

Key Knowledge Generation

Publication details, including instructions for author and subscription information:

<http://kkgpublications.com/social-sciences/>

The Effect of Learning Organization and Servant Leadership on Child-Centered Teaching Behavior with the Mediating Role of Knowledge Sharing in Education of Chanthaburi Diocese Schools

NARUMIT NUCHSO ¹, SUDARAT TUNTIVIVAT ²,
PIYAPONG KLAYKLUENG ³

¹ Applied Psychology, Srinakharinwirot University, Bangkok, Thailand

² Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand

³ Educational and Psychological Test Bureau, Srinakharinwirot University, Bangkok, Thailand

Published online: 24 October 2016

To cite this article: Nuchso, N., Tuntivivat, S., & Klayklung, P. (2016). The effect of learning organization and servant leadership on child-centered teaching behavior with the mediating role of knowledge sharing in education of Chanthaburi Diocese schools. *International Journal of Humanities, Arts and Social Sciences*, 2(5), 181-188.

DOI: <https://dx.doi.org/10.20469/ijhss.2.20004-5>

To link to this article: <http://kkgpublications.com/wp-content/uploads/2016/2/Volume2/IJHSS-20004-5.pdf>

PLEASE SCROLL DOWN FOR ARTICLE

KKG Publications makes every effort to ascertain the precision of all the information (the "Content") contained in the publications on our platform. However, KKG Publications, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the content. All opinions and views stated in this publication are not endorsed by KKG Publications. These are purely the opinions and views of authors. The accuracy of the content should not be relied upon and primary sources of information should be considered for any verification. KKG Publications shall not be liable for any costs, expenses, proceedings, loss, actions, demands, damages, expenses and other liabilities directly or indirectly caused in connection with given content.

This article may be utilized for research, edifying, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly verboten.

THE EFFECT OF LEARNING ORGANIZATION AND SERVANT LEADERSHIP ON CHILD-CENTERED TEACHING BEHAVIOR WITH THE MEDIATING ROLE OF KNOWLEDGE SHARING IN EDUCATION OF CHANTHABURI DIOCESE SCHOOLS

NARUMIT NUCHSO ^{1*}, SUDARAT TUNTIVIVAT ², PIYAPONG KLAYKLUENG ³

¹ Applied Psychology, Srinakharinwirot University, Bangkok, Thailand

² Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand

³ Educational and Psychological Test Bureau, Srinakharinwirot University, Bangkok, Thailand

Keywords:

learning Organization
Servant Leadership
Child-Centered
Teaching Behavior
Knowledge Sharing
Chanthaburi Diocese School

Abstract. Teachers play an extraordinary role in making the future of students. The objectives of this research were to confirm the causal model of child-centered teaching behavior in education of Chanthaburi diocese schools and study the effect of learning organization and servant leadership on child-centered teaching behavior with the mediating role of knowledge sharing in education of Chanthaburi diocese schools. This study employed a linear structural relationship model (Lisrel). The research sample consisted of 852 teachers from 13 Chanthaburi diocese schools obtained by Proportional stratified random sampling. The research instrument was collected by using the Six-point Summated Rating Scale questionnaires. The questionnaire items were on personal factors, learning organization scale, questionnaire items on servant leadership, questionnaire items on child-centered teaching behavior, and questionnaire items on knowledge sharing. Statistics employed for data analysis were the percentage, mean, standard deviation, Pearsons Correlation Coefficient, multiple regression analysis and the linear structural relationship model (Lisrel). The research finding indicated the effect of learning organization and servant leadership on child-centered teaching behavior with the mediating role of knowledge sharing in education of Chanthaburi diocese schools. Therefore, this study recommends to further predict the servant leadership in other types of the Catholic Schools.

Received: 28 May 2016

Accepted: 23 July 2016

Published: 24 October 2016

INTRODUCTION

Child-centered teaching behaviour encourages students to study by themselves thus reflecting their abilities, addressing their needs, and helping students in fully developing their potential. The results of the review of the learning assessment reform from The National Education Act of 2542 conducted by Wongwanich and Wiratchai (2004) showed that teachers and administrators have changed either their teaching deliverables or methods. It can be said that implementing a reform does not necessarily lead to its success.

