Investigating the relationship between learning organization components and entrepreneurial attitude of elementary school principals in district 7 of Mashhad

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Abstract

The aim of this study was to investigate the relationship between learning organization components and entrepreneurial attitude of elementary school principals in district 7 of Mashhad. The research method based on purpose was applied research and based on the nature was descriptive- survey and correlational. The two questionnaires of learning organization and investigate the characteristics of entrepreneurial of Elaine Biech (2007) were used to collect data. The reliability of learning organization, using Cronbach’s alpha, was equal to 0.82 and to examine entrepreneurship was equal to 0.88. The statistical population consisted of all managers of governmental and non-governmental schools in the primary school in district 7 of Mashhad (N= 125). Full enumeration method from statistical population was used due to low population and to achieve more accurate results. After checking the normality of observations by Kolmogorov - Smirnov test, regression analysis and Pearson correlation coefficient were used to analyze the research hypotheses. Results of the research showed that there were significant relationship between components sum of learning organization and entrepreneurial attitudes of elementary school principals. Also among the components of learning organization “personal mastery” was showed the greatest correlation with entrepreneurship attitude of elementary school principals. There was no significant relationship between the components of mental models and systemic thinking, team learning and shared vision with entrepreneurial attitude of principals.

Keywords: Learning organization, Attitude of entrepreneurial, Managers.
Introduction:
Today, organizations are at changeable and turbulent atmosphere and abundant transformations have caused organizations face with lots of problems. In such an era, managers need to pay attention to innovation and the use of scientific and technical achievements of man for managing organizations. In such circumstances, the only solution is transforming the organizations into a permanent learning system so that they can recognize environmental demands and provide the necessary tools to adapting to environment and thereby survive. Learning organization is a response to changing, dynamic and unpredictable working environment. Organizations must learn to increase their organizational capabilities act successfully in an environment of constant mergers, rapid technological advances, broad social change and increased competition, (David Garvin, 2000). The concept of learning organization and organizational learning have attracted the attention of researchers and managers in many organizations especially educational systems in recent years and creating learning organization is one of the goals of the educational system. Accordingly, the motion of universities and schools toward becoming a learning organization has special importance. Many studies have been done with regard to the learning organization and entrepreneurship that some are mentioned below. Mousa Zadeh (2010) in a study entitled determine the relationship between learning organization components with entrepreneurial attitude Payam Noor University students found that there is a significant and positive relationship between components of personal mastery, mental models, shared vision, team learning with students' entrepreneurial attitude. Hosseini Nasab and colleagues (2010) in their study showed that there is a significant and positive relationship between the components of learning organization and entrepreneurial attitudes of Payam Noor University students of Naghade and among components of learners’ organizations, Systemic thinking has the most associated with entrepreneurship attitude. Also Rahimi and Aghababaei (2013) in a study entitled analysis of the relation between entrepreneurship and dimensions learning organization in Kashan University, concluded that the average component of entrepreneurship at the University of Kashan is higher than average. Also there is positive and significant relationship between all the components of entrepreneurial and organizational learning. Safamanesh, Hosseini and Oladian (2015) in a study entitled the impact of the learning organization components on entrepreneurial function of an insurance company, concluded that in terms of the learning organization model and entrepreneurial performance, the insurance company under investigation is at the average level and there is a strong and direct relationship between the Independent variable of learning organization models with entrepreneurial employee performance. Also there is a positive and significant relationship between individual, team and organizational learning and entrepreneurial performance. Multivariate regression analysis results showed that the components of learning organization were able to predict approximately %65.6 of the dependent variable of entrepreneurial performance. The variables of research and search in the continuous learning and team learning are respectively the most important components in explaining the entrepreneurial performance of employees’ insurance company. According to peter Senge (2007) learning organization is an Organization which individuals continually developing their capacity to achieve the expected results, a place where new patterns of thinking are developed and the
group desires are fulfilled and constantly staff learning how to learn together. He believes that the main components of any learning organization include: Personal Mastery, Mental Model, Shared Vision, Team Learning, Thinking Systems. The use of ideas, innovation and saving opportunity are considered at the issues related to entrepreneurship. Experience has shown that organizations which had the most relied on these tools, they were more success in the long term. Entrepreneurship is the process of creating value through a forming unique set of resources in order to exploit opportunities (Ahmadpour Dariani, 2008). Entrepreneurial managers can identify environmental opportunities with features of being prospective, having landscape, determination, strong focus on work, having strong motivation at work, devotion in order to work and achieve the goals, independence of thought at work, creativity and innovation and offer new ideas to the community using existing facilities. Currently it is very sensibly the need of managers who have personal and social competencies and expertise in the field of education and knowledge, And also employees who have the necessary knowledge in specialized fields and regularly update their knowledge and have the latest information regarding their field of specialization, and in case of lack of attention to the needs, the community will be faced with problems in the future that it would be very difficult to deal with them (Maleki Avarsin, 2003). So in the education & training system it suggested to looking for managers that with proper education able to access human resources, finance and technology better than others and with regard to the definition of entrepreneurship they must be entrepreneurs and creative managers. According to the subjects, this study wants to answer this question; Is there any relationship between the principles that peter Senge raised in a learner organization with an entrepreneurial attitude of elementary school principals of education and training or not?

