

Pakwipa Thapeanthon 2014: A Causal Model of Leadership Strategies of Administrators Teacher Characteristics through Academic Press and Learning Culture Affecting Changes in Teacher's Instructional Practices in Educational Opportunity Extension Schools under the Office of the Basic Education Commission. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Assistant Professor Sudarat Sarnswang, Ph.D. 180 pages.

The objectives of this study were to study 1) The level of changes in teacher's instructional practices. 2) Components of the administrator's leadership strategies which are resources provision and teacher characteristics. 3) The correlation among variables which are leadership strategies of administrators, teacher characteristics, academic press, learning culture and changes in teacher's instructional practices. 4) A causal relationship of administrators' leadership strategies and teacher characteristics through academic press and learning culture affecting changes in teacher's instructional practices. A sample of 360 was randomly selected from teachers of 87 educational opportunity extension schools. The instrument is a questionnaire. Data were analyzed by using structural equation modeling techniques.

The findings revealed 1) Changes in teacher's instructional practices individually and in groups were at high level. 2) Components of the administrator's leadership strategies consisted of communicating goals, instructional supervision, promotion of professional development, providing resources, providing incentives, providing support and issuing directions; teacher characteristics consisted of promoting teaching profession, teacher cooperation, and teachers' beliefs. 3) The correlation among variables which are administrators leadership strategies, teacher characteristics, and changes in teacher's instructional practices are found to be correlated. Teacher characteristics and administrator's leadership strategies has direct effect on changes in teacher's instructional practices with the alpha coefficient equal .70 and .25 respectively. 4) Administrator's leadership strategies and teacher characteristics has indirect effect on changes in teacher's instructional practices through academic press and learning culture. The proposed causal relationship model agreed with the empirical data. Teacher's changes in instructional practices can explain 76 percent of variables in the structural equation models.

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