It seems that the behaviour of teachers and lecturers is one of the main reasons to explain the poor performance of some students as highlighted in several researches and shown in the research of Boonthue (1998). The poor behavioural traits include teachers lack of enthusiasm, rather outdated teaching methods and reluctance in focusing on students also found that teachers did not change their approach to teaching by focusing on students; while Chinwong (1998) estimated that teachers spend 70 to 80 percent of their teaching activity talking or lecturing. Kaewdang (1998) puts the teacher at the heart of the learning process reflecting the role of teacher as the knowledge

deliverer. Thammanit (2006) found that the child-centered teaching behaviour of the teacher in the Education of Chanthaburi Diocese still needs to be improved and continuously developed.

The study on teacher development in the Education of Chanthaburi Diocese showed that teachers are still struggling to adapt to child-centered teaching behaviour, while the lack of understanding of the concept of the child-centered approach is the main cause of adaptation. Thus, it leads to the study on how to help teachers to understand the child-centered teaching behaviour with the right concept. Thus, knowledge sharing is one of the methods to help teachers to have the right understanding of the concept. Wongwanich, Piromsombat, Klaikleng and Sriklau (2013) research shows that encouraging teachers to exchange the essence of the educational reform with their peers as opposed to simply following the principles of the educational reform should improve the quality of education. It also fosters synergy among teachers and encourages them to share key take away thus ensuring that teachers can easily and conveniently apply the method at a later stage.

*Corresponding author: Narumit Nuchso

†Email: ymajor7@hotmail.com

The Rationale of Conducting the Research

1. To determine the validity of the causal model of the child-centered teaching behaviour of the teachers in the Education of Chanthaburi Diocese by the variable group of the causal factor that includes the organization of learning, servant leadership and knowledge sharing.
2. To study the influence of direct and indirect causal factors that affect the child-centered teaching behaviour of the Education of Chanthaburi Diocese.

LITERATURE REVIEW

The Education of Chanthaburi Diocese

The Education of Chanthaburi Diocese is the private Catholic School of the Catholicism, also known as E.S.C.D. It is located in the township of Catholicism Thailand which covers the nine eastern provinces of Chachoengsao, Nakhon Nayok, Prachin Buri, Chon Buri, Rayong, Chanthaburi, Trat, Sa Kaeo and Bangkok.

The Child-Centred Teaching Behaviour

The student is at the heart of the learning process and they should be encouraged to take responsibility and participate in their own study. (Brandes & Ginnis, 1986) as well as (Bausri, 1999) emphasized on two aspects of the child-centered teaching behaviour. The study refers to the student learning process and to students decision to willingly study for more outside lecture hours and based on their abilities, personal interests and whether the sought knowledge is searchable or not. Teachers shall organize ludic teaching activities that respect the rights of the students and take their individual preferences into account. Furthermore, it is advised that teachers systematically plan and organize teaching activities according to the benefits these activities will bring to the students.

This study investigates the child-centered teaching behaviour based on Yamgaysorn's Behavior of Teachers according to the National Education Reform. The concept of The Child-centered Teaching Behavior consists of three dimensions as follows:

- 1) Preparation. The ability of teachers to effectively prepare themselves; prepare the information, key takeaways, media and vehicles to share the knowledge, a plan of teaching activities and the assignments.
- 2) Conducting leaning activities. It can be defined as teachers' ability to provide guidance, support and reinforcement to the students, and also to participate in the learning activities alongside the students, and to create a warm and friendly environment. Monitoring and reviewing the performance of the students is also cited as a crucial factor.
- 3) Evaluation. It consists of the ability of teachers to review the

achievements of the teaching approach.

