

Predicting Teacher-Student's Job Success of Farhangian University With Regard To Philosophical Thinking and Attitude towards Their Creativity

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ABSTRACT: The present research has been performed with the purpose of predicting teacher-student's job success of Farhangian University with regard to philosophical thinking and attitude towards their creativity. The research method is descriptive-correlational. The statistical population of this study included students from Farhangian University of Sistan and Baluchestan. 211 students were selected through stratified random sampling. The findings of the research showed that with a percentage error of less than 0.05, there was a relationship between the student-teacher job success with the attitude toward creativity and philosophical thinking, thus, between the student-teacher's job success and the attitude toward creativity, this ratio is 0.570, and between the student-teacher's career success and philosophical thinking, this relationship is equal to 0.702, also, the results of regression analysis showed that the value of F (109.377) (f with degree of freedom 2 and 208 at level ($p < 0.05$)) was greater than critical value. Therefore, attitude toward creativity and philosophical thinking are effective in predicting job success. In the sub-assumptions, it became clear that the student-teacher career could be predicted according to their gender, but the student-teacher career success was not predictable based on their field of study.

Keywords: Job Success, Attitude Towards Creativity, Philosophical Thinking, Student-Teachers, University of Culture.

INTRODUCTION

Success in work and commerce depends on a variety of factors, the most prominent of which are the identification of goals and the availability of the program to achieve them. Also, the need to achieve a career success is that individuals have the right to carry out their duties and tasks in their own right and use their power and talent to do it in the best way (Rahmani & Adam Pira, 2013).

One of the factors that can affect career success is having philosophical thinking. The philosophical mentality gives the instructors the knowledge and insight that they can not only be able to deal with scientific issues, but also by applying the principles of education in confronting and dealing with day-to-day educational issues, they can be properly solved (Shariatmadari, 2007). Regarding the philosophical mind, Mirkamali (2003) believes that rational thinking is the basis of the work of the individual, and one has to go through the rational thinking of identifying the

problem to find the appropriate solutions to the problems, and this is not possible unless the characteristics of thinking Reasonable. Logical thinking comes from a philosophical mind.

Having philosophical thinking is directly related to creativity. Creativity has always been a mysterious, complex, and mysterious concept. Creativity is perhaps the highest level of human learning, the highest ability of thought and the ultimate product of human mind and thought (Soleimani, 2005). Increasing creativity can help improve the quality and quantity of services. Creativity helps in finding philosophical minds and can also affect job satisfaction and job success. Given the fact that the success of some jobs in terms of the sensitivity they have in the nature of their duties and responsibilities is more sensitive to others. Countries and nations are trying to strengthen these areas. Education, with its important mission in the field of humanization and in fact the future of a nation, is considered to be the most crucial social institution, and therefore its success or failure is a vital factor in the destiny of nations (Tabatabaei, 2016).

The intellectual and ideological infrastructure as well as the culture and attitudes governing all subsystems of the education system, and at the top of all, the teachers themselves, are the cornerstone of success or failure in this system. These teachers are the main actors in the education system, which have the greatest impact on the students and greatly enhance their minds (ibid). Therefore, the researcher seeks to predict the success of the student-teacher's work with regard to their attitude to their creativity and philosophical mentality.(Hashmeninejad,Tavakkoli ,2012)

Education and training of each country are considered as the main pillars of the creation of science and its civilization. In the world of contemporary competition, the most important source of development and competition, the human capital of a country, is being raised by this institution. The first glimpse of science, ethics and knowledge behind school tables emerges in the children's and youth's labyrinth of minds and prepares them for styles of thinking and life in the future and, consequently, shaping the fate of the country. In addition to books and in general, the content and the training environment, it is safe to say that the most decisive role in the school system is for teachers. Teachers are at the forefront of upbringing the next generation of the country, playing the most sensitive role, and thus their success in doing all the job tasks is of great importance and high sensitivity (Smith; quoted by Behranghi, 2013).

From a scientific point of view, job success is created when one is able to optimally utilize all his abilities and capabilities in achieving his career goals. In this regard, it is certain that the teaching methods and attitudes of teachers determine very large their performance and their success in the field of occupation and duties that they are responsible for. As we know, the intellectual assumptions of individuals that underlie their thinking and action play a decisive role in their job performance. Therefore, the study of "philosophical thinking" and "creativity" of teachers has been considered in this research. Philosophical thought is an active, steady, and accurate examination of any idea and knowledge. This thinking, based on mathematical, logical and natural sciences, is a conscious effort to discover and explain the meaning of the world and the life and the outcome of human questions. So without question, there will be no philosophical thinking, and the interest in solving the basic questions of human life is considered to be philosophical thinking. On the other hand, we know that in our time, the main factor of distinction between countries is "creativity" and new idea and design. Nations that have the power of ideas and new ideas and innovations will be able to take advantage of technological advantages and other types of advantages through creative thinking innovations. This makes creative nations, progressively attaining science and facilities, and succeeding (Hosseini, 2001).

