

Presenting the Causal Model of Organizational Intelligence and Classroom Management: The Mediating Role of Philosophical Mindset and Self-Efficacy among Teachers of Firozabad City

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Abstract

The present study has been performed with the aim of presenting a causal model of organizational intelligence relationship on classroom management with the mediating role of teachers' philosophical mindset and self-efficacy. The methodology of this study is descriptive and correlational. The statistical population included all elementary school teachers of Firozabad city in the academic year 1401-1400 (283 people), that 150 people were selected using relative stratified sampling and regarding Morgan's table. To collect data, the organizational intelligence questionnaire of Karal Albrecht (2003), the classroom management styles of Amin Yazdi and Aali (2018), the philosophical mindset of Iraj Soltani (1997) and the teacher self-efficacy scale of Aschanen, Moran and Woolfolk (2001) were used. To conduct statistical analysis, Path analysis and Amos software were used. The results showed that organizational intelligence has a direct and significant effect on self-efficacy, philosophical mindset and classroom management. On the other hand, self-efficacy and philosophical mindset have a direct and significant effect on classroom management, and also organizational intelligence through self-efficacy and philosophical mindset has an indirect and significant effect on classroom management. Therefore, it can be concluded that philosophical mindset and self-efficacy of teachers are among the variables that impact classroom management.

Keywords: Organizational Intelligence, Classroom Management, Philosophical Mindset, Teachers' Self-Efficacy.

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Introduction

Several factors play an important role in the development of educational systems. One of the most important factors that contribute to the progress of educational systems are the employees and people who work in that system with different characteristics and characteristics. If schools select all their members by considering their characteristics, they can make a significant contribution in advancing the goals of the educational system. One of the effective factors to reach these goals is organizational intelligence. Organizational intelligence is a combination of knowledge, skills, both about tangible and intangible assets that organizations can expand to achieve their goals (Jung, 2014). In general, organizational intelligence helps teachers in better classroom management and guiding students in line with the goals of education through better communication, appropriate use of motivational tools and social skills. **Introduction:** Classroom management includes techniques and methods that are used to facilitate and empower educational affairs, create and maintain a pleasant and pleasant atmosphere in the classroom, prevent disorderly and disruptive behaviors, and maintain order and discipline in the classroom (Ismaili et al., 2018). According to the definition (Wolfgang & Glikman, 1980), it is obvious that a teacher can fulfill his educational mission and meet social expectations when he has sufficient and necessary characteristics. One of the most important characteristics related to the success or failure of teachers is self-efficacy. The concept of self-efficacy is one of the key concepts of Bandura's social learning theory (Faridi, 2015). Self-efficacy is defined as a person's belief about his abilities in performing assigned tasks. Since teachers need a high degree of self-efficacy according to their job conditions in order to be able to convey their teachings well to students, the lack of self-efficacy in them can create many problems in their philosophical mentality. A person's abilities and readiness to value and make correct judgments and the habit of creative thinking are called philosophical mentality. Philosophical mindset is a tool to help people think correctly and make correct judgments (Smith, 2012). Having a philosophical mindset can affect all personality and behavioral characteristics of people (Pur asad, 2012). Therefore, the purpose of this research is to answer the question whether organizational intelligence through philosophical mindset and self-efficacy can affect classroom management?

Methodology

the research is applied in terms of purpose and correlational in terms of descriptive research method. The statistical population of all primary school teachers in Firozabad city in the academic year 1402-1401, whose number is 283. The optimal sample was 150 people based on Morgan's table (89 women and 61 men) who were selected by stratified relative sampling method. A questionnaire was used to collect data. Path analysis method and Amose software were used for data analysis. For organizational intelligence, the organizational intelligence

