

The Role of Personal Knowledge Management and Social Entrepreneurship on Beliefs of Educational Supervision of School Managers

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Abstract

Purpose: The present study aimed to investigate the role of Personal Knowledge Management (PKM) and Social Entrepreneurship (SE) on predicting beliefs of educational supervision of the managers at the public schools of one region Zahedan city. **Materials and method:** The method of study was descriptive and correlation, statistic society of this study consists of 149 managers and sample is 108 managers that were selected based on Morgan table and stratified random sampling in according to educated grade. Data collection was done through three standard questionnaires of PKM, SE and beliefs of educational supervision. The validity and reliability of questionnaires were calculated by Content Validity Ratio and Cronbach's Alpha that are 0.832 and 0.835 for PKM, 0.809 and 0.894 for SE and 0.862 and 0.790 for beliefs of educational supervision. It means they have appropriate reliability and validity. **Findings:** The result of the study indicated that PKM and SE are predictive educational supervision beliefs. In actual, PKM and SE are predictive of democratic and collaborative supervision beliefs positively; But they cannot predicted beliefs of bureaucratic supervision of managers. **Discussion:** Therefore, it is suggested the managers of schools attempted in order to increasing the quality of instructional supervision about improving personal knowledge level and Social Entrepreneurship with active engaging in a Process of Continuous Innovation, Adaptation, and Learning.

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1. Introduction

In the current work environment, managers need to be able to decide correctly and provide creative solutions for problems and be accountable in their work. Furthermore, comprehensive spread of educational organizations has doubled requirement of having of skilled and capable managers in the application of specialized knowledge and experience (Taher, 2007).

Also, considering the importance of social issues and the need of elimination the social needs of individuals, specified the role of Social Entrepreneurship of educational managers. Social Entrepreneurship follows solving social issues through entrepreneurial activities (Khanifar et al., 2010). One of the most important concerns of Supervisors of Ministry of Education is related to the performance level of school managers who are lacking of theoretical knowledge and necessary supervisory skills. Because they are lacking of strategic surveillance viewpoint such as professional development, quality assurance, professional teacher, research and other relevant educational issues that it includes enhancing the performance of schools as learning organizations (Issan & Goma, 2010).

Managers must have concern both for your performance and for your learning. Fundamental aspects of managing the work of managers, is responsible for supervision and improving the work of others and Management Effectiveness of Management is determined by Performance capacity of manager to improve the work of others (Smith, 2005).

The quality of supervision performance of training managers not only cause a difference in achieving learning outcomes with higher quality, but it causes an effective and efficiency school (Quiroz, Bernab & Bataan, 2015). According to the role of eliminate of guider teacher guides and full depositing of the role and responsibility to training managers, schools managers must attend to the importance of correct doing of this important work and attempt in order to acquire the necessary skills and pre-requirements for the implementation of this responsibility (Akbarshahi, 2010).

So, if planners and education senior managers pay attention to these components, while increasing awareness level and the ability of managers, we will see to develop the level of educational quality and teaching in the country's schools. Therefore, according to the role and effect of above factors in the formation of a more appropriate supervisory approaches of managers with set of teachers under the them, this study seeks response of this question that do are Personal Knowledge Management (PKM) and Social Entrepreneurship (SE), predictor of Beliefs of Supervision and Educational guidance of schools managers?

2. Research Background

Through PKM, individuals can convert simply available information to more valuable knowledge and consequently useful knowledge for their work and life (Zhou & He, 2009). Theoretically, these skills can enable individuals in taking knowingly decisions and faster solving of problems (Zhao, Cao & Guo, 2007).

Emphasizing of PKM is more on knowledge management by individuals than knowledge management by senior management of organization (Martin, 2009). Seeking, meaning, and sharing knowledge are principles of PKM (Jariche, 2013). Capability in effective management of knowledge, attracting of beneficial knowledge, skillful use of specialized technologies, recovery of formed knowledge in self-knowledge library, sharing it with others and at the same time benefiting from the knowledge of others, create results such as having of a good study, information literacy and eventually, becoming an lifetime independent learner (Steiger, Hammou & Galib, 2014).