But creativity is a skill that is cultivated at the age of adolescence. This is exactly the age when children are taught by teachers through the school, and they are taken from them. It is clear that "teachers' attitudes toward creativity" are crucial in terms of addressing it from the school duct and its training (Babaei, 2014). Therefore, the attitude of creativity is another important issue that will play a role in the career success of teachers and the cultivation of creative students. All of this is still a matter of concern for students who are still studying and shaping their thinking and mentality through the training of the University of Cultural Studies. Now, the question arises as to what factors can lead to the career success of this cortex? If the answers to such questions become clear, then the future of the education system and the future of the new generation of the country could be more optimistic and hopeful. As stated above, the main problem is that: "can philosophical thinking and attitude to creativity predict the success of student-teacher work at the University of Cultural Sciences? The researcher is seeking to answer this question in order to identify part of the factors of student-teacher job success.

MATERIALS AND METHODS

In terms of the purpose, this research is an applied one. The research is also descriptive-correlational. The statistical population of this study includes all students of Farhangian University of Sistan and Baluchestan, which according to the official announcement of the university, they are 460.

Randomization was carried out in a random manner and the parameters of the student ratio to each discipline were fully met. The sample size at this stage was determined using the Morgan sample size table, which the number was 211 people.

To collect the necessary data, according to the purpose of the research, a questionnaire was used. Considering the community of this study, students of Farhangian University of Sistan and Baluchestan, so after determining the fields studied and the number of subjects in each discipline, the research participant is present in the classroom of the students, and after giving a brief explanation of the research, they will submit a questionnaire.

SPSS software was used to analyze the data. According to the research, both descriptive and inferential statistics were used.

RESULTS

The main hypothesis: The degree of student-teacher job success is predictable based on philosophical thinking and attitudes towards creativity.

According to the results, correlation matrix coefficient in table (1), it can be said that with a confidence of 0.95% of the error less than 0.05, there is a relation between the student-teacher job success and the attitude toward creativity and philosophical thinking. According to r Calculated between student-teacher job performance and attitude toward creativity, this ratio, which is equal to 0.570, is directly (positive) and moderately. This means that as the attitude of creativity increases, the student-teacher job success rate will also be modest. Also, according to r calculated between the student-teacher's job success and philosophical thinking, this ratio is equal to 0.702, is directly (positive) and at a good level. This means that with the rise of philosophical thinking, the student-teacher career success rate will also increase significantly.

Table 1. Results of Pearson correlation coefficient between student-teacher job success with philosophical thinking and attitude towards creativity.

Studied variables	Number of observations	Pearson correlation coefficient	Sig.	Type of relationship	Relationship form	Intensity of relationship
Job success and creativity	211	0.570**	0.000	Significant	Direct and medium	0.57%
Job success and philosophical thinking	211	0.702**	0.000	Significant	Direct and medium	0.70%

Based on the information in Table 2, the calculated F value of 109.377 is more than the critical value with a degree of freedom 2 and 208 at a level ($p < 0.05$). Therefore, there is a relationship between the components of job success and attitude toward creativity and philosophical thinking, and attitudes toward creativity and philosophical thinking are effective in predicting career success. The value of multi-variable correlation coefficient is 0.716 and the correction coefficient is 0.508. Therefore, 51% of the variance of job success scores with the combination of attitude toward creativity and philosophical thinking can be explained.

Table 2. Multivariate regression between student-teacher job success and philosophical thinking and attitudes to creativity

Indicators	SS	df	MS	F	R	R2	R2 Modified	Sig.
Source of change	42.708	2	21.354	109.377	0.716	0.513	0.508	0.000
regression	40.609	208	0.195					
Remaining	83.317	210						

We use the standardized regression coefficient (B) to generate the regression equation. The regression equation is used to accurately predict the values of the dependent variable, and its equation is as follows:

$$Y = a + bx$$

Y = the predicted value of the dependent variable

B = Line slope (standardized coefficient of regression or B)

X = Different values of the independent variable

A = the width of the origin is the point of intersection of the regression line with the y axis (in the Table: constant or constant)

In the above equation, by setting the amount of philosophical thinking and attitudes toward creativity, we can predict the success of student-teacher work. Note that in this equation, values a, b are constant, and only the values of the variable of philosophical thinking and attitude toward creativity change. According to the statistics of Table 3, non-standard coefficients of attitude toward creativity are 0.176 and philosophical thinking is 0.638 that are significant at level (p <0.05) and we can show the pattern of the prediction as follows:

$$Y = 0.440 + 0.638 X1 + 0.176 X2$$

Table 3. The relationship between student-teacher's success and philosophical thinking and attitudes to creativity.

