A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND KNOWLEDGE MANAGEMENT IN PAN-ASIA INTERNATIONAL SCHOOL

M Lawt Aung

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2013
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I.D. No.: 5419514

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This study examined the relationship between leadership and knowledge management in Pan-Asia International School. The hypothesis of this study is that there is a significant relationship between leadership style and knowledge management. The study included a sample of 35 teachers from a population of 49 teachers in this International School. Questionnaires were used as the research instruments to collect the demographic profile and to measure leadership style and knowledge management.

Therefore, the research design of this study is quantitative. Descriptive method was used to identify leadership style of administrators and knowledge management of school and Pearson’s Product Correlation method was used to examine the relation of leadership style and knowledge management. According to the major research findings of this study, the teachers from PAIS perceived that their administrators have high transformational leadership style and they tend to agree that they perceive school knowledge managements.
Moreover, regarding the relationship between total average of two leadership styles and knowledge management, the research finding showed that transformational leadership style is positively and significantly related to the knowledge management (p<0.05).

Field of Study: Educational Administration

Student's signature: 

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CHAPTER I

INTRODUCTION

The nature of knowledge management is to expand the quality of the contributions people create to their societies by helping people to make sense of the framework within the society, to take accountability, to cooperate and share what they know and learn, and to effectively challenge, discuss and learn from others. Organizations have the prospective to learn and that new knowledge may be efficiently incorporated into particular practices, so that the knowledge is available when needed.

This chapter describes a summary of the study that defines the research background, statement of the problem, research questions, research objectives, research hypothesis, significance of the study, researcher's theoretical framework, conceptual framework, and all variables as well as scope of the research were defined.

Background of the Study

In every organization, a leader is the one who sets the examples for others; consequently everybody believes that leaders directly influence the organization and how the companies should approach knowledge management procedures as well as practices. Furthermore, if knowledge management is not applied to all levels in the organization, beginning at the top, it is not likely that knowledge management programs will ever catch on or be effective (DeTienne et al., 2004). This is the reason why the role of leadership in managing knowledge has been clearly emphasized in organization.

We all understand that our society is changing more and more toward knowledge-based society, and as a result, only those particular organizations will get
to the top in the global information society that can recognize, value, construct and develop their knowledge assets. Knowledge management is one of various modules of good management in our knowledge-based society. Knowledge management plays an important role in the successful operation of improvement activities in any organization. Effective organization creates an intensive effort to capture, organize, and share what their employees recognize; they create knowledge, which is wider, deeper, and better than data or information. Consequently, knowledge management has become gradually more important to the organization.

Schwandt and Marquardt (2000) defined that one of the structures for the organization is leadership. Several of researchers agreed that the role of leadership is very important in knowledge management. But they also understand that the leaders need to have ability to manage knowledge so that the organization can accomplish a competitive benefit (Mulligan, 2001).

The process of knowledge management significantly contributes toward the improvement of teachers' and administrators' profession in their particular task. It helps organizations to change their capitals (including human resources) into respected resources. Furthermore, KM can be played as an alternative role by schools to improve performance.

Statement of the Problem

Nowadays, people recognize that knowledge is one of the main capitals contributing to competitive advantage in modern organizations. Therefore, the capabilities to effectively manage the knowledge of an organization's employees are significant and it is a contemporary challenge. While every organization understands that leadership can play as a very important tool in creating effective
knowledge management activity is identified about which styles of leadership are most suitable for a particular task. For that reason, in order to implement effective knowledge management in the organization, it is necessary to have leadership style which can support them.

There will be several problems that can happen in the school when teachers do not understand the leadership style of administrators with regard to knowledge management. According to Drucker (2001) and Clemmer (1995, 1999), in 21st century organization, to develop an organization depends on employees for sharing suggestions and creation of knowledge is a new paradigm for leadership; on the other hand, it can help to progress the follower. As the administrator of the organization’s most critical asset, the knowledge workers (followers) offer their contribution to the organization voluntarily. Organizations seek to construct an environment where workforces are completely engaged and creating result by concentrating leadership efforts on the improvement of the followers. The capability of leaders to motivate followers to create, share, and influence knowledge will determine the success of the organizations to deliver competitive differentiating knowledge management initiatives. That is the reason why the leader should understand what leadership style can help to promote the knowledge management system of organization.

Furthermore, this study was derived from an observed lack of empirical studies on the relationship between leadership style and knowledge management. Precisely, this study addresses what leadership styles are related to knowledge management. In some studies, researchers have argued that leadership is critical for successful organizational performance (Yukl, 2002, 2006). Other researchers mentioned that the importance of effective managing of knowledge is the only way to influence core competencies to achieve competitive advantage (Bryant, 2003; Politis,
2001). Although specialists and researchers tend to agree that knowledge management and leadership are effective instruments in sustaining competitive advantage (Bryant, 2003), there has been little research to determine which leadership styles may facilitate dynamic knowledge management action inside the organization. Therefore, the specific problem prompting this study is to investigate a lack of empirical data concerning the relationship between leadership style of administrators and the process of knowledge management in school.

Research Questions

1. What are the leadership styles of administrators of Pan-Asia International School as perceived by teachers of Pan-Asia International School?

2. What is the school knowledge management as perceived by teachers of Pan-Asia International School?

3. Is there any relationship between the leadership style of administrators and the school knowledge management as perceived by teachers of Pan-Asia International School?

Research Objectives

1. To identify the leadership style of administrators of Pan-Asia International School as perceived by teachers of Pan-Asia International School.

2. To identify the school knowledge management as perceived by teachers of Pan-Asia International School.
3. To determine the relationship between the leadership style of administrators and the school knowledge management as perceived by teachers of Pan-Asia International School.

**Research Hypothesis**

H1. There is a significant relationship between leadership style of school administrators and knowledge management.

**Theoretical Framework**

In this research, the researcher used transformational leadership style and transactional leadership style as the main theories and knowledge management. The reason is that the researcher intends to find out the relationship between these two leadership styles and knowledge management in Pan-Asia International School. This researcher studied the influence of administrators through their leadership styles in the knowledge management by conducting this research.

Leadership has been in place for as long as people have to work together and it is contemporary in all cultures. Leadership is not about who is smarter or tougher but about abilities we all can improve. Bass (1997) defined that a leader’s ability to motivate, inspire and create commitment to common goal is very important. Sergiovanni (1999) stated that leadership as a personal thing includes one’s heart, head and hand. He believed that the heart of leadership deals with one’s believes values and vision. The head of leadership is the ability to face present situation based on the previous experiences. Lastly, based on his idea, the hand of leadership represents actions and responses, the results of the decision-making process. In essence, leadership is the action to lead, which reflects the leader’s ideas, standards,
experiences, personality and capability to use past experiences to challenge the situation on hand. On the other hand, leadership is a display of a whole person with concern to opinions, intelligence, visions, standards and knowledge coming into play, causing necessary changes in the organization.

Transformational leadership theory was the first influential idea of James McGregor Burns (1978), who differentiated between two leadership styles: transformational and transactional leadership, which he believed as two conflicting poles of a particular concept. According to him, transformational leadership can take place when a leader and followers increase each other to a higher level of motivation and moralities. These leaders can encourage followers to recognize and work with them closer to a shared vision of the future; they are always certain together in a mutual and continuing chase of a greater purpose. These theories emphasized the relations that are molded between leaders and followers, which lead to positive changes in those followers such as wanting to accomplish his/her potential. Most of school administrators and academic departments with transformational leadership style often have high virtuous and honorable standards.

In contrast, transactional leader is defined as the maintainer who tries to take control ensuring stability in present circumstances. A leader interacts with subordinates using reward and psychological needs as a form of motivational medium (Bass, 1985). Based on the concept of this leadership style is a leader has to contribute something to his/her subordinates in exchange for carrying out certain tasks. In this approach, leaders may provide something valuable such as incentives, increased salary, and promotion to their followers, who in turn are expected to accomplish their duties well. Otherwise, the leader may provide his/her followers no further promotion or incentives as a form of punishment for not performing the task well. In fact, unlike
the rewards, punishment is not allowed to be mentioned frequently, nevertheless subordinates already have the overall idea as it is commonly specified and approved in terms and conditions of the organization to effectively achieve its goals.

According to uit Beijerse (1999) knowledge management is a way of accomplishing organizational objectives using strategy like motivating and facilitating workers for the development of their abilities and knowledge to be able to understand data and information by using accessible sources such as skills, experience, information, culture, personality, character, feeling, etc. through a process of giving meaning to these data and information. Todd (1999) also defined that knowledge management is the enlargement of organizational and individual preparation that help successfully tap into, organize and utilize people's competencies, proficiency, experiences, skills, opinions, abilities, intuitions, ideas, commitments, innovations, imaginations and practices and the assimilation of these into the creation of resources of an organization to accomplish goals. According to this definition, Todd believed knowledge management as a “complete managing practice” because the whole managing practice can deliver particular of an organization the chance of cooperating, sharing, using and adding more value to the knowledge, information and wisdom of an organization.
Figure 1.1. Conceptual Framework of the correlation between leadership styles and knowledge management

Scope of the Study

This study explored only Pan-Asia private international school in Bangkok, Thailand. Therefore, this research has limited population and resources. Moreover, this research has limited time because the researcher conducts this research during 2013 academic year in that private international school.

This research investigated the teacher perception about the leadership style of school leaders with regard to knowledge management in Pan-Asia International School; therefore its finding may not be generalized for teachers working in other international schools.

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that reason, its findings may not be generalized for others schools. And then, the unit of analysis of this study conducted the survey in a specific time frame; therefore, its finding may not be generalized for all times to come.

Definitions of Terms

Teachers' Perception refers to teachers' beliefs or awareness of the leadership style of school leaders which comprise of transformational leadership style and transactional leadership style with regard to knowledge management through their senses or feelings.

International School refers to a school which can be private or public that provides basic education by adopting an international curriculum (International Baccalaureate, British curriculum, American curriculum) and providing instruction of all subjects in a foreign language (English).

Principal refers to the administrator who has executive authority for a school.

Knowledge refers to a framework which can be a combination of experience, fact, description and awareness that can be used considerably when evaluating applicable situations or measuring new information (Zikmund, 2003).

Knowledge Management refers to the process of creating, storing, retrieving, transferring, and applying the desired knowledge for enhancing the organization’s ability and capacity to deal with the organizational process and products.

Explicit Knowledge refers to a form of recognized knowledge at school which can be easily reached and made use of such as every type of book, internet system, library or databases.
Tacit Knowledge refers to an expertise and experience of organization members that have not been formally documented, which includes insight, intuitions, and hunches – which are difficult to express and formalize, and therefore difficult to share (Becerra-Fernandez, 2000).

Implicit Knowledge refers to the knowledge that individuals know they know, as well as the knowledge they do not know they know, because they have not had a chance to express it (Wilson, 2002).

Leadership refers to the process of school leader regarding his/her performances and capabilities to comprehend a successful knowledge management system in order to achieve the goals of school.

Leadership Style refers to the way in which are leads in a group. In this study, the leadership styles are based on Bass and Avolio (1995).

(1) Transformational Leadership refers to the procedure which can influence the most important changes in attitudes and assumptions of organizational members and creating commitment for the organization’s objectives and mission. This consists of four different styles:

- Idealized Influence refers to the behavior that results in subordinate respect, admiration and trust, which decreases conflict to transform and builds a sense of charismatic leadership.

- Inspirational Motivation refers to the behavior which helps meaning and challenge to subordinates’ work and inspires, stimulates and motivates the leader who wants to communicate a vision.
- Intellectual Stimulation refers the behavior which motivate new methods for carrying out the work and construct a flow of new concepts which challenge followers and arouses them into rethinking of old ways.

- Individual Consideration refers to the behavior that provides specific attention to the members' needs and trust which help them to learn.

(2) Transactional Leadership refers to the process of controlling or motivating employees created on the exchange theory. Transactional leaders emphasize inspiring the employees by designating goals and promising rewards for good performance without making efforts to control organizational changes. This consists of:

- Contingent Reward. This refers to an incentive or gift for members who attain performance levels.

- Management-by-exception (active and passive). These refer to administrators who take action when there is evidence of something that is not going as planned.