It raises practices and fosters awareness of lifelong learning, and makes the foundation and basis for the study of personal knowledge and the ability progress (Schoenher, Griffith & Chandra, 2014). PKM skills are "self-assessment", "self-learning management", "the amount of information literacy", "exploration skills", "Network of Knowledge Collaborators", "knowledge alert", "cognitive skills", "creative skills", and "participatory skills" (Verma, 2009).

In today's society, the ability to apply PKM has been a key competence (Garcia-Penalvo & Conde, 2014). Social entrepreneur is someone who recognizes a social problem and uses entrepreneurial concepts to organize, create and manage capital for change (Moqeeemi, 2008). In SE, the main driver for entrepreneurship, is social issues that entrepreneurial and innovative way, have been discussed (Chel, 2007). Social entrepreneurs are perceived as the palpitating heart of social changes in different communities (Hough, 2007). Bill Drayton, founder of Ashoka Institution believe that Social Entrepreneurs not only by giving fish to hungry individual are not satisfied, but also the training of fishermen to that person does not convince them, but social entrepreneurs seeking to create change in the fishing industry (Enmrani, Mazlomy & Haghighikaffash, 2010).

Patience and having of vision of the essential features is for performing a risky social action. Social entrepreneurs in management and administration of individuals are unique (Thompson, 2003). Dees (1998) refers to the seven major feature of social entrepreneurs which are "agents of change in the social sector", "recognition and pursuit of new opportunities to create and preserve social values", "the election of mission to create and maintain social values", "the presence in continuous process of innovation, adaptation and learning", "bold activities without regard to the limits of available resources", "creation of a sense of taking responsibility for effective institutions in creating results", and "creating quasi-market mechanisms to increase their responsibility". Regulatory beliefs reflect the individual's views and perceptions of the supervisory process in educational affairs (Yilmaz, Tasdan & Oguz, 2009).

The performance of a training manager depends in how view and his belief of events, situations and challenges. Attitudes, beliefs and core values of a manager, help him in knowing how to respond, whether to accept or reject the challenges and how to form her behavior in the school (English, 2008). Expectable goals of supervision and educational guidance in an educational system, including resolving the educational problems of teachers, reforming the teaching and learning processes, improve the quality of teachers and administrators performance, evaluating the amount of success of new methods and theories, avoid wasting time and loss of opportunities, promote of the quality and maintain of educational favorable outcomes and make logic-rational process, and new thinking about the learning and class environment and revealing of schools (Olorode & Adeyemo, 2012).

The main objective of supervision, is curriculum reform, restructuring, reform of teaching methods, in-service training, encourage the use of materials and teaching aid tools when teaching, performing evaluation more effectively, increase community participation in the growing and development of school programs and improving the learning conditions for students. Educational supervision and guidance territory is a school and classroom (Pack, 2009). They consider supervision and educational guidance as a focus for improving the knowledge, skills and abilities of teachers to take personal decisions and effective problem solving (Hisman Oghlu & Hisman Oghlu, 2010).

Monitoring the training process can improve or maintains competence and professional qualifications of teachers and school performance (Kaufman, Hughes & Ricco, 2010). In observer connection with teachers on issues related to education and teaching problems in the classroom, can be existed four Nondirective Interpersonal Supervisory Approach, Collaborative Interpersonal Approach, Directive Information Interpersonal Approach interpersonal, Directive Control Approach, based on a continuum, from the observer full control up to at least his control (Glickman, Gordon & Ross-gordon, 2010).

In oversight Non-grammatical Belief, the observer plays for teachers as active reviewer or a speaker panel to decide selves-teachers. The observer acts as listener, luminous, and encourager of self-directed professionals (teachers) and teachers themselves move toward Professional and self-choice attitudes, and reach to reach to determiner-self of results. Teacher independently decides and Supervisory role is merely to help the teacher in the process of thinking about activities who seek to do them, and no way to express their own opinions when talking to the teacher unless teacher asks her (Sullivan & Glanz, 2013).

In corporate supervision belief, The main goal, is problem solving or investigating the problem with collaborative decision-making method. If the Director be interested in supervisory role in Process supervising and training guidance, solves the issue jointly and with mutual cooperation with the teacher and encourage teachers to express perceptions and views about the issue or problem and at the same time honest and explicit as well as express their own opinion, as lead to exchange views frankly and openly, educational supervision and guidance based on mutual and joint cooperation is used (Niknami, 2015).