questionnaire (Albrecht, 2003) which has 49 questions was used. Reliability in this research is 91%. For class management style, a questionnaire (Amin Yazdi & Aali, 2018) which was designed based on the theoretical framework (Wolfgang, & Glickman) and modeled after the questionnaire of teachers' beliefs about classroom control (ABCC) (Martin, & Yin, 2004) was used. The questionnaire has 25 items in three scales (behavior management, people and education). Cronbach's alpha coefficient was used to determine the reliability of the questionnaire, which was reported as 0.68. (Amin Yazdi & Aali, 2008). To measure the philosophical mindset, a questionnaire developed and implemented by (Soltani, 1997) and re-implemented by (Zaki, 1998) and (Mortezaei, 2002) was used. Cronbach's alpha coefficient obtained for this questionnaire was 0.73. To measure the validity of the Philosophical Mindfulness Questionnaire, the content validity method was used qualitatively, in which the opinions of experts in the subject under study are examined. Therefore, in order to determine the compatibility of the items with the characteristics of the philosophical mind, it has been done based on the diagnosis of philosophy and education experts. (Javidi & Abootorabi, 2010). In this study, Cronbach's alpha coefficient is 0.74. Teacher self-efficacy scale by (Tschannen-Moran, Woolfolk, 2001). it was made. The total reliability of the scale was calculated as 0.83

Results

The results of Table 1 show the direct effect of organizational intelligence on self-efficacy (0.11), with $T(2.27)$ is significant at the 0.05 level, the direct effect of organizational intelligence on philosophical mindset (0.20) with $t(4.12)$ at a significance level of 0.01, the direct effect of organizational intelligence on class management (0.16) with $T(3.36)$ is significant at the level of 0.01. The direct effect of self-efficacy on class management (0.15) with $t(3.19)$ is significant at the level of 0.01 and the direct effect of philosophical mindset on class management (0.25) with $t(5.48)$ is significant at the level of 0.1. Therefore, all hypotheses are confirmed. The indirect effect of organizational intelligence through self-efficacy and philosophical mindset on classroom management is equal to 0.07 with the t value (3.78) and also is significant at the 0.01 level, so self-efficacy and philosophical mindset play a mediating role in the relationship between organizational intelligence and class management. So this hypothesis is confirmed.

Table (1): Estimates of direct effect and indirect effect coefficients

Significant Leve	t	Standardized Parameter	Estimating variables
-	-	-	direct effect of organizational intelligence on
0/05	2/27	0/11	self-efficacy
0/01	4/12	0/20	philosophical mindset
0/01	3/36	0/16	Classroom management
-	-	-	The effect of self-efficacy
0/01	3/19	0/15	Classroom management
-	-	-	The effect of philosophical mindset of
0/01	5/48	0/25	Classroom management
			indirect effect of organizational intelligence on
0/01	3/78	0/07	Classroom management

Discussion and conclusion

The result of the direct and significant effect of organizational intelligence on self-efficacy has significant relationship with (Razmi Soha, 2016), and (Tavakoli et al, 2014). The result of direct and meaningful effect of organizational intelligence on philosophical mindset is in line with research (Ghanbari & Azizi, 2014). Identifying the philosophical mindset as one of the influencing factors on organizational intelligence and a strategic source of the organization is vital for achieving and maintaining competitive advantages. (Fathi, 2021). The result of the direct and significant effect of organizational intelligence on classroom management is in line with research (Ghalaye et al, 2016). The result of the direct and significant effect of self-efficacy on classroom management with research (Ramezani nejad et al, 2020), (Mohammadi Ahmadabadi, 2019), (Farah bakhsh et al, 2018), (Rezapour et al, 2015), (Rezayat & Gholi, 2015), (Ismaili et al, 2018), (chao et al, 2017), (Farber, 2019), (Nikovic & Knezeviv, 2018), is aligned. The result of the direct and significant effect of philosophical mindset on classroom management is consistent with the results of (Talebi & Muradkhani, 2016) and (Shukri & Karachaie, 2018). Also, the results showed that organizational intelligence has an indirect and significant effect on classroom management through self-efficacy and philosophical mindset. This result is in line with the research of (Ghalayee et al, 2016), (Bahrami pur & Nozari, 2016). The relationships governing between the variables showed that organizational intelligence, philosophical mindset and teachers' self-efficacy play a significant role as effective factors in classroom management. According to the results of this

research, it is suggested in-service courses will hold in order to increase the self-efficacy and classroom management styles of teachers.

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