

Role of Transformational Leadership and philosophical mindset in teachers.

Abstract :

The subject of this article achieved by combining "transformational Leadership" and "Philosophical mindset", two important and affective issues in educational management and curriculum areas and its application in education teachers' performance. Transformational Leadership (management) theory offered by Burns (1978) in order to explain the behavior of group of Leaders and managers that connecting powerful motivational mutual relations with followers. Philosophical mindset is the way of thinking of correct function which has three dimensions: Comprehensiveness, penetration and flexibility, that offered by Philip, j. Smith (2016). Method: In this paper we examine the philosophical spirit in the transformational leadership and philosophical mindset with functional wisdom features, attention to self actualization, future favorable theoretical and practical prospects according to the present (here and now), reasonable doubt, curiosity, wide visibility, tolerance, seeking progress and unity of the personality. Findings: Application of transformational Leadership and philosophical mindset in education teachers leads to improve correct, logical and creative scientifically thinking in them and eventually transfer these concepts to students. Results: This type of application relate the immediate issues to distant targets, intelligent rational behavior, avoid accelerated decisions, attention to the levels of psychological needs, logical and positive communication with students, attention to solving the problems, and logical distance from Clear definition of doing duties and having desirable work ethic.

Keywords:

Transformational Leadership, philosophical mindset, Education teachers.

Introduction:

The subject of this article achieved by combining "transformational Leadership" and "Philosophical mindset", two important and affective issues in educational management and curriculum areas and its application in education teachers' performance. The term transformational Leadership was used by Danton (1973) for the first time. However, this term was not known till using by classics such as Burns [1]. Transformation Leadership theory first described by Burns (1978) in order to distinguish between those Leaders who build strong and motivational relationships with subordinates and followers, and those who widely focused on exchange or interaction in order to create results [2]. Also, the philosophical mindset is correct thinking, with three dimensions: "comprehensiveness", "Penetration" and "Flexibility" which is provided by Philip j. Smith. The importance and value of transformational leadership and philosophical mindset are crucial in educational management and function of education teachers. Now a days :

“Educational systems generally focus most of their efforts to transfer knowledge and skills, while, the first mission of educational systems is offering the solution and training how thinking”[3]. And because the cultivation of imagination is subject to the power of thought and philosophical mindset of people, so emphasize and attention to this is one of the most important issues in educational administration and curriculum.

Smith believes that: "Training age problems are the growing of imagination and some tools are needed to develop it and of them is having a philosophical mind that helps people to think logically and correctly [4]. According to above, the importance and value of transformational Leadership and philosophical mindset in the performance of education teacher is going to be clear and obvious. Because of the sensible vacuum of transformational management and philosophical mindset in the field of educational management and curriculum, in this study first we try to define and explain these two index and then offer strategies to apply and extend them in the performance of education teachers. Because in this article, our focus is on transformational leadership and philosophical mindset, in order to refer to these topics, see theorists' ideas in these two fields. In transformational Leadership effort by emphasizing on the needs, values and spirit of followers and act by creating new ideas and perspectives, and building trust, passion and enthusiasm in order to change in all areas. Smith believes that: "The main issue of upbringing is growing of imagination and some tools are necessary for nurture it and one of them is having philosophical mind that helps people to think correctly and logically.

“Human comes from the evolving nature of his brain and mind, the level of formulation has emerged from the functioning of intelligent, self – consistence; And on this direction, the Educational Process has played a pivotal role”[5] .

"Education has a grand mission of educating students in every native hearth and a dynamic and changing community needs dynamic and transformational education" [6]; And also :” Undoubtedly ministry of education plays an important role in development of intellectual, knowledge, training and education of students; and in this system teachers are determinative as the main practical and theoretical executor in convey concepts to students” [7].

On this occasion, introducing transformational Leadership and philosophical mindset to teachers due to transformation and effect on students and consequently their family and county. Because of the existence of sensible transformational Leadership and philosophical mindset indicators vacuum in the field of training and performance of education teachers, in this research, it is tried, first to explain and define this two factors and then offer strategies to apply them in educational administration and curriculum of our country.

