

The Relationship Between Philosophic-Mindedness and Academic Performance of Physical Education Faculty Members

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Abstract: The success of the organizations will be achieved through the performance of their employees. Educational organizations such as universities should have certain flexibility in the administrative bureaucracy in terms of the nature of their work and organizational differences. To benefit from structure of the flexible bureaucracy towards the goals of the university, faculty members must have specific characteristics one of which is philosophic-mindedness. The aim of this study are to determine possible relationship between philosophic-mindedness and academic performance of faculty members of the field of physical education. The statistical sample is the available population, i.e. 92 (76%) of 122 participants completed the questionnaire. Measuring tool in this study included philosophic-mindedness and academic performance questionnaires. Pearson correlation and multivariable regression statistical methods were used to analyze data. The results show that there is a direct correlation between the aspects of philosophic-mindedness (comprehensiveness, penetration and flexibility) and academic performance of faculty members of physical education ($p < 0.001$). Moreover, variables and dimensions of philosophic-mindedness contribute to anticipating and changes in instructional efficiency up to 34%. According to the results, it seems necessary to pay attention to philosophic-mindedness of faculty members of physical education.

Key words: Philosophic-Mindedness • Penetration • Comprehensiveness • Flexibility • Performance
• Physical education

INTRODUCTION

The performance of employees in organizations is affected by various factors. Heresy and Blanchard [1] state that one of the factors affecting performance of the stuff is management leadership style. Further, they also add that delegated leadership style should be used to lead trained staff (with ability and willingness). At educational organizations such as universities, faculty members are supposed to be trained people. However, high ability and motivation in training of students is essential but not sufficient for a good instructor or teacher. Smith [2] states that some events occur at educational institutions which are unpredictable and may have significant effects on education. In this case, the staff at educational institutions start solving problems caused by mentioned events and helping the institution and learners as far as they can. Further, Smith adds that helpers should have philosophic-mindedness characteristics so that the

activities of employees would be considered “help” in the institution performance. In this case, whatever they do will be good for institution and education of students. Philosophic-mindedness is a kind of thinking method which helps people to solve problems without having to consider the reflected issue [3]. Moreover, philosophic-mindedness is an aspect of philosophy that deals with the view and attitude of the philosopher [4]. Today, education in institutions is affected by the environment surrounding it. The environment around us is exposed to huge waves of change. Information has surrounded us like a sea and the entire world has become the realm of leadership and management. It seems absolutely essential to make use of determined thinking patterns to put this whole information into order help people achieve valuable results and feel good about themselves and the people around them by assisting one another [5]. Philosophic-mindedness is the thinking pattern of successful people and is used to organize thoughts [6]. On the other hand, faculty members

are important input factors in all educational systems. The more conforming is the quality of performance of this factor to the goals, the more effective outputs will follow it. Therefore, the efficiency of a university depends more on effectiveness and quality of its staff (especially the academic performance of faculty members) [7].

Philosophic-mindedness helps to develop a certain way of thinking which can improve the educational quality at the university and thereby, put the phenomena in their own places. Some education scholars such as Hulfish and Smith regard logical thinking as a synonym for philosophic-mindedness. On the other hand, logical thinking is considered one of the characteristics of creative individuals [8]. In other words, creative people consider themselves logical, flexible people with spirit of cooperation [9]. Philosophic-mindedness is not limited to philosophers, rather it is a tool to improve a thinking method which strengthens cognitive skills and turns philosophical thinking into philosophical practice [7]. One with philosophic-mindedness reflects the characteristics which may be grouped in three correlated dimensions, these three dimensions are: 1) penetration 2) Comprehensiveness and 3) Flexibility.

Indications of penetration aspect include the fact that the individual: 1) questions the matters which are taken for granted by others. 2. Identifies basic aspects of issues through deep-insight and determines principles and guidelines of each theory to deal with them. 3) Extracts the imperceptible from whatever he sees and is sensitive to implicit meanings and relevance of issues. 4) Uses hypothetical deductive methods rather than inductive methods to implement meditation.

Comprehensiveness is to view issues in a wide background. The individual with comprehensive thought resists against fleeting pressures of environmental factors. Signs of thought comprehensiveness include: 1) Connects certain cases in an extensive background. In other words, he tries to see the big picture. 2) To deal with issues, considers their relationship with the ideals or goals and the ideals which are likely to be achieved in

future. 3) He tries to generalize ideas, but he does not extract such ideas through studying all the details and collecting their common characteristics. But he makes a general rule through investigation and analysis of several cases; this general rule explains widely all aspects of these issues. 4) He shows tolerance for various ideas and thoughts.

