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A STUDY ON THE RELATIONSHIP BETWEEN THINKING STYLE OF PRINCIPALS AND CHANGE COMPLIANCE AT FIRST-GRADE HIGH SCHOOLS IN ISLAMSHAHR, IRAN

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ABSTRACT

This study attempted to examine through a descriptive-analytical method the relationship between thinking style of principals and openness at first-grade high schools in Islamshahr. The population comprised a total of 50 first-grade high-school principals in Islamshahr, among whom 45 individuals were randomly selected as sample. The data on thinking styles of principals were collected by Sternberg and Wagner's Inventory. Moreover, the Robert Heller's questionnaire was used for obtaining data on change compliance. The reliability levels were obtained through Cronbach's alpha to be 96% and 83%, respectively. The Pearson's correlation test was used to analyze the data. The results of Pearson correlation test showed that there was a significantly positive relationship between the components of management thinking styles including executive thinking style, judicial thinking style, conservative thinking style, independent-minded thinking style, holistic thinking style, anarchist thinking style, introverted thinking style, extroverted thinking style and change compliance. Moreover, there was a significantly negative relationship between components of royal thinking style, hierarchical thinking style, oligarchic thinking style and change compliance.

Keywords: *Management Thinking Styles, Change Compliance, First-Grade High School*

INTRODUCTION

The world today, especially the world of organizations, has continuously undergone tremendous evolution, where the entire aspects of organizations ranging from internal environment to the external environment, human and non-human factors, etc. have been stunningly developing from one phase to another (Asadi *et al.*, 2009). Over the past decade, studies on organizational and managerial behavior and management have been focusing remarkably on management thinking styles, regarded as one of the factors contributing to the development of education and individual thinking style (Belousova, 2014). In this respect, great concentration is currently on the importance of thinking styles, growth, development and evaluation of assessment strategies concerning the thinking styles as one of the essential functions of education. It is crucial to examine the thinking style of managers, because they constitute on the one hand the integral part of educational system in any society capable of inducing and conveying their thinking style in the learning environment. On the other hand, the prevalent mental attitude within an organization is influenced by the management philosophy (Mohammadi and Pourghaz, 2013). Thinking style refers to using the left and right hemisphere of the brain or both for thinking and learning (Piaw, 2014). If we are familiar with how other people think, we will better be able to understand what their thinking style is. This enable us to build communication with other, predict and influence behaviors, allowing us to express our ideas closely adapted with how other people think (Keshtkaran *et al.*, 2009). Nowadays, organizations are increasingly facing a dynamic, ever-changing environment. Thus, they need to survive and maintain their dynamics through compatibility with environmental changes. In the current era, organizations are successful and efficient when they not only coordinate with developments in today's society but also can guide the course of changes in order to create the desired evolution for a better future (Mehrdad and Biranvand, 2012). Many organizations have come to believe that they need to achieve success in today's world through adapting with the realities of the current situation. The incentives for change can be

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dissatisfaction with current organizational status and attempt to utilize new opportunities (Karp, 2005). In defining the concept of change, it has been argued that change is to create anything that is different from the past, while innovation is to adopt ideas new for the organization. Therefore, all innovations reflect a change, but not all changes involve innovation. Change refers to progress toward a new destination always accompanied by fear and curiosity. At the same time, change management is about empowering the organization and individuals to assume new responsibilities for their own future (Mehrdad and Beyranvand, 2011). Over the recent decades, numerous researchers have emphasized the issue of change (Barabanshchikova *et al.*, 2014). If change need to be fulfilled, then there should be an evolution in how people think. Failure in this respect is a major factor contributing to adversity among managers (Mehrdad and Beyranvand, 2011). Creation and development of change at the first stage requires different thinking. According to Larson *et al.*, (1999), the question is not what we should be thinking about achieving change, but it is about we set the ground in mind for change (Mollanorouzi and Branch, 2012).

