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them creative. Therefore, creativity is needed for managers, teachers and students, and for creation and continuity, it has to create a habit of thinking in managers, teachers and students. Because creativity is created by thinking and the value of thinking is so high that in Islamic contexts, the value of an hour of thinking has sometimes been superior to 60 years of worship without thinking. When thinking becomes accustomed to teachers, the creativity and the creation of new ideas and thoughts in each individual teacher becomes and becomes permanent as an institution, and the organization becomes a creative organization, resulting in the creativity of teachers and students, and as a result of the progress of society.

From the results of the research questions and discussion of each of the questions, it can be concluded that there is a relationship between the teacher's philosophical mentality and its dimensions, which are comprehensive, contemplative and flexible, with the creativity of teachers. Teachers need logical thinking for creativity, and this logical thinking owes to the philosophical mind. Teachers with a philosophical mindset have a broad view of things, are sensitive to affairs and relationships, are left behind with intellectual disorientation, and in judgments they show that this patience in judgments creates new ideas.

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In Table 23, the results of the significance of each of MANAA for the dependent variables are presented separately.

Table 23. the results of the comparison of the mean of dependent variables among English teachers

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Years of service	creativity	.722	3	.241	1.509	.228
	comprehensiveness	.959	3	.320	3.847	.017
	contemplation	.683	3	.228	1.097	.362
	flexibility	.111	3	.037	.453	.717
Error	creativity	6.063	38	.160		
	comprehensiveness	3.157	38	.083		
	contemplation	7.887	38	.208		
	flexibility	3.101	38	.082		
Total	creativity	573.284	42			
	comprehensiveness	497.788	42			
	contemplation	540.504	42			
	flexibility	272.215	42			
a. R Squared = .106 (Adjusted R Squared = .036)						
b. R Squared = .233 (Adjusted R Squared = .172)						
c. R Squared = .080 (Adjusted R Squared = .007)						
d. R Squared = .035 (Adjusted R Squared = -.042)						

According to the results of Table 23, it can be said that there is a significant difference between teachers' grades according to the years of service between the grades of teachers in the comprehensive variable, and there was no difference in the variables of creativity, contemplation and flexibility.

5. Conclusion

According to the presented content and the positive relationship between creativity and philosophical thinking, in order to have dynamic education, we must educate teachers with a philosophical and spiritual mentality in order to use their potential in the future to develop creative and innovative students. This requires that practitioners pay more attention to fostering creativity and dimensions of philosophical mentality in science. This could turn education into an innovative organization that revises past practices and produces new thoughts and ideas through the brain drain of its employees, and portrays as an institutional value as part of common beliefs. The creativity and production of new thoughts and ideas by the managers and teachers is of particular importance in education. The basic criterion for the success of an educational system is that it educates a creative mindset and, in the sense of being a good teacher, someone who knows how to use the information to make

teachers according to the service years.
To analyze this assumption, the multivariate analysis of variance was used. Independent variable includes years of service in five levels and the dependent variable of the subjects in the questionnaire of creativity and philosophical mentality dimensions (comprehensiveness, contemplation, and flexibility).

Table 21. Descriptive statistics including mean and standard deviations for creativity, comprehensiveness, contemplation and flexibility.

Descriptive Statistics				
	Years of service	Mean	Std. Deviation	N
creativity	5- 10	3.6667	.32660	6
	15-11	3.5916	.37182	14
	16 - 20	3.8356	.50873	15
	above 20	3.4905	.13486	7
	Total	3.6726	.40681	42
comprehensiveness	5- 10	3.6310	.21861	6
	15-11	3.3481	.27373	14
	16 - 20	3.5392	.29087	15
	above 20	3.1782	.35580	7
	Total	3.4284	.31684	42
contemplation	5- 10	3.8388	.47294	6
	15-11	3.4926	.46407	14
	16 - 20	3.5762	.50107	15
	above 20	3.4139	.27501	7
	Total	3.5588	.45720	42
flexibility	5- 10	2.6310	.32077	6
	15-11	2.5126	.31382	14
	16 - 20	2.4857	.28212	15
	above 20	2.5779	.17894	7
	Total	2.5308	.27990	42

The results of multivariate variance analysis are presented in table 22 on dependent variable scores. As shown in the table, the ability to use the multivariate analysis (MANAA) is permissible based on the significance level of the test. This suggests that at least one of the dependent variables among teachers has a significant difference in terms of service life.

Table 22.

Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
Years of service	Pillai's Trace	.456	1.656	12.000	111.000	.008
a. Design: Intercept + Years of service						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

In Table 19, the results of the variance analysis of multivariate analysis are presented on the dependent variable scores. As shown in the table, the ability to use the multivariate analysis (MANAA) is permissible based on the significance level of the test. This suggests that at least one of the dependent variables among teachers has a significant difference in age.

Table 19. The results of the subjects relate to the comparison of the mean of dependent variables among teachers

Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
age	Pillai's Trace	.400	2.312	8.000	74.000	.028
a. Design: Intercept +age						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

In table 20, the results of the significance of each of MANAA for the dependent variables are presented separately.

Table 20. The results of the subjects are related to the comparison of the mean of dependent variables among teachers

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
age	creativity	.173	2	.086	.509	.605
	comprehensiveness	.892	2	.446	5.395	.009
	contemplation	.771	2	.385	1.927	.159
	flexibility	.128	2	.064	.808	.453
Error	creativity	6.613	39	.170		
	comprehensiveness	3.224	39	.083		
	contemplation	7.799	39	.200		
	flexibility	3.084	39	.079		
Total	creativity	573.284	42			
	comprehensiveness	497.788	42			
	contemplation	540.504	42			
	flexibility	272.215	42			
a. R Squared = .025 (Adjusted R Squared = -.025)						
b. R Squared = .217 (Adjusted R Squared = .177)						
c. R Squared = .090 (Adjusted R Squared = .043)						
d. R Squared = .040 (Adjusted R Squared = -.009)						

According to the results of Table 20, it can be said that there is a significant difference between the teachers 'grades according to the age in the comprehensive variable, and there was no difference in the variables of creativity, contemplation and flexibility.

Seventh hypothesis: there is a significant difference between the philosophical mentality and the creativity levels of English language

the ability to use multivariate analysis (MANOVA) is not allowed due to the significance level of the Pillai's Trace test. This suggests that there is no significant difference in the level of education in dependent variables among English language teachers in Ghaenat.

Table 17. Multivariate analysis of variance analysis on dependent variable scores

Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
education level	Pillai's Trace	.277	1.488	8.000	74.000	.176
a. Design: Intercept education level						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

Sixth hypothesis: there is a significant difference between the philosophical mentality and creativity of English language teachers regard to their age.

To analyze this assumption, the multivariate analysis of variance was used. Independent variable includes age at three levels and the dependent variable of the subjects in the questionnaire of creativity and philosophical dimensions (comprehensiveness, contemplation, and flexibility).

Table 18. descriptive statistics including mean and standard deviation for creativity, comprehensiveness, and contemplation and flexibility variables.

Descriptive Statistics				
	age	Mean	Std. Deviation	N
creativity	Under 35	3.7602	.34238	13
	45-35	3.6493	.48188	23
	Above 45	3.5723	.13951	6
	Total	3.6726	.40681	42
comprehensiveness	Under 35	3.4505	.30218	13
	45-35	3.5076	.27859	23
	Above 45	3.0769	.29010	6
	Total	3.4284	.31684	42
contemplation	Under 35	3.5765	.57385	13
	45-35	3.6338	.37208	23
	Above 45	3.2329	.40053	6
	Total	3.5588	.45720	42
flexibility	Under 35	2.4751	.33299	13
	45-35	2.5807	.27940	23
	Above 45	2.4600	.08511	6
	Total	2.5308	.27990	42

According to the results of Table 15, there is a significant difference between the scores of male and female English language teachers in comprehensive variables at alpha level of 0.01. There was no significant difference between the scores of male and female English language teachers in the variable of creativity, contemplation and flexibility.

Fifth hypothesis: there is a significant difference between the philosophical mentality and the creativity levels of teachers according to the level of education.

To analyze this assumption, the multivariate analysis of variance was used. Independent variable included the level of education in the four levels and the dependent variable of the subjects' scores in the questions of creativity and philosophical dimensions (comprehensiveness, contemplation, and flexibility).

