## Chapter 1
### INTRODUCTION OF THE PROBLEM

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CHAPTER 1
INTRODUCTION OF THE PROBLEM

1.1 INTRODUCTION

In the globalization era it can be said that the world is full of “Information and Knowledge”. Many organizations are becoming increasingly concerned with organizational knowledge and their use of knowledge to create and make quality products, deliver quality services, and maximize the efficiency of their internal operations. Leaders or managers all over the world are realizing that knowledge in the form of expertise and competence is the organization’s most important asset and that its quality and availability affect all aspects of the organization. More and more executives, leaders, managers and professionals realize that in modern organizations, all valuable work is centred on knowledge-intensive activities and that the organization’s success is directly related to the quality and relevance of these activities, particularly through knowledge workers’ expertise and willingness to use that expertise to the advantage of the organization.

Knowledge management provides the perspectives, approaches and the vision to put investments made in data, information, best practices, proven processes and a wealth of experiences to better use, where it is needed most in the organization. Knowledge management directs decisions on where, how and when to create, accumulate, update and account for new knowledge. It allows an organization to best leverage its key asset, the knowledge of their
employees (Wiig, 1993). Presently the world society became the “Knowledge-Based Society” and is spreading throughout over every discipline. Knowledge-Based Society refers to the ability of the people living in that society to gather and use the knowledge to improve their everyday lives. Not only in business area, this also covers onto the area of education since gathering knowledge and managing it will add the values to the learning environment and also enhance the learning experience, which leads to the increase of educational resource.

By knowing and using knowledge and move forward onto the “Knowledge-Based Society”, people in the society must learn to manage knowledge assets and increase the number of people to become “Knowledge Worker”. In this era people must development themselves and must be known about to cope with the technology changes, production changes, administrative changes, and people changes. People not only just receiving the news, but they are studying and learning regarding the news by the help of knowledge. This means knowledge is power and the person that has knowledge is the one that is important to that organization. This shows that knowing and not knowing will become important criteria to the success of every aspect within an organization. It is fair to say that organization must be prepared for the changes so it can cope with any changes that will take place in the near future.

Because of this reason every organization must change into “Knowledge-Based Organization”. By changing into “Knowledge-Based Organization” using knowledge management practices; the organization will see the improvement both internal and external, which builds a strong
foundation and gives the organization competitive advantages. In order to gain these competitive advantages the people of that organization must have innovation and for people to have innovation the organization must prepare and support its people in knowledge management practices. Knowledge management practice is a process which empowers people to actively share knowledge within the organization. This will push everyone in the organization to actively contribute their knowledge and the knowledge can be capture and store forever to come. So the people must learn to work smarter on the bases of intellectual and knowledge capital. Knowledge within the organization can become assets if people know how to use it effectively. So a question emerges as how to distribute knowledge across every functions and departments within an organization. The easy answer to this question is to apply knowledge management practices starting from knowledge identification, knowledge creation and acquisition, knowledge codification, knowledge transfer or sharing, Knowledge storage and retrieval, and knowledge application or utilization.

Holy and Miskel (2001) explained that schools are organization that provide service related to learning and teaching. The ultimate goal of schools is student learning, therefore, schools must apply knowledge management technique more than any other organization. At the present schools are in the period of reformation. So schools must consider the change in paradigm carefully in order to become “Knowledge-Based Organization”. It is imperative that schools must establish itself as central of knowledge.

School leader and staff member must participate in knowledge management seminars or workshops and participate in knowledge management practices within their schools.
Razik and Swanson (2001)\textsuperscript{3} explicated that in order for knowledge management to be successful in schools, the school leaders and teachers or staff member must look at the schools as an organization which composes of different departments. Theses departments must be co-operative to one another and must also work together. In other word the big picture of schools must act the same as the social system. As Cunningham and Cordeiro (2003)\textsuperscript{4} implicated that in order to adapt knowledge management onto any organization there must be supporting factors especially changes of school vision. In order for these changes to take place the school leaders and staff member must fully establish and support knowledge management regime.

In the light of external and internal demands for accountability and improvement in education, combine with the many demands on the time of school leaders and teachers to understand how they can have more accomplishment in their career. The knowledge management is needed to be practiced in schools. The main reason for knowledge management in school is that there is an increased demand for new strategies that help the schools to meet external and internal demands. Therefore, the present study intends to study the knowledge management practices in relation to the knowledge management resources i.e. people (leaders and knowledge worker), process (knowledge management system and organizational culture) and technologies.