Research Literature:

Part 1:

Theoretical Fundamental of Research, definitions and concepts:

Rapid developments in science and technology in recent decades and consequently the formation of new educational technologies, has faced elements of social systems with a profound change, and following these rapid changes, according to Alvin Toffler's in "future shock": "The most important challenge of modern man is facing relentless changes. As noted, a great development that occurred during the past decade in science, technology and other related fields, also have a fundamental impact in education field"[8].

This influence is clear in both management and educational structure. Education teachers as a training helmsman have a special role in a turbulent sea.

"Transformational management (transformational Leadership) has rooted in the concepts of charismatic Leadership. Max webber, the prominent sociologist, has emphasized on the specific characteristics of a charisma Leader"[9].

Transformational management encourage and conduce followers (Students, ...) in pursuing and implanting these insights by emphasizing on inspiring ideas and values in modern methods and promising prospects formation for future planning and determine the strategy and change the intelligently directions and create a respect, trust and admiration environment in teamwork by building a supportive environment, forming a shared responsibility and creating a freedom atmosphere. Philosophical mindset is the proper scientific way of thinking that has rooted in the ideas of John Dewey in scientific problem solving method. The features that in Philip J. Smith opinion is a "pliability" that will be analyzed and define with more details in the third part of this article.

Part II:

Examples of similar studies by researchers:

Now a day, because of the scientific community emphasis on a pure research, in many studies it is avoided to offer the research literature directly, or references to them only. On this occasion, it is cited to a few cases in this article. Transformational Leadership Theory proposed by Burns (1978) for the first time and referred to motivational relationship cross the leader (director) and follower. In this paper, it is emphasized on relationship between teachers and students.

Because of the importance of the subject, many researchers have researched this issue around the world. For example: In the USA, Helen M. Mark and Susan M. Printy(2003) from Ohio State University and Michigan State University, research titled: "Principle Leadership and School Performance: An Integration of Transformational and Instructional Leadership" have done and they have come to the following results:

"Focusing on school leadership relation between principals and teachers, this study examines the potential of their active collaboration around instructional matters to enhance the quality of teaching and student performance. The analysis is grounded in two conceptions of leadership – transformational and instructional. The sample comprises 24 nationally selected restructured schools – 8 elementary, 8 middle, and 8 high schools. In keeping with the multilevel structure of the data, the primary analytic technique is hierarchical linear modeling (HLM). The study finds that transformational leadership is a necessary but instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial" (10).

In Iran especially in the field of educational management, there are a lot of articles about the role of transformational management (transformational Leadership) and philosophical mindset.

Method:

(A): Transformational management and its role in the transformative performance of education teachers:

Transformational management (transformational leadership) was used for the first time by Danton (1973). Although the term was not known until classics such as Burns used it.

Transformational management theory (transformational Leadership) has offered for the first time by Burns (1978) to describe the behavior of that group of Leaders and managers who have strong motivational interaction with their followers and subordinates as well as those of group of them that focused widely on an exchange and interaction in order to formation the positive results. Bass and Avolio have developed Burns's idea about the concept of management (Leadership) and created the concept of transformational management. They believe that transformational Leadership is formed when the director (Leader) promote and develop the followers' interests and make the awareness and acceptance for the destinations and mission of the group and motivate followers for group interest by showing them their benefit beyond.

The first factor of transformational management is charisma or idealized influence. Such administrators and teachers operate as strong models for their followers and students, and deeply respected and reliable and also guide followers and students in order to fulfill their vision and mission. In fact, charisma factor describes people who persuade others to follow intended prospects. [11].

In transformational management act a whole with conscious diffusion in individuals and students in order to create discontinuous change and transformation in the current status and their processes functions. Transformative manager (transformational teacher) change the entire community of students home under his responsibility through deeds and words, and

has charismatic influence among followers (students). In Burns 's opinion, transformational Leadership in all duties, such a teaching, is generally superior than exchanging, especially motivational relations is exchanging. [12].

Folmer, Gibbs and Goldsmith, have pointed that globalization, deregulation and rapid technological change particularly in the field of educational technology in the third millennium, resulting in unstable environments with greater complexity, that decreases the capability of predict so much and successful and sustained exposure with these tasks, requires changing in methods, activities, and duties. To achieve an advanced and dynamic society, some factors are needed and one of the most fundamental of them is educational issue that its helm is Ministry of Education and its main presenters are teachers [13].