Table 16. descriptive statistics including mean and standard deviations for creativity, comprehensiveness, contemplation and flexibility variables

Descriptive Statistics

	Education level	Mean	Std. Deviation	N
creativity	B.A.	3.6726	.45411	14
	M.A.	3.7111	.40856	24
	Ph.D.	3.4417	.07391	4
	Total	3.6726	.40681	42
comprehensiveness	B.A.	3.3116	.39461	14
	M.A.	3.4956	.27560	24
	Ph.D.	3.4341	.12261	4
	Total	3.4284	.31684	42
contemplation	B.A.	3.4910	.46629	14
	M.A.	3.6211	.48801	24
	Ph.D.	3.4226	.10714	4
	Total	3.5588	.45720	42
flexibility	B.A.	2.4295	.23156	14
	M.A.	2.5652	.29377	24
	Ph.D.	2.6786	.30023	4
	Total	2.5308	.27990	42

In the table 17, the results of multivariate analysis of variance are presented on the dependent variable scores. As shown in the table,

Table 13. descriptive statistics includes mean and standard deviations for variables of creativity, contemplation, comprehensiveness and flexibility.

Descriptive Statistics				
	gender	Mean	Std. Deviation	N
creativity	female	3.7369	.47013	23
	male	3.5947	.30845	19
	Total	3.6726	.40681	42
comprehensiveness	female	3.5480	.29979	23
	male	3.2837	.28007	19
	Total	3.4284	.31684	42
contemplation	female	3.6740	.47177	23
	male	3.4194	.40822	19
	Total	3.5588	.45720	42
Flexibility	female	2.4955	.31291	23
	male	2.5735	.23506	19
	Total	2.5308	.27990	42

The results of multivariate analysis of variance on the scores of dependent variables are presented in Table 14. As shown in the table, due to the significance level of the test, the potential of multi-variable analysis (MANOVA) is permissible. This indicates that there is a significant difference in at least one of the dependent variables between male and female teachers.

Table 14. Multivariate analysis of variance analysis on dependent variable scores

Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
gender	Pillai's Trace	.205	2.381[b]	4.000	37.000	.047
a. Design: Intercept + gender						
b. Exact statistic						

Table 15. Results of the test of the effects between the subjects related to the comparison of the mean of dependent variables between male and female teachers

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
gender	creativity	.210	1	.210	1.280	.265
	comprehensiveness	.727	1	.727	8.578	.006
	contemplation	.674	1	.674	3.415	.072
	flexibility	.063	1	.063	.806	.375
Error	creativity	6.575	40	.164		
	comprehensiveness	3.389	40	.085		
	contemplation	7.896	40	.197		
	flexibility	3.149	40	.079		
Total	creativity	573.284	42			
	comprehensiveness	497.788	42			
	contemplation	540.504	42			
	flexibility	272.215	42			
a. R Squared = .031 (Adjusted R Squared = .007)						
b. R Squared = .177 (Adjusted R Squared = .156)						
c. R Squared = .079 (Adjusted R Squared = .056)						
d. R Squared = .020 (Adjusted R Squared = -.005)						

rejected and the second research hypothesis is approved with 99% confidence.

Third Hypothesis: There is a significant relationship between the dimension of the flexibility of philosophical mentality and the creativity of English language teachers in Ghaenat.

In table 12, the correlation coefficient, number and level of significance are presented to determine the relationship between the dimension of the philosophical mentality's flexibility and the creativity of teachers. As shown in the table, the correlation coefficient between the two variables of flexibility and the creativity of teachers is positive and in the alpha level is equal to 0.05. n= 42 and $p<0.05$ and r= 31/0

Table 12. Correlation Coefficient between Flexibility and Teacher Creativity

Correlations			
		creativity	flexibility
creativity	Pearson Correlation	1	-.319*
	Sig. (2-tailed)		.040
	N	42	42
flexibility	Pearson Correlation	-.319*	1
	Sig. (2-tailed)	.040	
	N	42	42
* Correlation is significant at the 0.05 level (2-tailed).			

Regarding the correlation coefficient (r = 0.31) and the significance level less than 0.05 (P <0.05), the research hypothesis will be accepted.

Fourth hypothesis: there is a significant difference between the philosophical mentality and the creativity of male and female English language teachers in Ghaenat.

To test this assumption, a multivariate analysis of variance was used. Independent variable included gender in two levels of male and female and the dependent variable of the subjects' scores in questions of creativity questionnaire and dimensions of philosophical mindedness (comprehensiveness, contemplations, and flexibility). Table 13 shows descriptive statistics including mean and standard deviations for the variables considered among male and female English language teachers.

two variables of comprehensiveness and creativity of teachers is positive and at alpha level 0.01 is equal to n= 42 and p <01/0 and r = 67/0

Table 10. Correlation coefficient between variables of comprehensiveness and creativity of teachers

Correlations			
		creativity	comprehensiveness
creativity	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	42	42
comprehensiveness	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).			