Knowledge Sharing

Nonaka and Takeuchi (1995) defined the knowledge sharing process as a communication from one person to another through the knowledge management of the organization. It points out the importance of process in effectively transforming the knowledge of each individual employee into the knowledge of the organization. Lin and Lee (2004), Bandmir and Mehrpouyan (2015), Owusu (2016) studied the exchange of knowledge inside the organization. It was found that to successfully create or encourage knowledge sharing culture within an organization does not solely rely on setting knowledge sharing as a business strategy of the organization but also on influencing the attitude of the employees. This study investigates knowledge sharing based on Chinapak's Factors that affect the behaviour of employees to share knowledge. The concept of knowledge sharing consists of four dimensions as follows:

- 1) Readiness to share the knowledge with colleagues. Those with matured motivation and high or significant experience are likely to share their knowledge with others.
- 2) Enthusiasm in sharing knowledge with colleagues. This manifests in an employee's great efforts to share his/her knowledge with others dexterously and actively, and their willingness to share.
- 3) Willingness to transfer or share knowledge with colleagues. The employees are graceful and pleased to transfer and exchange knowledge with one another.
- 4) The frequency of the participation in the activities related to knowledge sharing. The frequency of such event and the measurement is evaluated against the number of times one takes part in knowledge sharing activities in a defined period of time.

Learning Organization

Senge (1990) defined the organization in which members have continuously developed their capabilities on individual, group and organizational levels to achieve true targets is the organization that provides and ramifies new ideas, and strongly focuses on their employees' constant learning. This study investigates learning organization based on Basim, Sesen and Korkmazurek (2007) Turkish Translation, Validity and Reliability Study of the Dimensions of the Learning Organization Questionnaire. The concept of learning organization consists of five dimensions as follows:

- 1) Team learning. It can be defined as mutual learning of the employees through opinion sharing in order to develop the capabilities of a team beyond the abilities of the individual. Team learning occurs when team members are learning together

through opinion and continuous sharing of knowledge until a group idea is coined.

2) Shared Vision. The ability to foster unity at every level of employees inside the organization by encouraging common practices that create a common vision which leads to the feeling of ownership and ultimately motivates all employees to get involved in the success of the organization.

3) Mental Model. The deep-rooted belief in the idea that influences the cognition of things in the world. The mental model helps employees to understand and think systematically.

4) Personal Mastery. The employees' self-commitment to develop their own knowledge leads to excellence and enables employees to set their own goals and needs. To achieve personal expertise the employees shall be eager to learn, brave to think and have the courage to take action.

5) Systematic Thinking. The ability to understand the big picture and how components of a system influence one another within a complete entity.

The Servant Leadership

Greenleaf (1970) defined that the servant leadership is the leader that is born to serve others. This sense of devotion arises from the feeling of caring and the willingness to help people. The servant leaders aim to devote themselves to serving the needs of the organization by paying attention to the needs of people under their supervision. Thus, this leadership model will certainly develop the skills of each employee, address individual abilities and train the employees to maximize their capability. This study investigates the servant leadership based on Chaipayerk's (2007) "The characteristics of servant leadership, management and atmosphere of a Catholic school." The concept of the servant leadership consists of ten dimensions as follows:

1) Listening. The servant leadership will listen to the team in order to understand the clear intention of the team, and to try and understand what others are saying. Listening with consideration is very important for a good servant leader.

2) Empathy. The servant leadership will do his absolute best to understand other people's feelings. Most people expect to be accepted and recognized for their unique personality.

3) Healing. Healing personality trait refers to healing the wounds of the injured ones, which is critical as it demonstrates one's readiness to deepen understanding of the needs of the individual.

4) Awareness. Awareness helps to understand the moral and value issues by leading people and evaluating a situation in a holistic way, which is not to comfort but to encourage. The leader who reasonably motivates does not need to be comforted because they can find peace within themselves.

5) Persuasion. The servant leadership will use his persuasion skills to build consensus instead of using power. Persuasion makes people follow the leader instead of feeling intimidated. This attribute clearly separates the dictator leadership from the servant leadership. The servant leadership is able to create the effective consensus within the team.

6) Conceptualization. The servant leadership has the ability to envision great things for the organization while addressing the problems of the organization. To create the concept and to address the problems the leader has to be foresighted and not only see the daily problems.