“Transformational leaders have been characterized by four separate components or characteristics denoted as the 4Is of transformational leadership”(). These four factors include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders integrate creative insight, persistence and energy, intuition and sensitivity to the needs of others to (forge the strategy culture alloy) for their organizations. In contrast , transactional leaders are characterized by contingent reward and management – by – exception styles of leadership”(14).

Undoubtedly, introducing concepts of transformational Leadership to teachers will make them more successful in mutual proactive communication with students.

Transformational management (transformational Leadership) in the behavior of teachers, can be divided to four functional field including:

1: Transformational Leadership (transformational teachers) develop the followers' operational disciples (students) and to give them more freedom to control their own behavior.

2: Transformational Leadership promote the attention to followers (students) from the level of psychological needs such as respect themselves and Self-actualization.

3: transformational Leadership (transformational teachers) encourage followers (students) not by preaching but by wisdom performance to go beyond their own interests to groups interest.

4: transformational Leadership (transformational teachers) portrays future optimum theoretical and practical horizon and prospects for students, and encourage them to realize that vision.

“ The four components of authentic transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) are contrasted with their counterfeits in dissembling pseudo-transformational leadership on the basis of (1)the moral character of the leaders and their concerns for self and others;(2)the ethical values embedded in the leaders' vision ,articulation ,and program , which followers can embrace or reject, and (3) the morality of the processes of social ethical choices and action in which the leaders and followers engage and collectively pursue”(15).

(B): Philosophical mindset and its role in Education teachers' the comprehensiveness, contemplation and flexibility:

“Philosophical mindset is meaning the ability of the mind, way of thinking and scientific thinking, in other words, philosophical mindset is methods of concentration, sensitivity against understanding and links between them to understand the facts”[16] .

Philosophical mindset is a tool to assist individuals to use scientific and creative thinking. Philip J. Smith has introduced philosophical mindset in three dimensions:

I: comprehensiveness:

Includes the following components:

- Find special thing according to their relevance in wider context
- Linking the currently issues to distant goals
- Application of generalized farce
- Attention to theoretical aspects

II: contemplation includes the following component:

- Question about what others consider granted
- Discover the basic issues and express them in any position
- Attention to references and matters related to fundamental aspects in any position
- Place Judgment and sentence as a hypothesis-deductive method

III: Flexibility: includes the following components

- Get rid of psychological rigor
- Attention to the thoughts and ideas distinct from their resources
- Altitude to issues from different directions
- Patience in ambiguous situations and temp judgment

“American educators have a mindset about leaders and the learning process. Although all educators do not have the Some mindset, many see teaching in terms of controlling: what students learn, how they learn, and how the learning is measured. ... Here, at the start of the 21st-century, we educators are being urged to rethink how we look at learning and teaching. We are being asked to shift our thinking and our philosophical mindset to what I call learning – centered learning(Reynold,2005),to emphasize the learner and the learning process(17).

C: Application of transformational management and philosophical minds at for education teachers:

The most important goals of modern education systems for students education is teaching "how to think", and in this tutorial, the role of teachers is contered and clear, so in the first place teachers should have scientifically accurate, logical and creative thinking, so they can act more successful in trans fering information to students. Students are base of

educational systems, and teachers are the *most possible close people to transfer information to these foundations of education*. thus, according to the above:

(A):Transformational management (transformational Leadership)

(B): philosophical mindset

Can cited to their practices in education teachers as following:

- * Linking immediate problems to distant goals.
- * The lack of resistance of teachers in new positions and expressed rational, smart and practical behavior with that position.
- * Avoid hasty and rash decisions and providing the logical and intimate relationship atmosphere with students.
- * Failing an expression of prejudice to special solutions and attention to scientific, intellectual and upbringing development of students.
- * Implementation of appropriate solutions in compliance with educational problems.
- * Attention to the field of development of the student performance and creating a free and logic atmosphere to control their own behavior.
- * Attention to the levels of psychological needs, such as respect for self-actualization and upgrade them.
- * help forming the collective spirit and go beyond their own interests to the benefit of the students.
- * Providing favorable horizon and vision of the future and offer theoretical and practical strategies to achieve those visions.