In recent decades, the rate of change in various aspects of human society has been considerably high, so that the rapid changes have evolved at once the foundations of many social values. Today's business environment is changing profoundly, and the imminent move toward globalization has compelled organizations to cope with the rapidly changing external environment. Change is a constant progress made by any organization for preservation and survival. Organizations deem it crucial for survival to make changes.

In order for organizations to adapt with today's dynamic and transforming environment and avoid failure in a competitive battleground, they should make changes in their internal structures, which can be either developmental, transitional or transformational (Javad *et al.*, 2013). Change is the most important factor contributing to the success of organizational management. The organizations and their employees need to have a positive attitude to the changes in today's competitive organizations (Mollanorouzi and Branch, 2012).

The problem faced by educational centers is there are certain individuals condemned to failure due to lack of thinking style coordinated with the environment. They are put aside rather than paying attention to their capabilities in situations suitable with their thinking style. We are often fooled by such a game. If thinking styles are disregarded, then there will be risk of losing smart people due to confusing concepts such as intelligent or superior. In fact, the business acumen are overlooked because they do not apply to the style we have preferred (Mehrdad and Beyranvand, 2012). Hence, this study involved the question whether there was a relationship between thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As for necessity of this study, it should be noted that familiarity with thinking styles can help principals recognize and understand their strengths and weaknesses, thus understanding how they can develop their strategies in decision-making and problem solving. This would reduce the number of wrong decisions. There are other necessities of the study including the identification of managerial attitude, how open they are to change in business environment, and its impact on their performance, and ultimately organizational productivity and efficiency (Mollanorouzi and Branch, 2012). Any researcher is supposed to address the issues of educational organizations and made an effort to identify and strengthen the key elements affecting the success or failure of these organizations. In the meantime, it is crucial to focus on school principals so as to examine the factors contributing to their work, because it can help educational organizations in reaching their goals. There are several important factors, of which perhaps the most important of such factors is change compliance. Nevertheless, little research has been conducted in Iran, especially in Islamshahr. Therefore, this study aimed to examine the relationship between thinking styles of managers and change compliance at first-grade high schools in Islamshahr.

The necessity of the research can be figured out from several perspectives:

1. The secondary education practitioners need to understand the barriers to adoption of change at the educational units.

Furthermore, the principals would gain more information about their thinking styles and improve their action.

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Thinking Style and Its Components

Robert Sternberg (1997) enumerated the different ways through which individuals process information as "thinking style". He argued that thinking style was a preferred way of thinking. Thinking style of not an ability, but involves how an individual uses the capability, which in turn refers to how well an individual handles a task, whereas involves how an individual likes to accomplish a task (Mehrdad and Beyranvand, 2010). Thinking style refers to the way in which people use their personal skills (Alipour *et al.*, 2012).

✓ *Legislative Thinking*: They want to impose their laws and explore issues that have not been previously planned

✓ *Hierarchical Thinking*: These people prefer to distribute their attention between multiple prioritized tasks.

✓ *Oligarchic Thinking*: These people tend to work on multiple tasks within the same span of time without any prioritization.

✓ *Anarchist Thinking*: These people enjoy more of the obligations regarding how, where and how to do what needs to be provided on their own authority.

✓ *Executive Thinking*: These people tend to obey the law and carry under tasks previously planned

✓ *Independent-Minded Thinking*: These people tend to think beyond existing laws, regulations, and plans, seek maximum change and pursue key complex situations.

✓ *Conservative Thinking*: Conservatives tend to adhere to the existing rules and plans, seek minimal change and avoid complex situations

✓ *Introverted Thinking*: These people tend to withdraw from others

✓ *Extroverted Thinking*: These people are inclined to the outside environment, act friendly, socially sensitive and are aware of what is happening to others

✓ *Holistic Thinking*: These people prefer to examine issues in a vast abstract scale.

✓ *Atomistic Thinking*: They insist on details and tend to the practical directions of an issue.

✓ *Judicial Thinking*: These people want to assess the work rules and steps and be judgmental about anything.

✓ *Royal Thinking*: These people prefer to work on one task at a time (Sternberg, 1999).