Significance of the Study

This study would provide reflections about knowledge management and leadership style development on Pan-Asia International School. The result of this research may offer a guideline for school administrators and teachers to implement knowledge management in private or public school. Furthermore, this study would
provide information about how well the value of knowledge management and leadership style approach of this school to parents and public readers. This research will deliver information and direction for school administrators to manage teachers’ knowledge and ways to develop teachers’ performance in private or public schools. This study can help leaders identify their specific leadership style and behaviors that are related to knowledge management efforts. Finally, the result of this study may also benefit the future researchers because this study contains some information and elements about leadership styles and knowledge management. Hence, they can review some clues from this research which is related to their study.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of literature reviewed for creating a conceptual model for the purpose of this study. They are background of Pan-Asia International School, concept and definition of knowledge and knowledge management, relation of leadership and knowledge management and related research.

Background of Pan-Asia International School

Pan-Asia International School (PAIS) is a private Muslim international school which is located in 18 Chalemprakiat Rama 9 soi 67, Kwang Dokmai, Pravet District, Bangkok, Thailand. The core curriculum of the school is based on standards and benchmarks of the American state of Massachusetts (American Standard). All the teachers give lessons to students according to research-based and student-centered methodologies, such as inquiry and project-based study.

As an international school, students represent more than 41 different nations of origin. Moreover, the PAIS student population reflects Bangkok’s multi-ethnic, multicultural diversity. Currently, the school offers classes from kindergarten to grade twelve. PAIS has been accredited by international agency WASC and local agency ONESQA. The school has recruited International Diploma (IB) program to broaden the possibilities and increase the opportunities for the students to get admissions into any university of the world.

The mission of PAIS is to provide its student with the best elements of Western education within an Eastern cultural environment through cooperation
among students, parents, educators and the community. The vision of Pan-Asia International School is to present its students with an opportunity to excel both academically and morally and to become responsible balanced future citizens of the global community. The school educational philosophy aims at shaping the hearts and minds of their students by promoting a congenial school environment that instills in their students high morals, confidence and a pride in their identity. PAIS strives to present a new outlook in education by providing a nurturing, compassionate and loving environment.

PAIS features a multiplicity of modern educational facilities and it provides various facilities, such as science lab, library, computer lab, cafeteria, sports, auditorium, music room, playground, smart boards, transportation, and art room. All the teachers from PAIS are highly qualified and come with previous experience in their field of education. The school learning standards are designed to produce independent learners who are encouraged to:

1) Think, question and communicate.

2) Gain and apply knowledge.

3) Work in a meaningful, purposeful way.

4) Be considerate and compassionate.

5) Respect cultural, religious, regional or racial diversity by encouraging students to treat themselves and others with care and respect.
Concept and Definition of Knowledge

Knowledge is a complex concept to define precisely because varied ranges of characteristics are attributed to it. There are many researchers who have mentioned different perspectives in order to define the knowledge. Some definitions of knowledge are emphasized as follows;

- Knowledge is the ability to act and to create value-producing decisions (Kanter, 1999).
- Knowledge is things that are held to be true in a given context and that drive people to action (Bourdreau and Couillard, 1999).
- Knowledge is a task-specific professional skill (Bourdreau and Couillard, 1999).
- Knowledge is information made actionable in a way that adds value to the enterprise (Vail, 1999).

Alavi and Leidner (1999) observed that the dimensions of knowledge range from a mere recalling of facts, and hence can be stored, to action and expertise, to a potential and ability. Webster (1961) also defined knowledge as a clear and certain perception of something- the act, the fact, or the state of understanding. Knowledge contains both knowing how, which is normally more tacit knowledge, and knowing about, which is more explicit knowledge (Grant, 1996). To put it in other words, basically knowledge is an understanding of information and their associated patterns (Bierly et al., 2000).

The word of “Knowledge” is a complex concept with multilayer meanings. In the past, it has been linked with terms such as data, information, skill, intelligence, experience, expertise, ideas, and intuition, or insight which all depend on the context in which the words are used. The traditional epistemology adopts a definition of
knowledge as “Justified True Belief” which was later modified by Nonaka and Takeuchi (1995), a dynamic human process of justifying personal beliefs as part of an aspiration for the truth. Machlup (1983) analyzed information as a flow of messages of meanings, which might add to, restructure change knowledge.

Moreover, Davenport and Prusak (1998) viewed that knowledge is a developing combination of framed values, experience, contextual information, and expert insight that provides a framework for assessing and integrating new experiences and information. In organization, they found that knowledge often converts embedded in documents or repositories and in organizational routines, practices, processes, and norms. In order to have value in knowledge, they said it must contain addition of human’s experience, context, and interpretation. Nonaka (1994) developed this view by stating that knowledge is about the sense of meaning that it is context-specific. This involved the knowledge users must understand and have experience with the context, or surrounding conditions and influences, in which the knowledge is created and used in order to have meaning to them. In terms of knowledge source to be useful, it also must store the context in which the knowledge was created. This knowledge is context-specific and argues against the idea that knowledge can be applied universally; however, it does not argue against the concept of organizational knowledge.

According to Zack (1999), knowledge can be defined in terms of the function it serves. That is, knowledge may be “declarative” or descriptive in describing what something is. Knowledge may also be “procedural” or process-oriented in describing how something is done. Finally, knowledge may also be “causal” describing why something happens. Knowledge management systems are attempting to support all
three functional types of knowledge but the most predominant type appears to be declarative knowledge.

Defining Knowledge Management

Obviously, knowledge management is not a new concept. Since many years ago, organizations’ knowledge has been kept in difference ways, comprising documents policies and procedures, human minds, and interacted among particular through the means of training, discussion, and reports. It can be beneficial for every organization to implement new concepts, processes, skills and technologies.

Papows (1998) defined that knowledge management is all about creating information reachable to other workers of the organization and recalling and getting employees’ knowledge. In fact, it can be accomplished through the help of technologies such as databases, internet and includes translation of tacit knowledge to explicit knowledge. In order to successfully generate and implement a knowledge management strategy, Martensson (2000) recommended that there must be certain important elements which have to be included as follows:

- The “so what?” questions
- Top management support
- Creativity
- Communication
- Knowledge exchange and sharing
- Culture and people
- Time
- Incentives
- Evaluation

The strategy of knowledge management has to be properly associated with the purposes of the organization. It is also essential to articulate the objectives of KM strategy. What profits the organizations may gain from their work with KM and how it is going to benefit the employees' work (Klaila, 2000).

Mayo (1998) assumed that the employees' function should concentrate on proactive top management to encourage processes that promote organization wide-ranging learning and sharing. This contains facilitating to set up knowledge networks, as well as defining and developing the skills of learning from other people. Additionally, Gopal and Gagnon (1995) mentioned that the organizations which succeeded the greatest achievement in KM are those that have selected a senior executive to accept the post of full-time chief knowledge officer.

According to Saunders, communication was a text which is missing element in strategic management and a lot of organizations failed to implement strategies because of lack of communication (as cited in Ash, 1998). After studying nearly 200 articles and conference proceedings on data warehousing, Keen (1997) was struck by how little is said about action - real people making real decisions to get a real impact. They do not look at how those real people become informed.

A strong connection between creativity and strategy is really essential for organization. Kao (1997) defined that knowledge management issue is not enough working with a good strategy; therefore, if the organization wants to succeed in the future, it has to allow associating between strategy and creativity. Depending upon the
type of combination created between KM and the basic skills of creativity, management can associate the creativity of business.

Moreover, successful implementation of knowledge management is connected to each culture and people. A study of People Management showed where the significance of people, as opposed to technology and processes, was examined when implementing a KM strategy, 70 percent of respondents indicated that the most important factor is employees and 75 percent respondents reported that there should be an even greater emphasis on people. People and culture are at the heart of creating a successful knowledge-based organization. Many studies showed that people and culture issues are the most demanding problems to solve in an organization, but at the same time it can produce the greatest benefits (People Management, 1998). In fact, technical one is not the major challenge for KM since it can be assimilated into any number of IT systems but a cultural one (Forbes, 1997). Culture is the big task to overcome in KM implementation; on the other hand it is the heart of creating knowledge-based organization.

Mayo (1998) pointed out those frequently missing facts which are the ability to share knowledge and collaborate in organizations. Cole-Gomolski (1997b) defined that normally, employees are unwilling to share their skills among the group members and this matter leads to difficulty in development of knowledge management group. Forbes (1997) mentioned that the possible reason for this matter depends on the competitive nature of most employees and they may be more willing to reserve their knowledge without sharing with others. On the other hand, Alter (1997) explained that there are many benefits for the firm by sharing knowledge as a better process. The result came from the 33 organizations which underwent a study conducted by the American Productivity and Quality Center.
Ostro (1997) described the results of an extensive multi-firm study by the American Productivity and Quality Center. In his report, the major reason of the lack of sharing knowledge among employees is that most employees didn’t understand the importance and value of their experiences that can help each other in many ways.

Mayo (1998) believed that the human resource department has to look for abilities to distribute knowledge with new employees and also need to access if any development of what new knowledge they can bring in order to improve organization. The process of introduction for recruits should consist of the employees’ experience and knowledge “capturing” part. Even though mostly new staffs come with the useful specialist skills and experience, only few people show this source of information. In the meantime, the experiences of the predecessors have to be passed onto the new employees during introduction process. Another point made by Mayo is that there is an unwillingness to trust the employees with information. Mostly the excuse from the organizations is to withhold information as one of “commercial sensitivity” that leads to unwillingness to trust employees with information. Surveys for the salary are good examples for this. In what number of organizations, some data can easily be available as free to all interested employees?

In an organization, one of the biggest concerns is to create the right motivations for employees to apply and share knowledge with their colleagues while working on a KM strategy (The Banker, 1997). In fact, the systems of rewarding to individual must support the practice of sharing knowledge (Keeler, 2000; Mayo, 1998). To facilitate this process, it is essential to give rewards to workers who share their knowledge and skills and make sure that they have to understand the benefits of KM as well (Cole-Gomolski, 1997b). Mayo (1998) mentioned that today’s global
organizations need to consider the following questions to revitalize the knowledge management process in their organization:

1. Do the employees receive indications that encourage the process of sharing knowledge?

2. What are the parameters used to promote the staffs?

3. Are there any instances where the organization has benefited from knowledge sharing learning publicly celebrated?

4. Are mistakes made that could have been avoided if they would have known that similar errors had happened in the past?

In an organization, the problem with incentives and many reward systems for distribution knowledge is that useful relevant practical knowledge and information are contributed by people who are not on the incentive systems but they probably respond much more readily to the feeling that they belong to highly motivated, innovative group of people. In the end, possibly this means the key role is played by culture; by an unquestioned, even unconscious, code that encourages knowledge sharing and cooperative behavior in an organization (The Banker, 1997).

Galagan (1997) defined that it is really important to construct opportunities and time for people to learn. Creating formal learning networks is one of the successful approaches which can transfer and identification of operative practices becomes part of the job. Mayo (1998) said that the biggest challenge of sharing knowledge is the time required to access and input information and the absence of motivation among possible users.

It is really important to create evaluating system that is made to use KM. The system of evaluation can range from simple communication, such as conversation
with people about how “best practice” is shared within the organization, or to the use of more sophisticated tools to measure the outcomes (Martensson, 2000).

To summarize, both of the creation and the leverage of knowledge must be considered as a tool to implement a KM strategy successfully in the organization.

**Figure 2.1. The Stages of Knowledge Management**

- Collecting Information
- Storing Information
- Making the Information Available
- Use the Information

**Source:** "A critical review of knowledge management as a management tool" by Maria Martensson, 2000. Journal of Knowledge Management, Vol. 4 Iss: 3, pp.204–216

**Explicit, Implicit, and Tacit Knowledge**

There are three categories of knowledge: explicit, implicit, and tacit. Nickols (2000) provides a straightforward explanation (see Figure 2.2), which describes knowledge by its ability to be articulated. He mentioned that if knowledge has been articulated, it is explicit. If knowledge can be articulated but has not been articulated, it is implicit. If knowledge has not been articulated because it cannot be, it is tacit.
Figure 2.2. Knowledge Articulation Model.

![Knowledge Articulation Model Diagram]


Meyer and Sugiyama (2007) described a dimensional classification of knowledge to explain the knowledge in knowledge management (see Figure 2.3). Based on the experience of Meyer and Sugiyama, explicit, implicit, and tacit knowledge are not commonly exclusive because of changing degrees of codifiability between them. In developing their model, they turned to the study of Kogut and Zander (1992) who claimed that tacit knowledge can be codified (explicated) and then measured by its degree of codification, thus implying toward a dimensional character of non-explicit knowledge. Meyer and Sugiyama pointed to the study of Li and Gao (2003) who argued that implicit knowledge also contains a degree of tacitness that would lie somewhere between explicit and tacit on the continuum.
Figure 2.3. Dimensional classification of knowledge.