The statistics	B	Benchmark error	Beta	t	Sig.
Model	0.440	0.182		2.418	0.016
Constant	0.638	0.071	0.579	8.957	0.000
Philosophical thinking	0.176	0.062	0.185	2.865	0.005

First sub-hypothesis: The degree of student-teacher job success is predictable based on the dimensions of attitude toward creativity.

According to the results, correlation matrix coefficient in table 4, it can be said that with a confidence of 0.95% error less than 0.05, there is a relationship between the student-teacher job success and the dimensions of attitude toward creativity. According to r Calculated between the student-teacher's job success and the dimensions of assurance of their beliefs, the feeling of fantasy, theoretical and aesthetic orientation, freedom in expressing thoughts, the tendency to innovate, this relation which is equal to 0.510 , 0.500, 0.437, 0.457, 0.407, is directly (positive) and moderately. This means that as the dimensions of attitudes toward creativity increase, the student-teacher career success rate will also be moderate.

Table 4. Results of Pearson correlation coefficient between student-teacher job success and attitudes toward creativity.

Studied variables	Number of observations	Pearson correlation coefficient	Sig.	Type of relationship	Relationship form	Intensity of relationship
Job success and assurance of one's ideas	211	0.510**	0.000	Significant	Direct and medium	%51
Job success and fantasy	211	0.500**	0.000	Significant	Direct and medium	%50
Job success and theoretical and aesthetic orientation	211	0.437**	0.000	Significant	Direct and medium	%48
Job success and freedom in expressing thoughts	211	0.475**	0.000	Significant	Direct and medium	%47
Job success and the desire to innovate	211	0.407**	0.000	Significant	Direct and medium	%40

Based on the information in Table 5, the calculated F value is 21.037, with a degree of freedom of 5 and 205 at a level (p <0.05) more than the critical value. Therefore, there is a relationship between the components of job success

and dimensions of attitude towards creativity, and the dimensions of attitude toward creativity are effective in predicting business success. The value of multi-variable correlation coefficient is 0.582 and the correction coefficient is 0.323. Therefore, 32 percent of the variance of job success scores with a combination of dimensions of assurance of their beliefs, fantasy's feelings, theoretical and aesthetic orientation, freedom in expressing thoughts, tendency It is an innovation that can be explained and explained.

Table 5. Multivariate regression between student-teacher job success and attitudes to creativity.

Indicators	SS	df	MS	F	R	R2	R2 Modified	Sig.
Source of change								
regression	28.253	5	6.630					
Remaining	55.064	205	0.254	21.037	0.582	0.339	0.323	.0000
Total	83.317	210						

According to the statistics of table 6, non-standard coefficients of dimensions of assertiveness of their beliefs are 0.223 and their imagination is 0.134, which is significant at level ($p < 0.05$), but non-standard coefficients of freedom dimensions in expressing thoughts 0.095, the theoretical and aesthetic orientation are 0.018 and the tendency to innovation is 0.093 that are not significant at level ($p < 0.05$) and the prediction pattern can be shown as follows:

$$Y = 1.220 + 0.223X_1 + 0.134X_2$$

Table 6. The relationship between student-teacher's job success and attitudes to creativity.

The statistics	B	Benchmark error	Beta	t	Sig.
Model					
Constant value	1.220	0.188		6.502	0.000
Ensure one's beliefs	0.223	0.071	0.257	3.126	0.002
Feeling fantasy	0.134	0.067	0.171	0.2000	0.047
Theoretical and aesthetic orientation	0.018	0.064	0.024	0.281	0.779
Freedom to express thoughts	0.095	0.058	0.130	1.648	0.101
The desire to innovate	0.093	0.052	0.130	1.778	0.077

Second sub hypothesis: The degree of student-teacher job success is predictable based on the dimensions of philosophical thinking.