7) Foresight. Being foresighted helps the servant leader to understand the lessons from the past and to evaluate the current situation and forthcoming events. This attribute, although not found in the study on leadership, is the ability to comprehend. It is a very interesting attribute.

8) Stewardship. Stewardship is being responsible to something for others, Greenleaf (1970) thinks that the organization is the place where top management, the committee and the managers must play a key role in social responsibility. Leadership is similar to the caretaker that fully devotes himself to fulfil the needs of others - including the use of a disclosure, sincerity, and persuasion rather than power.

9) Commitment to the growth of people. The servant leader values people's inner side than their appearance. Thus the servant leader is dedicated to develop everyone in the organization.

10) Building Community. The sense of building the leadership community has diluted or even disappeared - in recent years as a result of a shift from the local community to the larger-organizations community. This shift seemingly affected people's lifestyle. Acknowledging this, the servant leader aims to build a community within the organization by believing that the actual group can be created among the people in the business circle or inside the organization. The most important factor for creating a large group is for the servant leadership that directs the group to demonstrate the unlimited ability of the community.

The Hypothesis of the Research

H1: the causal model of the child-centered teaching behavior of the teacher in the Education of Chanthaburi Diocese by the variable group of the causal factor includes the organization of learning, the servant leadership and the knowledge sharing that correlate with the empirical data.

H2: the knowledge sharing has a direct effect on the child-centered teaching behavior.

H3: the servant leadership has a direct effect on the knowledge sharing.

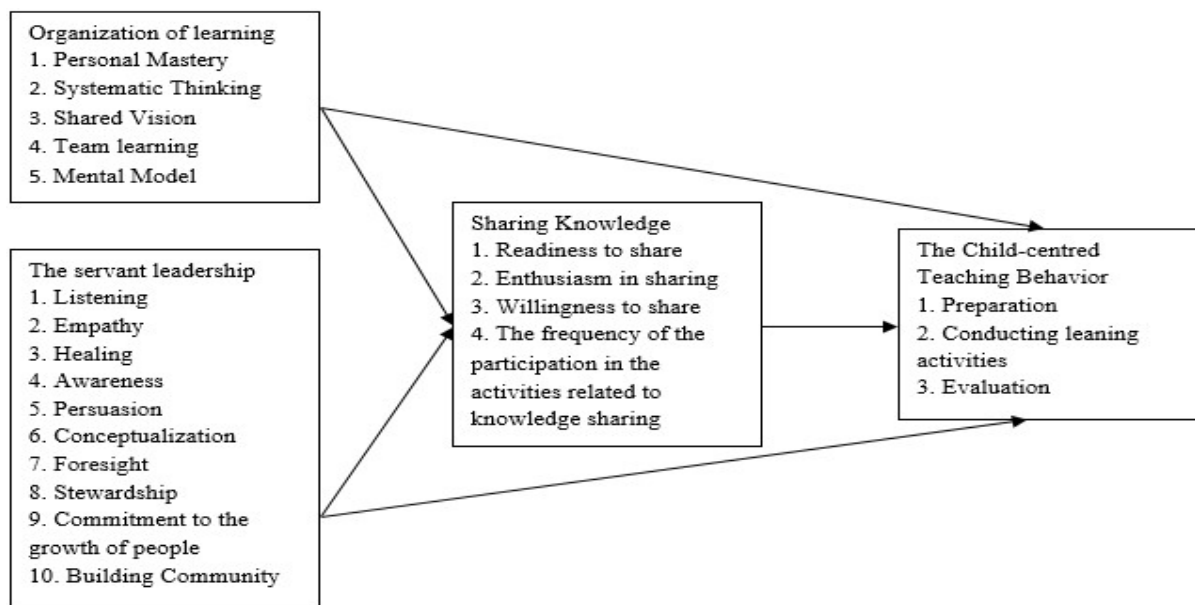
H4: the organization of learning has a direct effect on the

knowledge sharing.

H5: the servant leadership style has an indirect effect on the child-centered teaching behavior, knowledge sharing being a variable transmission.