<table>
<thead>
<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>Explicit Knowledge</td>
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<tr>
<td>Implicit Knowledge</td>
</tr>
<tr>
<td>Tacit Knowledge</td>
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</tbody>
</table>

Degree of Codifiability


Explicit knowledge has been used progressively as well as emphasized in both practice and literature, as a management tool to be exploited for the handling of organizational knowledge. Scarborough et al. (1999) noted that intranets, groupware, knowledge repositories, list servers, database management and knowledge action networks are in use which allows sharing of organizational knowledge. Moreover, Nickols believed explicit knowledge can be information that has been captured in the form of text, diagrams, tables, product specifications, and reports (Nickols, 2000). The management of explicit knowledge is assumed to be the management of information (Alavi & Leidner, 2001). Usually, the knowledge management is comprehended to be the processes of management that changes tacit knowledge into the organization’s explicit knowledge (Minonne, 2007). In addition, Pan and Scarborough (1999) considered that explicit part of knowledge is systematic and easy to interconnect in the form of hard data or codified procedures. In other words, the form of explicit knowledge can be transmitted across individuals easily and formally.

Implicit knowledge is sometimes stated as “corporate memory” (Silver, 2000) and is understood to be the organization’s “lessons learned” (Cross & Baird, 2000). It
is also the knowledge that individuals know they know, as well as the knowledge they do not know they know, because they have not had a chance to express it (Wilson, 2002). Implicit knowledge can be made explicit by applying knowledge management practices (Meyer & Sugiyama, 2007). In addition, implicit knowledge management employs tools, techniques and methodologies that capture these seemingly elusive thought processes and make them more generally available to the organization.

Tacit knowledge; According to the observation of Polanyi (1959), he defined that people can perform actions without being able to explain them, and can explain actions without being able to perform them. Polanyi (1966) mentioned tacit knowledge as an example; people can be familiar more than they can tell. They can recognize the face of each person and able to remember it among a thousand faces. They identify the face of human moods without being able to express, except quite vaguely, by the signs they know.

However, Nonaka and Konno defined that establishing knowledge management is really essential elements for organizational performance and then they introduced tacit knowledge into knowledge management (Nonaka & Konno, 1998). Tacit knowledge is the combination of an individual’s instinct, learning, insight, understanding, and experience (Nonaka, 1991). It cannot be simply expressed, as it is not easily articulated. Horvath (2000) stated tacit knowledge as “unspoken know-how,” and assumed that it is one of the most valuable assets in an organization. The leaders from business organization are interested to change tacit knowledge to organizational knowledge such as in their products and services, rather than it residing exclusively in the head of subordinates’ (Hinds & Aronson, 2002). Organizations considered that they are lacking on an untapped resource when tacit knowledge is not shared or recorded (Bishop, 2000).
In fact, most people are not aware of the knowledge they themselves possess or of its value to others. Tacit knowledge is considered more valuable because it provides context for people, places, ideas and experiences. It generally requires extensive personal contact and trust to be shared effectively.

Transformational Leadership

Transformational leadership is a form of leadership which focused on the leader’s higher level of personal commitment and trait to his or her followers and greater capacity of organization to accomplish the school’s goals through high performance (Bass & Avolio et al, 2003). This kind of leadership style can help to progress the performance of employees and improve their ability to complete higher level of achievement (Bryant, 2003).

Chirichello (1999) described transformational model as comprehensive; it can offer a normative approach to school leadership which emphasizes mainly on the process by which school leaders seek to influence school results rather than on the nature of those outcomes. But, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the followers. According to Allix (2000), there is potential for transformational leadership to become “despotic” because of its valiant, strong and charismatic features. Based on his belief, the power of leaders has to raise “moral qualms” and serious doubts about its suitability for democratic organizations.

The eight dimensions of transformational leadership are the following:

1. Establishing school goals
2. Building school vision
3. Providing intellectual stimulation
4. Offering individualized support
5. Modeling best practices and important organizational values
6. Creating a productive school culture
7. Developing structure to foster participation in school decisions
8. Demonstrating high performance expectations (Boycio et al., 1995).

Moreover, the study of Leithwood showed that the essentially normative transformational leadership model has some empirical support. According to his report, the relationship of transformational leadership practice can be considered as a composite construct, having significant direct and indirect effects on development with school-restructuring initiatives and directions, and teacher-perceived student outcomes for success (Leithwood & Jantzi, 2005).

Bass (1985) argued that the motivation of transformational leadership can impact followers to do more than expected and raising followers’ personal efforts by (1) increasing the levels of employees’ awareness about the significance and value of specific and idealized goals, (2) getting followers for the benefits of organization or team where they can rise above their own self-interest, and (3) in order to move employees to promote the needs of higher level and own-satisfaction. He mentioned that through the point of view of transformational leadership, the leader influenced employees who admired, trusted, and respected the transformational leader.

The performance of followers and also with evolving followers to their occupied potential is concerned with transformational leadership. According to Avolio and Bass, transformational leadership is accomplished through four significant characteristics, these are idealized influence or charisma, inspirational motivation,
intellectual stimulation, and individualized consideration described as follows (Avolio, 1999; Bass, 1998):

1. Idealized Influence (Charisma): It symbolizes the followers appreciating their leaders and building confidence with capability in the leaders, which forms the basis for accepting radical change in organization. In terms of being transformational leaders, they should be a role model for their followers and the leaders are respected, trusted and admired. The followers, namely, try to imitate the leaders with faultless influence. Therefore, when a leader had greatest success in high level of confidence and appreciation with his/her followers, they begin to imitate their leader. Accordingly, the power of leader can conduct fundamental change the organization encounters confirm and support with the employees. The leaders who have idealized influence can be appreciated, trusted, admired, honored by their followers and they recognize them and try to emulate them. This kind of leaders can exemplify the role models to their employees by doing “the right things”, demonstrating high standards of ethical and moral conduct. They do not try to accomplish personal interests by using their abilities and position; however, they encourage their followers to use their potentials and to achieve the organizations’ goals. They deliver followers with a vision and a sense of mission. They are deeply respected by their employees who usually place a great deal of trust in them.

2. Inspirational Motivation: It is the capability of transformational leadership, which qualifies a leader as a figure, which inspires and motivates the followers to appropriate behavior. In other words, the way transformational leaders act inspires and motivates subordinates around them by offering meaning and challenge to their followers’ work. The leader has clear mission and endless stimulation with their followers to follow a new idea when the change of
transformational leadership is being conducted in an organization. Therefore, transformational leader behaves in such a way which encourages and inspires followers. Such behavior contains implicitly showing enthusiasm and optimism of followers, pointing out positive results, stimulating team work, emphasizing aims, advantages, stimulating followers, etc. Moreover, they motivate followers to become part of the overall organizational environment and culture.

3. Intellectual Stimulation: Transformational leaders motivate the efforts of their followers to become innovative and creative by reframing problems, questioning assumptions, and approaching old situations in new ways. Therefore, there is a possibility to acquire creative and new ideas for resolving problems from the followers. The leader always inspires his/her followers to try new methods, and their ideas are not criticized, the reason is their ideas can be different from their leader. Furthermore, creativity is stimulated in the organization and there is no public condemnation of individual members’ mistakes. In fact, the followers need this form of leadership help while they are trying new approaches and developing innovative ways of dealing with organizational issues. It supports followers to progress their own thinking skills and to be engaged in careful problem solving.

4. Individualized Consideration: This style involves paying special attention to each individual follower’s recognition and praise for their performance such as for personal growth and achievement. That is the reason why followers often believe transformational leaders as mentors and coaches. As advisers and coaches, the leaders always try to help individual followers with becoming fully actualized. This type of leaders supports followers to grow through personal challenges by using delegation. Transformational leaders are known to adapt to the needs of particular and to build one-on-one relationship with followers. Colleagues and followers are
developed in order to reach successively higher levels of potential. The practice of individual consideration is when new learning opportunities are created with supportive climate. Additionally, the personal attention can support the followers to build confidence, motivation to meet the leader’s high expectations, and increase their overall job satisfaction.

According to Bass (1985), in terms of being transformational leaders, the followers must be able to accept the credibility of their leaders but also the leaders have to articulate and define the vision of their organizations. Transformational leadership style can inspire and motivate followers to accomplish the expectations of leader and change both individual and organizations (Keegan and Hartog, 2004).

The study of Leithwood (2005) emphasized the transformational leadership and educational administration. He discussed them based on two assumptions regarding about the relevance of transformational leadership to educational administration. First of all, this leadership style mainly demonstrates itself during changing times and the nature of change is the critical determinant of the most helpful forms of leadership, and that the time period of school change, reform, and reorganization will likely extend into the predictable future. Secondly, transformational leadership is the right leadership to change the school for the time period because both the means and ends of restructuring are uncertain.

Subsequently, based on the re-examination of Rafferty and Griffin (2004) the theoretical model developed by Bass (1985) identifies five dimensions of transformational leadership: vision, inspirational communication, supportive leadership, intellectual stimulation and personal recognition.
First, *vision*, it is the expression of the organizations to see the idealized picture of the future based around organizational values. The result of vision is that to internalize the organizational goals and values so that it can encourage individuals to adopt desired behaviours (McClelland, 1975). According to House (1977), as a transcendent ideal, shared values represent vision. He also argued that charismatic leaders show several of behaviours, including expressing an ideology that increases task focus, goal clarity and value congruence.

Second, *inspirational communication* is the kind of expression which is optimistic and encouraging messages about the organization and statement that builds confidence and motivation. Inspiration refers to “the extent to which a leader stimulates enthusiasm among subordinates for the work of the group and says things to build subordinate confidence in their ability to perform assignments successfully and attain group objectives” (Yukl, 1981, p. 121). Inspirational leaders use appeals and emotion-laden statements to arouse followers' emotions and motivation.

Third, *supportive leadership*, House (1996) defined that it is concern about the followers and providing for their individual needs. The behavior of supportive leaders display that they care about the satisfaction of their subordinates' needs and preferences, show concern for subordinates’ safety, and build a psychologically and friendly work environment. An element of the individualized consideration leadership is constructed by supportive leadership.

Fourth, *intellectual stimulation* can encourage increasing the interest of employees and awareness of problems and enhancing their ability to approach old problems in new ways (Bass, 1985). Moreover, intellectual stimulation enhances
followers' skills to understand, conceptualize, and analyze problems and develop quality of solutions (Bass & Avolio, 1990).

Lastly, personal recognition is the style of responding as rewards such as words of thanks or praise and acknowledgement of effort for accomplishment of specified goals. Personal recognition happens when a leader indicates that she/he values individuals' efforts and rewards the achievement of outcomes consistent with the vision through praise and acknowledgment of followers' efforts.

Leaders who can make significant changes in both employees and the organization with which they associated are known as transformational leaders. They lead changes not only in mission, strategy, structuring the organization and the culture of schools, but also through a focus on intangible qualities such as shared values, vision, and ideas and creating appropriate relationships. Transformational leaders have the clear vision of organization that they want their followers to achieve. The societal values and the cultural background can influence the perception of leadership effectiveness and enactment strategy. On the other hand, transformational leaders also discover a common ground that allows them to enlist followers in processes of change and participate with tasks or problem solving.

There are four stages of organizational change under transformational leadership which are defined by Lussier and Achua (2004), Carlson and Perrewe (1995), ERIC (1992), and Yukl (1989); first, it is essential to make a compelling case for change. The transformational leader helps to bring about change by making a convincing case for it. This typically consists of reinforcing followers' sensitivity to environmental changes and challenges and questioning the current situation. For example, the case for change within a school or some other educational environment
might be made by inviting government department spokespeople to the school to present an overview of policy and related contexts or by highlighting levels of performance relative to other, similar organizations.

Second, it is significant to *inspire a shared vision*, try to find broad input of most recent knowledge and dynamisms, and encouraging every person to think of a new and better future. This needs to be cast in ideological rather than just economic terms. This might be accomplished by involving all employees in the shaping and reshaping of the school/department’s strategic plan on a regular basis. The survey of staff might help to establish their needs and wants. For instance, a school principal or department head could also visit classrooms frequently (and encourage others to do the same) to better gauge collective behavior in an educational context (ERIC, 1992). Coaching and conscious role modeling strategies can help to achieve inspiring a shared vision.