In directive control supervisory belief (bureaucratic), observer dictate what teachers should do. Supervisor ordered to Teachers that effort for learning standardized skills, And uses up too many from his authorities, and convinces teachers that should do predetermined activities for improving their performance (Nolan & Hoover, 2008).

3. Method

This study, from the perspective of purpose is practical and In terms of collecting method of data and implementation, is descriptive survey from kind prediction correlation.

Participants

Statistical society of present study include all managers of public school of Education of District 1 Zahedan in 1394-95 school year, that the number of them in primary school is 80 people, the first secondary is 36 people, second secondary is 33 students and a total of 149 people. Stratified random sampling method was used in this study. These classes with Separation of educational Grade of School were considered in three classes; Primary school, 58 people, the first secondary, 26 and the second secondary, 24 people that according to Morgan, a total of 108 samples were selected.

Instruments

According to the research objectives, the questionnaire was used as tool of measuring of data. This study, has three questionnaires "PKM" of Mohammadi and Bagheri (2013) with 37 items, "SE" of Arab and colleagues (2013) with 43 items and a questionnaire "beliefs of educational supervision and guidance" of Abdollahi and Azizi Shomami (2012) with 45 items and includes 3 dimensions "democratic", "collaborative" and "bureaucratic". Cranach's alpha values by their manufacturers, for PKM is equal 0.93 and for SE is 0.94 and beliefs of educational supervision and guidance is equal 0.886. Questionnaire items according to Five points Likret spectrum, has been scored from very low (1) to very high (5).

The validity of tool was measured by the method of Content Validity Ratio (CVR) and reliability of it was measured by Cronbach's Alpha (α). A quantitative analysis of the content, after collecting experts' judgment, items need revision, was amended. In the quantitative analysis of content, to ensure that the most accurate and important content (essential items) is selected, relative coefficient of the content validity of the was used and the 10 relevant experts were asked to each of questionnaire items are classified based on the three-part Likret Spectrum that it is "essential", "it is helpful but is not necessary" and "is not unnecessary" that so, the score of items of the questionnaire was obtained larger from the number of Lawshe that it is equal 0.62; Therefore, existence of questionnaire items in this tool was obtained "necessary and important". The amount of average of relative coefficient of the content validity of inventory items was showed in table 2.

Table 2. Relative coefficient of content validity and reliability of inventories in term of Cronbach's alpha

Variables	Validity CVR	Reliability α
Personal Knowledge Management (PKM)	0.832	0.835
Social Entrepreneurship (SE)	0.809	0.894
Beliefs of Educational Supervision	0.862	0.790

As well as to estimate the reliability coefficient of the used questionnaires in this study, 30 copies of them were given subjects that obtained results in term of Cronbach's Alpha in table 2; shows relatively high reliability of these questionnaires.

Data Analysis

The analysis of collected data was performed through multiple regression analysis and using SPSS statistical software. First, to ensure normal distribution of data plenty, Kolmogorov-Smirnov Test was used. Calculated significant amounts for variable PKM, SE and democratic, collaborative, bureaucratic beliefs and supervision beliefs were obtained 0.093, 0.200, 0.099, 0.056, 0.129 and 0.200 respectively. Since considered significant levels for normal distribution of data, was more than 0.05; therefore, assuming the normality of variables was accepted.

4. Findings

Hypothesis one: PKM and SE are predictive of democratic supervision belief of school managers.

Table 3. Multiple regression coefficients for predicting democratic supervision belief

Predictor variables	B	S.E	β	t	Sig
Constant	22.81	7.348	-	3.106	0.002
SE	0.178	0.045	0.357	3.965	0.000
PKM	0.171	0.047	0.326	3.620	0.000
	R=0.587	R ² = 0.344		R ² adj= 0.332	F= 27.544

Based on the results of simultaneous multiple linear regression analysis, the amount of adjusted coefficient of determination R^2_{adj} is equal to 0.332; so, two variables entered in the model, explains 33.2% of the variance of democratic supervision belief. Regarding the amounts of β for SE and PKM that they respectively are equal to 0.357 and 0.326 and with significantly levels is obtained lower than 0.01; So, it can be concluded that PKM and SE At the same time are positively predictor of democratic supervision belief of managers and have increasing effect.