1.2 STATEMENT OF THE PROBLEM

The present research studied under the problem:

“A STUDY OF KNOWLEDGE MANAGEMENT PRACTICES OF PRIMARY SCHOOLS IN RELATION TO CERTAIN VARIABLES”

1.3 OBJECTIVES OF THE STUDY
The present research intends to study about knowledge management practices of primary schools in relation to certain variables. The term “certain variables” according to this study refers to the knowledge management resources which are considered to be affected on the effective knowledge management practices. In order to arrive the results of the study, the objectives are determined as follow:

(1) To study the knowledge management resources of primary schools rated by primary school teachers

(2) To study the knowledge management practices of primary schools rated by primary school teachers having different levels of knowledge management resources i.e. people (leader and knowledge worker), process (knowledge management system and organization culture) and technologies

(3) To compare the mean scores of the knowledge management practices of primary school rated by primary school teachers having different levels of knowledge management resources i.e. people (leader and knowledge worker), process (knowledge management system and organization culture) and technologies

1.4 DEFINITION OF THE IMPORTANT TERMS

In order to avoid the misunderstanding regarding the key terms of this study, it is obligatory on the part of the researcher to define the important terms which are as follow:

(1) Knowledge

Knowledge is a combination of data, information, context and experience. Knowledge can be described as a belief, values, religion, cultural, entirety of proficiency and skill that individuals use for problem solving and
justified through discussion and action. Knowledge can be shared with others by exchanging information in appropriate contexts.

(2) Knowledge management

Knowledge management is a set of integrative process of coordinating infrastructures and technical and managerial tools, designed towards creating, storing, sharing, capturing, diffusing, and effectively using knowledge by individuals and groups, in pursuit of organizational goals by providing space, time, tools, and encouragement. It is a management discipline (i.e. handle, direct, govern, control, coordinate, plan, organize, facilitate, enable and empower) that seeks to enhance organizational knowledge processing, with the purpose of contributing to the creation and maintenance of an organic, unified whole system, producing, maintaining, enhancing, acquiring, and transmitting the enterprise's knowledge base.

(3) Knowledge management practices

Knowledge management practices refer to the knowledge management process which comprises a range of practice used by organizations to identify, create, codify, transfer or share, storage and retrieve, and apply or utilize.

In operative definition of the present study, knowledge management practices refer to the scores obtained from the scale which measures the knowledge management practices rated by primary school teachers. The knowledge management practices are divided into five process i.e. knowledge identification, knowledge creation and acquisition, knowledge codification, knowledge transfer or sharing, knowledge storage and retrieval, and knowledge application or utilization.

(3.1) Knowledge identification is to determine what knowledge has to be taken into account. There are four steps of knowledge identification:
(3.2) **Knowledge creation and acquisition** aims to focus on the development of new skills, new products better ideas and more efficient process. Steps of creation and acquisition are identify new idea, search and select new ideas, analysis of knowledge Management, analysis of knowledge culture, creates knowledge and establishes collaboration.

(3.3) **Knowledge codification** is an action of discerning the location and value of knowledge, restraints to knowledge flow, and opportunities to leverage the value of knowledge. It is the process of converting tacit knowledge to explicit knowledge in a usable form for the organizational members. Knowledge codification serves the pivotal role of allowing what is known in the organization to be shared and used collectively.

(3.4) **Knowledge transfer or sharing** is the activities associated with the flow of knowledge from one party or one person to another and from one source or place to another.

(3.5) **Knowledge storage and retrieval** refers to the activities which involves knowledge embedded in a variety of forms like written documentation, electronic database, expert systems, documented organization procedures. One such mechanism identified by the knowledge management community is “organizational memory”.

(3.6) **Knowledge application or utilization** refers to the process of using of knowledge that has been has been captured or created and put or stored in organization or knowledge management cycle.

The knowledge management practices rated by primary school teachers i.e. knowledge identification, knowledge creation and acquisition,
knowledge codification, knowledge transfer or sharing, knowledge storage and retrieval, and knowledge application or utilization, are used to be the dependent variable of the study. The scores obtained from the scale which measures the knowledge management practices are calculated in order to determine the level of knowledge management practices of primary schools in a whole group and in relation to the levels of knowledge management resources i.e. leader, knowledge worker, Knowledge Management System (KMS), organizational culture and technologies.