Regarding the correlation coefficient (r = 0.67) and the significance level of less than 0.01 (P < 0.01), the research hypothesis is accepted with 99% confidence.

Second hypothesis: There is a meaningful relationship between the dimension of contemplation of the philosophical mentality and the creativity of English language teachers in Ghaenat.

In table 11, the correlation coefficient, number and level of significance are presented to determine the relationship between the dimensions of philosophical subjectivity and the creativity of teachers.

As shown in the table, the correlation coefficient between two variables of contemplation and the amount of teachers' creativity is positive and at alpha level 0.01 is equal to n = 42 and p<0/01 and r = 65/0 .

Table 11. Correlation coefficient between mediating variable and teacher creativity

Correlations			
		creativity	contemplation
creativity	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N	42	42
contemplation	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).			

Considering the correlation coefficient (r = 0.65) and the significance level of less than 0.01 (P <0.01), the zero hypothesis is

In table 8, the standardized standard deviation, standardized coefficient, t statistic and significant level are presented. The standardized coefficient weights are used to evaluate the contribution of each of the variables in the regression equation. These coefficients tell us that by changing a unit in an independent variable, several units of change in the dependent variable occur. Comprehensiveness, therefore, plays a major role, because if the aggregate increases by one unit, the change will increase as much as 0. 67 thecreativity scores.

The t statistic and its significant level (P), which is less than 1%, rejects the hypothesis that the Comprehensiveness coefficient is zero, and it is concluded that it is quite possible that there is a linear relationship between this variable and the creative variable. In addition, based on the standard coefficients, we can write the regression equation as follows:

Creativity = 0.70 + 0.67 x

Table 9. Deleted variables in stepwise regression analysis

Model		Beta In	t	Sig.
1	T	.326[b]	1.869	.069
	flexibility	-.175[b]	-1.479	.147

In Table 9, the list of variables that have been removed in step-by-step regression analysis is presented. The decision of the step-by-step statistical program is that increasing the amount of determination value by entering the variables of contemplation and flexibility is not significant and, therefore, these variables are excluded from the final equation, since the value of the significant level given in the Sig column is greater than 0.05.

2.2.4. Sub-Hypotheses:

First Hypothesis: There is a significant relationship between the dimension of the comprehensiveness of philosophical mentality and the creativity of English language teachers in the schools in Ghaenat.

In table 10, the correlation coefficient, number and level of significance are presented to determine the relationship between the dimension of the philosophical subjectivity and the creativity of teachers. As shown in the table, the correlation coefficient between

for creative changes. The model (Table 6) shows that the integrity variable is entered into the regression equation.

Table 6. List of variables entered in step-by-step regression analysis

Variables Entered/ Removed			
Model	Variables Entered	Variables Removed	Method
1	comprehensiveness	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
a. Dependent Variable: creativity			

In table 7 a summary of the model and the results of variance analysis are presented for predictive variables of flexibility and computation.

Table 7. Results of stepwise regression analysis of creativity in terms of philosophical mentality and its components

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.094	1	3.094	33.526	.000[b]
	Residual	3.691	40	.092		
	Total	6.785	41			
a. Dependent Variable: creativity						
b. Predictors: (Constant), Comprehensiveness						

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675[a]	.456	.442	.30378
a. Predictors: (Constant), Comprehensiveness				

Model 1 indicates that 44% of the variance observed in creativity is explained by flexibility (0.44 = coefficient of determination).

Given the F value and the significance level of less than 0.01, the zero hypothesis is rejected with 99% sure. There is a linear relationship between the creativity variable and its comprehensiveness. n = 42, p <0.01 and f = 33.526

Table 8. Regression coefficients of predictive variables in creativity regression analysis

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.700	.516		1.358	.182
	Comprehensiveness	.867	.150	.675	5.790	.000
a. Dependent Variable: creativity						

Table 4. Frequency distribution of English language teacher education level

Education Level		Frequency	Percent	Cumulative Percent
Valid	B.A	14	33.3	33.3
	M.A.	24	57.1	90.5
	Ph.D.	4	9.5	100.0
	Total	42	100.0	

Table 4 shows the frequency distribution of English language teachers' education. As indicated in the table, the highest frequency is related to the level of M.A. degree with 57.1%.

2.4. Research hypotheses

1.2.4. Main hypothesis: There is a significant relationship between the philosophical mentality and creativity of teachers in the schools of Ghaenat.