H6: the organization of learning has an indirect effect over the child-centered teaching behavior, the knowledge sharing being a variable transmission.

FIGURE 1
Conceptual Framework



The Scope of the Research

The scope and sample of the population for this study are the teachers in 13 schools in the Education of Chanthaburi Diocese which are 1) Darasamutr Sriracha 260 people 2) Preechanusath School 113 people 3) Wattananusath School 85 people 4) Panchasarp dindaeng School 69 people 5) Chirtiansongkro School 55 people 6) Dracharat School 46 people 7). Srireuthai School 56 people 8) Thewarak School 55 people 9) Prachasongkro School 15 people 10) Darasamutre Sakaew 23 people 11) Santipab School 7 people and 12) Panchasab Minburi 20 people, 13) Darasamutr Aranyaprathet School 48 people, in total 852 teachers. There are 265 teachers in the secondary and high school in the samoling group, using the specific selection (Purposive sampling) from the concept of Hair, Anderson, Tatham and Black (1998).

METHODOLOGY

Measurements

Data collection consisted of the questionnaire that was created to inquire the sample group, which was brought to the sample in accordance with the framework of the research. The questionnaire features close-ended questions providing options

for the participant to choose from. The questionnaire is divided into five sections. The first section covers the personal information of the participants, or demographics, including enquiries about the background and personal information of the participant. There are six questions; gender, age, education level, marital status, the teaching period and domicile. The participant must choose only one answer. Questionnaires in the next section were adapted from existing research instruments. Learning organization scale was adjusted from Basim et al. (2007) Turkish Translation, Validity and Reliability Study of the Dimensions of the Learning Organization Questionnaire. It consists of five dimensions. (Basim et al., 2007). Cronbach alpha reliability coefficient of this questionnaire was 0.969. The servant leadership scale was revised from Chaiyapheuk's (2007) "The characteristics of servant leadership, management and atmosphere of a Catholic school." It consists of ten dimensions (Chaiyapheuk, 2007) Cronbach alpha reliability coefficient of this questionnaire was .983. Knowledge sharing scale was adjusted from Chaiyapheuk's (2007) Factors that affect the behaviour of employees to share knowledge. It consists of four dimensions (Jinapuk, 2013). Cronbach alpha reliability coefficient of this questionnaire was .897.

Child-centered teaching behaviour scale was revised from Yamkasorn’s (2004) Behaviour of Teachers according to the National Education Reform and psychosocial factors of the teachers by the National Education Reform. It consists of three dimensions. (Yamkasorn, 2004). Cronbach alpha reliability coefficient of this questionnaire was .925.

Data Collection

The researcher collected data from teachers from 13 schools in the Education of Chanthaburi Diocese. Number of participants from 13 schools that teach in secondary and high school was 265 people during March 2559.