"A number of elements make up the mindset shifts needed by educators to embrace this learning assumption. One focuses on idea that learning is an enjoyable and productive human activity. Some educators seen to emphasize that learning is (hard work), an attitude which many produce anxiety and pressure on learners. P.A.Trout remarks,(Higher education is not supposed to be Club Med or a New Age seminar. Learning (and teaching!)entails frustration, anxiety, disappoint, shame, pressure, sweat and tears)(1997,p.29). These or similar philosophical sentiments have been expressed by other educators and may even be part of our own mindset. Is learning a process of anxiety, shame and pressure, or is it a natural human process of self – direction and self – control that is stimulating and enjoyable?"(18).

Findings:

Extensive studies and investigations have done in papers and theses about the role of transformational management and philosophical mindset in education administrators and teachers, all reflect the profound impact of these two components on quantitative and qualitative development and improvement of education outcome, students.

Findings can be framed in following:

Teachers who have favorable features of transformational Leadership and philosophical mindset, have following salient features:

- * They can establish a positive relationship with students easier.
- * Teachers with the above characteristics have encourage behavior and are more effective.
- * Have stranger progress Spirit, value to others and directing.
- * Have the feature of efficient use of time and emphasis on doing things their way. (Emphasis to successful management, the successful and peaceful life here and now).
- * They have the spirit of solving problem base question and avoid emotional problem solving.
- * Respect the principles and universal human values.
- * Have clear definition of duties and doing them completely.
- * Have a good work ethic.
- * They look at things differently because of positive mindset of their mind.
- * They have the breadth of vision, deep and comprehensive approach to the issues.
- * Have strong and admirable job satisfaction.
- * Have greater convergence according to describe, continuous and processes changes synonymous with modern developments.
- * Have needed knowledge about the rapidly scientific and technological changing and more interested in conveying information to student.
- * Have a scientific and complete nobility about stand in which organizational position and their role in these situations.
- * Have a strong and optimal planning ability in curriculum, semester and year management.
- * They have a prior and conscious planning for dividing the class working and daily useful energy.
- * They do not touch success and failure to surface causes.
- * Design future according to what happened today.
- * They are skeptical about the axioms and identify foundations elements and issues with underlying logic.
- * Although they had insist (here and now), they consider and plan for future academic goals and values.
- * Their immediate achievements (here and now) are more in conformity with the standards of value and durability, even though the goals and values of the future are also considered.
- * Are sensitive and have special attention to special cases.
- * Although they focus on the here and now, planned theoretical and practical purposes.

* They coordinate with harmony changes, and have active intelligent adaptive with changes.

* They have intelligently adapt with wide range of issues.

* They recognize broke as opportunity and past experiences as future lights.

* Attention to development of emotional intelligence (crystallized) beside high cognitive intelligence (fluid).

* They challenge students in obviously issues with directed questions.

* They have a strong power of generalization and using it in respective cases.

* There are patient in theoretical speculation.

* They look at issues from different and multiple directions.

* They have depth and accurate comprehensiveness in thinking.

* Resist against immediate pressure and resolve them on future objectives strategies basis.

* Teachers who have a philosophical mind, have generator understanding (practical-theoretical) from implicit foundations.

* They are capable of rational harmonic.

* They are aware of the psychological rigor and this opinion that human beings take advantage from processing developmental evaluation.

All above extracted from questionnaires existent in articles and theses based especially on two famous questionnaire (questionnaire transformational management) and (questionnaire philosophical mindset) and results obtained from analysis of statistical data of other synonyms questionnaire. It is referred to the source of articles and theses in the bibliography.

Summary and conclusion:

According to the issues raised in this article titled: The Role of transformational management (transformational Leadership) and Philosophical mindset in education teachers, the below summary and conclusions are discussed:

I: Below outline were obtained in review of transformational management role:

The theory of transformational Leadership offered by Burns (1978) for the first time. In this kind of Leadership it was emphasized to establish a motivation relationship. This means that in transformational Leadership refers to interactive and two-way method .

Outlines issues that related to transformational Leadership (transformational management) can be Summarized as follows:

1: inspirational motivation.

2: Intellectual motivation.

3: Idealistic and charismatic influence.

4: Attention to individual differences.

Anyone's emotional intelligence (EI) is optimal with a transformational management (her the education teachers).

In the second half of the Nineteenth century and since the Alfred Binet, the intelligence was interested to psychologists, educational psychology and other branches of anthropology; and various theories are provided about it.