**Research purposes:**
The main goal: Investigate the relationship between the components of learning organization and an entrepreneurial attitude of elementary school principals in district 7 of Mashhad
The minor goals:
- Examine the relationship between individual capabilities and entrepreneurial attitude of elementary schools principals
- Examine the relationship between mental models and entrepreneurial attitude of elementary schools principals
- Examine the relationship between shared vision and entrepreneurial attitude of elementary schools principals
- Examine the relationship between team learning and entrepreneurial attitude of elementary schools principals
- Examine the relationship between systemic thinking and entrepreneurial attitude of elementary schools principals
Hypotheses:
The main hypotheses: There is a relationship between the components of learning organization and entrepreneurial attitude of elementary school principals in district 7 of Mashhad.
The secondary hypotheses: There is a significant relationship between personal mastery and entrepreneurial attitude of elementary school principals.
- There is a relationship between mental models and entrepreneurial attitude of elementary schools principals.
- There is a relationship between shared vision and entrepreneurial attitude of elementary schools principals.
- There is a relationship between team learning and entrepreneurial attitude of elementary schools principals.
- There is a relationship between systemic thinking and entrepreneurial attitude of elementary schools principals.

Research method: This research based on purpose is applied research and based on the nature is descriptive-survey and correlational, in which will be reviewed the relationship between learning organization and entrepreneurial attitudes of elementary education managers in district 7 of Mashhad.

The statistical population, sampling method and sample size: The statistical population consisted of all managers of governmental and non-governmental schools in the primary school in district 7 at Mashhad (N= 125). Full enumeration method from statistical population was used due to low population and to achieve more accurate results.

Measuring tools: The first time, Ghadamgahi adjusted Learning Organization Questionnaire based on the five elements of Peter Senge theory (Personal Mastery, Mental Model, Shared Vision, Team Learning, and Systemic Thinking). Cronbach's alpha method was used to examine the reliability of the questionnaire and coefficient was equal to 0.82. This questionnaire was used again in 2009 by the Falah-e-Razavi and its validity and reliability was obtained. Another questionnaire was entrepreneurs’ personality inventory questionnaire which contains 22 questions that it was prepared by Elaine Biech(2007). Cronbach's alpha method was used to examine the reliability of the questionnaire and coefficient was equal to 0.88.

Statistical Methods: After checking the normality of observations by Kolmogorov - Smirnov test, regression analysis and Pearson correlation coefficient was used to analyze the research hypotheses.
Findings:
The main hypothesis: There is a relationship between the components of learning organization and entrepreneurial attitude of elementary school principals in district 7 of Mashhad and based on the theoretical foundations for the main hypothesis it is necessary create the following regression model.

Of course, we can trust to results obtained that remains (errors ε) be independent of each other and have a normal distribution with mean zero and constant variance. In the other words N(0,σ²) ~ε₁. Therefore after fitting regression models to investigate postulate infrastructure model, we will evaluate them. The result of above fitting model was investigated in the table 1.