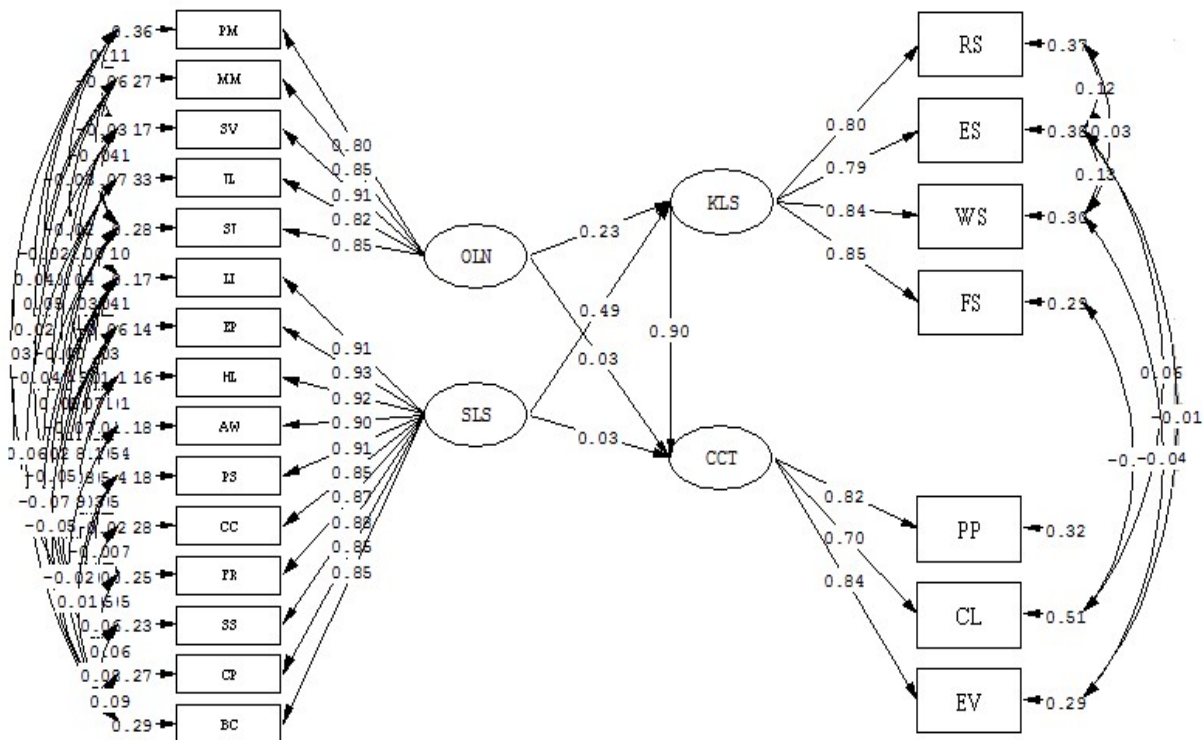
Data Analysis

The Result of the Child-Centered teaching behaviour model

under Chanthaburi diocese consists of major variables’ cause such as the organization of learning, the servant leadership and

the knowledge sharing. Apparently, the result shows that this model supports evidence in a good level by considering the statistic of Ki-Square which is equal to 119.60, the possibility (*p*) which is equal to 0.47, the degree of freedom (df) which is equal to 119, the Goodness of Fit Index (GFI) which is equal to 0.96, the Adjusted Goodness of Fit Index (AGFI) which is equal to 0.92, the Comparative Fit Index (CFI) which is equal to 1.00, the Standardized Root Mean Square Residual (SRMR) which is equal to 0.03, the root Mean Square Error of Approximation (RMSEA) which is equal to 0.00, and the graph Q-Plot has slope more than diagonal, the precision of each variable is quite high, the coefficient of determination of variable is the behavioural management concentrating on the learners as a priority is equal to 0.88. Therefore, according to the picture No.2 and the table No.1, all variables in this model help to demonstrate the variance of the Child- Centered teaching behaviour.

FIGURE 2
Result of the Child- Centered Teaching Behavior Model Evaluation from Teachers under Chanthaburi Province



Chi-Square=119.60, df=119, P-value=0.46727, RMSEA=0.004

TABLE 1
Coefficient of the Cause of the Child- Centered Teaching Behaviour Model from Teachers under Chanthaburi Province

	KLS (knowledge Sharing)			CCT (Child-Centered Teaching Behavior)		
	TE	IE	DE	TE	IE	DE
OLN (organization of learning)	0.23*	-	0.23*	0.23*	0.20*	0.03
	(0.10)	-	(0.10)	(0.10)	(0.09)	(0.08)
SLS (servant leadership)	2.33	-	2.33	2.41	2.32	0.39
	0.49**	-	0.49**	0.47**	0.44**	0.03
	(0.10)	-	(0.10)	(0.10)	(0.09)	(0.08)
KLS (knowledge sharing)	5.10	-	5.10	4.81	4.63	0.39
	-	-	-	0.90**	-	0.90**
	-	-	-	(0.09)	-	(0.09)
	-	-	-	10.33	-	10.33
$\chi^2 = 119.60$, $df = 119$, $p = 0.47$, $GFI = 0.96$, $AGFI = 0.92$, $CFI = 1.00$, $RMSEA = 0.00$, $SRMR = 0.03$						
Equation of Variables's structure	KLS		CCT			
R-square	0.47		0.88			

