confidence level of 95% and by significant test, Pearson linear correlation coefficient was achieved and shows power of 80.2 by 48 samples. In this research, we used creativity questionnaire for measuring principals' creativity and philosophical mindedness questionnaire for measuring their philosophical mindedness. Cronbach alpha coefficient for creativity questionnaire was 89% achieved by Nader Gudarzi (2009) and 92% by Hojat-o-allah Farashiani (1999) and in this research Cronbach alpha coefficient is 67.4 %. Cronbach alpha coefficient for philosophical mindedness questionnaire was 0.73 that achieved by Mahvash Mortezaee moghaddam (2001) and in this research it is 0.74. In order to evaluate the reliability of these questionnaires, Mohammad Zaki (1998) used test-retest method and 0.68 for correlation coefficient achieved and for evaluation of validity of these questionnaires, experts used construction validity method. With normal probability graph, we verified that creativity and philosophical mindedness is normal and for studying the effect of philosophical mindedness on creativity we used multiple linear regression model and we check all variances to be constant. Also in order to evaluate the effect of gender, diploma, and field of study and

job experience on creativity and philosophical mindedness we used regression and multi variance analysis. Data analysis was performed using SPSS software. It is needed to mention a philosophical mindedness questionnaire used for measuring philosophical mindedness included three parts: comprehensiveness, penetration and flexibility; and each part have four dimensions. Therefore 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, expectation, etc
- Patience in temporary and conditional judgments

Research Data

Data Description

Analysis of Data Related to Age, Gender, Field of Study, Diploma, Job Experience, Management Experience

Sampling group consists of 18.3% female and 81.7% male and 18.3% of them have MA, 81.7% BA and PHD. Fields of studies are 7% administration, 43.7% liberal arts, 22.5% basic science, 14.1% engineering and 4.2% agriculture.

Table 1: Mean, Std., Mode, Min & Max of Age, Job Experience and Management Experience

	Age (years)	Job experience (years)	Management experience (years)
Mean	43.91	16.55	8.54
Std. Deviation	8.023	7.842	6.48
Mode	42	15	3
Minimum	23	2	1
Maximum	63	35	25

Description of Data Related to Principals' Creativity and Philosophical Mindedness

Mean, std., mode, minimum and maximum of philosophical mindedness and its dimensions and principals' creativity are shown in table 2.

Table 2: Mean, Std., Mode, Min & Max of Creativity, Philosophical Mindedness, Comprehensive, Penetrative and Flexibility

	creativity	Philosophical mindedness	comprehensive	penetrative	flexibility
Mean	78.54	204.42	67.99	66.42	70.92
Std. Deviation	7.886	15.541	6.401	6.178	5.132
Mode	81	201	66	66	71
Minimum	62	144	50	51	59
Maximum	98	82	84	88	82

Data Analysis

Analysis of Data Related to Principals' Creativity and Philosophical Mindedness

According to our hypothesis "There is significant relationship between principals' creativity and flexibility of philosophical mindedness" we used a significant test of Pearson linear correlation coefficient; results are shown in table 3.

Table 3: The Relationship between Philosophical Mindedness and Creativity

	creativity
Philosophical mindedness	R=0.41
	P=0.00
	N= 48

As Table 3 shows, there is a direct relationship with precision of 0.417 and error percentage of 5 between creativity and philosophical mindedness, so our hypothesis was confirmed as Smith's and Hashemi's did.

Analysis of Data Related to Comprehensiveness Dimension of Philosophical Mindedness and Creativity of Principals

According to our hypothesis, "There is significant relationship between principals' creativity and comprehensiveness of philosophical mindedness" we used a significance test of Pearson linear correlation coefficient; results are shown in table 4.

Table 4: The Relationship between Comprehensive and Creativity

	creativity
comprehensive	R=0.611
	P=0.00
	N= 48

As Table 4 shows, there is a direct relationship with precision of 0.611 and error percentage of 5 between creativity and philosophical mindedness, so our hypothesis was confirmed as Hashemi's did. Principal's philosophical mindedness in comprehensiveness dimension is looking at special things in relation with broad issues and connecting offhand issues to long-term goals. Undoubtedly, open-minded principal who considers long-term goals is far from meanness and has more creativity.

