

Hataya Kuasakul 2011: Mediating Roles of Collective Teacher Efficacy on Teacher Empowerment-Commitment Relationship of Private Schools. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Associate Professor Winai Damsuwarn, Ph.D. 201 pages.

The objectives of this study were to study the mediating roles of collective teacher efficacy on each dimension of empowerment and commitment relationship of private school teachers and to study causal relationship of empowerment-commitment relationship where collective teacher efficacy was a mediator. The influence of four teacher empowerment factors was conceptualized as flowing along collective teacher efficacy toward teacher commitment. This research hypothesized that the variation of teacher commitment was directly effected by four teacher empowerment factors and indirectly effected through collective teacher efficacy. Data were collected by a set of teacher empowerment, collective teacher efficacy, and teacher commitment questionnaires. Samples were 2,016 kindergarten and elementary private school teachers in 2009 academic year. Data were analyzed by using structural equation modeling techniques.

The findings revealed that four teacher empowerment factors had direct effects on teacher commitment and indirect effects through collective teacher efficacy. Furthermore, the loading of teacher commitment to school as a professional learning community showed high variation when collective teacher efficacy was a mediator. The structural equation models of all hypotheses showed goodness of fit corresponding to the empirical data. The collective teacher efficacy model as a whole explained 81% of variation in teacher commitment.

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