Remarks: * $p < .05$, ** $p < .01$, TE= Total Effects, IE= Indirect Effects, DE= Direct Effects

The number inside parentheses is the standard deviation

The result of the Child-Centered teaching behaviour model under Chanthaburi diocese shows that the model is congruent with empirical data in a good level by considering that Chi-square (χ^2) is equal to 119.60, the degree of freedom (df) is equal to 199, the possibility (p) is equal to 0.47, and the GFI is equal 0.96. All the variables in this model help to demonstrate the variance of the Child- Centered teaching behaviour which is 88 percent.

According to the table No.1, it is considered that the influence of latent variables that develop through this model can be explained as follows. The latent variables having the most significant influence on the Child-Centered teaching behaviour are the knowledge sharing which is equal to 0.90, the servant leadership which is equal to 0.47 as well as the organization of learning which is equal to 0.23. Meanwhile, the latent variables that have the most impact on knowledge sharing are the servant leadership which is equal to 0.49 and the organization of learning which is equal to 0.23. There are five routes of latent variables affecting the Child- Centered teaching behaviour:

1. The organization of learning has a positive direct impact on the knowledge sharing which is equal to 0.23; in other words it has 0.05 percent via the statistics. In short, if teachers are good at the organization of learning, they will be able to share information effectively.
2. The servant leadership has a positive direct impact on the knowledge sharing which is equal to 0.49; in other words it has 0.01 percent via the statistics. In short, if teachers are good at the servant leadership, they will be able to fully share information.
3. The organization of learning has a positive direct impact on the Child-Centered teaching behaviour which is equal to 0.03 without any statistical summary and also has a positive indirect impact on the Child- Centered teaching behaviour by

having the knowledge sharing as a tool which is equal to 0.20; in other words it has 0.05 percent via the statistics. In short, if teachers are good at the organization of learning, they will share their information and increase the Child-Centered teaching behaviour.

4. The servant leadership has a positive direct impact on the Child-Centered teaching behaviour which is equal to 0.03 without any statistical summary and also has a positive indirect impact on the Child- Centered teaching behaviour by having the knowledge sharing as a tool which is equal to 0.44; in other words it has 0.01 percent via the statistics. In short, if teachers are good at the servant leadership, they will share their information and increase the Child-Centered teaching behaviour.

5. The servant leadership has a positive direct impact on the Child-Centered teaching behaviour which is equal to 0.90; in other words it has 0.01 percent via the statistics. In short, if teachers are good at the servant leadership, they will increase the Child-Centered teaching process greatly.

DISCUSSION AND CONCLUSION

The study investigated the effect of learning organization and servant leadership on child-centered teaching behaviour with the mediating role of knowledge sharing in education of Chanthaburi diocese schools. The result found a positive effect of organization of learning on knowledge sharing according to the previous research of Hoy and Miskel (1987), that organization is where members have developed to expand the capabilities of their own to create jobs and to achieve continuous operation. The organization is urging members to a strange new concept encouraging member's ambitious aspirations and learning exchange of knowledge with each other. The organization expanded its potential to solve problems and innovate constantly (Hoy & Miskel, 1987).

The result showed us that the servant leadership is the important reason to develop organization like Anderson's (2005) research, who studied in the school of the church. The leaders who love and serve the others first can support their teachers to develop in knowledge sharing behaviour. The servant leadership is still encouraged in organization of learning in the Catholic school also. According to Holowetski's (2002) research it was shown that the first important point to build organization of learning in work is the servant leadership (Holowetzki, 2002). The result from this research shows two exogenous variables (organization of learning and the servant leadership) that have a positive direct impact on knowledge sharing which directly affects the child-centered teaching behaviour. That result related to Wongwanich et al. (2013) research showed that teachers are encouraged for knowledge sharing behaviour. Sharing knowledge from one

another is trying to bring the knowledge and experience of each collection. Everyone can not be used correctly (Wongwanich et al., 2013).

