

The Effect of Dimensions of Philosophical Mindedness of Managers on Self-esteem of Students in Second Grade Secondary School

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Abstract The aim of this study is the effect of dimensions of philosophical Mindedness of managers on self-esteem of student's second grade secondary school in Bushehr city. The research method is descriptive-correlational. The statistical population of this research includes 7476 secondary school students in Bushehr city in 2016. In this research, the sample size of the Cochran sample was calculated with a population of 7476 people at 95% confidence level with a probability of 5% error, the sample size was 365 people. The sampling method is a multi-stage cluster method. Result showed that insight of managers has a significant effect on self-esteem $F = 8.22$ ($P < 0.005$). Comprehensive of managers has a significant effect on self-esteem $F = 6.46$ ($P < 0.012$). Flexibility of managers has a significant effect on self-esteem.

Keywords: philosophical Mindedness, self-esteem, students

Introduction

Philosophical mentality is a force that focuses on thinking, sensitivity to perception and the bond between them, to understand the truth. (Ataie Kachouy, 2013). Philosophical mentality is a tool to help people in the right mind (Miles, 2015). Philosophical mentality has three dimensions:

(a) The comprehensiveness of its signs is that the person:

1) Connects certain things in a vast context. In other words, he tries to see the big picture. 2) In dealing with issues, they consider their relationship to the basic goals or ideals and ideals that can be realized in the future. 3) For generalizable theories, he does not extract such theories from studying all the details and collecting their common characteristics. But by analyzing a few cases, it makes a general rule that broadly describes all aspects of these affairs (Sharifzadeh, 2012). 4) Shows up against different beliefs and thoughts.

B) Thinking: The signs of this dimension include that the person:

1) Questions that are supposed to be

certain to others. 2) Through a profound way of thinking, the fundamental aspect of the problem recognizes the issues and identifies the principles and foundations of dealing with each theory. 3) Extract from what they see irrefutable things, and they are implicit in the meaning and relevance of affairs. 4) In the implementation of meditation, the method of hypothesis is used instead of inductive method. As a person treats a hypothesis in one or more cases, and in certain circumstances generalizes the hypothesis as general to various things.

C) Flexibility: The signs of this aspect of the philosophical mind are that one:

1) Do not suffer from psychological stress. 2) Assesses beliefs and thoughts without affecting their sources. 3) Investigates issues in many ways and varies between contradictory and contradictory affairs. 4) Observes precautions in judgments and avoids certainty and certainty. In general, a person with a philosophical mindset checks all his actions and behaviors with the above indicators (Saadatmand et al., 2017).

A person with a philosophical mind, in the dimension of comprehension with cognitions, sees particular cases in relation to the broader context. And in organizing facts and patience in theoretical speculation to view the components in conjunction with a wide field (Parsons, 2014). In meditation, people, issues, and what is taken for granted, puts the question. Such a person, after recognizing the foundations of a position, analyzes and explains the implicit meanings of positions (Neu, 2014). The person who has this mentality deals with phenomena in different ways in dealing with issues, especially conflicting ones. And in ambiguous situations, one is calm and interested in acting in ambiguous situations (Kimballer, 2015). Self-esteem, one of the fundamental bases of human personality and make people proud achievement. Self-esteem is one of the greatest moral virtues for all people, and human movement is considered to be the implementation of other ethical programs (Smith, 2009). Man can achieve self-esteem by doing things such as preserving language, contentment, patience, calamity, and goodness (Shariati, 2016). Shariati (1395) studied the effect of managers' philosophical mentality on the self-esteem of high school boy students in district 5 of Tehran education. The results of the research show that "dimensions of philosophical mentality of managers" have a significant effect on the self-esteem of male students. In other words, the dimensions of the philosophical mentality of managers, "comprehensiveness, meditation and flexibility" affect the student's self-esteem so that one can predict the self-esteem of students through each dimension.

In this regard, this research investigates the effect of dimensions of philosophical mentality of managers on the self-esteem of the second grade high school students in

Bushehr city. The main question in this study is whether the dimensions of the philosophical mindset of managers have a significant effect on the self-esteem of the second grade students of secondary schools in Bushehr city?

Methodology

The research method is descriptive-correlational. The statistical population of this research includes 7476 secondary school students in Bushehr city in 2016. In this research, the sample size of the Cochran sample was calculated with a population of 7476 people at 95% confidence level with a probability of 5% error, the sample size was 365 people. The sampling method is a multi-stage cluster method.

Instruments:

Smith's Philosophical Mindfulness Questionnaire (1978): The questionnaire is based on the Smith Model and has 20 items. Each item has 5 responses in categories never, rarely, sometimes, often and always, in positive terms, with a score of 0-4, respectively, and in negative terms, in the opposite direction. . The maximum score is 80 and the minimum score is zero. The questionnaire has three subscales of meditation (items 1, 2, 5, 9, 10, 11 and 18), comprehensiveness (items 3, 4, 6, 13, 15, 16, 17, 19 and 20). Flexibility Patches (Items 7, 8, 12 and 14). The questionnaire was submitted by Smith (1978) with the help of credit criterion 0.83. Reliability of the questionnaire was calculated by Smith (1978) through Cronbach's alpha coefficient and obtained between 0.82-0.85.