Third, *change needs to be led*. A sense of urgency must be instilled. The employees’ self-assurance must be increased and teamwork has to be encouraged. As a result, it is vital to build an environment conducive to the creation and sharing knowledge (Bryant, 2003). Successful (shared) initiatives and the achievements acknowledged by the public might help serve these ends. Providing private notes of congratulation to successful followers can also help foster self-confidence (ERIC, 1992). It is also required at this stage, to deal with the emotional resistance that typically accompanies change and this may be achieved through careful recognition of the individual needs of staff or followers.

Finally, *change needs to be embedded*. This is attained by, such as, changing appraisal, monitoring progress and reward systems, and recruiting employees with a
commitment to collaboration. Together, these should also empower followers to help achieve the goals of organizations. According to Carlson and Perrewe (1995), what leaders pay attention to, what they measure and how they measure it, and what they control are critical factors in transforming an organization's culture and embedding new ways of thinking and acting. Stone, Russell and Patterson (2003) defined that "transformational leaders articulate the vision in a clear and appealing manner, explains how to attain the visions, acts confidently and optimistically, expresses confidence in the followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision (Stone, Russell & Patterson, 2003, p. 4)."

To conclude, transformational leadership is usually all about the relationship process between leaders and followers that concentrate on and affects common needs, aspirations, and values whereby followers are elevated and empowered such that they perform beyond expectations, in ways that benefit themselves, their leaders, and their organization.

**Transactional Leadership**

Bass (1985) specified that transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their search for solutions. Transactional leaders are less receptive to change, more willing to accept the current situation and more unfavorable to risk.

Transactional leadership is referred to as an exchange process. The point of exchange process may refer to the political strategy for the member of organizations. As the formal leaders of the school, heads and principals hold authority arising from their positions. They have the power to give reward such as promotions and
references to their employees. But, the head needs to require co-operation from their staffs to secure the effective management of the school. Therefore, an exchange may be used as a tool to secure benefit for both parties in the arrangement. However, there is a limitation of this process; it does not involve staff beyond the immediate gains arising from the transactions. In fact, transactional leadership does not create long-term guarantee to the values and vision being promoted by school leaders (Miller & Miller’s, 2001). Additionally, transactional leaders are influential since it is in the best interest of subordinates to do what the leader wants.

There are three primary factors of leadership models contained such as contingent reward and management by exception (including active management by exception and passive management by exception) that transactional leaders count on to motivate followers (Avolio et al., 1999). Among the three models, contingent reward leadership has been defined to be the most influential in respect to its positive relationship with leader effectiveness and followers’ attitudes and job performance while the other two models have not created encouraging findings. Research studies have indicated that passive management by exception has been showed ineffective because it is negatively correlated with leadership outcomes (i.e., task performance, leadership effectiveness; Judge & Piccolo, 2004; Lowe et al., 1996). Moreover, active management by exception has been found to be neither effective nor ineffective because it is positively correlated with the outcomes of leadership in some cases and negatively related in other cases (Judge & Piccolo, 2004; Lowe et al., 1996).

Bass (1998) indicated his transactional leadership model together with four components: contingent reward, active management by exception, passive management by exception and laissez-faire leadership. In this study, the researcher
concentrates on the first three components only. Therefore, only the first three components are described as follows:

1. **Contingent Reward.** This refers to leaders who did exchange process with followers in terms of setting goals, rewarding, and providing direction and support for a particular level of performance. With this kind of leadership, the leaders usually try to obtain from followers using as incentive and contingent rewards in exchange for their performance in meeting agreed-upon goals (i.e., task accomplishment). Followers obey the agreed-upon exchange agreements through contingent reinforcement processes. Hence, the leaders who use transactional contingent reward are predicted to have a positive influence on followers' job performance and attitudes and on team performance through effective exchange processes. Additionally, research has found the positive relationship between transactional contingent reward leadership and work outcomes, such as leader effectiveness and team performance at the team level, and follower performance and work-related attitudes (i.e., job satisfaction and organizational commitment) at the individual level (cf. Judge & Piccolo, 2004; Lowe et al., 1996; Walumbwa et al., 2008). An example of this type of transaction would be interaction between parent and child negotiating how much TV he or she can watch after practicing the guitar. Another example is that in the academic setting in university in which a dean negotiates with a professor about the number and quality of publications he or she needs in order to receive tenure and promotion (Bass, 2004).

*Management-by-exception* refers to the intervention of leaders to be included in followers' work process below standards. The transactional leaders depend on negative feedback, punishment and other forms of negative reinforcement to persuade followers from engaging in insufficient performance (Bass & Avolio, 1997). This
kind of leadership behavior can be either active or passive relying on the leaders’ monitoring behavior (Howell & Avolio, 1993). Timing is the aspect that distinguishes active-management-by-exception and passive management-by-exception.

2. **Active-Management-by-Exception.** This refers to leadership which monitors the performance of employees and then takes corrective action as necessary when employees make errors or mistakes. In other words, active management by exception occurs, when the leader proactively searches for the followers’ problems and informs them immediately (Bass & Avolio, 1997).

3. **Passive-Management-by-Exception.** This typical leadership is in contrast with active-management-by-exception. It happens when leaders provide command only after the end of tasks. In other words, the leaders wait and facilitate only after mistakes or errors occur (Howell & Avolio, 1993).

To sum up, in transactional leadership, rewards and punishments are reliant on the followers’ performance. The relationship between leaders and employees as an exchange - “the leader gives subordinates something for something in return.” In other words, the followers achieve some type of reward when they perform well in given task and they may receive punishment as well when they have poorly done their performance. Additionally, transactional leaders depend extremely on organizational rewards and punishments to control employee performance. Transactional leadership emphasizes rules, procedures and standards. There is no motivation for followers to be creative or to find new solutions to problems. The leader can handle effectively in situation where problems are clearly-defined and simple. Even though transactional leadership can be useful in some condition, it is normally considered inadequate and may inhibit both leaders and subordinates from accomplishing their full potential.
The relation of Leadership and Knowledge Management

There are few previous researches which study about the relationship between leadership and knowledge management. Kluge et al. (2001) mentioned that all the levels of organizational leaders have important and unique role to play in managing knowledge, it is mainly important for the CEO (Chief Executive Officer) to be involved in sharing knowledge processes. Furthermore, they state that if the leader takes knowledge earnestly, all the employees from the organization will follow automatically. Therefore, leadership and knowledge management conceptually overlapped each other.

Beckman (1999) defined that the highest level of the organization responsibility about knowledge management process is to motivate all its employees, make available to them with equal opportunities and developmental avenues, and scientifically measure and reward those performances, behaviors and attitudes that are required for effective knowledge management. Therefore, the researcher notes that in the area of knowledge management, the management thinkers have to provide importance to leaders and especially to their leadership styles in creating things happen for knowledge management processes and practices to develop successfully. It looks like leadership is a principle that runs through the whole range of the knowledge management initiatives in an organization.

Nonaka also acknowledged the significance of leadership in creating knowledge. According to him, an organization needs a vision which can harmonize the whole organization in order to construct knowledge dynamically and continually (Nonaka & Takeuchi, 1995). Therefore, a leader is the one excepted to articulate the vision of an organization, to establish the direction and to motivate followers to move
in that direction (Meisel & F Fearon, 1996). The action of leaders can help to coach and explain certain shared beliefs and values among organizational members. Moreover, the situation of what is good or bad, right or wrong is defined by beliefs. Beliefs showed that what people expect to happen as a consequence of their actions. The principle of the organization's culture is shared values and believes by people in an organization (Sashkin & Sashkin, 2003).

The role of leadership is crucial in an organization because it can develop values and believes that support the organizational function effectively. Leaders must improve a mutual belief in the importance of keeping to this set of values within their organization (Sashkin & Sashkin, 2003). Leaders can model the values that motivate knowledge management through the following actions: implementing reward mechanism can motivate people to participate in thoughtful conversation with coworkers regarding the problems they have been facing in the organization; supporting others in creating the environment where all the members of organization can easily experiment with new ideas and be innovative. As being a role model leaders can help the followers willing to act bravely by freely facing and testing their mental models; and leading the development of a community of learners who are committed to respect for each other's views and to their own personal development as people and members of a particular organization (Calvaleri & Fearon, 1996).

Chua (2002) stated that the important factor of knowledge sharing and knowledge creation is related with leadership. Precisely, Sashkin and Rosenbach (1998) mentioned the appropriate leadership skills and behaviors such as creativity, communications, caring, credibility, and confidence. Moreover, leaders who have these skills and behaviors inspire the followers to accept challenges and to take risks. Koch and others also defined that this kind of leaders can support to create a culture
that motivate knowledge sharing and knowledge creation and they are supportive of learning but also they encourage open communication, and are tolerant of failure (Koch et al., 2002).

The impact of leaders on a firm’s approach is based on the influence they exercise over the development and shaping of collective knowledge. Consequently, leaders play the main role in organizational memory because they can support to build knowledge sharing and creating culture that values not only organizational memory but the kinds of organizational memory systems which can evidence to be most valuable to the organization for present and future use (Spender, 1996).

A field study of Shrivastava (2001) also showed the influence of sharing knowledge and the antecedents and concluded that empowerment in leadership and motivations are important to knowledge sharing. After looking through specifically the relationship between leadership and knowledge sharing, according to Mulligan (2001) results showed that there is a significant relationship between leadership and knowledge sharing. The indication of results explained that the respondents who scored high on knowledge sharing also tended to score high in leadership. Additionally, the findings of her study showed that leaders must encourage a shared vision and create a culture that motivates sharing of knowledge. Building trust and readiness to take risks were also deliberated to be significant for successful knowledge sharing.

Moreover, the role of leaders plays the enormous impact on KM practices within their organizations because the leaders create the situation that allows all the followers (participants) to be able to cultivate and exercise their knowledge use of skills, to provide their own individual knowledge resources to the organization’s pool of knowledge, and to have free access to relevant knowledge (Crawford, 2005). In
addition, the specific results of Crawford (2005) showed a strong relationship between transformational leadership and KM behaviors. And then, he also discovered a statistically significant correlation between KM and contingent reward, and a negative correlation with management by exception. On the other hand, Vera and Crossan (2004) found that transactional leaders stimulate to the individuals about the flow of learning from organization by assigning a strong value to procedures, organizational rules and past experiences.

Lastly, Politis (2002) also examined the relationship between transformational and transactional leadership and knowledge purchase in self-managed teams by using Bass’ transformational leadership theory and survey. The study determined that leaders who instill faith, pride and respect pass on a sense of mission to enable knowledge acquisition. Koch and others (2002) have done an investigation into knowledge management within an IT university group; they examined how knowledge was acquired, selected, and created. The findings showed that the social aspects of knowledge management were critical, impacting all phases of knowledge management. They discovered that the most important social characteristic is leadership, which is essential to building an effective knowledge management environment (Koch et al., 2002). There is an examination of another study which showed how strategic alliances impacted knowledge creation activities. The findings mentioned that the quality of leadership played a major role in creating new knowledge (Alderbesti, 2002).

**Related Research**

Only a few studies have been done about the relationship of leadership and knowledge management. Cevat and Cetin (2005) conducted research about
"Teachers' Perception about the Behaviors of School Leaders with Regard to Knowledge Management". The data collection of this study was done with teachers from primary schools in Edirne, Turkey. The purpose of researchers is to find out the perception of teachers about the behaviors of their school leaders with regard to knowledge management, and the changes in teachers' opinion considering their demographic profile such as sex, age, educational level, experience and tenure. According to the researchers in different countries it showed that there are nine existing sub-dimensions of knowledge management but for schools in Turkey there are seven, as follows; leadership, cultural structure, knowledge hubs and centers, tacit knowledge, explicit knowledge, knowledge vision, and learning culture. As for some variables that affect the perception of teachers about knowledge management, the results of the research mentioned that there is not a relationship between the length of time that teachers have worked, the length of time that teachers have spent at their school, teacher's educational level, their duty and the dimensions of knowledge management.

Moreover, the researcher wanted to find out the relationship between knowledge management and the existence of computer network at school. At the end of the survey, there was a significant relationship between the existence of computer network and knowledge center, explicit knowledge and learning culture dimensions of knowledge management. But there was no meaningful relationship between leadership, tacit knowledge, cultural structure and knowledge vision dimension of knowledge management and the existence of computer network at school. Teachers who are having computer network at their schools think that their schools are better occupied for the conditions mentioned in knowledge center, explicit knowledge and learning culture dimensions of knowledge management when they are compared to
teachers not having computer network at their school. According to this finding, it can be assumed that the existence of computer network at a school affect learning culture and explicit knowledge positively.