Table 1: Summary of the regression model fitting results

<table>
<thead>
<tr>
<th></th>
<th>F statistic</th>
<th>The coefficient of determination</th>
<th>The overall results of the model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant factor</td>
<td>2.564</td>
<td>0.097</td>
<td>Durbin-Watson statistic</td>
</tr>
<tr>
<td>Individual capability</td>
<td>.047</td>
<td>.284</td>
<td></td>
</tr>
<tr>
<td>Mental model</td>
<td>.741</td>
<td>-.155</td>
<td></td>
</tr>
<tr>
<td>Shared vision</td>
<td>.003</td>
<td>1.239</td>
<td></td>
</tr>
<tr>
<td>Team learning</td>
<td>.222</td>
<td>.386</td>
<td></td>
</tr>
<tr>
<td>Systemic thinking</td>
<td>.074</td>
<td>1.482</td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>2.974</td>
<td>13.535</td>
<td></td>
</tr>
<tr>
<td>40.252</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results Table 1 shows that statistic Fisher is (F_{df_1=5, df_2=119=2.564}) and it is higher than the corresponding value in Fisher Table. So fitted model is meaningful and has acceptable performance (p-value=0.031<0.05). Determining factor in the mentioned model shows that %9.7 of changes in entrepreneurial attitude indicator of principals which is derived from components of learning organization. Research findings show regression coefficient corresponding to personal mastery is 0.562 and its significance level is 0.047. In result, personal mastery has a
direct and significant effect on managers’ entrepreneurial attitude. Also, regression coefficient of shared vision is 1.239 and its corresponding significance level is less than 0.05. In result, shared vision has a direct and significant effect on managers’ entrepreneurial attitude. In other components of the learning organization, the significance level is more than 0.05; this implies that it has no significant impact.

A) Kolmogorov - Smirnov test was used to check the normality of the regression model errors. The result of this test for model 1 suggests the normality of regression remains.

Table 2: Kolmogorov - Smirnov test for error of regression model

<table>
<thead>
<tr>
<th>Errors of regression model</th>
<th>Absolute value of D1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greatest difference</td>
<td>0.062</td>
</tr>
<tr>
<td>Z statistic of Kolmogorov - Smirnov Test</td>
<td>0.689</td>
</tr>
<tr>
<td>p-value</td>
<td>0.729</td>
</tr>
</tbody>
</table>

Statistical hypothesis of Kolmogorov - Smirnov test is as follows:

H0: The regression model error has normally distributed.

H1: The regression model error has not normally distributed.

The results of Table 2 show the level of significance of the test is more than 0.05. Therefore 0.95 be accepted for the error normality assumption of model 1, (p-value = 0.729 > 0.05)

B) The Durbin-Watson was used to check the Non-autocorrelation condition. The statistical number is between 0 to 4 and the more it is closer to 2, the more appropriate. Watson-Durbin statistic is 1.979 in table 1. Therefore, assumption of Non-autocorrelation in remains of the regression model is confirmed.

C) We use the error scatter plot against the predicted values to assess the stable condition of regression error variance; considering that the below diagram does not follow a specific pattern, variance stable condition is confirmed. According to verification of infrastructural postulate in regression model, The main hypothesis of research stating that “There is a relationship between the components of learning organization and entrepreneurial attitude of elementary school principals of education & training of district 7 at Mashhad city” will be accepted with confidence 0.95 And the two components of personal mastery and shared vision have direct and significant effect on entrepreneurship attitude of managers. The important point about the regression model and main hypothesis of research is that in the main hypothesis, we have evaluated the Simultaneous impact of all the learning organization components on entrepreneurial attitude. But
in the next hypotheses we measure the relationship between each of the components with entrepreneurial attitude.

The first hypothesis: There is a significant relationship between personal mastery and entrepreneurial attitude of elementary school principals.
If we want to statistically express our hypothesis:
H₀ : There is not a significant relationship between personal mastery and entrepreneurial attitude.
H₁ : There is a significant relationship between personal mastery and entrepreneurial attitude.
To investigate the above hypothesis, correlation coefficient was calculated between the personal mastery and managers’ entrepreneurial attitude.

Table 3: Correlation test between personal mastery and entrepreneurial attitude

<table>
<thead>
<tr>
<th>Personal Mastery</th>
<th>Correlation Coefficient (t statistic)</th>
<th>The significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0/006 (2/790)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>125</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The significance level (T statistic): The results in Table 3 indicate that the calculated correlation between the personal mastery and managers’ entrepreneurial attitude is equal to 0.244. According to the calculated T statistic (T_{df=124}=2.790) is greater than the Criterion T-statistic (T=1.97). Therefore, there is a significant relationship between studied variables with probability of 95 percent conclude. According to the collected information and Non-meaningful of the null hypothesis, it is resulted that the researcher claim that "there is a significant relationship between the personal mastery and managers’ entrepreneurial attitude" is confirmed.