In Table 5, the coefficient of correlation is a significant number and level for determining the relationship between philosophical mentality and creativity of English language teachers.
As can be seen in the table, the correlation coefficient between two variables of philosophical mentality and creativity of teachers is positive and in the alpha level is 0.01 is equal to n = 42, p <0.01 and r = 0.57

Table 5. Correlation coefficient between the variable of philosophical mentality and the creativity of teachers

		Z	creativity
Philosophical mentality	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	42	42
creativity	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	42	42

Regarding the correlation coefficient (r = 0.57) and the significance level of less than 0.01, with 99% confidence, there can be a positive relationship between the two variables.

In order to obtain more accurate results between creativity and components of philosophical mentality, multiple regression analysis was used with stepwise method for entering predictive variables in the regression model. In this analysis, predictive variables (comprehensiveness, contemplations, and flexibility) were analyzed based on the number of zero and multiple coefficients of each in successive steps to determine the predictive value of each of them

Descriptive statistics such as mean, percentage, frequency, etc. are used to describe qualities such as educational qualifications and gender. To answer the hypotheses of the research, multivariate regression analysis, Pearson correlation coefficient and multivariate analysis of variance were used. In the first section, descriptive data such as mean, standard deviation are presented. In the second section, the hypotheses are analyzed using SPSS software. In order to investigate the main hypothesis, Pearson correlation coefficient, regression analysis and multivariate analysis of variance (MANOVA), and the first to third hypotheses were used for Pearson correlation coefficient and regression. For analysis of the fourth and fifth hypothesis, multivariate analysis of variance (MANOVA) was used.

1.4. Descriptive data

In this section, descriptive data is analyzed based on the variables of gender, age, service years and education level.

Table 2. The frequency distribution of teachers' age by sex

age	Frequency	Percent	Cumulative Percent
male under35	4	9.5	9.5
male between 45-35	9	21.4	31.0
Male above 45	6	14.3	45.2
female under35	9	21.4	66.7
female between 45-35	14	33.3	100.0
female above 45	0	0	
Total	42	100.0	

In Table 1, the frequency distribution of the subjects is presented by gender. In both groups, the highest frequency is between the ages of 45-35, with 21.4% for male teachers and 33.3% for female teachers.

Table 3. Distribution of teachers' work experience

Years of Service		Frequency	Percent	Cumulative Percent
Valid	5 -10	6	14.3	14.3
	11 - 15	14	33.3	47.6
	16 -20	15	35.7	83.3
	Above 20	7	16.7	100.0
	Total	42	100.0	

Table 2 shows the distribution of the work experience of English language teachers. As shown in the table, the highest incidence of work experience is between 20 to 16 years with 35.7%.

3. Research method

Regarding the goal of research, which is to investigate the relationship between the creativity and philosophical subjectivity of English language teachers, the present research is a descriptive - correlation type. The statistical population of this study is English language teachers (schools and institutions) of the city of Ghaenat in the academic year of 1997-96. The sample size was 42 people (19 males and 23 females) who were selected by random sampling method. Research data were collected using the following questionnaires:

A) Philosophical Mentality Questionnaire

This questionnaire was prepared by Saif Hashemi and Rajaei Pour (2003) based on Smith's model for measuring philosophical mentality. The questionnaire has 30 items that are set on a 5-point Likert scale of "I totally agree to totally disagree," and has three dimensions of comprehensiveness, dedication and flexibility. To determine the reliability of the questionnaire, Saif Hashemi and Rajaei Poor (2003) performed it on a group of 90 managers and obtained a reliability coefficient of 0.73, indicating the desired reliability of the measurement tool. Yazd Zamy and Rezaei Kia (2006) also reported a reliability coefficient of 0.84, DeMarchyli and Rasoul Nejad (2008) for reliability of 0.80. To determine the reliability of the questionnaire, Cronbach's alpha coefficient was used.

To determine the validity of the philosophical subjective questionnaire, Saif Hashemi and Rajaipour (2003) used formal and content validity. The questionnaire was filled out by professors in philosophy of the Faculty of Psychology and Educational Sciences of Isfahan University and Faculty of Educational Sciences of Tehran University and Shahid Beheshti University. After receiving comments and modifying some of the items, the questionnaire received formal and content validity. In order to achieve more validity, a philosophical mindset questionnaire was provided to the professors of the educational sciences of Ghaenat Azad University and Payam noor University. After receiving comments and modifying some of the questionnaire, they received more formal and content validity.