The survey finding of the relationship between whether the teachers’ have their own email address and the dimensions of knowledge management was conducted. The result showed that there was a significant relationship between the leadership dimension of knowledge management and teachers having their own email address. On the other hand, there was no meaningful relationship between teachers’ having their own email address and the other dimension of knowledge management. The finding in consequence showed that teachers using an e-mail address of their own think that the properties mentioned at leadership dimension of knowledge management are more dominant at their school than the teachers who are not using an e-mail address of their own.

After conducting a relation survey between the fact whether teachers’ schools have a subscription to internet databases and knowledge management dimension, the findings of the survey indicated that there was a significant relationship between the cultural structure, leadership, knowledge center, tacit knowledge, explicit knowledge and learning culture dimensions of knowledge management and the school’s subscription to internet databases. On the other hand, there was also no relationship between the facts whether teachers’ schools have a subscription to internet databases and the knowledge vision dimension of knowledge management. Teachers’ schools which have a subscription to internet databases consider that their schools have more proper atmosphere in terms of knowledge center, leadership, culture structure, tacit knowledge, explicit knowledge, learning culture dimensions of knowledge
management when they are compared to teachers’ schools which have no subscription to internet database.

After conducting a relation investigation between the fact whether teachers’ schools have a subscription to professional magazines such as a book or a bulletin and knowledge management dimension, the result of survey mentioned that there was a significant relationship between the cultural structure, leadership and learning culture dimension of knowledge management and schools having a subscription to professional magazines. There is no meaningful relationship between the knowledge center, tacit knowledge, explicit knowledge and knowledge vision dimension of knowledge management and schools’ subscription to professional magazines. According to the findings from the survey, it can be stated that cultural structure, leadership, and learning culture dimension of knowledge management directly affected to schools’ subscription to professional magazines.

After looking through survey about between the fact whether teachers’ schools have a website and dimension of knowledge management, the findings of survey showed that there was a significant relationship between knowledge center, cultural structure, tacit knowledge, explicit knowledge and learning culture dimensions of knowledge management and the fact whether teachers’ schools have a website. On the other hand, there was also no meaningful relationship between the leadership and knowledge vision dimensions of knowledge management and schools having a website. Based on the results gathered, it can be stated that teachers whose schools have a website perception change when cultural structure, leadership, knowledge center, tacit knowledge, explicit knowledge and learning culture dimensions of knowledge management is considered.
The relation survey between teachers’ sex and knowledge management indicated that there was a significant relationship between knowledge center dimension of knowledge management and teachers’ sex. On the other hand, there was no meaningful relationship between leadership, explicit knowledge, tacit knowledge, cultural structure, knowledge vision and learning culture dimensions of knowledge management. According to the results gathered, male and female teachers consider that the properties mentioned in knowledge center dimension are made real less by school administration.

At the end of survey finding, it is seen that primary school teachers from Turkey perceive knowledge management as having seven dimensions although the same knowledge management approach is regarded as having nine dimensions. The most significant variables that have a function in the improvement of the knowledge management understanding are whether schools have a website and also whether schools have an internet system. The summary of second important variables are the existence of computer network at school and schools’ subscription to professional magazines.

Vincent, C. (2006) conducted the research entitled "Leadership in a Knowledge Society: An Examination of the Relationship Between Perceptions of Leadership and Knowledge Management Actions Using a Social Action Theory Approach". The sample of this research was teams working in the sales department (excluding managers and account mangers) of a large global information technology distributor company in the United Sates. Therefore, the aim of this study was to examine whether perception of leadership was related to knowledge management actions within the team environment. This study was done through a quantitative methodology to prove experimental data on this potential relationship and because of
that the researcher is able to identify leadership characteristics and behaviors related to knowledge management actions within the team environment.

Moreover, the research questions raised in the study were, firstly, "Is there a significant relationship between the team members' perceptions of leadership and team knowledge management actions?" and the second question was, "Is there a significant relationship between each of the leadership behaviors and characteristics and each of the four knowledge management actions?" The researcher used mainly correlation analyses to examine the data. According to the findings, team members' perception of leadership was meaningful relationship with over all team knowledge management actions. Nevertheless, when the leadership characteristics and behaviors were related with the four knowledge management actions such as environmental interface, action/reflection, dissemination and diffusion and meaning and memory, some leadership behaviors and characteristics were correlated to knowledge management and others were not. Precisely, there is a significant relationship between reward equity and all four knowledge management actions. And then there is a significant relationship between capable management and dissemination and diffusion and meaning and memory. There is a significant relationship between creative leadership and environmental interface and dissemination and diffusion. Lastly, there is a significant relationship between visionary leadership with action/reflection, dissemination and diffusion and meaning and memory.

According to the suggestion of the study, the effort of knowledge management to become successful, the organization should not be managed in the sense of traditional way which centers on controlling the flow of information by using top-down leadership (Nonaka & Takeuchi, 1995). Therefore, Parsons (1951) defined that leadership is a structuring element of social system which focuses on human action
and it can help to facilitate the collective knowledge management actions of the organization.

"Effects of transformational leadership and organizational position on knowledge management", a journal of knowledge management, Vol. 9 Iss: 6 pp. 6 – 16 was written by C.B. Crawford by Emerald Group Publishing Limited in 2005. The purpose of this research is to determine empirically the relationship between transformational leadership, organizational position, and knowledge management. The findings of the research strongly supported that knowledge management behaviors were significantly predicated by transformational leadership. Additionally, organizational position was also a significant predictor of knowledge management and, with transformational leadership.

Nguyen & Mohamed (2009) conducted a research entitled "Examination of the Relationships among Leadership Styles, Organizational Culture and Knowledge Management Practices". The intension of this study research design is to examine how leadership behavior relates to knowledge management practices, and to determine whether organizational culture moderates the relationship between leadership style and knowledge management in Australian small-to-medium sized enterprises (SMEs). Moreover, this study showed empirical evidence of the association between two types of leadership behaviors, organizational culture and KM practices. The research questions addressed in the study were, (1) How do the transformational and transactional leadership behaviors relate to KM practices? (2) How does the organizational culture moderate the relationship between leadership behaviors and KM practices? Surveys questionnaires were distributed to 1,000 SMEs, and a total of 157 valid responses were received. The findings of the statistical analysis result reveals that (1) only transformational leadership is positively and
significantly related to knowledge management practices, (2) there is significant positive relationship between organizational culture and KM practices, and (3) no significant relationship between transactional leadership and KM practices.
CHAPTER III

RESEARCH METHODOLOGY

This chapter establishes the specifics of the design of the study and this research has been done as a correlation. More specifically, the research methodology is divided into seven subheadings; these consist of research design, target population, research instrument, reliability and validity, collection of data, data analysis and summary of the research process.

Research Design

In this study, the design of this research will be realized as a quantitative correlation study which utilizes descriptive data because questionnaire was used as the research instrument for collecting the data. Descriptive statistical method was selected to identify the relationship of knowledge management as leadership style as perceived by teachers in Pan-Asia International School and the perception of the teachers on the knowledge management process in Pan-Asia International School.

There are two major forms of questionnaires utilized in the research. One is to access the leadership style and the other is knowledge management questionnaire.

Population

The target population for the current research is teachers at Pan-Asia International School. All 49 teachers in the population will be used as the subjects for data collection. The reason is, in order to increase the accuracy of the study design
and avoid coverage error; all current teachers are included in the population. The population of teachers consists of the teachers from Nursery, Kindergarten, Grade 1-6, and Grade 7-12.

**Research Instrument**

In this study, questionnaire will be used as an instrument to achieve the objectives of this research. Questionnaire consists of three main parts. The first part of questionnaire is about teachers’ demographic profile and it consists of seven questions. In addition, it was created by this researcher. The selected eight teachers’ demographic variables are (1) Gender, (2) Age, (3) Nationality, (4) Highest Educational Level, (5) Religion, (6) Position, and (7) Work Experience.

The second part of questionnaire is Multi-Factor Leadership Questionnaire/Leader Rater Form (MLQ 5X- Short) which is adopted from Bass and Avolio’s (1997) questionnaire with slight adjustments to appropriate the present study. Since the time the questionnaire was first designed, the MLQ has gone through many modifications and has continuously been developed to strengthen its reliability and validity (Bass & Avolio, 2000). In fact, the origin of MLQ questionnaire consists of forty five items; however, the researcher excluded fifteen items since they are not related to this research. Therefore, the researcher only mentions thirty questions in this leadership questionnaire. Moreover, based on the recommendation of Bass and Avolio (1992), the items of questionnaire show independent characteristics which leaders should answer based on their own style so as not to have a negative influence on their questionnaire scores. Bass and Avolio themselves tried to take off some items about usefulness, satisfaction, extra effort and developed an abbreviated version of the
MLQ, called the MLQ5S-Short to measure transformational and transactional leadership style (Venkat, 2005).

There are two different types of leadership styles under leadership style part of questionnaire: these are transformational leadership style “Four I’s” comprising of: idealized influence (II); inspirational motivation (IM); intellectual stimulation (IS); and individualized consideration (IC) and transactional leadership style which comprises of contingent reward; Active – Management-by-Exception and Passive – Management-by-Exception. The scope of transformational leadership “Four I’s” and transactional leadership (Contingent Reward, Active – Management-by-Exception, Passive – Management-by-Exception) questions will be as follows:

**Transformational Leadership Questions**

Questions 1-4: Idealized Influence (II)

Questions 5-12: Inspirational Motivation (IM)

Questions 13-16: Intellectual Stimulation (IS)

Questions 17-20: Individual Consideration (IC)

**Transactional Leadership Questions**

Questions 21-23: Contingent Reward

Questions 24-27: Active – Management-by-Exception

Questions 28-30: Passive – Management-by-Exception

The third part of questionnaire is knowledge management which is adopted from The Knowledge Management Assessment Tool (KMAT) developed by the American Productivity & Quality Center and Arthur Andersen (1995) to help organizations self-assess where their strengths and opportunities lie in managing knowledge. Therefore, this questionnaire already has reliability and validity. Actually, the origin of this questionnaire tool is divided into five sections: the
KM process; Leadership; Culture; Technology and Measurement. Nevertheless, measurement is omitted since it is not related to this research. Therefore, the four different types of knowledge management tools are:

**Knowledge Management Tools**

Questions 31-35: The Knowledge Management Process

Questions 36-39: Leadership in Knowledge Management

Questions 40-44: Knowledge Management Culture

Questions 45-50: Knowledge Management Technology

There are 20 questions involved in the second part of knowledge management questionnaire. All the questions refer to four different kinds of knowledge management tools.

This questionnaire is based on a 5-point Likert-type scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree to match with other parts of the questionnaire in this study. Interpreting the mean values of the leadership style and knowledge management of the school was based on the Likert scale concept of the boundary of numerals.

- 4.50 - 5.00  Strongly Agree
- 3.50 - 4.49  Agree
- 2.50 - 3.49  Neutral
- 1.50 - 2.49  Disagree
- 1.00 - 1.49  Strongly Disagree
Validity and Reliability

To achieve the expected research objectives, the quality assurance of research instrument is very important. Many educators believed that there should be certain qualities in every measurement method. Therefore, the two most possibly common technical concepts in measurement are reliability and validity. Reliability refers to the measure of how dependable, stable, trustworthy, and consistent a test is in measuring the same thing each time (Worthen et al., 1993).

Furthermore, validity refers to the degree to which they accomplish the purpose for which they are being used (Worthen et al., 1993). There are three methods such as content validity, criterion validity, and construct validity to measure the validity. In this study, Leadership questionnaire which is Multi-Factor Leadership Questionnaire/Leader Rater Form (MLQ 5X- Short) was adopted from Bass and Avolio’s (1997) questionnaire with slight adjustments to appropriate the present study. Since the time the questionnaire was first designed, the MLQ has gone through many modifications and has continuously been refined to strengthen its reliability and validity (Bass & Avolio, 2000). Several studies also discovered the high validity for the MLQ (Bycio, Hackett & Allen, 1995; Howell & Avolio, 1993).

For the knowledge management questionnaire, it was adopted from The Knowledge Management Assessment Tool (KMAT) developed by the American Productivity & Quality Center and Arthur Andersen (1995) to help organizations self-assess where their strengths and opportunities lie in managing knowledge. Therefore, this questionnaire already has reliability and validity. There are four different kinds of knowledge management tools which consists of the knowledge management process, leadership in knowledge management, knowledge management culture and knowledge management technology.
On the other hand, the questionnaires reliability was measured by applying the Cronbach Alpha Coefficient ($\alpha$) for determining the reliability of the instruments. In this study, the researcher used two types of questionnaires as research instrument. These are leadership questionnaires and knowledge management questionnaires and 50 items are included in total questionnaires.