The second hypothesis: There is a significant relationship between mental models and entrepreneurial attitude of elementary school principals. The above statistical hypothesis can be stated as:
H₀: There isn’t significant relationship between mental models and entrepreneurial attitude.
H₁: There isn’t a significant relationship between mental models and entrepreneurial attitude.
To investigate the above hypothesis, correlations coefficient between mental models and entrepreneurship attitude of managers were calculated.
Table 4: Correlation test between mental models and entrepreneurial attitude

<table>
<thead>
<tr>
<th>Mental Models</th>
<th>Correlation Coefficient</th>
<th>(t statistic)</th>
<th>The significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Attitude</td>
<td>0.115</td>
<td>2/283</td>
<td>(t statistic)</td>
</tr>
<tr>
<td></td>
<td>0.201</td>
<td>(t statistic)</td>
<td>The significance level</td>
</tr>
<tr>
<td>Number</td>
<td>125</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results in Table 4 show that the calculated correlation between mental models and entrepreneurship attitude of managers is equal to 0.115. According to the calculated T statistic ($T_{df=124}=2.283$) is less than criterion $T$ and its corresponding significance level is 0.201 and is more than 0.05 ($P$-value=0.201>0.05). Therefore, there is not a significant relationship between studied variables with probability of 95 percent concluded. According to the collected information and Non-meaningful of the null hypothesis, we conclude that the researcher claim that "there is a significant relationship between the mental model and managers’ entrepreneurial attitude" is confirmed.

The third hypothesis: There is a significant relationship between shared vision and entrepreneurial attitude of elementary school principals.

If we want to statistically express our hypothesis, we have:

$H_0$: There is not a significant relationship between shared vision and entrepreneurial attitude.

$H_1$: There is a significant relationship between shared vision and entrepreneurial attitude.

To investigate the above hypothesis, correlations coefficient between shared vision and entrepreneurship attitude of managers were calculated. The results in Table 5 show that the calculated correlation between shared vision and entrepreneurship attitude of managers is equal to 0.169. According to the calculated T statistic ($T_{df=124}=1.901$) is less than Criterion $T$ ($T=1.97$). Therefore, there is not a significant relationship between studied variables with probability of 95 percent concluded.
Table 5: Correlation test between shared vision and entrepreneurial attitude

<table>
<thead>
<tr>
<th>Shared Vision</th>
<th>Correlations Coefficient</th>
<th>(t statistic)</th>
<th>The significance level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/169</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0/060 (1/901)</td>
<td></td>
<td></td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

According to the collected information and Non-meaningful of the null hypothesis, we conclude that the researcher claim that "there is a significant relationship between the shared vision and managers’ entrepreneurial attitude" is rejected.

The fourth hypothesis: There is a significant relationship between team learning and entrepreneurial attitude of elementary school principals. If we want to statistically express our hypothesis, we have:

\[ H_0: \text{There is not a significant relationship between team learning and entrepreneurial attitude.} \]

\[ H_1: \text{There is a significant relationship between team learning and entrepreneurial attitude.} \]

To investigate the above hypothesis, correlations coefficient between team learning and entrepreneurship attitude of managers were calculated. The results in Table 6 show that the calculated correlation between team learning and entrepreneurship attitude of managers is equal to 0.169.

Table 6: Correlation test between team learning and entrepreneurial attitude

<table>
<thead>
<tr>
<th>Team learning</th>
<th>Correlations Coefficient</th>
<th>(t statistic)</th>
<th>The significance level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.159</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.091 (1.786)</td>
<td></td>
<td></td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>
According to the calculated T statistic ( \( T_{df=124=1.786} \)) is less than Criterion T. Therefore, there is not a significant relationship between studied variables (P-value=0.091>0.05) with probability of 95 percent concluded. According to the collected information and Non-meaningful of the null hypothesis, we conclude that the researcher claim that "there is a significant relationship between team learning and managers’ entrepreneurial attitude" is rejected.

Fifth hypothesis: There is a significant relationship between systemic thinking and entrepreneurial attitude of elementary school principals. 
If we want to statistically express our hypothesis, we have:
H₀: There is not a significant relationship between systemic thinking and entrepreneurial attitude. 
H₁: There is a significant relationship between systemic thinking and entrepreneurial attitude.