4. Analysis of information

increasing in schools where their principals have a higher philosophical mentality. Larson (2001) considers the role of leaders in creativity as a leader in the technology of change and the creation of a new challenge for change (change for change). He sees leadership as the most important factor in fostering creativity and environmental development. Smith (1965) conducted a study to investigate the effect of philosophical mentality on desirable human relationships and creativity of managers as well as on the morale of Virginia school staff. A sample of 26 school administrators was selected in this state. The results of this study showed that there is a direct relationship between the philosophical mindset of managers with desirable human relationships, the creativity of managers, and the staff morale. In this study, there was no significant difference between the features such as age, years of service and education of managers with their philosophical mentality. But the difference between mean scores of creativity was significant in both male and female groups. Teachers in the study reported that it would be easier to reach agreement with managers with high philosophical minds.

Mauritius (2005) has conducted a study entitled "The Critical Effects of Critical Thinking and the Philosophical Mindset of University Teachers and the Stanford University Students Scientific Achievement". This quasi-experimental study evaluated the difference in academic achievement in two groups of students whose professors received or did not receive critical thinking skills. The results of data analysis showed a significant difference between the two groups. Also, there was a significant relationship between the level of education of faculty members and their staff and the academic achievement of students. Eckinboy (1982) and Kim W. Mikeel (1995) compared the talent of creativity in high school girl and boy students using Torrance's creative thinking test. The results of their research showed that boys are superior to girls in terms of flexibility. In other cases, girls are more creative than boys. Rat and Weeren (1985) found that adult and adolescent creativity had a better performance than men's verbal and verbal tests of creativity. However, Joen (1993) identified 60 childhood children to determine the gender and gender impact on creativity. The results showed that there was a significant difference in the creativity levels of girls and boys.

correlation between philosophical mentality and its dimensions including comprehensiveness, contemplations and flexibility with teacher teaching method. Also, there was a significant correlation between philosophical mentality and teacher teaching method based on gender, academic discipline, academic degree and service record. DeMarchili and Rasoul Nejad (2008) studied the relationship between the philosophical mentality and creativity of faculty members of Islamic Azad universities in Zanjan province. The results of the study show that with regard to the significance level, it can be concluded with confidence of 0.99 that there is a significant relationship between the philosophical mentality and the creativity of the faculty members. There is a statistically significant relationship between three indicators of philosophical mentality ie comprehensiveness, contemplation, flexibility, and creativity.

Osborne (1375) has done a lot of research on the impact of gender and education on creativity, and has concluded that women are superior to creating new ideas for men. There is also a small difference between those who have high school education and those who did not have this education. Pirae (2009) in his research on the relationship between the philosophical mentality of managers and the improvement of their employees' performance in governmental organizations finds that there is a positive and significant relationship between the philosophical mindset of managers and the performance of their employees. There is a significant relationship between mean scores, ability, role resolution, organizational support, motivation, evaluation, validity, decision making, and perceptions of staff with their philosophical mentality. By increasing the level of creativity and philosophical mentality of managers, the seventh grades of performance also increase. Employees whose creativity is high and their field of study is related to the type of work, have a better performance than employees with an unrelated field of study. Bollinger (2002) conducted a research study on the level of philosophical mentality of educational managers on the performance of their staff at the Chicago School and found that managers of schools with a deep, flexible and critical thinking, had a different effect on their careers than those who did not have these qualities. The researcher also concluded that the staff morale, communication quality and even organizational arrangements of schools are clearly

grouped together in three dimensions, namely, comprehensiveness, contemplation, and flexibility. In Table (1), each of the meanings of the philosophical mind is expressed (quoted by Ismail Tabar, 2007)

Table 1. The dimensions of philosophical mentality

Qualities	Definition	Aspects
comprehensiveness	Comprehensiveness means collection, collector, and everything completely and fully, and it is a comprehensive concept that connects the world to a living organism and connects all its members with each other and that they are united and interconnected. In this regard, a comprehensive view or a systematic approach is needed in order to achieve a general unity between the affairs in order to link the immediate goals to the future.	1- View specific affairs with respect to their relationship in a vast context 2- Linking current issues to distant goals 3- Using generalization 4. Attention to theoretical aspects
contemplation	It means deepening and something to be studied. In fact, it is a movement of the mind. A profound manager does not regard the organization's affairs as the main aspects of the organization and tries to go through problems with the power of thought and thought and collect the necessary information and put itself in a lot of information and doubt Caught up.	1. Asking what others assume is obvious. 2- Discovering the basic issues and expressing them in any situation 3. Pay attention to the references and matters relating to the essential aspects in any situation 4. Judgment and judgment on the hypothesis and methodology
flexibility	Flexibility means double up, bending, tilting, returning, and returning. When one, while maintaining one's principles against a particular thing that is viewed on a vast, far-reaching and transcendental purpose, manages it.	1- Getting rid of psychic strain 2. Valuation of thoughts and theories 3- Considering the discussed issues on multiple perspectives 4. Adoption of provisional or conditional theories, interest in making decisions in ambiguous situations