The third aspect is flexibility. The signs of philosophic-mindedness flexibility are: 1) the individual does not get affected by psychological solidity. 2) Evaluates the ideas and thoughts without being influenced by their sources. 3) Examines the issues from various aspects and distinguishes between the conflicting and contradictory. 4) Observes caution in his judgments and avoids finalizing certain ideas [2]. Inflexible people do not have tolerance for others' beliefs and show anger and hatred when faced with opposing views [4]. Few studies are conducted on philosophical mindedness and performance. In this regard, there is a negative relationship between dogmatism (inflexibility) and the instructor's performance [10]. Moreover, there is a direct positive relationship between high philosophic-mindedness and the spirit of people [2]. Other researchers reported a positive relationship between aspects of philosophic-mindedness and creativity. Individuals with high philosophic-mindedness show more creativity in their performance [11, 12]. Hiller *et al.*, shows a positive relationship between philosophic-mindedness and verbal performance of male teacher [13].

Philosophic-mindedness of managers in government offices has not been significantly associated with performance of employees [14], but there is a significant relationship between philosophic-mindedness of principals in educational institutions such as secondary schools and their performance [15]. Therefore, the main purpose of this study is to determine the relationship of philosophic-mindedness aspects with instructional efficiency of the faculty of physical education major which will be achieved according to the following pattern:

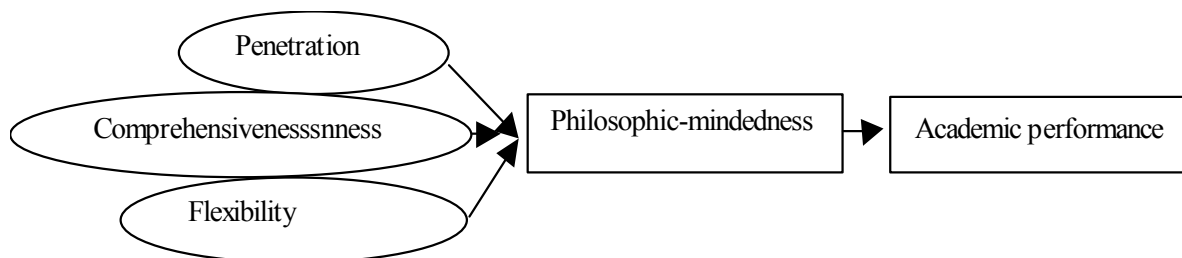


Fig. 1: Theoretical framework

Table 1: The reliability of research questionnaires (Cronbach Alpha)

Academic performance	Flexibility	Comprehensiveness	Penetration
Y	X3	X2	X1
0.88	0.77	0.81	0.86

MATERIALS AND METHODS

Correlation coefficient study was used in this research. The statistical population of the study includes 123 faculty members in physical education major with Ph.D. degree in those branches of Azad University which employed from their own university in 2010. The sample is equal to the available statistical population in which 92 (76%) faculty members participated. In this study, independent variables are philosophic-mindedness aspects and dependent variable is instructional efficiency. Standardized philosophic-mindedness questionnaire (PMQ), which was designed by Soltani [16] and applied by Zaka [14] and Taleb-pour *et al.*, [17], was used in this study to collect data. The questionnaire measures three dimensions of thinking with philosophic-mindedness each of which contains 20 questions including fifth options through *Likert* Scale. Cronbach Alpha coefficient obtained was 0.68 by Zaka [14] and 0.92 by Taleb-Pour *et al.* [17]. Validity of this study was calculated in four variables as Table 1.

Table 1 shows that the Cronbach Alpha and reliability of the questionnaires are high. Academic performance was measured by researcher-made questionnaire which has a high validity. This part of the questionnaire is related to faculties academic performance that measured by 28 items. Exploratory factor analysis, based on seven characteristics (mastery of the course content, management skills, enthusiasm for work, evaluation skills, presentation skills, lesson planning and communication skills), is used to determine the validity of instructional efficiency questionnaire as a result of which, some questions will be removed and the final questionnaire will be developed according to the factor loadings of the markers. Cronbach Alpha Coefficient was used to estimate the reliability.