According to the results obtained, the correlation matrix coefficient in Table 7, it can be said that with a confidence of 0.95% error less than 0.05, there is a relationship between the student-teacher job success and the dimensions of philosophical thinking. According to r Calculated between student-teacher job success and dimensions of comprehensiveness, meditations and flexibility, this relationship is 0.669, 0.620 and 0.639, respectively (directly) and it's good. This means that with increasing dimensions of comprehensiveness, meditativeness and flexibility, the student-teacher career success rate will also increase significantly.

Table 7. Results of Pearson correlation coefficient between student-teacher job success and philosophical thinking dimensions.

Studied variables	Number of observations	Pearson correlation coefficient	Sig.	Type of relationship	Relationship form	Intensity of relationship
Job success and comprehensiveness	211	0.669**	0.000	Significant	Direct and good	67%
Job success and meditations	211	0.620**	0.000	Significant	Direct and good	62%
Job Success and Flexibility	211	0.639**	0.000	Significant	Direct and good	64%

Based on the information in Table 8, the calculated F value is 68.689, with a degree of freedom of 3 and 207 at a level ($p < 0.05$) greater than the critical value. Therefore, there is a relationship between the components of job success and the dimensions of philosophical thinking, and the dimensions of philosophical thinking are effective in predicting career success. The magnitude of the correlation coefficient is 0.706 and the correction coefficient is 492. Therefore, 49% of the variance of job success scores can be explained and explained by a combination of dimensions of comprehensiveness, mediation and flexibility.

Table 8. Multivariate regression between student-teacher job successes and dimensions of philosophical thinking

Indicators	SS	df	MS	F	R	R2	R2 Modified	Sig.
Source of change								
regression	41.565	1	13.855					
Remaining	41.752	207		68.689	0.706	0.449	0.492	0.000
Total	83.317	210	0.202					

According to the statistics of Table 9, non-standard coefficients of integrity dimensions are 0.375 and flexibility of 0.246, which are significant at level ($p < 0.05$), but non-standard coefficients of pecking dimensions are 0.154 that It should not be significant at level ($p < 0.05$) and the prediction pattern can be shown as follows:

$$Y = 0.587 + 0.375X_1 + 0.246X_2$$

Table 9. The relationship between student-teacher's job success and the dimensions of philosophical thinking.

The statistics	B	Benchmark error	Beta	t	Sig.
Model					
Constant	0.587	0.178		3.298	0.001
Comprehensiveness	0.375	0.086	0.365	4.351	0.000
Thinking	0.154	0.085	0.152	1.807	0.072
Flexibility	0.246	0.080	0.251	3.078	0.002

Third sub-hypothesis: Student-teacher's job success rate of Farhangian University is predictable based on their field of study.

Regarding the results, correlation coefficient in table 10, it can be said that with a confidence of 0.95% error less than 0.05 there is no relation between the student-teacher's job success and the field of study. Therefore, the degree of the student-teacher's job success of the Farhangian University is not predictable based on their field of study.

Table 10. Results of Pearson correlation coefficient between student-teacher's job success and field of study.

Studied variables	Number of observations	Pearson correlation coefficient	Sig.	Type of relationship	Relationship form	Intensity of relationship
Job success and field of study	211	-0.039	0.577	No relationship	-	-

CONCLUSION

Regarding the aim of the research, which predicted the student-teacher's job success of the University of Cultural Sciences in terms of philosophical thinking and attitude towards creativity, the degree of student-teacher business success is predictable based on philosophical thinking and attitudes towards creativity, and there is a direct and positive relationship. The attitude to creativity and philosophical thinking is predictive of career success. It can be said that students, having the characteristics of a philosophical mentality, have a broad view of things, they are sensitive to affairs and relationships, they are embarrassed, and in judgments they show that patience in judgments increase their career success. It can be said that when a student is at a low level in terms of philosophical thinking, because of a lack of understanding of his job at the start of his activity, he cannot take action to do so accurately and accurately because the philosophical mind helps the student to apply correct and scientific solutions in dealing with educational issues and they understand the slightest mistake in making decisions about school affairs and the capacities well. On the other hand, in explaining the relationship between attitude to creativity and student career success, one can say that attitudes towards creativity are necessary for the preservation and progress of the business, and it can be said that students who have a positive attitude towards creativity, with convergent thinking to solve problems, they do not restrict their minds, and they are able to solve various and different solutions, thus creating the various methods in the job, and ultimately choosing the one that has the best returns for them. And, naturally, they will have a better performance than those who have a non-creative attitude and convergent thinking and have only learned a few limited resources.

Conflict of interest

The authors declare no conflict of interest.

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