Change compliance refers to creating anything different from the past. Change progress toward new destinations always accompanied by fear and curiosity. The purpose of change in individuals is to transform the attitudes, skills, expectations, assumptions and perceptions or behavior (Mehrdad and Beyranvand, 2011).

Literature Review

In their study of the relationship between thinking style and organizational innovation among senior and middle managers at Shiraz teaching hospitals, Keshtkaran *et al.*, (2009) found there is a significantly weak relationship between thinking style and organizational innovation, where pragmatic thinking style was most correlated with organizational innovation. Mehrdad and Beyranvand (2011) in their study titled the relationship between thinking style and change compliance among principals at secondary school in Khorramabad, concluded that the prevailing thinking style among principals was executive and judicial. Concerning the rate of change compliance, 58.1% of principals acted as change factor, 38.7% of principals recognize the need for change, and 3.2% of principals resist against change. The calculated correlations between different levels of thinking styles and change compliance among principals showed the judicial, legislative and executive were significantly correlated with change compliance. Karami Darabkhani (2012) in his study titled the role of thinking styles in creativity of agriculture students (Case study: Razi University of Kermanshah), concluded that there is a significant difference between male and female styles of thinking. The results of correlation analysis indicated there is a significant positive correlation between the thinking styles and creativity of students at $p=1\%$. According to the findings, the anarchist thinking style had the largest significantly positive impact on predicting how much the population was creative. Mohammadi and Pourghaz (2013) in their study on the relationship between thinking styles and power resources of principals, came to the conclusion that dominant thinking style of school principals was extroverted. Moreover, the dominant power resource for most principals was

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authority. The inferential analysis of the data revealed that there is a significantly positive relationship between independent-minded thinking and expertise. Furthermore, the findings showed that there is no relationship between thinking styles and power resources of management according to sex, level of education and years of service, except for the legislative thinking style which involved a significant difference. Javad *et al.*, (2013) in their study titled behavioral patterns to change among employees, came to the conclusion that employees recognized the development and transitional changes and were not indifferent. In contrast, they showed no resistance. However, they never embrace the transformational changes and rather show resistance. Abdullahzadeh (2009) in his study titled the relationship between thinking styles and learning the basics of ITC among male and female students at vocational schools in Tehran, concluded there was a moderate relationship between male and female students generally in terms of thinking style. Mollanorouzi and Branch (2012) in his study titled the relationship between thinking styles of principals at Iranian Education Organization and change compliance in Tehran, found out that judicial and executive thinking styles are prevailing among principals. The judicial thinking style at moderate level and the executive thinking style at higher level were evident among the principals. As for change compliance, 62.4% of principals felt the need to change, 32.9% were change factor, and 4.7% resisted against change. Moreover, the results showed that there was a correlation between the different levels of thinking styles and change compliance by principals. Abdi (2012) in his study titled the relationship between students' thinking styles and critical thinking skills, came to the conclusion that there is a significant relationship between thinking styles and critical thinking skills. Sagone and De Caroli (2013) in their study on the relationship between flexibility, self-efficacy and thinking styles of Italian adolescents, concluded that adolescents who enjoy flexibility and high efficiency take advantage of almost all the thinking styles.

In a study on the effects of sex and thinking styles on creative thinking ability among students, Piaw (2014) concluded that there is a significant role of gender and learning styles evident in students' creative thinking.

Main Objective

Examining the relationship between thinking styles of principals and change compliance at first-grade high schools in Islamshahr

Hypotheses

Main Hypothesis: There is a relationship between thinking styles of principals and change compliance at first-grade high schools in Islamshahr.

Sub-Hypotheses

Sub-hypothesis 1: There is a relationship between legislative thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 2: There is a relationship between executive thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 3: There is a relationship between judicial thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 4: There is a relationship between holistic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 5: There is a relationship between atomistic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 6: There is a relationship between independent-minded thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 7: There is a relationship between conservative thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 8: There is a relationship between hierarchical thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 9: There is a relationship between royal thinking style of principals and change compliance at first-grade high schools in Islamshahr.