(4) Knowledge management resources

Knowledge management resources are the sources for enhancing the knowledge management practices. In this study, knowledge management resources refer to three sources i.e. people, process and technologies.

(4.1) People are the human in the context of knowledge management who relay past experience and generate new ideas. People play the central role with identification, gaining, creation, saving, structuring, transferring and utilizing knowledge. Managing knowledge involves two groups of people: leader or manager and knowledge worker.

- **Leader** is a person who has influence over other people’s behaviour, attitude and beliefs. He is a person who initiate, direct, support, advice, guide, compromise, coordinate, persuade, encourage and create a change in performance of a group in an efficient way.

- **Knowledge worker** is the worker whose main capital is knowledge. Knowledge workers play a role in the handling and distribution of information. The important roles of knowledge workers are to bring benefits to organizations in a variety of important ways. These include analyzing data to establish relationships, assessing input in order to evaluate complex or conflicting priorities, identifying and understanding trends, making
connections understanding cause and effect, ability to brainstorm, thinking broadly (divergent thinking), ability to drill down, creating more focus (convergent thinking), producing a new capability, and creating or modifying a strategy.

In the present study, leader refers to primary school administrator in the southern part of Thailand and knowledge worker refers to the primary school members i.e. school administrators, teachers, students, parents and all of the stakeholders who play a role in the handling of knowledge management practices in their schools.

(4.2) Process in knowledge management refers to the methods and systems for generating, gathering, analyzing, organizing, disseminating and applying experiences, information and understanding for the benefit of an organization or society. In order to create, sharing, codifying, storage, retrieving, utilizing knowledge, knowledge process and culture in an organization, two important processes i.e. Knowledge Management System (KMS) and encouragement of organizational culture are considered to be affected on knowledge management practices in organization.

- **Knowledge Management System (KMS)** is one of the effective processes used in the knowledge management. It is a computerized system designed to support the creation, storage, and dissemination of information. Such a system contains a central repository of information that is well structured and employs a variety of effective and easy to use search tools that users can use to find answers to questions quickly.

- **Organizational culture** is defined as the set of shared values that help organizational members understand organizational functioning and thus guide their thinking and behavior. Organizational culture that leads to effective knowledge management should be focus on formalization, trust, learning and collaboration.
In the present study, Knowledge Management System (KMS) refers to the computerized system designed to support the creation, storage, and dissemination of information in knowledge management practices of primary schools. The organizational culture in this study refers to the set of shared values that help organizational members understand organizational functioning which involves formalization, trust, learning and collaboration.

(4.3) Technologies can be defined both material and immaterial, created by the application of mental and physical effort in order to achieve some value. It is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function. It can also refer to the collection of such tools, machinery, and procedures. The term can either be applied generally or to specific areas: examples include construction technology and information technology.

In the present study, the technology refers to the tools, machine and collection of techniques, desire products, method, skills, processes and raw materials including the computer, internet and all concerned to the information and Communication Technologies (ICT) in education.

In operation definition of the present study, knowledge management resources refer to the scores obtained from the scale which measures the performance of leader and knowledge worker in knowledge management practices as well as the activities or provisions of Knowledge Management System (KMS), organizational culture and technologies in primary schools. The scores obtained from the scale which measures the knowledge management resources are calculated in order to determine the levels of knowledge management resources of primary schools and used to be the independent variable of the study.
1.5 VARIABLES OF THE STUDY

Research scientists manipulate variables in order to test their hypotheses and learn more about the factors or conditions that are changeable during the course of an investigation. There are two types of variables in this study: independent variable and dependent variable. The independent variable is the variable that is varied or manipulated by the researcher. The dependent variable is a variable that changes as the result of changing the independent variable. The details of these two variables in this study are as follows:

(1) Independent variables

Knowledge management resources are the independent variables of the study. Knowledge management resources are divided into five aspects i.e. leader, knowledge worker, of Knowledge Management System (KMS), organizational culture and technologies. Each aspect of knowledge management resources is divided into three levels according to the scores obtained from the scale which measures the knowledge management resources i.e. high level, medium level and low level.