Accordingly, if the variables of SE and PKM increased one standard deviation increase, it respectively will make the 0.357 and 0.326 of increasing in the standard deviation of democratic supervision belief of manager's. The most predictor of democratic supervision belief are SE and PKM. The regression equation based on standardized regression coefficient β beliefs in predicting democratic supervision belief is formula 1 (table 3).

$$\text{Democratic supervision belief} = 0.357(\text{SE}) + 0.326(\text{PKM}) \quad (1)$$

Hypothesis two: PKM and SE are predictive of collaborative supervision belief of school managers.

Table 4. Multiple regression coefficients for the prediction of collaborative supervision belief

Predictor variables	B	S.E	β	t	Sig
Constant	10.86	5.014	-	2.166	0.033
SE	0.075	0.031	0.249	2.452	0.016
PKM	0.069	0.032	0.218	2.145	0.034
	R=0.402	R ² =0.162		R ² adj=0.146	F=10.128

The table 4 shows that R^2_{adj} is equal to 0.146; so, two variables entered in the model, explains 14.6% of the variance of collaborative supervision belief. Regarding the amounts of β for SE and PKM it should be noticed that they were equal to 0.249 and 0.218 and with significantly levels that they are 0.016 and 0.034 that was obtained lower than 0.05 respectively.

So, it can be concluded that PKM and SE at the same time are positively predictor of collaborative supervision belief of managers and have increasing effect. Accordingly, if the variables of SE and PKM increased one standard deviation increase, it respectively will make the 0.249 and 0.218 of increasing in the standard deviation of collaborative supervision belief of managers. The most important predictor of collaborative supervision belief are SE and PKM. The regression equation in predicting collaborative supervision belief is formula 2.

$$\text{Collaborative supervision belief} = 0.249(\text{SE}) + 0.218(\text{PKM}) \quad (2)$$

Hypothesis three: PKM and SE are predictive of bureaucratic supervision belief of school managers.

Table 5: Multiple regression coefficients for the prediction of bureaucratic supervision belief

Predictor variables	B	S.E	β	t	Sig
Constant	84.106	7.054	-	11.924	0.000
SE	-0.073	0.043	-0.182	-1.693	0.093
PKM	-0.047	0.045	-0.110	-1.028	0.306
	R=0.254	R ² =0.064		R ² adj=0.047	F=3.616

Based on the results of table 5; R^2_{adj} is equal to 0.047; so, two variables entered in the model, explains 4.7% of the variance of bureaucratic supervision belief. But, regarding the amounts of β for SE and PKM that they respectively are equal to -0.182 and -0.110 and with significantly levels that they are 0.093 and 0.306 that is obtained lower than 0.05; So, it can be concluded that PKM and SE do not predict bureaucratic supervision belief of managers of schools.

Hypothesis four: PKM and SE are predictive of educational supervision beliefs of school managers.

Table 6: Multiple regression coefficients for the prediction of supervision beliefs of school managers

Predictor variables	B	S.E	β	t	Sig
Constant	117.786	13.060	-	9.019	0.000
PKM	0.194	0.084	0.235	2.305	0.023
SE	0.180	0.080	0.230	2.258	0.026
	R=0.399	R ² =0.159		R ² adj=0.143	F=9.961

According to table 6; R^2_{adj} is equal to 0.143; so, two variables entered in the model, explains 14.3% of the variance of supervision beliefs of managers. Regarding the amounts of β for PKM and SE that they

respectively are equal to 0.235 and 0.230 and with significantly levels 0.023 and 0.026 that is obtained lower than 0.05; So, it can be concluded that PKM and SE at the same time are positively predictor of supervision belief of managers and have increasing effect. Accordingly, if the variables of PKM and SE increased one standard deviation increase, it respectively will make the 0.235 and 0.230 of increasing in the standard deviation of supervision belief of managers. The most important predictor of collaborative supervision belief are PKM and SE. The regression equation in predicting educational supervision beliefs is formula 3.

$$\text{Educational supervisory beliefs} = 0.235(\text{PKM}) + 0.230(\text{SE}) \quad (3)$$

5. Discussion

This study was performed aimed to investigate the role of PKM and SE on prediction of beliefs of educational supervision of school managers. The results of the study showed that increasing skills and empowering of managers of school in PKM and SE can make the improvement in attitude and supervision belief of them in their work with teachers.