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Sub-hypothesis 10: There is a relationship between oligarchic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 11: There is a relationship between anarchist thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 12: There is a relationship between introverted thinking style of principals and change compliance at first-grade high schools in Islamshahr.

Sub-hypothesis 13: There is a relationship between independent-minded thinking style of principals and change compliance at first-grade high schools in Islamshahr.

MATERIALS AND METHODS

This was an applied-correlational study involving quantitative data. Any applied research attempts to develop on the practical knowledge in a particular field (Sarmad *et al.*, 2010). This type of research intends to find solutions to organizational problems.

Since the researchers in this study sought to examine the relationship between thinking styles of principals and change compliance at first-grade high schools in Islamshahr, it is an applied effort by the end of which the findings could be applied to the population. The target population was the entire principals at first-grade high schools in Islamshahr, where there are according to the latest data a total of 50 principals, of which 23 are male and 27 are female.

The samples were selected through a simple random procedure. According to the latest data, there are a total of 50 principals, of which 23 are male and 27 are female. A total of 45 subjects were selected as sample.

Data Collection

The first tool used was a questionnaire for thinking styles. Thinking Styles Questionnaire is a pencil and paper test, which consists of 65 items, designed by Sternberg and Wagner (1992). The answer to each question is scored on a scale of 5 points. The questionnaire was scored based on the 5-point Likert scale for each item. Each 5 questions assess one of the 13 thinking styles. The second questionnaire involved Change Compliance Inventory by Robert (1986) including 16 items. The reliabilities of the questionnaires were obtained through Cronbach's alpha to be 0.96% and 0.83%, respectively.

RESULTS AND DISCUSSION

Results

The first step taken in this study was to assess the percentage of the participants in terms of gender, among whom 46.67% were male and 53.33% were female. In the second step, the ages of the respondents indicated that the majority (46.61%) ranged between 31 and 40 years old, while the minority (3.65%) were over 50 years old. The third step evaluated the results, suggesting that the education level among the majority of respondents (66.67%) was bachelor's, while the minority (2.22%) had high school diploma. In the fourth step, the professional record and history of serving indicated that the majority of respondents (31.11%) had work experience between 11 and 15 years, while 11.11% had less than 5 years and over 20 years of work experience.

The Pearson's correlation coefficient was employed to examine the relationship between thinking styles of principals and change compliance at the first-grade high schools in Islamshahr, considering the results of Kolmogorov-Smirnov Test and normality of data.

First Hypothesis: There is a relationship between legislative thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 1, the significance level of correlation is less than 0.05. Therefore, the legislative thinking style of principals significantly affects change compliance. Given the level of correlation (0.378), it can be argued that such correlation is direct and relatively strong. This means that the higher the legislative thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

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Table 1: Results of correlation test between legislative thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Legislative thinking:	0.378	0.011	The relationship is significant

Second Hypothesis: There is a relationship between executive thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 2, the significance level of correlation is less than 0.05. Therefore, the executive thinking style of principals significantly affects change compliance. Given the level of correlation (0.581), it can be argued that such correlation is direct and strong. This means that the higher the executive thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 2: Results of correlation test between executive thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Executive thinking:	0.581	0.001	The relationship is significant

Third Hypothesis: There is a relationship between judicial thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 3, the significance level of correlation is less than 0.05. Therefore, the judicial thinking style of principals significantly affects change compliance. Given the level of correlation (0.439), it can be argued that such correlation is direct and relatively strong. This means that the higher the judicial thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 3: Results of correlation test between judicial thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Judicial thinking:	0.439	0.003	The relationship is significant

Fourth Hypothesis: There is a relationship between holistic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 4, the significance level of correlation is less than 0.05. Therefore, the holistic thinking style of principals significantly affects change compliance. Given the level of correlation (0.428), it can be argued that such correlation is direct and relatively strong. This means that the higher the holistic thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 4: Results of correlation test between holistic thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Holistic thinking:	0.428	0.003	The relationship is significant