(2) Dependent variables

Knowledge management practices of primary schools are the dependent variables of the study. It comprises of six aspects:

(2.1) Knowledge identification

(2.2) Knowledge creation and acquisition
(2.3) Knowledge codification
(2.4) Knowledge transfer or sharing
(2.5) Knowledge storage and retrieval
(2.6) Knowledge application or utilization

1.6 RESEARCH QUESTIONS

Research question is one of the first methodological steps the investigator has to take when undertaking research. The significance of research questions is to generate the idea and topic of a research project individually. The research question must be accurately and clearly defined. Choosing a research question is the central element of both quantitative and qualitative research and in some cases it may precede construction of the conceptual framework of study. In this study, there were seven research questions to be answered.

(1) What is the level of knowledge management resources in total score and in different aspects i.e. leader, knowledge worker, Knowledge Management System (KMS), organizational culture and technologies?

(2) What is the level of knowledge management practices of primary schools in total score and in different aspects?

(3) What is the level of knowledge management practices of primary schools in total score and in different aspect rated by primary school teachers belonging to different levels of knowledge management resources (leader)?

(4) What is the level of knowledge management practices of primary schools in total score and in different aspect rated by primary school teachers belonging to different levels of knowledge management resources (knowledge worker)?

(5) What is the level of knowledge management practices of primary schools in total score and in different aspect rated by primary school teachers belonging to different levels of knowledge management resources (Knowledge Management System (KMS))?
What is the level of knowledge management practices of primary schools in total score and in different aspect rated by primary school teachers belonging to different levels of knowledge management resources (organizational culture)?

What is the level of knowledge management practices of primary schools in total score and in different aspect rated by primary school teachers belonging to different levels of knowledge management resources (technologies)?

1.7 HYPOTHESES OF THE STUDY

Hypothesis testing is an important activity of empirical research. A well worked up hypothesis can predict the results of the study. Base on the objectives and the research questions, there were 42 hypotheses in the study.

(1) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (total score).

(2) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (total score).

(3) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (total score).

(4) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (total score).

(5) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools belonging to different levels of knowledge management resources (total score).

(6) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools belonging to different levels of knowledge management resources (total score).

(7) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (total score).
(8) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (leader).

(9) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (leader).

(10) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (leader).

(11) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (leader).

(12) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools belonging to different levels of knowledge management resources (leader).

(13) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools belonging to different levels of knowledge management resources (leader).

(14) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (leader).

(15) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(16) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(17) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (knowledge worker).
(18) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(19) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(20) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(21) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (knowledge worker).

(22) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(23) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(24) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(25) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(26) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools
belonging to different levels of knowledge management resources (Knowledge Management System).

(27) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(28) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (Knowledge Management System).

(29) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (organization culture).

(30) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (organization culture).

(31) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (organization culture).

(32) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (organization culture).

(33) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools belonging to different levels of knowledge management resources (organization culture).

(34) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools
belonging to different levels of knowledge management resources (organization culture).

(35) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (organization culture).

(36) There will be no significant difference between mean scores of knowledge management practices (total score) of primary schools belonging to different levels of knowledge management resources (technologies).

(37) There will be no significant difference between mean scores of knowledge management practices (knowledge identification) of primary schools belonging to different levels of knowledge management resources (technologies).

(38) There will be no significant difference between mean scores of knowledge management practices (knowledge creation and acquisition) of primary schools belonging to different levels of knowledge management resources (technologies).

(39) There will be no significant difference between mean scores of knowledge management practices (knowledge codification) of primary schools belonging to different levels of knowledge management resources (technologies).

(40) There will be no significant difference between mean scores of knowledge management practices (knowledge transfer or sharing) of primary schools belonging to different levels of knowledge management resources (technologies).

(41) There will be no significant difference between mean scores of knowledge management practices (knowledge storage and retrieval) of primary schools belonging to different levels of knowledge management resources (technologies).

(42) There will be no significant difference between mean scores of knowledge management practices (knowledge application or utilization) of primary schools belonging to different levels of knowledge management resources (technologies).
1.8 DELIMITING THE PROBLEM

Limitations are those characteristics that limit the scope and define the boundaries of the study. It provides an opportunity to demonstrate or restrict of the thought critically related to the research problem. The limitations of this study are as follows.