Analysis of Date Related to Penetration Dimension of Philosophical Mindedness and Creativity of Principals

According to our hypothesis, "There is significant relationship between principals' creativity and penetration of philosophical mindedness" we used a significant test of Pearson linear correlation coefficient; results are shown in table 5.

Table 5: The Relationship between Penetrative and Creativity

	creativity
Penetrative	R=0.397
	P=0.01
	N= 48

As Table 5 shows, there is a direct relationship with precision of 0.397 and error percentage of 5, between creativity and philosophical mindedness, so our hypothesis was confirmed as Hashemi's did. It means questioning the evident and finding bases, being sensitive about issues with implications.

Analysis of Date Related to Flexibility Dimension of Philosophical Mindedness and Creativity of Principals

According to our hypothesis, "There is significant relationship between principals' creativity and flexibility of philosophical mind" we used a significant test of Pearson linear correlation coefficient; results are shown in table 6.

Table 6: The Relationship between Flexibility and Creativity

	creativity
flexibility	R=0.141
	P=0.255
	N= 48

As Table 6 shows there is no direct Objects relationship with precision of 0.141 and error percentage of 5, between creativity and philosophical mindedness, so our hypothesis was not confirmed but in Hashemi's there was a direct relationship.

Analyses of Data Related to Dimensions of Philosophical Mindedness and Creativity of Principals

We evaluated the effects of dimensions of philosophical mindedness on creativity by multiple linear regression model and results are shown in table 7.

Table 7: Analyzing the Effect of Philosophical Mindedness Dimensions on Creativity by Multiple Linear Regression Model

Model	Unstandardized coefficients B	Standardized coefficients Beta (B/s)	t	Sig.
Comprehensive	0.716	0.595	4.636	0.000
Penetrative	0.033	0.026	0.193	0.847
Flexibility	-0.001	0.000	-0.003	0.997
Comprehensive	0.716	0.595	4.675	0.000
penetrative	0.033	0.026	0.205	0.838
comprehensive	0.735	0.611	6.17	0.000

As Table 7 shows, this regression model reaches the final model after three levels that are significant with precision of 37.3%. According to final model, creativity only affected by comprehensiveness and two other dimensions has no effect on creativity. Comprehensiveness has positive impact on creativity:

Creativity = 28.494 + comprehensiveness * 0.735

Analysis of Related to Principals' Philosophical Mindedness and their Creativity According to their Gender

According to our hypothesis, "There is significant relationship between principals' philosophical mindedness and their creativity according to their gender" we used multiple linear regression models to evaluate the effects of philosophical mindedness and gender on creativity. Results are shown in table 8.

Table 8: Analyzing the Effect of Philosophical Mindedness and Gender on Creativity by Multiple Linear Regression Model

Model	Unstandardized Coefficients B	Standardized coefficients Beta (B/s)	t	Sig.
Philosophical mindedness	0.208	0.421	3.804	0.000
gender	-4.175	2.26	-1.847	0.069

As Table 8 shows, philosophical mindedness and gender, both can effect on creativity. So there is significant relationship between principals' philosophical mindedness and their cre-

ativity according to their gender. So our hypothesis was confirmed as Smith's did and in Osborn's research women can create more novel ideas than men. In this research Pearson correlation coefficient between creativity and philosophical mindedness for women was 0.613 and for men 0.416 that confirmed Osborn's results.

Analysis of Data Related to Principals' Philosophical Mindedness and their Creativity According to their Job Experience

According to our hypothesis, "There is significant relationship between principals' philosophical mindedness and their creativity according to their job experience" we used multiple linear regression models to evaluate the effects of philosophical mindedness and job experience on creativity. Results are shown in table 9.

Table 9: Analyzing the Effect of Philosophical Mindedness and Job Experience on Creativity by Multiple Linear Regression Model

Model	Unstandardized coefficients B	Standardized coefficients Beta (B/s)	t	Sig.
Philosophical mindedness	0.192	0.37	3.106	0.003
job experience	0.154	0.148	1.242	0.219
Philosophical mindedness	0.2	0.384	3.219	0.002

As Table 9 shows, this regression model reaches the final model after two levels and that is significant According to final model, creativity only affected by philosophical mindedness and job experience has no effect on creativity, therefore our hypothesis was not confirmed and this was the same as Smith's research results.