Fifth Hypothesis: There is a relationship between atomistic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

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As is clear from the data in Table 5, the significance level of correlation is less than 0.05. Therefore, the atomistic thinking style of principals significantly affects change compliance. Given the level of correlation (0.412), it can be argued that such correlation is direct and relatively strong. This means that the higher the atomistic thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 5: Results of correlation test between atomistic thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Atomistic thinking:	0.412	0.005	The relationship is significant

Sixth Hypothesis: There is a relationship between independent-minded thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 6, the significance level of correlation is less than 0.05. Therefore, the independent-minded thinking style of principals significantly affects change compliance. Given the level of correlation (0.631), it can be argued that such correlation is direct and strong. This means that the higher the independent-minded thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 6: Results of correlation test between independent-minded thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Independent-minded thinking:	0.631	0.001	The relationship is significant

Seventh Hypothesis: There is a relationship between conservative thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 7, the significance level of correlation is less than 0.05. Therefore, the conservative thinking style of principals significantly affects change compliance. Given the level of correlation (0.375), it can be argued that such correlation is direct and relatively strong. This means that the higher the conservative thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 7: Results of correlation test between conservative thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Conservative thinking:	0.375	0.011	The relationship is significant

Eighth Hypothesis: There is a relationship between hierarchical thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 8, the significance level of correlation is less than 0.05. Therefore, the hierarchical thinking style of principals significantly affects change compliance. Given the level of correlation (-0.307), it can be argued that such correlation is inverse and relatively strong. This means that the higher the hierarchical thinking style of principals the lower the level of change compliances at first-grade high schools in Islamshahr.

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Table 8: Results of correlation test between hierarchical thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Hierarchical thinking:	-0.307	0.04	The relationship is significant

Ninth Hypothesis: There is a relationship between royal thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 9, the significance level of correlation is less than 0.05. Therefore, the royal thinking style of principals significantly affects change compliance. Given the level of correlation (-0.509), it can be argued that such correlation is inverse and relatively strong. This means that the higher the royal thinking style of principals the lower the level of change compliances at first-grade high schools in Islamshahr.

Table 9: Results of correlation test between royal thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Royal thinking:	-0.509	0.001	The relationship is significant

Tenth Hypothesis: There is a relationship between oligarchic thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 10, the significance level of correlation is less than 0.05. Therefore, the oligarchic thinking style of principals significantly affects change compliance. Given the level of correlation (-0.477), it can be argued that such correlation is inverse and relatively strong. This means that the higher the oligarchic thinking style of principals the lower the level of change compliances at first-grade high schools in Islamshahr.

Table 10: Results of correlation test between oligarchic thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Oligarchic thinking:	-0.477	0.001	The relationship is significant

Eleventh Hypothesis: There is a relationship between anarchist thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 11, the significance level of correlation is less than 0.05. Therefore, the anarchist thinking style of principals significantly affects change compliance. Given the level of correlation (0.525), it can be argued that such correlation is direct and strong. This means that the higher the anarchist thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 11: Results of correlation test between anarchist thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Anarchist thinking:	0.525	0.001	The relationship is significant

Twelfth Hypothesis: There is a relationship between introverted thinking style of principals and change compliance at first-grade high schools in Islamshahr.

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As can be seen in data of Table 12, the significance level of correlation is less than 0.05. Therefore, the introverted thinking style of principals significantly affects change compliance. Given the level of correlation (0.546), it can be argued that such correlation is direct and strong. This means that the higher the introverted thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 12: Results of correlation test between introverted thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Introverted thinking:	0.546	0.001	The relationship is significant

Thirteenth Hypothesis: There is a relationship between extroverted thinking style of principals and change compliance at first-grade high schools in Islamshahr.

As is clear from the data in Table 13, the significance level of correlation is less than 0.05. Therefore, the extroverted thinking style of principals significantly affects change compliance. Given the level of correlation (0.362), it can be argued that such correlation is direct and strong. This means that the higher the extroverted thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 13: Results of correlation test between extroverted thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Extroverted thinking:	0.362	0.014	The relationship is significant

Main Hypothesis: There is a relationship between thinking style of principals and change compliance at first-grade high schools in Islamshahr.