**Table 3.1. Alpha Coefficients of Reliability**

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.920</td>
<td>50</td>
</tr>
</tbody>
</table>

Cronbach (1951) defined that the value of reliability score of 0.7 or more was considered reliable. Based on this statement, the alpha coefficient of the entire 50 items of questionnaires turned out to be 0.920, which was high, so the questionnaire was considered highly reliable.

**Collection of Data**

First of all, the researcher contacted the chairman of Pan-Asia International School with the request form from Assumption University Graduate School of Education to receive permission to conduct this study at the school. The data collection was started as soon as receiving officially permission from the chairman of Pan-Asia International School.

Upon receiving the officially permission from the school’s chairman to conduct the study, this researcher distributed the questionnaires to the targeted sample teachers from Pan-Asia International School. Excepted data collection started from January 2013 to February 2013 and the researcher collected the data from all the participant teachers.
Data Analysis

The collected data were encoded and statistically analyzed by using the Statistical Package for the Social Science (SPSS) software. For the first and second research objective, mean and standard deviation are used as the descriptive statistics.

Lastly, for research object three, Pearson Products Moment Correlation of Correlation was used for determining the relationship between the leadership style of administrators and the school knowledge management as responsive to research hypothesis.
<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
<th>Expected Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the leadership style of administrators of Pan-Asia International School as perceived by teachers of Pan-Asia International School.</td>
<td>The researcher will choose all 49 teachers as population from target school.</td>
<td>- Questionnaires</td>
<td>Descriptive Statistic Method (Mean)</td>
<td>The leadership style of administrators of Pan-Asia International School as perceived by teachers of Pan-Asia International School.</td>
</tr>
<tr>
<td>2. To identify the school knowledge management as perceived by teachers of Pan-Asia International School.</td>
<td>- Collect data January 2013 to February 2013</td>
<td></td>
<td>Descriptive Statistic Method (Mean)</td>
<td>The school knowledge management as perceived by teachers of Pan-Asia International School.</td>
</tr>
<tr>
<td>3. To determine the relationship between the leadership style of administrators and the school knowledge management as perceived by teachers of Pan-Asia International School.</td>
<td></td>
<td></td>
<td></td>
<td>The relationship between the leadership style of administrators and the school knowledge management as perceived by teachers of Pan-Asia international School.</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter reports the research findings of teachers' demographic profile, leadership style of the administrator, knowledge management of the school and the relationship between leadership style of school administrators and knowledge management at Pan-Asia International School. The result of the analyses conducted meets all of the research objectives and research hypothesis. The data analysis is divided into three sections. The first section discusses the demographic profile of teachers. The second section presents the description of leadership style and knowledge management. The third section presents the relation of leadership style of school administrators and knowledge management and summary of the research finding is the last section of this chapter.

Respondent Data

The response rate teachers of PAIS were 35 from 49 teachers; that means 71.4% participant teachers returned the questionnaires. The data collection process was strictly confidential, no names or codes were attached to the responses to prevent from identification of any respondent.

Demographic Profile

This section presents the teachers' demographic profile. There are seven research finding tables in this section; these variables are gender, age, nationality, highest educational level, religion, position and work experience.
Table 4.1. Statistical Results for Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the research findings from table 4.1, the response rate of returned questionnaires from out of 35 participants, 19 were males and 16 were females. In terms of percentage, there were 54.3% of male and 45.7% of female participants in this study. Majority of the participants were male.

Table 4.2. Statistical Results for Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 and under</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>26 – 35 years</td>
<td>22</td>
<td>62.9</td>
</tr>
<tr>
<td>36 – 45 years</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>46 and above</td>
<td>2</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms of age, it is demonstrated in table 4.2 that there are four participants’ age groups are presented in the finding. They are 25 and under, 26 to 35, 36 to 45 and 46 and above years. Among these groups, the largest age groups number belong to 26 to 35 years and the second largest age groups number is 36 to 45 years, the third largest age group number is 25 and under years and 46 and above years followed the last age group. According to percentage of age groups, 26 to 35 years is 62.9%, 36 to
45 years is 22.9%, 25 and under years is 8.6% and 46 and above years is 5.6%. Therefore, the majority of participants’ age group was 26 to 35 years.

Table 4.3. Statistical Results for Nationality

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>Foreigner</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The research finding of Nationality is showed in table 4.3, it answered that, the response rate of returned questionnaires from out of 35 participants, 28 were Foreigner teachers and 7 were Thai teachers. In terms of percentage, 80% were Foreigner teachers and 20% were Thai teachers. Therefore, majority of the participants teachers were Foreigner teachers.

Table 4.4. Statistical Results for Highest Level of Education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>21</td>
<td>60.0</td>
</tr>
<tr>
<td>Master Degree</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the research findings from table 4.4 which shows the teachers’ highest level of education, the response rate of returned questionnaires from out of 35 participants, 21 teachers have bachelor degree, 11 teachers have master
degree and 3 teachers have doctoral degree. In terms of percentage, there are 60.0% who have bachelor degree, 31.4% is master degree and doctoral degree is only 3%. Therefore, the majority of highest levels of education participants were Bachelor Degree.

Table 4.5. Statistical Results for Religion

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muslim</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>Buddhist</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Christian</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the table 4.5 which presents the research findings of religion, it shows that the response rate of returned questionnaires from out of 35 participants, there are 12 teachers who are Muslim, 11 teachers are Christian, others religion are 9 teachers and 3 teachers are Buddhist in this school. According to the percentage, 34.3% teachers belong to Muslim, 31.4% teachers belong to Christian, Others religion which belong to 25.7 teachers and Buddhist teachers are 8.6%. Therefore, most of the participant teachers' religion was Muslim.
Table 4.6. Statistical Results for Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School Teacher</td>
<td>15</td>
<td>42.8</td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Middle School Teacher</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>High School Teacher</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The research findings of teachers’ position can be seen in table 4.6, it showed that the response rate of returned questionnaires from out of 35 participants, primary school teachers are 15, high school teachers are 10, and middle school teachers are 7 and 3 teachers are elementary school teachers. In terms of percentage, the research findings show that there are 42.8% from primary school teachers, 28.6% from high school teachers, 20.0% from middle school teachers and elementary school teachers are 8.6%. Therefore, the majority of participants were Primary School Teachers.

Table 4.7. Statistical Results for Work Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>14</td>
<td>40.0</td>
</tr>
<tr>
<td>11 to 16 years</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>More than 16 years</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In terms of teachers’ work experiences group, it can be seen in table 4.7, the response rate of returned questionnaires from out of 35 participants, there are 14 teachers who have work experience 6 to 10 years (37.1%), 13 teachers have less than five years (37.1%), 5 teachers have work experience 11 to 16 years (14.3%) and only three teachers have more than 16 years work experience among 35 teachers (8.6%). Therefore, the majority of participant teachers belong to 6 to 10 years work experience group.

**Description of Leadership Style and Knowledge Management**

This part, descriptive statistic for leadership style and knowledge management, demonstrates the leadership style of administrators and knowledge management of the school with tables according to the research findings. On the other hand, this part answers the research objective one and two.

All variables were measured by a 5-point Likert scale representing a range from 1=Very Low to 5= Very High. The following criteria were used for interpretation:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.50–5.00</td>
<td>Very High</td>
</tr>
<tr>
<td>3.50–4.49</td>
<td>High</td>
</tr>
<tr>
<td>2.50–3.49</td>
<td>Moderate</td>
</tr>
<tr>
<td>1.50–2.49</td>
<td>Low</td>
</tr>
<tr>
<td>1.00–1.49</td>
<td>Very Low</td>
</tr>
</tbody>
</table>
Table 4.8. Mean and Standard Deviations for the Computed Factors of Leadership Style

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized Influence (II)</td>
<td>4.19</td>
<td>0.52</td>
<td>High</td>
</tr>
<tr>
<td>Inspirational Motivation (IM)</td>
<td>4.17</td>
<td>0.51</td>
<td>High</td>
</tr>
<tr>
<td>Intellectual Stimulation (IS)</td>
<td>4.03</td>
<td>0.74</td>
<td>High</td>
</tr>
<tr>
<td>Individualized Consideration (IC)</td>
<td>4.14</td>
<td>0.62</td>
<td>High</td>
</tr>
<tr>
<td>Transformational Leadership</td>
<td>4.13</td>
<td>0.52</td>
<td>High</td>
</tr>
<tr>
<td>Contingent Reward (CR)</td>
<td>4.10</td>
<td>0.57</td>
<td>High</td>
</tr>
<tr>
<td>Active - Management-by-Exception (AME)</td>
<td>3.70</td>
<td>0.83</td>
<td>Moderate</td>
</tr>
<tr>
<td>Passive - Management-by-Exception (PME)</td>
<td>2.60</td>
<td>1.18</td>
<td>Low</td>
</tr>
<tr>
<td>Transactional Leadership</td>
<td>3.46</td>
<td>0.48</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

According to the table 4.8, it answered the research objective one which identifies the leadership style of administrators of Pan-Asia International School. There are four factors included; Idealized Influence (II) is 4.19, Inspirational Motivation (IM) is 4.17, Intellectual Stimulation (IS) is 4.03 and Individualized Consideration (IC) is 4.14 which can make up transformational leadership and the total mean of transformational leadership style is 4.13. Moreover, the three factors of transactional leadership style which represent Contingent Reward (CR) is 4.10, Active - Management-by-Exception (AME) is 3.70 and Passive - Management-by-Exception (PME) is 2.60 and the total mean of transactional leadership style is 3.46. Therefore, transformational leadership style received a higher mean score of 4.13 compared to the mean score of transactional leadership style at 3.46. Based on the research findings, the teachers of Pan-Asia International School perceived that their administrators have high transformational leadership style.
Table 4.9. Means and Standard Deviations for the Computed Factors of Knowledge Management

<table>
<thead>
<tr>
<th>Knowledge Management</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Management Process (KMP)</td>
<td>3.65</td>
<td>0.57</td>
<td>High</td>
</tr>
<tr>
<td>Leadership in Knowledge Management (KML)</td>
<td>3.67</td>
<td>0.77</td>
<td>High</td>
</tr>
<tr>
<td>Knowledge Management Culture (KMC)</td>
<td>3.84</td>
<td>0.72</td>
<td>High</td>
</tr>
<tr>
<td>Knowledge Management Technology (KMT)</td>
<td>3.68</td>
<td>0.93</td>
<td>High</td>
</tr>
<tr>
<td>Total Knowledge Management (KM)</td>
<td>3.71</td>
<td>0.55</td>
<td>High</td>
</tr>
</tbody>
</table>

The result of table 4.9 demonstrated the school knowledge management as perceived by teachers of Pan-Asia International School which answered the research objective two. According to the result of research findings, the mean scores of teachers from Pan-Asia International School tend to agree with perceived four knowledge managements which represent Knowledge Management Process, Leadership in Knowledge Management, Knowledge Management Culture and Knowledge Management Technology. Knowledge Management Culture (KMC) is slightly higher mean score of 3.84 but results indicate that the mean score of Knowledge Management Process (KMP) at 3.65, Leadership in Knowledge Management (KML) at 3.64 and Knowledge Management Technology (KMT) at 3.65 are quite close to the mean score of Knowledge Management Culture (KMC). After all, the mean score of total Knowledge Management is 3.71; this indicated that teachers of Pan-Asia International School perceived high knowledge management action as effective tool to improve the success of the school.
To sum up, according to the research findings, the leadership style of Administrators from Pan-Asia International School is Transformational Leadership Style. On the other hand, there is knowledge management process which exists in Pan-Asia International School.

**Relation of Leadership Style and Knowledge Management**

This part answers the research objective three and the research hypothesis of this study. Therefore, correlation analysis was conducted to investigate the direction and magnitude of the relationship between leadership and knowledge management.

**Table 4.10. Pearson's Product-Moment Correlation Coefficients Between Transformational Leadership Style, Transactional Leadership Style and Knowledge Management**

<table>
<thead>
<tr>
<th>Knowledge Management</th>
<th>Transformational Leadership Style</th>
<th>Transactional Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.409*</td>
<td>0.179</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.015</td>
<td>0.303</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

The result of table 4.10 demonstrated the relationship between total average of transformational leadership style, transactional leadership style and knowledge management.