Analysis of Data Related to Principals' Philosophical Mindedness and their Creativity According to their Diploma

According to our hypothesis, "There is significant relationship between principals' philosophical mindedness and their creativity according to their Diploma" we used multiple linear regression models to evaluate the effects of philosophical mindedness and Diploma on creativity. Results are shown in table 10.

Table 10: Analyzing the Effect of Philosophical Mindedness and Diploma on Creativity by Multiple Linear Regression Model

Model	Unstandardized Coefficients B	Standardized coefficients Beta (B/s)	t	Sig.
Philosophical mindedness	0.206	0.417	3.579	0.001
Diploma	0.033	0.002	0.013	0.989
Philosophical mindedness	0.206	0.417	3.701	0.000

As Table 10 shows, this regression model reaches the final model after two levels and that is significant According to final model, creativity only affected by philosophical mindedness and principals' Diploma has no effect on creativity, therefore our hypothesis was not confirmed and this was the same as Smith's research results.

Analysis of Data Related to Principals' Philosophical Mindedness and their Creativity According to their Field of Study

According to our hypothesis, "There is significant relationship between principals' philosophical mindedness and their creativity according to their field of study" we analyzed samples grades in two groups and the results are shown in table 11.

Table 11: Analysing the Effect of Philosophical Mindedness and Field of Study on Creativity by Variance Analysed

	Mean Square	df	F	Sig
Field of study	44.743	5	0.848	0.521
Philosophical mindedness	647.836	1	12.275	0.001

As Table 11 shows there is currently significant difference about philosophical mindedness ($p<0.05$) but for field of study $p> 0.05$ so the hypothesis was nit confirmed and it means that creativity only affected by philosophical mindedness and not field of study.

Conclusion

As management is more than law enforcement, the principal should have philosophical mindedness for successful management. According to Michael (1991), one of the characteristics of creative person is rational thinking and believes that creative person never binds himself in a thought and evaluates different thoughts from different viewpoints and tries to find causes and effects. Regarding that Smith considered philosophical mindedness or rational thinking as a tool I order to help a principal and according to previous researches, it seems that there is a relationship between principals' creativity and their philosophical mindedness.

In this paper, we evaluated the relationship between principals' creativity and their philosophical mindedness and its dimensions.

According to comprehensiveness dimension of philosophical mindedness which means consideration of special things in relation with broader issues and connecting offhand programs to future goals we expect more creativity and as the results showed this can play an important role in creativity that proved Hashemi's research.

Penetration dimension consists of questioning evident and finding bases, being sensitive about issues with implications and as it is confirmed by research there is a significant relationship between penetration and creativity as Hashemi had proved before.

However, in this paper there is no significant relationship between flexibility and creativity and multiple regressions showed that creativity only affected by comprehensiveness and flexibility and penetration have no effect on creativity in presence of comprehensiveness.

Comprehensiveness has positive impact on creativity:
Creativity = 28.494 + comprehensiveness * 0.735

In this research we also evaluated the effects of gender, field of study, Diploma, job experience on creativity and philosophical mindedness. Results showed that gender and philosophical mindedness have effects on creativity and there is a significant relationship between gender and creativity of principals that confirms Smith's research. Also according to Osborn's research, women can create more novel ideas than men. In this research Pearson correlation coefficient between creativity and philosophical mindedness for women was 0.613 and for men 0.416 that confirmed Osborn's results.

But field of study, Diploma and job experience have no effect on creativity and philosophical mindedness that confirms Smith. Considering that philosophical mindedness is one of the characteristics of principals to deal with countless issues in educational leadership in schools and if he has philosophical mind then he has a chance to see the issues according to his long-term goals and his options will vary and by considering its role in creativity, it is recommended that philosophical mindedness of principals is taken into consideration in selecting and appointing them. Also philosophical mindedness instruction for principals suggested.

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