The Pearson's correlation coefficient was employed to examine the relationship between thinking styles of principals and change compliance at the first-grade high schools in Islamshahr, considering the results of Kolmogorov-Smirnov Test and normality of data. The results obtained from this test have been illustrated in Table 14.

As is clear from the data in Table 14, the significance level of correlation is less than 0.05. Therefore, the thinking style of principals significantly affects change compliance. Given the level of correlation (0.452), it can be argued that such correlation is direct and strong. This means that the higher the thinking style of principals the higher the level of change compliances at first-grade high schools in Islamshahr.

Table 14: Results of correlation test between thinking style of principals and change compliance

Variable	Correlation value	Significance level	Test result
Extroverted thinking:	0.457	0.002	The relationship is significant

Discussion and Conclusion

The aim of this study was to evaluate the thinking style of principals and change compliance at first-grade high schools in Islamshahr. The results showed that there was a significantly positive relationship between the components of management thinking styles including executive thinking style, judicial thinking style, conservative thinking style, independent-minded thinking style, holistic thinking style, anarchist thinking style, internal thinking style, external thinking style and change compliance. Moreover, there was a significantly negative relationship between components of royal thinking style, hierarchical thinking style, oligarchic thinking style and change compliance. Mollanorouzi and Branch (2012) in his

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study titled the relationship between thinking styles of principals at Iranian Education Organization and change compliance in Tehran, found out that judicial and executive thinking styles are prevailing among principals. The judicial thinking style at moderate level and the executive thinking style at higher level were evident among the principals. As for change compliance, 62.4% of principals felt the need to change, 32.9% were change factor, and 4.7% resisted against change. Moreover, the results showed that there was a correlation between the different levels of thinking styles and change compliance by principals. In their study titled behavioral patterns to change among employees, Javad Kameli *et al.*, (2013) came to the conclusion that employees recognized the development and transitional changes and were not indifferent. In contrast, they showed no resistance. However, they never embrace the transformational changes and rather show resistance. Mehrdad and Beyranvand (2011) in their study titled the relationship between thinking style and change compliance among principals at secondary school in Khorramabad, came to the conclusion the prevailing thinking style among principals was executive and judicial. As for the rate of change compliance, 58.1% of principals act as an agent of change, 38.7% of principals recognize the need for change, and 3.2% of principals resist against change. The calculated correlation in different levels of thinking styles and change compliance of principals showed the judicial, legislative and executive thinking styles were significantly correlated with change compliance. In fact, it can be argued that thinking styles of principals play a dramatic role in change compliance by the organizational employees.

Recommendations

Practical Recommendations

- 1- Devising training courses for familiarizing individuals with the thinking styles so they will understand their thinking style and adapt it with their capabilities and strive for self-actualization and organizational prosperity.
- 2- It is suggested that in appointing people to various jobs, attention be paid on their thinking styles, so that the best person can be selected and at the same time the employees become stronger and satisfied.
- 3- Using the appropriate combination of different styles in a job so that we can benefit from the advantages and capabilities of different styles. Given the fact that people with different thinking styles tend to focus on different dimensions of a certain issue, they can bring together the best results and efficiency.

Suggestions for Future Research

Investigation into the following fields could help deepen the findings of this study:

1. The barriers to changing at educational units in Islamshahr and providing strategies to improve.
2. Providing a model for the development and improvement of change compliance in educational units
3. The impact of principals' thinking style is examined on organizational efficiency, organizational development and organizational performance.

Limitations

The present study had several limitations similar to other studies that may have distorted the results. The limitations included:

- Constraints in the implementation of the questionnaire, since certain sample subjects refused to fill out the forms, inadequate preciseness in responding and possible bias were undoubtedly the major limitations faced by the researcher.
- Insufficient updated literature concerning the subject matter and inaccessibility to foreign papers in this regard.

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