Investigating the relationship between philosophical mentality and creativity with the leadership style of managers in various statistical societies (RK Javidi, Kalate Jafar Abadi and Abu Torabi, 2010); Nazem et al. (2010); Amin Bidokhty et al. (2008); Yazd and Razaei Kia (2006); Saif Hashemi and Rajaei Pour (2003); Zaki (1377); Mortezaei Moghadam (2001); Culture (1998); Bandilizadeh (1997). The findings of this research indicated that there is a meaningful, positive and direct relationship between creativity and philosophical mentality and its dimensions with the way of the managers of institutions, universities and schools. Shahbazi Dastjerdi and Mir Shah Jafari (2009) A research study on the relationship between philosophical mentality and teaching methods of high school teachers in Isfahan. The results showed that there is a significant

(2003) defined "creativity, the power and ability to create new concepts or apply them in a new form through mental skills". Scientists have expressed creativity with many interpretations, so that each definition represents one of the most important dimensions of creativity. Some definitions of creativity are attributed to the characteristics of creative people, others based on the creative process and other definitions of creativity in terms of creative product (Sam Khanian, 2005). Creativity is seen as human behavior that results from the interaction between human intelligence, human endeavor in that area and discipline, skills, or professions, so that people and institutions provide knowledge and mechanisms (Wass, 2007). Haghayegh (2001) also highlighted the importance of creativity in three aspects. Generally, creativity is one of the most fundamental features of mankind, and the set of human civilization is the product of creativity. Creativity is one of the main goals of education, which is a factor in improving the quality of life and providing economic growth. Specifically, creativity leads to the success of the career, social and prosperity of talent. The organizational aspect of creativity is a factor in increasing the production, service and diversity of the products, reducing costs and losses. Creativity also increases the employee's motivation and promotion factor, growth and development in the organization. Hanis et al. (2009) are credited creativity with producing innovative, useful, innovative ideas and successful creative ideas in the organization.

Smith (2003) understands the philosophical mentality as the abilities and characteristics of the mind that helps one in the correct reflection and makes him accustomed to correct judgments. It also states that the philosophical mind prepares the individual to identify the phenomena with the proper thinking. Sharafi (2002) also defined the philosophical mind as semiotic, meaning three functions: 1) theoretical function: it means that one finds a framework for his thoughts and gives them a special system. 2) Analytical function: The purpose of this function is to reinterpret the concepts and words. 3) Grammatical function: The person should establish appropriate valuation criteria in the case of items and not. The philosophical mind is the exploration, the human experience for gaining understanding in the field of knowledge of truth, relationships, thoughts and value judgments (Behranghi, 1998, quoted by Shojaei et al., 2010). A person with a philosophical mind shows characteristics that may be

become aware of the fundamental role of philosophical mentality and creativity, putting it in your mind and behavior is an effective step in advancing educational and training goals. Therefore, the following hypotheses are investigated in this study:

Main hypothesis

There is a meaningful relationship between the philosophical mentality and the creativity of English language teachers in Ghaenat city.

Sub-Hypotheses

1. There is a meaningful relationship between the dimension of the comprehensiveness of the philosophical mentality and the creativity of the English language teachers in the city of Ghaenat.
2. There is a significant difference between the dimension of contemplation of philosophical mentality and the creativity of English language teachers in Ghaenat.
3. There is a significant difference between the degree of flexibility of the philosophical mentality and the level of creativity of English language teachers in the city of Ghaenat.
4. There is a significant difference between the philosophic mentality and the creativity of the English language teachers in the city of Ghaenat according to their age.
5. There is a significant difference between the philosophical mentality and the creativity of English language teachers in the city of Ghaenat according to the level of education.
6. There is a significant difference between the philosophical mentality and the level of creativity of the English language teachers in the city of Ghaenat according to their age.
7. There is a significant difference between the philosophical mentality and the creativity of English language teachers in the city of Ghaenat according to the years of service.