Although intelligence is unclear structures, Gardner's has noted eight types intelligences: Local, musical, interpersonal, physical-motoral, natural, verbal (linguistic), logical- mathematical. Also Sternberg offered three types of intelligence related to human capabilities: Analytical intelligence, creative intelligence and practical intelligence.

In the meantime, teachers' attention to transformational management in individual differences of students in terms of intelligence, could result in lead each of them to training future toward their abilities more efficient. This ability of distinguishing in teachers can be the result of emotional intelligence (emotional) that Golman (1994) has been theorized it in his work and teachers' studying in these areas can lead to emotional growth and ultimately better teaching.

II: These issues were discussed as the role of Philosophical mindset:

Philosophical mindset: Is the correct way of scientific thinking that has three following dimensions:

Comprehensiveness: Features:

- Attitude to special cases in a broad context
- Related current discussions to Lang- term goals
- The ability of extend application
- Patience in research and theoretical reflections

Contemplation: Features:

- questioning certain and obvious issues
 - Attention to wide synonyms issues to discover their relation
 - Attention to a posteriori - deductive assumption in return the simple deductive.
 - understanding the fundamental theories in specific cases and situations.

Flexibility Features:

- Get rid of psychological rigor
- Attention to the thoughts and opinions distinguished from their resources
- Attitude to issues from different directions
- Be patient in ambiguous situations and temporary judgments

Human history is full of changes in civilization and culture. Especially in the current era according to influence of informational and educational technologies, lead to globalization

of knowledge, and it has freed people from the spread of submersion in localism and idols that are obstacles to the flourishing of human thought have been dismantled.

Philosophical mindset in three dimensions:

Each of Comprehensiveness, contemplation and flexibility have a special role in performance of education teachers.

in comprehensiveness attention to holistic and distant targets and in contemplation get rid of the obviousness and implicit meanings and idols of the cove that come over the personal biases and stereotypes.

Like:

Tribal Idol: that came from human nature.

The Idols of the cave: obstacles arising from personal interests.

The Idols of the market: vague and imprecise words that push one's idea astray.

The Idols of view: Beliefs that come from media advertising and don't leave any room for measuring and thinking.

As the experimental example of the contemplation, can noted a teacher who used to just write name of the absence students quickly or he (she) deduct from their test scores, without examine the causes of student absenteeism.

Totally we conduce that the application of transformational management and philosophical mindset in educational administration, curriculum and education teacher, can increase their efficiency and results of their work on the students to optimal amount.

The integration of transformational Leadership and Philosophical mindset in education teachers Performance, Leading to obtain the ability of monitoring their emotions and others as a set of social intelligence and ultimately use this information to guide and propel students to greater heights of prosperity.

So, in education teachers, correct scientific thinking, mutual motivational and inspirational behavior in establishing positive emotional and wise relationships with considering interpersonal relationship and individual differences of students, increase the output usefulness of education schools, the graduates, and communities will benefit from this logic, efficient and scientific out puts.

Chapter of transformational management and philosophical mindset in education teachers:

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| Education Teachers | Transformational | Transformational teachers (change- oriented teachers): Freeing students in order to control themselves behavior with wisely conduct. |
| | | Transformational teachers: Promote levels of psychological needs of student in order to self-esteem and self-actualization. |

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| | Transformation teachers: picture T-students the future prospects of favorable conditions and encourage them to realize that vision. |
| | Transformation teachers: Encourage students to go beyond their own interest to interest of group. |

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|--------------------|-----------------------|---|------------------------|--|
| Teachers Education | Philosophical Mindset | Scientific thinking is connect with three dimensions: comprehensiveness contemplation and flexibility | Collectivity Features | Attitude to special cases in a broad context |
| | | | | Relate issues to long-term goals |
| | | | | The ability to extend application |
| | | | | Be patient in theoretical research and reflections |
| | | | Contemplation Features | Questioning about certain and obvious issues |
| | | | | - Attention to wide synonyms issues to discover their relation |
| | | | | - Attention to posteriori - deductive assumption in return the simple deductive. |
| | | | | - Understanding the fundamental theories in specific cases and situations. |
| | | | Flexibility Features | - Get rid of psychological rigor |
| | | | | - Attention to the thoughts and opinions distinguished from their resources |
| | | | | - Attitude to issues from different directions |
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| | | | | - Be patient in ambiguous situations and temporary judgments |
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