According to the research findings in table 4.10, the correlation between transformational leadership style and knowledge management is 0.409 and significant
value is .015, which is smaller than .05 significant levels. Therefore, there is a positive relationship between knowledge management and transformational leadership style in Pan-Asia International School.

The research findings from the correlation between transactional leadership style and knowledge management is .179 and significant value is .303, which is bigger than .05 significant levels. Therefore, there is no significant relationship between knowledge management and transactional leadership style in Pan-Asia International School.

Based on the data analysis of Hypothesis, it was found that knowledge management has the moderate relationship with transformational leadership. Therefore, according to the research findings, knowledge management has significant relationship with transformational leadership style except transactional leadership style. Testing of the research objective three and research hypothesis, the relationship of transformational leadership style is a significant relationship with knowledge management at Pan-Asia International School.

Summary of Findings

The summary of the main findings derived from the process of data analysis are as follows:

1) Demographic Analysis

Teachers' demographic profiles were analyzed by using frequency and percentage distribution.

1.1 Gender, Age and Nationality: The research findings showed that the majority of teachers at Pan-Asia International School were males (54.3%). In terms of
age, twenty two participant teachers were between 26 and 35 years old (62.9%), eight teachers were between 36 and 45 years old (22.9%), three teachers were under 25 years old (8.6%) and two oldest teachers were above 46 years old (5.6%). In terms of nationality, there were more foreigner teachers (80%) than Thai teachers (20%) in Pan-Asia International School.

1.2 Highest Educational Level and Religion: In terms of highest educational level, participants of twenty one teachers had Bachelor Degrees (60.0%), eleven teachers had Master Degrees (31.4%) and only three participant teachers had Doctoral Degrees (8.6). According to the research findings of religion, participants of twelve teachers were Muslim (34.3%), eleven teachers were Christian (31.4), there teachers were Buddhist (8.6%) and the rest of nine teachers were other religions (25.7%).

1.3 Position and Work Experience: In terms of position, fifteen participants were primary school teachers (42.8%), ten participants were high school teachers (28.6%), seven teachers from middle school (20.0%) and three teachers from elementary school (8.6%). In terms of work experience, the participant of fourteen teachers who had work experience six to ten years (40.0%) were the largest group, thirteen teachers had less than five years work experience (37.1%), five teachers had 11 to 16 years work experience (14.3%) and participant of smallest group was three teachers who had work experience more than 16 years (8.6%).

2) Leadership Style

This study used Mean and Standard deviation to investigate the leadership style of Pan-Asia International School. There are two main leadership styles which are transformational leadership and transactional leadership. As the result of the analysis, the administrators of the Pan-Asia International School have high
transformational leadership style. All of the teachers perceived that their administrators are admired, respected and trusted. Moreover, they believed that their administrators motivate and inspire them to have confidence that goals will be achieved and that their administrators always encourage them for new ideas and creativity. And then, they feel that their administrators treat them as individuals rather than just as a member of an organization.

3) Knowledge Management

This study used Mean and Standard deviation to investigate the knowledge management of Pan-Asia International School. The result of data analysis indicated that knowledge management is perceived by teachers of Pan-Asia International School as an effective tool to improve the effectiveness of the school. In addition, knowledge management is important because knowledge is a strategic weapon which can help to sustain increase in benefits. Nowadays, the environment of school organization is characterized by continuous and fundamental changes. The organization success is determined by its capability to manage and appropriately develop its creative knowledge.

4) Relationship Between Leadership style and Knowledge Management

This study used Pearson’s Product-Moment correlation coefficients between leadership style and knowledge management. The results of hypothesis testing through the use of inferential statistical tools, the research finding showed that knowledge management is positively and significantly related to the transformational leadership style (p<.05). In addition, there is no significant relationship between transactional leadership style and knowledge management (p>.05).
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The final chapter describes a brief overview of the study, followed by presentation of the conclusions based on the findings of the study and discusses the major findings. Lastly, the remaining section offers general recommendations as well as suggestions for further studies.

Overview of the Study

The purpose of this study was to examine the relationship between leadership style and knowledge management in Pan-Asia International School. As the main theories, the researcher used transactional leadership theory and knowledge management. To achieve the study's objectives, data were obtained from 35 participant teachers of the target sample school. The research instruments consisted of the Multi-Factor Leadership Questionnaire to measure the leadership style of administrators, Knowledge Management Questionnaire to measure the actions of knowledge management at the school and the demographic profile of the participants.

The major findings of this study showed that the teachers of PAIS perceived that their administrators have high transformational leadership style and there is the school knowledge management as perceived by teachers of Pan-Asia International School. Overall, the major findings of the study suggested that there is a significant relationship which positively existed between transformational leadership style and knowledge management actions.
Conclusion

This part interprets the results and draws conclusions. The results of findings are briefly summarized and research questions, research objectives, and hypothesis that guided this study are discussed.

In the summary of the demographic profile, majority of participant teachers are male (54.3%), most of them are 26 to 35 years (62.9%) and there are only three teachers (8.6%) who are 25 and under and maximum numbers of teachers' nationality are foreigners (80%). Moreover, most of the teachers received only bachelor degree (60%) and majority of teachers belong to Muslim (34.3%) religion. In terms of position, most of the participant teachers are from primary school (42.9%) and elementary school has the smallest participant numbers of teachers (8.6%). According to the research findings, the biggest numbers of participant teachers who have work experience are 6 to 10 years (37.1%) and there are only three participant teachers who have work experience more than 16 years which is the smallest number (8.6%).

The first research question that guides this study was “What are the leadership styles of administrators of Pan-Asia International School as perceived by teachers of Pan-Asia International School?” The findings of this study showed that the most perceived leadership style is transformational leadership style (M= 4.13) and the least perceived leadership style is transactional leadership style (M=3.49). It is that the teachers of Pan-Asia International School perceived that their administrators have high transformational leadership style. This result answered the research objective one in table 4.8.

The second research question was “What is the school knowledge management as perceived by teachers of Pan-Asia International School?” In the
summary of descriptive statistic for knowledge management, Knowledge Management Culture (KMC) is slightly higher mean score of 3.84 but results indicate that the mean score of Knowledge Management Process (KMP) at 3.65, Leadership in Knowledge Management (KML) at 3.64 and Knowledge Management Technology (KMT) at 3.65 are quite close to the mean score of Knowledge Management Culture (KMC). After all, the mean score of total average of Knowledge Management is 3.71; this indicates that the action of knowledge management is perceived by teachers of Pan-Asia International School as an effective tool to improve the effectiveness of the school. The research findings in Table 4.9 answered for the research objective two.

The last research question that guides this study was “Is there a significant relationship between the leadership style of administrators and the school knowledge management as perceived by teachers of Pan-Asia International School?” According to the testing of the research objective three and research hypothesis, transformational leadership style has a significant relationship with knowledge management.

**Discussion**

In this part the researcher mentioned descriptive statistic and Inferential Statistic: Pearson Product Moment Coefficient of Correlation.

**1. Discussion on Leadership Style**

According to the data analysis of SPSS results, the teachers of Pan-Asia International School perceived that they strongly agree that administrative leaders from their school tend to adopt transformational leadership style (M=4.13) compared to transactional leadership style which is least perceived leadership style (M=3.46).
Therefore, the detail of transformational leadership style (four main contents) was paid attention by administrators in PAIS.

It means that the administrators of PAIS have high personal commitment to his or her followers and use the capacity of organization to fulfill the school's goals. In terms of transformational leadership style, Bass (1985) defined that transformational leaders affect their followers through trust, admiration, and respect. The school leaders have to show confidence and the ability to influence followers to have mutual respect for each other's competencies and develop a strong sense of responsibility. They need to inspire and motivate subordinates around them to handle their responsibilities effectively and efficiently by offering challenge with high standard and opportunity to see meaning in their work. Moreover, effective school leaders have vision, passion, and confidence to inspire and guide subordinates to try to fulfill the aims of the school. Transformational leaders are people who can create significant changes in both followers and the organization with which they are associated.

Eight dimensions of the model conceptualized transformational leadership are building school vision, establishing school goals, offering individualized support, providing intellectual stimulation, modeling best practices and important educational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions (Bycio et al., 1995). Moreover, Bass and Avolio (1987) found that transformational leadership comprises of four behavior process factors which are charisma, inspirational motivation, intellectual stimulation, and individualized consideration. They defined the first factor – charisma, with trust, admiration and respect to how followers observe and act toward the leaders such as subordinate are seen motivated to follow their
charismatic leaders; they have a great trust in their leaders’ judgment, as well as mission (Leithwood & Jantzi, 2005). The finding of this research result is similar to that.

Findings of this study imply that when transformational leadership style of school administrators operationalized charisma and apply inspiration, individualized consideration, and intellectual stimulation, they elicit positive reactions from teachers. Seemingly, such transformational leadership qualities do indeed stimulate higher level needs of teachers and result in higher feelings of satisfaction. This research finding is supported by the rationale of other leadership researchers (e.g., Bass & Avolio, 1990). In addition, the attention that school administrators contribute to teachers will be reflected in their general positive attitude toward work and work conditions, which in turn ensure efficiency and effectiveness of work.

2. Discussion on Knowledge Management

As for the knowledge management, the mean score of Knowledge Management is (M=3.7); this indicates that teachers of Pan-Asia International School perceived that they tend to agree there is knowledge management in PAIS to improve the effectiveness of the school.

Therefore, the findings stated that knowledge management is identified as one of the most essential resources which can contribute to the competitive advantage of an organization. The findings of the current study on knowledge management, Nakra (2000) asserted that knowledge management has the ability to share, develop, extract, and provide knowledge such that it might be retrieved and used to support the processes or to make decision. Papows (1998) also showed that knowledge management is all about creating information reachable to other workers of the
organization and recalling and getting employees’ knowledge. In fact, it can be accomplished through the help of technologies such as databases, internet and includes translation of tacit knowledge to explicit knowledge. The result of this study also implies that the knowledge management of PAIS is a system that integrates organization, people, processes, and technology.

Furthermore, all kinds of organizations need and use knowledge whether they are private or public, big or small, services, manufacturing or resources, every enterprise takes the knowledge embedded in its employees and its processes, and attempts to create value for itself and society. The degree of knowledge use differs from organization to organization but effective knowledge management, even for enterprises that seem to use little knowledge, has become an important management instruction. For that reason, it would be beneficial for organizations such as schools to implement effective knowledge management system because it is seen as the means to support organizations in creating, sharing and using knowledge.

3. Discussion on The Relationship Between Leadership Style and Knowledge Management

The data analysis of this study showed that there is no significant relationship between transactional leadership and knowledge management actions (p>0.05). However, there is a positive and significant relationship between transformational leadership style and knowledge management actions (p<0.05) in Pan-Asia International School. It was established and concluded that transformational leadership is correlated to knowledge management in organization (Barchan, 1999; Greengard, 1998 & Tynan, 1999). The research of Politis (2001) supported that an active collaboration between leadership and employees is needed for encouraging and
energizing the perceptions and attitudes of employees toward knowledge management. The research of Mulligian (2001), and Bryant (2003) also concluded that both transformational and transactional leadership actions are central to the establishment and management of collective knowledge. Therefore, school leaders with these kinds of characteristics deliver the motivation, vision, systems, and structures at all levels of school organization that assist the translation of collective knowledge into competitive advantages (Bryant, 2003).

After looking through specifically the relationship between leadership and knowledge sharing, Mulligan (2001) mentioned that there is a significant relationship between leadership and knowledge sharing. The indication of results explained that the respondents who scored high on knowledge sharing also tended to score high in leadership. Additionally, she found out that leaders must encourage a shared vision and create a culture that motivates sharing of knowledge. Building trust and readiness to take risks were also deliberated significant for successful knowledge sharing. Crawford (2005) also found that the role of leaders plays the enormous impact on KM practices within their organizations because the leaders create the situation where all the followers (participants) are able to cultivate and exercise their knowledge use of skills, to provide their own individual knowledge resources to the organization’s pool of knowledge, and to have free access to relevant knowledge. Moreover, the specific results of Crawford (2005) showed a strong relationship between transformational leadership and KM behaviors.

With regard to the current study, the researcher believed that, in order to develop knowledge management it is better to reduce the use of transactional leadership (contingent reward and management-by-exception) and increase more transformational leadership method such as idealized influence, inspirational
motivation, intellectual stimulation and individual consideration in Pan-Asia International School. However, leaders can adjust their leadership style depending on a range of situational factors because there is not limited leadership style for a leader to use in a given situation. Leaders are able to adapt appropriate leadership styles to influence their followers’ success and to complete their goals.