To investigate the above hypothesis, correlations coefficient between systemic thinking and entrepreneurship attitude of managers were calculated. The results in Table 7 show that the calculated correlation between systemic thinking and entrepreneurship attitude of managers is equal to 0.156. According to the calculated T statistic ( \( T_{df=124=1.751} \)) is less than Criterion T and its corresponding significance level is 0.083 and is more than 0.05 (P-value=0.083>0.05). Therefore, there is not a significant relationship between studied variables with probability of 95 percent. According to the collected information and Non-meaningful of the null hypothesis, we conclude that the researcher claim that "there is a significant relationship between the systemic learning and managers’ entrepreneurial attitude" is rejected.

Table 7: Correlation test between systemic thinking and entrepreneurial attitude

<table>
<thead>
<tr>
<th>Systemic thinking</th>
<th>Correlations Coefficient</th>
<th>( T_{df=124=1.751} )</th>
<th>The significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial Attitude</td>
<td>0.156</td>
<td>( (t \text{ statistic}) )</td>
<td>0.083</td>
</tr>
<tr>
<td>Number</td>
<td>125</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of multivariate regression and Pearson correlation test show that personal mastery and entrepreneurship attitude effects on elementary school principals. Although the shared vision indicator regression analysis had effect on entrepreneurial attitude indicator in elementary school principals and accepted in the influence of other components, but alone cannot be effective on entrepreneurial attitude elementary school principals.
Discussion and conclusion: In this section we briefly reviewed the research hypotheses and compared the results with results of other studies.

The main hypothesis: There is a relationship between the components of learning organization and entrepreneurial attitude of elementary school principals of education & training of district 7 at Mashhad city. This hypothesis was accepted on the basis of statistical analysis. The results of this hypothesis is consistent with research of Hosseini Nasab and colleagues (2010) showed that there is a significant and positive relationship between the components of learning organization and entrepreneurial attitudes of Payam Noor University students of Naghade; and findings of Rahimi and Aghababaei (2013) that concluded there is a positive and significant relationship between all the components of entrepreneurial and organizational learning in the University of Kashan; and findings of Safamanesh, Hosseini and Oladian (2015)

The first hypothesis: There is a relationship between the personal mastery and entrepreneurial attitude of elementary school principals of education & training. This hypothesis was accepted on the basis of statistical analysis. Molavi et al (2002) believe that personal mastery, mental models, shared vision, team work and systems thinking depend on two factors: the mass culture and personal beliefs about the responsibility of educators. So if these two factors existing in school, the school can act as a learning organization. At research of Arshid (1986) found that successful entrepreneurs have internal source of control, namely their success attributed to factors such as effort, struggle and their own abilities (capabilities). Mousavi (2007) believes that there is a direct correlation between personal capabilities, mental models, team learning in schools and systemic thinking of managers with effectiveness, but there is no statistically significant relationship between shared vision and effectiveness of schools. Also results of this hypothesis are consistent with of research findings of Hosseini-Nasab and colleagues (2010), Rahimi and Aghababaei (2013) Safamanesh, Hosseini and Oladian (2015).

The second hypothesis: There is a relationship between mental models and entrepreneurial attitude of elementary school managers. This hypothesis was rejected on the basis of statistical analysis. Mousavi on the findings of previous studies (2007) concluded there is a direct correlation between the effectiveness of mental models. The results of this hypothesis are not consistent with the results of Mousazadeh (2010), Hosseini-Nasab and colleagues (2010), Rahimi and Aghababaei (2013) Safamanesh, Hosseini and Oladian (2015).

The third hypothesis: There is a relationship between shared vision and entrepreneurial attitude of elementary school managers. This hypothesis was rejected on the basis of statistical analysis. Indicator of shared vision in regression analysis impact on entrepreneurial attitude indicator of elementary school principals and under the influence of other factors, its effectiveness is accepted, but alone has no relationship with entrepreneurial attitude of elementary school principals. As mentioned in evaluating the previous hypotheses, Mousavi (2007) concluded that there is no statistically significant relationship between shared vision and effectiveness of schools. Mostafavi (2009)
rejected the existence of relationship between the components of shared vision and team learning with creativity of teachers. Also Gharekhani (2012), in prioritizing the factors influencing on organizational entrepreneurship, concluded that organizational culture was the most important factors influencing on organizational entrepreneurship and after them, the payroll system, the ideal (Vision) shared, the process of innovation and creativity, flexibility etc. respectively have been effect on entrepreneurship. So it can be concluded that, although shared vision, in some studies had little effect or relationship with entrepreneurship of managers or effectiveness of schools but in the most studies has found that this relationship has no effect and the research hypothesis has been rejected. This duality may be due to differences in statistical population, the type of questionnaire, terms of respondents, lack of being informative of schools etc.