RESULTS

The results of the research hypotheses test are presented in Table 2 and 3.

The Table 2 indicates that as expected penetration, comprehensiveness and flexibility are positively and significantly correlated with the extent of their academic

Table 2: Correlation analysis between research variables

Research variables	X1	X2	X3	Y
X1.Penetration	1	0.578**	0.515**	0.541**
X2.Comprehensiveness	0.575**	1	0.501**	0.413**
X3.Flexibility	0.515**	0.501**	1	0.270**
Y.Academic performance	0.541**	0.413**	0.270**	1

** Significance in a level of 0.01

Table 3: Multiple regression analysis

Independent variable	Y(Beta value)
X1	0.77***
X2	0.67**
X3	0.61*
R	0.583
R-Square	0.34
F	6.14

***Significance in a level of 0.001

**Significance in a level of 0.01

*Significance in a level of 0.05

performance ($r = 0.541$ p-value < 0.05), ($r = 0.413$ p-value < 0.05) and ($r = 0.270$ p-value < 0.05) respectively. Multiple regression was used to determine simultaneous effect of two independent variables of the research (though penetration, comprehensiveness and flexibility) on the dependent variable (academic performance) the results of which have been presented in Tables 3.

A summary of regression analysis given in Table 3 indicates that a high proportion ($R^2 = 34\%$) of the observed variability in the extent of Faculties academic performance can be explained by the three independent variables. Moreover, the results of coefficient beta criterion show that the most important factors predicting academic performance were respectively penetration, comprehensiveness and flexibility.

DISCUSSION

Since no research is not conducted on the subject of the research in the field of physical education, research results have been reviewed and compared with few related researches at hand. Many factors affect the performance of individuals. Atkinson [1] notes that there is an interaction between individuals' motivation and ability. In this regard, Porter extended this phenomenon adding the conception of role or perception of the job. He notes that full willingness and ability will be effective when followers have had a correct understanding of what they must do. Kelykar introduces the two factors of motivation and goal as the most important factors in individuals' performance [1]. The findings of this study show that the philosophic-mindedness aspects are associated with

academic performance. The aspect of penetration has the highest level of relationship with academic performance compared to comprehensiveness and flexibility. Education of concepts to students in the world today should be taken place in a fully practical workshop environment. Inspired by Socrates, Dewey, remarks that the actual learning takes place through practice. Also according to Socrates, only the one who has discovered the actual knowledge of a science, can treat according to requirements of that science [18]. The discovery of actual knowledge requires a deep influential understanding which suspects axioms, identifies the basic principles in any condition, considers implicit meanings and its relation to other issues and imagines deductive and overall vision before the operation. Faculty members of physical education who have doctoral degree and are in charge of training students in universities, have passed different instructional processes and are known to have enough ability and motivation. They can judge the physical education knowledge; therefore, they can have better academic performance. In this study, a direct positive relationship was also observed between comprehensiveness aspect of philosophic-mindedness and academic performance. According to Abkar [19], one of the significant aspects of academic performance of faculty members is planning teaching and management skills in the classroom. Lesson plan refers the big picture of the objectives and vast vision. Therefore, philosophical comprehensiveness is positively related academic performance of faculty.

Finally, according to findings of this study, there is a positive relationship between philosophical flexibility and academic performance. A part of instructional performance of faculty refers to communication skills, presentation skills, management skills which requires to flexibility i.e. evaluation of the students' comments without regarding them, absence of psychological solidity to an issue or a phenomenon, not to finalize the opinions. These findings are consistent with that of Funk *et al.* [10].

Educational organizations have many complexities in terms of the nature. These complexities increases in the field of components related to faculty efficiency. Most results of organizational behavior management are based on the performance is affected by two factors: ability and willingness or motivation. Although the impact of these two factors on non-educational organizations is undeniable, it seems that enough attention should be paid to a special knowledge called philosophic-mindedness in educational organizations such as universities according to the nature of educational activities.

CONCLUSION

According to the major findings of this study, following administrative suggestions are presented for universities:

- Although all aspects of philosophic-mindedness are important in improving faculty instructional efficiency, penetration aspect should be considered more due to its greater effects on efficiency of the faculty.
- In selection of faculty members of the field of physical education in universities, their philosophic-mindedness ought to be considered.
- About 34 percent of the rate of instructional efficiency of the faculty of physical education major is predicted by other factors (which have not been reviewed in this study).

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