Recommendations

1. Recommendations for Administrators

The findings showed that the teachers of PAIS perceived leadership style of administrators are transformational leadership style. Therefore, the administrators of PAIS are adapting more on the role of transformational leadership style. It should be noted also that teachers from PAIS believed that their administrators have high standards of ethical and moral conduct and provided meaning and challenges to them. Additionally, apart from having passion and vision to do great things for the organization, transformational leadership style is not concerned much with doing things right; it is more concerned with doing the right things. These kinds of leaders can create new learning opportunities and a supportive environment in which followers can grow.

2. Recommendations for Practice

The results strengthen the idea that transformational leadership style is more related to knowledge management. Therefore, the administrators of Pan-Asia International School are more focusing on transformational leadership style. Organization which plans to implement knowledge management processes needs to make sure that they communicate with the followers and that the followers have
sufficient capitals in place, including the tools they need and adequate time to meet and talk about organizational changes and how they are impacted by those changes. Therefore, organizations should also consider how the transformational leadership style helps existing and future knowledge management initiatives.

As a transformational leader, he/she needs to emphasize on action/reflection activities such as learning from each other through informal discussion or setting clear objectives for individual and team development. Actually, these reflective activities could support to transform the new information into collective knowledge, which could eventually impact organizational learning and performance.

Furthermore, the findings suggest that a leader who always adopts transformational leadership style needs to focus on creating a culture that respects knowledge, strengthens its sharing, retains its people, and builds constancy to the organization. He/she has to ensure that everyone in a managerial position receive empowerment, training, and support to promote the desired culture. Also, he/she needs to consider creating a knowledge infrastructure and support system that facilitates and enhances sharing and application of knowledge for the sake of organization’s success. Hitt (1995) also expressed that transformational leaders needed to authorize all the members of the learning organization by giving resources, emerging a shared vision, delegating authority, celebrating success, and most important, by being a learning creator.

Overall, transformational leadership and management skills that reflect in a successful stimulation of generating new knowledge, transfer of knowledge, and other knowledge-based processes define the organization as a learning place. School Organization can then move forward to provide the teachers with the new knowledge.
Therefore, it could be useful for schools to implement transformational leadership to have effective knowledge management at school. Additionally, the result of the study indicated as well transformational leadership has the strongest relation with knowledge management.

2. Recommendation for Future Researchers

The statistic results of findings and the information of this study can offer to other researchers who are interested in the same or similar variables such as transformational leadership style, transactional leadership style and knowledge management. It is recommended that future researchers who are interested to study about the relationship of transformational leadership style and knowledge management should consider conducting future research not only within this area for more definitive findings but also the researcher believes that it could also be interesting to conduct research on the other different kinds of development of new theoretical leadership style perspectives relationship to knowledge management as well in future researches. The reason is there are still very limited researches about the relation of leadership style and knowledge management. On the other hand, different kinds of leadership style might give different kinds of research findings about knowledge management. In this study, the results showed that transformational leadership style and knowledge management are significantly related and this leadership style can be applied to organizations.

Moreover, future researchers can consider conducting research about the association between teachers’ demographic profile such as, gender, age, nationality, qualification, work experiences and knowledge management but also to explore knowledge more clearly by focusing on the specific aspects of the relation of
leadership style and demographic profile since current research covered only the relationship between leadership style and knowledge management.
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APPENDICES (A, B)

A. The Cover Letter Attached To The Questionnaire

B. The Questionnaire
APPENDIX A

THE COVER LETTER ATTACHED TO THE QUESTIONNAIRE

From: M Lawt Aung
Master of Educational Administration
Graduate School of Education
Assumption University

Date, 2012

Dear Teacher,

I am currently pursuing Master’s degree in Educational Administration at Assumption University, Bangkok. As a requirement of my Master’s Thesis, I am doing a survey questionnaire to examine teachers’ perception about the leadership style of school’s leaders/administrators with regard to knowledge management in this school. The reason that’s why, I would like to request you that kindly cooperate in answering the questionnaire about your school leaders/administrations.

This questionnaire consists of three parts: the demographic section, leadership section and knowledge management section. Besides, I would like you to know that your identity will be kept confidential all the times. But also all the answers will also be kept strictly private. Since the result of this study is depend on your answers I would like you to answer as honestly as possible. On the other hand, the aim of this study is purely for academic.

I would like to take a few times from your busy schedule to accomplish this survey. I do much appreciate for your participating to answer this questionnaire. If you have any questions about this questionnaire, please write to me on this mail address (lawtaungmashaw@gmail.com).

Once again, I would like to say thank you so much for your cooperation and your decision to take part of this study.

Kind regards,

M Lawt Aung

Mobile: 08 269 961 56
APPENDIX B

THE QUESTIONNAIRE

Part I. Demographic Profile

**Direction:** Please circle the following answer which is correspond to your personal profile.

1. Gender
   A: Male  B: Female

2. Age
   A: 25 and under  B: 26-35  C: 36-45  D: 46 and above

3. Nationality
   A: Thai  B: Foreigner

4. Highest Educational Level
   A: High school graduate  B: Bachelor degree  C: Master degree  D: Doctoral degree

5. Religion
   A: Muslim  B: Buddhist  C: Christian  D: Others

6. Position
   A: Primary teacher  B: Elementary teacher  C: Middle teacher  D: High teacher

7. Work Experience
   A: Less than 5 years  B: 5 to 10 years  C: 11 to 16 years  D: More than 16 years
Part II. Leadership Style Questionnaire

This questionnaire measures your perception on what kind of leadership style of your school administrator practice in the school. The word “others” may refer your administrator’s subordinates such as teachers, staffs, co-workers, and/or all of your individuals.

**Instructions:** The descriptive statements are listed below. Judge how frequently each statement fits you. **Please make (✓) in the boxes that correspond your opinion about leadership style of your current administrator from your school in the statement.**

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Idealized Influence (II)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your leader act in ways that build others’ respect for him/her.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Your leader instills pride in others for being associated with him/her.</td>
<td></td>
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<tr>
<td>3</td>
<td>Your leader considers the moral and ethical consequences of decisions.</td>
<td></td>
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<tr>
<td>4</td>
<td>Your leader display a sense of power and confidence.</td>
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<tr>
<td>5</td>
<td>Your leader emphasizes the importance of having a collective sense of mission.</td>
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<td>6</td>
<td>Your leader talks about his/her most important values and beliefs.</td>
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<tr>
<td>7</td>
<td>Your leader goes beyond self-interested for the good of the group.</td>
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<th>Inspirational Motivation (IM)</th>
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<th>4</th>
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<tbody>
<tr>
<td>8</td>
<td>Your leader always talks optimistically about the future.</td>
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<tr>
<td>9</td>
<td>Your leader talks enthusiastically about what needs to be accomplished.</td>
<td></td>
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<tr>
<td>10</td>
<td>Your leader articulates a compelling vision of the future.</td>
<td></td>
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<tr>
<td>11</td>
<td>Your leader expresses confidence that goals will be achieved.</td>
<td></td>
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<table>
<thead>
<tr>
<th>No</th>
<th>Intellectual Stimulation (IS)</th>
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<th>3</th>
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<tbody>
<tr>
<td>12</td>
<td>Your leader seeks differing perspectives when solving problems.</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Your leader re-examine critical assumptions to question whether they are appropriate.</td>
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<tr>
<td>14</td>
<td>Your leader gets others to look at problems from many different viewpoints.</td>
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<tr>
<td>15</td>
<td>Your leader suggests new ways of looking at how to complete assignments.</td>
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<tr>
<td>No</td>
<td>Individualized Consideration (IC)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>16</td>
<td>Your leader treats others as individuals rather than just as a member of a group.</td>
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<tr>
<td>17</td>
<td>Your leader helps others to develop their strengths.</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Your leader considers an individual as having different needs, abilities, and aspirations from others.</td>
<td></td>
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<tr>
<td>19</td>
<td>Your leader spends time teaching and coaching.</td>
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### Transactional Leadership

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<th>3</th>
<th>4</th>
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<td>20</td>
<td>Your leader makes clear what one can expect to receive when performance goals are achieved.</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td>Your leader provides others with assistance in exchange for their efforts.</td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Your leader expresses satisfaction when others meet exception.</td>
<td></td>
<td></td>
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<tr>
<td>23</td>
<td>Your leader discuss in specific terms who is responsible for achieving performance targets.</td>
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</table>

**Active - Management-by-Exception (AME)**

<table>
<thead>
<tr>
<th>No</th>
<th>Active - Management-by-Exception (AME)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td>Your leader always focuses attention on irregularities, mistakes, exceptions, and deviations from standards.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>25</td>
<td>Your leader concentrates his/her full attention on dealing with mistakes, complaints, and failures.</td>
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<td>26</td>
<td>Your leader always directs his/her attention toward failures to meet standards.</td>
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<tr>
<td>27</td>
<td>Your leader keeps track of all mistakes.</td>
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</table>

**Passive - Management-by-Exception (PME)**

<table>
<thead>
<tr>
<th>No</th>
<th>Passive - Management-by-Exception (PME)</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Your leader waits for things to go wrong before taking action.</td>
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<tr>
<td>29</td>
<td>Your leader fails to interfere until problems become serious.</td>
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<td>30</td>
<td>Your leader show that he/she is a firm believer in “If it ain’t broke don’t fix it.”</td>
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</table>
Part III. Knowledge Management Assessment Tool

This questionnaire measures into five sections: the KM process; leadership; culture and technology of your school.

Instructions: Read the statements below and evaluate your school administrator performance on the knowledge management process. Please make (✓) in the boxes that correspond your opinion about knowledge management of your school in the statement below. The scale is as follows:

1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>The Knowledge Management Process (KP)</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>31</td>
<td>Knowledge Gaps are systematically identified and well-defined processes are used to close them.</td>
<td></td>
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<td>32</td>
<td>A sophisticated and ethical intelligence gathering mechanism has been developed.</td>
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<td>33</td>
<td>All staff and volunteers of the school are involved in looking for ideas in traditional and non-traditional places.</td>
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<td>34</td>
<td>The school has formalized the process of transferring best practices, including documentation and lessons learned.</td>
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<tr>
<td>35</td>
<td>“Tacit” knowledge (what staff and volunteers know how to do, but cannot express) is valued and transferred across the school.</td>
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</tbody>
</table>

Leadership in Knowledge Management (KL)

<table>
<thead>
<tr>
<th>No</th>
<th>Managing organizational knowledge is central to the school’s strategy.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>The school understands the revenue-generating potential of its knowledge assets and develops strategies for marketing and selling them.</td>
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<td>37</td>
<td>The school uses learning to support existing core competencies and create new ones.</td>
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<td>38</td>
<td>Individuals are hired, evaluated and compensated for their contributions to the development of organizational knowledge.</td>
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<tr>
<td>No</td>
<td>Knowledge Management Culture (KC)</td>
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<td>40</td>
<td>The school encourages and facilities knowledge sharing.</td>
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<td>41</td>
<td>A climate of openness and trust permeates the school.</td>
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<tr>
<td>42</td>
<td>Customer value creation is acknowledged as a major objective of knowledge management.</td>
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<td>43</td>
<td>Flexibility and a desire to innovate drive the learning process.</td>
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<td>44</td>
<td>Staff takes responsibility for their own learning.</td>
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**Knowledge Management Technology (KT)**

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<tr>
<th>No</th>
<th>Knowledge Management Technology (KT)</th>
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</thead>
<tbody>
<tr>
<td>45</td>
<td>Technology links all members of the school to one another and to all relevant external.</td>
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<td>46</td>
<td>Technology creates an institutional memory that is accessible to the entire enterprise.</td>
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<tr>
<td>47</td>
<td>Technology brings the school closer to its members.</td>
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<td>48</td>
<td>The school fosters development of “human-centered” information technology.</td>
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<td>49</td>
<td>Technology that supports collaboration is rapidly placed in the hands of staff.</td>
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<td>50</td>
<td>Information systems are real-time, integrated, and “smart.”</td>
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</tbody>
</table>
BIOGRAPHY

Personal Profile

Name of Researcher: M Lawt Aung @ Luke

Nationality: Myanmar

Education Background

2011-2013: Master Degree of Educational in Educational Administration, Assumption University, Bangkok, Thailand.