Self-esteem questionnaire of Farashbandi (2016): Including 20 grades based on the 5-degree Likert scale with fully-qualified options, which I totally disagree with, giving them a score of 5 to 1. Content validity was used to determine the validity of the questionnaire. Then,

reliability was calculated using Cronbach's alpha. Data were then analyzed using SPSS and Cronbach's alpha reliability test. The results for the whole questionnaire were 0.81.

Results

Main hypothesis: The dimensions of philosophical mentality of managers have a significant effect on the self-esteem of the second grade students of secondary schools in Bushehr city.

Table 1. A summary of the effect of insight managers on self-esteem students

R	R ²	Adjusted R ²	Estimated error
0.228	0.052	0.046	11.41

Table 2. Analysis of variance of the effect of insight managers on self-esteem students

Model	Sum square	df	Mean square	F	P
Regression	1072.34	1	1072.34	8.22	0.005
Residual	19548.46	364	130.32		
Total	20620.81	365	-		

Table 3. Standardized and not standardized Regression coefficients

Model	Standardized coefficients		Standardized coefficients Beta	t	P
	B	Standard Error			
Constant	57.08	7.3	-	7.81	0.0001
insight managers	0.773	0.269	0.228	2.86	0.005

Table 4. Summary of Impact Model of Comprehensive of managers on the self-esteem of students

R	R ²	Adjusted R ²	Estimated error
0.203	0.041	0.035	11.47

Table 5. Analysis of variance of Comprehensive of managers on the self-esteem of students

Model	Sum square	df	Mean square	F	P
Regression	852.41	1	852.41	6.46	0.012
Residual	19768.4	364	131.78		
Total	20620.81	365	-		

Table 6. Standardized and not standardized Regression coefficients

Model	Standardized coefficients		Standardized coefficients Beta	t	P
	B	Standard Error			
Constant	65.81	4.82	-	13.63	0.0001
Comprehensive of managers	0.482	0.189	0.203	2.54	0.012

Table 7. Summary of Impact Model of flexibility of managers on the self-esteem of students

R	R ²	Adjusted R ²	Estimated error
0.723	0.523	0.519	8.1

Table 8. Analysis of variance of flexibility of managers on the self-esteem of students

Model	Sum square	df	Mean square	F	P
Regression	10775.77	1	10775.77	164.18	0.0001
Residual	9845.03	364	65.63		
Total	20620.81	365	-		

Table 9. Standardized and not standardized Regression coefficients

Model	Standardized coefficients		Standardized coefficients Beta	t	P
	B	Standard Error			
Constant	40.18	3.01	-	13.33	0.0001
flexibility of managers	1.57	0.123	0.723	12.81	0.0001

Conclusion

to answer the main hypothesis, the results of two-variable regression showed that insight of managers has a significant effect on self-esteem $F = 8.22$ ($P < 0.005$). Regarding the value of $R^2 = 0.052$, it can be said that insight of managers explains 2.5% of the variance of insight of managers on self-esteem. The results of standardized regression coefficient show that there is a positive and significant effect of insight of managers on self-esteem ($p < 0.0001$). So the more insight of managers are the greater the self-esteem in students. For evaluation of the effect of Comprehensive of managers on the self-esteem of students, the results of two-variable regression showed that Comprehensive of managers has a significant effect on self-esteem $F = 6.46$ ($P < 0.012$). Regarding the value of $R^2 = 0.027$, it can be said that Comprehensive of managers explains 2.7% of the variance of Comprehensive of managers on self-esteem. The results of standardized regression coefficient show that there is a positive and significant effect of Comprehensive of managers on self-esteem ($p < 0.012$). So the more comprehensive of managers are the greater the self-esteem in students. For evaluation of the effect of flexibility of managers on the self-esteem of students,

the results of two-variable regression showed that flexibility of managers has a significant effect on self-esteem $F = 164.18$ ($P < 0.0001$). Regarding the value of $R^2 = 0.0523$, it can be said that flexibility of managers explains 52.3% of the variance of flexibility of managers on self-esteem. The results of standardized regression coefficient show that there is a positive and significant effect of flexibility of managers on self-esteem ($p < 0.0001$). So the more flexibility of managers are the greater the self-esteem in students.

The explanation of the above assumptions shows that people with philosophical thinking usually appear to be inappropriate in new and unpredictable situations. They do not always limit themselves to particular or specific conditions. Generally, people are wise people with older people and the length of their experiences, and they assume anyone older or more experienced than others is wiser. Smith considers a wise person as having a philosophical thinking. Islam emphasizes the dexterity of man, and therefore orders factors that both result in his self-esteem and survival. Good qualities are the basis of the self-esteem.

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