The leaders or directors in schools can study from this research to reflect and adjust their management. This information for administrators is of importance for creating a learning organization and a servant leadership style which is essential to the effectiveness of schools and can be used to promote and develop the habit of learning the learner's teachers.

Acknowledgment

The authors express gratitude to Dr. Sudarat Tuntivivat and Dr. Piyapong Klayklueg, for their valuable advice and guidance for the research methods and statistical analysis, and Chanthaburi Diocese for supporting my education.

REFERENCES

- Anderson, K. P. (2005). *A correlation analysis of servant leadership and job satisfaction in a religious educational organization* (Unpublished doctoral dissertation), University of Phoenix, Tempe, AZ.
- Bandmir, S. M. A. A., & Mehrpouyan, A. (2015). Designing and implementing knowledge industry: An integrative framework for universities. *Journal of Advances in Humanities and Social Sciences*, 1(1), 29-41.
- Basim, H. N., Sesen, H., & Korkmazurek, H. (2007). A turkish translation, validity and reliability study of the dimensions of the Learning organization questionnaire. *World Applied Sciences Journal*, 2(4), 368-374.
- Bausri, T. (1999). *Theory of designing and development curriculum* (4th ed.). Bangkok, Thailand: Thanashat Publishing.
- Boonthue, S. (1998). *Work performance according to the educational reform policies of the secondary school under the department of general education: A case study of Khwao Rai Suksa school, Amphoe Kosum Phisai, Maha Sarakham* (Master thesis). Mahasarakham University, Talat, Thailand.
- Brandes, D., & Ginnis, P. (1986). *A guide to student-centred learning*. Oxford, UK: Blackwell.
- Chaiyapheuk, B. (2007). *A study of servant leadership characteristics and school climate of infant Jesus sister schools* (Master thesis). Srinakharinwirot University, Bangkok, Thailand.
- Chinwong, C. (1998). *The task performance according to the educational reform policy: A case study of Amphoe primary education offices in Maha Sarakham province* (Master thesis). Mahasarakham University, Talat, Thailand.
- Greenleaf, R. (1970). *The servant as leader*. Indianapolis, IN: The Robert K. Greenleaf Center.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). New York, NY: Prentice Hall International.
- Holowetzki, A. (2002). *The relationship between knowledge management and organizational culture: An examination of cultural factors that support the flow and management of knowledge within an organization* (Master thesis). University of Oregon Applied Information Management Program, Eugene, OR.
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice* (9th ed.). New York, NY: McGraw-Hill.
- Jinapuk, S. (2013). *Factors affecting the knowledge sharing behaviors of personnel of the Ramkhamhaeng hospital public company limited group* (Master thesis). Ramkhamhaeng University, Bangkok, Thailand.
- Kaewdang, R. (1998). *Revolutionizing Thai education*. Bangkok, Thailand: Matichon Publishing House.
- Lin, H. F., & Lee, G. G. (2004). Perceptions of senior managers toward knowledge-sharing behaviour. *Management Decision*, 42(1), 108-125.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York, NY: Oxford University Press.
- Owusu, N. O. (2016). Collaborative knowledge management: Examining the challenges in the rural banking industry in the eastern

- region of Ghana. *International Journal of Humanities, Arts and Social Sciences*, 2(3), 111-120.
- Senge, P. M. (1900). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.
- Thammanit, A. (2006). *A study of academic development of Chantaburi Diocese teachers* (Master thesis). Srinakharinwirot University, Bangkok, Thailand.
- Wongwanich, S., & Wiratchai, N. (2004). *Evaluation of learning reform results based on the national education Act, B.E. 2542: Multi-case study* (Unpublished thesis). Chulalongkorn University, Bangkok, Thailand.
- Wongwanich, S., Piromsombat, C., Klaikleng, P., & Sriklaub, K. (2013). *Strategies for driving education reform policy: A formative research and development*. Retrieved from <https://goo.gl/vT373U>
- Yamkasorn, S. (2004). *The relationship between psycho-social factor and teacher behaviour of national education reform* (Master thesis). Srinakharinwirot University, Bangkok, Thailand.

— This article does not have any appendix. —