The results of the first hypothesis suggest that by increasing PKM and SE, democratic supervision belief of managers will increase. Part of the findings of the research is in line with results of Ghavifekr and Sani Ibrahim (2014), Carolina and Angel (2011), Yilmaz et al (2009), Elahi et al. (2014), Arab and colleagues (2013), Hemmati and Kia (2013) and Moqadasi (2013). Thus, the rate of self-learning skills, sense of responsibility and social responsibility, including capabilities that it place person at a higher level than a normal person in the power clean, reasoning and wisely conclusion.

In problem solving and with gaining of the popularity and power of personal influence, has provided vision and sense of mission and has been distinguished and charismatic character and reduces largely from imposed sovereignty of them and teachers with redeploying from this manager look for compatibility with his ethics and indirectly in the development of their professional skills, they commit themselves to a more committed effort. Although, control and monitor on the work of teachers to in full with democratic approach, by the manager alone is not possible, but manager can be effective on motivations and norms of teachers with expressing and reinforce and rewarding to desired behaviors as teachers willingly, interest and enthusiasm to achieve the goals of the group attempted.

The second hypothesis results of study showed that with the increasing of PKM and SE, corporate supervision belief of managers will increase. Part of the findings of the research is consistent with findings of Donate and Sanchez depablo (2015), Iranzadeh and Zanjani (2013), Abdollahi and Azizi Shomami (2012); So we can say that if school managers, had personal knowledge management skills and had the entrepreneurial social characteristics; In that case, they can have supervision belief based on better cooperation and with corporate supervision behavior, they play an effective role in creating and improving incentives for teachers in solving of educational problems related to classroom and teaching. Among the benefits that let capable, educated and entrepreneurial managers use this super visional approach.

To increase the legitimacy of the decision to increase the acceptance of a solution and increase the variety of perspectives outlined that this has led that the highest score of managers accrued to this regulatory belief. The managers of school with using of their personal power (not power of post and position) attempting to make lasting changes in the quality of the training performance of teachers.

Results the third hypothesis suggests that with PKM and SE, cannot predict bureaucratic regulatory belief of school managers. Part of the findings of the research is in line with findings Balaqi Enaloo (2012), Sidha and Fook (2010); but findings Keskyinkili Karaa & Erturkb (2015) and Sattari and colleagues (2011) isn't in line; So we can say that most managers to develop their talents and creativity, in the labyrinthine bureaucracy have caught and cannot use their potential abilities and solve issues and problems. Since the managers who have low levels of skills of knowledge management and social entrepreneurship rarely have been participatory and democratic beliefs; In their jobs, they feel deterrence and lost their desire for doing of useful management and hierarchy of such people has prevailed.

However, since the formation structure of education is influenced by the organizational structure of dull bureaucracy; so we can expect managers who work in this organization, have attitudes in line with the organizational structure and expected behaviors of the organization. The results of this hypothesis show that school managers as well, despite having high levels of PKM skills and SE skills, not been deprived of these effects.

Overall, based on the results of the research, PKM and SE are predictive of educational supervision beliefs. School managers that have development, expertise and higher skills in PKM and SE, they have more participatory and democratic supervision beliefs; also supervisory belief of most managers was closer to collaborative and democratic approaches. And since several studies are also confirming this subject, undoubtedly, taking of democratic and corporate supervision approaches are best behaviors in the educational supervision and guidance that capable managers of schools in working with a collection under his

command, employ more. According to the results of the research, the following recommendations can be made:

1. School managers pay more attention to the level promotion of PKM skills and SE;
2. Appointment of managers based on specialized tests and professional qualifications in supervision and training guidance;
3. Encourage school managers to participate in training courses and holding conferences, seminars, educational workshops;
4. Membership of school managers in associations and networks of collaborators knowledge in order to exchange information with each other on the selection of appropriate supervisory techniques;
5. Supporting creative and educated managers by amending the regulations, rules and expectations and moving from the Extra inspections and traditional and inefficient regulatory methods toward the new, democratic and collaborative supervision.

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