

Wilawan Lertwirawat 2011: A Causal Relationship Model of Factors Affecting Behaviors and Success in Collaborative Practice of Teachers under the Office of Vocational Education Commission. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Assistant Professor Sudarat Sarnswang, Ph.D. 222 pages.

The purposes of this research were to study 1) Factors affecting behaviors and success in collaborative practice of teachers under the Office of Vocational Education Commission. 2) Development of causal relationship model of factors affecting behaviors and success in collaborative practice of teachers under the Office of Vocational Education Commission. This research was a quantitative research and the data collection was done using a questionnaire. The sample of 435 teachers was randomly drawn from the total of 56 good practice schools under the Office of Vocational Education Commission. The data was analyzed through descriptive statistics and the causal relationship model were analyzed using LISREL program.

The research results indicated that 1) there were three factors affecting behaviors in collaborative practice of teachers under the Office of Vocational Education Commission. It was composed of administrator leadership, attributes of teachers and organizational environment. There were two factors, which are, attributes of teachers and organizational environment which had direct effect and total effect on behaviors significantly at .05 levels. Organizational environment had more effect than attributes of teacher, and administrator leadership had the least and insignificant effect. 2) There were four factors affecting success in collaborative practice of teachers. These factors were administrator leadership, attributes of teacher, organizational environment, and collaborative practice. Attributes of teachers and collaborative practice had total effect on successful working significantly at .05 levels noted that collaborative practice had higher effect than attributes of teacher. However, attributes of teacher had indirect effect through collaborative practice, too. Other factors which were administrator leadership and organizational environment had no effect on success in collaborative practice of teachers. 3) The causal relationship model was very well fitted with the empirical data ($\chi^2=39.31$, $\chi^2/df = 0.98$, GFI = 0.99, AGFI = 0.96, standardized RMR = 0.024, RMSEA = 0.00). This model could explain 17 percent of the successful working variance, and 65 percent of the collaborative practice variance.

Student's signature

Thesis Advisor's signature