Background of the research

Given the fact that creativity is a complex term, a common definition that all the scholars agree on is not provided. Webster

Introduction

If a comprehensive philosophy is not taken into account in the education system, all human and material activities and forces will be wasted and there will be inconsistencies in the educational efforts of schools and the community (Wilson, 2003). The main role is the responsibility of the teachers and to some extent the success and failure of the programs depends on the type of thinking and insight. Smith considers thinking as a suitable tool for dealing with educational issues and says: Information about psychology, sociology, and anthropology is useful in various aspects of education for the teacher. But what helps him in dealing with educational issues and enables him to apply the principles and rules of psychology or sociology in dealing with these issues is his point of view (Talebpour et al., 2005). Therefore, in order to achieve effective teaching and beneficial education, we must pay attention to the development and enhancement of the creativity and philosophical mentality of teachers, so that we can have a dynamic school using these two aspects. A person with a philosophical mind shows the qualities that can be grouped into three dimensions of comprehensiveness, contemplation and flexibility (Shariatmadari, quoted by Javidi, Kalat Jafar Abad and Abu Torabi, 2010). The philosophical mind gives the teacher insight and knowledge so that he or she can be protected from using the narrow, theoretical, and unilateral approach to class and educational issues. It also helps his or her to reasonably exercise her or his knowledge of class matters. The logical and correct thinking of the teacher can be attributed to his philosophical mentality.

In the present study, this issue is examined to what extent the characteristics of the philosophical mind of English language teachers, one of the requirements of rational thinking, are related to the creation of new thoughts and ideas, or, in other words, their creativity. The philosophical point of view is the score that a person obtains in the philosophical subjective questionnaire (Seif Hashemi & Rijajipour, 2003) and the goal of creativity is the score that a person obtains in the Creativity Questionnaire (Saif Hashemi & Rijajipour, 2003). It is hoped that the results of this research will provide a good basis for further research on the subject in educational institutions so that practitioners, especially school principals and teachers, will

الملخص:

نظرا لأهمية الإبداع والعقلية الفلسفية للمعلمين والعلاقة القائمة بينهما من جانب؛ وحاجة المجتمع للمعلمين المبدعين من جانب آخر، تبحث هذه الدراسة العلاقة بين العقلية الفلسفية ومستويات إبداع مدرسي اللغة الإنجليزية لتوفير الحلول اللازمة في اتخاذ خطوات أساسية لتعزيز العلاقة بين الإبداع وعقليتهم الفلسفية في المحاور الثلاثة الآتية: الشمولية، التقصي والمرونة. القصد من العقلية الفلسفية هي الدرجة التي يحصل عليها الفرد في الإستبيان الفلسفي الحالي والقصد من الإبداع هو النتيجة التي يكسبها الشخص في استبيان الإبداع للبحث الحاضر. يقوم هذا البحث وفقا للمنهج الوصفي الارتباطي بدراسة علاقة العقلية الفلسفية والمهارات الإبداعية بين مدرسي اللغة الإنجليزية (المدارس والمؤسسات) في مدينة قائن في العام الدراسي ١٩٩٧-١٩٩٦ ، والذي يزيد عن ٧٠ شخصاً. كان حجم العينة ٤٢ شخصـــا (١٩ معلمـــا و ٢٣ معلمـــة) تم اختيارهم من خلال طريقة أخذ العينات المتوفرة. أظهر تحليل البيانات وجود علاقة ذات دلالة إحصائية بين العقلية الفلسفية ومستوى الإبداع لمدرسي اللغة الإنجليزية في مدينة قائن.

الكلمات المفتاحية: الإبداع، التقصي، المرونة، الشمولية، المعلمون.

Abstract:-

This study aimed at investigating the relationship between philosophic-mindedness and degree of creativity among English language teachers in Ghaenat[1]. The selected component for measuring philosophic-mindedness is comprised of: comprehensiveness, contemplation and flexibility that are studied with English teacher's creativity rate. The population of study is English language teachers (schools and institutions) comprised of 75 members. Selected population using available sampling is comprising of 43. In this study, we use creativity and philosophic- mindedness questionnaire for collecting data. Which both of them are standard and last manipulation is set %72 and %73. The Findings of study indicate that there is a significant relationship between philosophic –mindedness and English language teachers' degree of creativity.

Keywords: creativity, contemplation, comprehensiveness, flexibility, teachers.

The Relationship Study of Philosophic-mindedness and Degree of Creativity in the Among English Language Teachers city of Qain

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دراسة العلاقة بين العقلية الفلسفية ومستوى إبداع معلمي ومعلمات اللغة الإنـجليزية في مدينة قائن

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