The fourth hypothesis: There is a relationship between team learning and entrepreneurial attitude of elementary school managers. This hypothesis was rejected on the basis of statistical analysis. In a study titled the effect of the learning organization components on the entrepreneurial performance of an insurance company concluded that the most important components of learning organization in explanation of entrepreneurial performance of insurance company are as follows: variables of exploration and research, continued learning and team learning, respectively. On the other hand findings are not consistent with results of Mousa Zadeh (2010).

The fifth hypothesis: There is a relationship between systemic thinking and entrepreneurial attitude of elementary school managers. This hypothesis was rejected on the basis of statistical analysis. According to the results obtained in this study, there was no significant relationship between systemic thinking and an entrepreneurial attitude of elementary school principals. But Mousa Zadeh (1389) in his study examined the relationship between characteristics of the learning organization components with an entrepreneurial attitude of Payame Nour students and based on statistical analysis concluded that among the components of the learning organization, component of systemic thinking has the highest relationship with students' entrepreneurial attitude. Hosseini Nasab and colleagues (2010) showed that among the components of the learning organization, component of systemic thinking has the highest relationship with students' entrepreneurial attitude. Also Rahimi and Aghababaei (2013) stated there was a significant and positive correlation between all the components of entrepreneurial and learning organization. Therefore, the finding of this hypothesis is not consistent with the findings of other investigations. The reasons for this disruption can be examined in some researchers’ studies. According to Peter Senge (1990) systemic thinking is a holistic and framework that its emphasis is on receiving the internal relations of phenomena and not identifying each of them and also is the perception of change and transformation patterns and not a static understanding. On the other hand Shafaiee (2001) said non-systemic thinking and false beliefs about the staff and the organization are the barriers to creating learning organizations. Ghadamgahi and Aghanian (2004) also believes that schools in terms of their being learning and based on five elements theory of Peter Senge are far from ideal conditions. Homaei and Taghizadeh (2006) believed that the amount of realization of systemic thinking in education and training is less than the average. Solgi (2008) states that the performance of high school principals with the moderate
learning organizations is in average level that is far from ideal conditions. Skuncikiene and colleagues (2009) also concluded that young people in organizations are considering to further expansion of the organization but the older have more attention to maintaining organization. Considering the above facts it can be concluded that non-systemic thinking still dominates among elementary school principals in target population and for the following reasons, the primary schools have not become completely a learning organization: the age of respondents, structural and cultural problems, centralization, and the type of statistical population etc. Another reason for the inconsistency of results are using different questionnaires, lack of awareness of managers about systemic attitude, somewhat being unrelated their field of study, lack of management capacity and capability - which are often not considered in the selection of managers, lack of familiarity of managers to new management issues and so on. It is hoped that with the entry of young people with higher education level of managers in related fields in schools, the primary schools become a learning organization to significantly improve the productivity of the education system.

**Conclusion:** Using correlation test and multivariate regression models showed that:
- There is a relationship between the components of learning organization generally and entrepreneurial attitude of elementary school principals. Personal mastery has a direct and significant effect on managers’ entrepreneurial attitude.
- There is not a meaningful relationship between mental models and entrepreneurial attitude of elementary schools principals.
- There is not a meaningful relationship between shared vision and entrepreneurial attitude of elementary schools principals.
- There is not a meaningful relationship between team learning and entrepreneurial attitude of elementary schools principals.
- There is not a meaningful relationship between systemic thinking and entrepreneurial attitude of elementary schools principals.

**Research suggestions:**
- It is recommended that school principals education level were improved with dismissal and appointment of senior experts with MA and Ph.D. degree in management disciplines
- Rules, regulations, policies, circulars and etc., are set in a way to lead schools into learning organizations.
- Decentralization of schools organizational structures. Because whatever school organization move towards decentralization, the creativity and entrepreneurial of employees will increased.
- Selection of interested, creative and courageous individuals in managerial positions and selection of them based on meritocracy.
- Financial, spiritual and cultural support of education authorities in order to motivate entrepreneurial managers.
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