(1) The present study is confined to the knowledge management practices of primary school on the basic assumption of different educators i.e. Ruggles (1998)\(^5\); Kim (1999)\(^6\); Alavi (2001)\(^7\); Bryan Bergeron (2003)\(^8\); Daud & Abdul Hamid (2006)\(^9\) and Liao & Wu (2009)\(^10\). Six knowledge management processes used for knowledge management practices in this study are: Knowledge identification, knowledge creation and acquisition, knowledge codification, knowledge transfer or sharing, knowledge storage and retrieval, and knowledge application or utilization.

(2) The certain variables in this study is referred to the knowledge management resources i.e. people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies.

(3) The study is further delimited to the data which collected in academic year 2010 - 2011.

(4) The data were collected through rating scales, consisted of five point levels and constructed by the researcher.

(5) The primary schools which proposed to be the sample of the study are the state primary schools in the southern part of Thailand only.

1.9 IMPORTANCE OF THE STUDY

The major advantage of a knowledge management is that it leverages knowledge to improve organizational innovation, productivity responsiveness and competency. Knowledge management is an evolving working process that proactively manages all internal and external information
to create a competitive advantage that is linked to core organization’s objectives and goals.

In today's competitive working environment, many organizations are struggling to meet or keep up with the demands put upon them by their clients, competitors, investors and regulators. With the globalization, no organization is immune to this pressure. Organizations that excel at leveraging their knowledge assets in a systematic way will create and sustain a competitive advantage that will exceed the current and future demands placed upon them. In competitiveness in the marketplace, knowledge management is essential for survival of an organization. Knowledge management practices have become evident that it must be generated and integrated within an organization.

To manage the abovementioned valuable knowledge assets of an organization appropriately, knowledge management practice is recommended. Such an approach of knowledge management practices, knowledge management resources, such as people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies, are the important factors to contribute the accomplishment.

The results of the study will be the sources of information to guide or lead for increasing the effectiveness of knowledge management practices in schools and other educational institutions. This study hopes to support the school leaders in implementing the educational reforms by identifying specific leaders, knowledge worker, knowledge management system, organizational culture, and technologies that increase the high degree of knowledge management practices in schools and have a positive influence on the school effectiveness and students’ learning outcomes.

1.10 CHAPTERIZATION

The scheme of characterization for chapters is as follows.
Chapter 1: The first chapter dealt with introductory aspect of the study, statement of the problem, objectives of the study, definition of the important terms, variables of the study, research questions, hypotheses of the study, limitation of the study, importance of the study and chapterization.

Chapter 2: The second chapter concerned to theoretical orientation and review of the past studies i.e. basic understanding about knowledge and knowledge management, knowledge management process and knowledge management practices, knowledge management resources, knowledge management in education and advantage and barriers of knowledge. The review of the past researches done in Thailand and in foreign countries regarding knowledge management practices are shown in this chapter.

Chapter 3: The third chapter described about research methodology i.e. technique selected for the study, tools and their characteristics, development of the tool, item analysis (validity, discrimination and reliability), administration of the tools, scoring of data, technique of analysis of the data, and statistic used.

Chapter 4: The fourth chapter discussed about the analysis of data and interpretation i.e. the results in tabulated form with inferences related to the knowledge management practices in relation to certain variables i.e. people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies.

This chapter was divided into three parts:

The fist part presented the levels of knowledge management resources of primary schools rated by primary school teachers in a total group of sample and
classified into five aspects i.e. people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies.

The second part presented the levels of knowledge management practices of primary schools rated by primary school teachers in total group of sample and classified by certain variables (knowledge management resources i.e. people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies).

The third part presented the comparison between the mean scores of knowledge management practices of primary schools rated by primary school teachers belonging to different groups of variables (knowledge management resources) i.e. people (leader and knowledge worker), process (knowledge management system and organizational culture), and technologies.

Chapter 5: The last chapter gave the summary, major findings, conclusions, suggestions and recommendations for further study.

The data collected by the tool was analyzed according to the hypotheses. 0.05 and 0.01 level of significant was considered satisfactory for the acceptance or rejection of the null hypotheses. The frequency distributions, tables were placed in the report to present the data comprehensively.

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CHAPTER 2
THEORETICAL ORIENTATION
AND REVIEW OF THE PAST STUDIES