

ตัวบ่งชี้ 13 ตัว

2. ผลการทดสอบความสอดคล้องของโมเดลความสัมพันธ์โครงสร้างตัวบ่งชี้ พฤติกรรมภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาเทศบาล พบว่า โมเดลมีความสอดคล้องกับข้อมูลเชิงประจักษ์ โดยมีค่าไค- สแควร์ (Chi-square) เท่ากับ 78.79 ค่า P เท่ากับ .27283 ค่าดัชนีวัดระดับความกลมกลืน (GFI) เท่ากับ .99 ค่าดัชนีวัดระดับความกลมกลืนที่ปรับแก้แล้ว (AGFI) เท่ากับ .98 ค่าประมาณความคลาดเคลื่อนของรากกำลังที่สองเฉลี่ย (RMSEA) เท่ากับ .010 และ ค่าขนาดตัวอย่างวิกฤติ (CN) เท่ากับ 1135.01



มหาวิทยาลัยราชภัฏมหาสารคาม
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TITLE : The Development of Indicators for Instructional Leadership Behaviors
of Municipal School Principals

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ABSTRACT

This research aimed to construct and develop indicators for instructional leadership behaviors of municipal school principals, and to test congruence of the constructed and developed model of relationship, structure, and indicators for instructional leadership behaviors of municipal school principals with the empirical data. The sample consisted of 920 school principals, assistant school principals for academic affairs and teacher heads of the learning strands at schools which provided basic education under municipalities in northeast Thailand. The variables used in the research were latent variables and observed variables. Data were authentically collected by using a questionnaire. The collected data were analyzed and the statistics were used for calculation by using a programmed computer. The research stages were divided into 3 phases: Phase 1 was the construction of conceptual framework and a draft of indicators for instructional leadership behaviors. Phase 2 was the development of indicators for instructional leadership behaviors. And Phase 3 was the testing of congruence of the model of relationships, structure, and indicators for instructional leadership behaviors of municipal school principals with the empirical data.

The research results were as follows:

1. For the results of constructing the conceptual framework and developing the indicators for instructional leadership behaviors of the municipal school principals, it was found that there were the following 5 major factors and 75 indicators : 1) The major factor in the aspect of determining the direction and policy comprised 17 indicators. 2) The major factor in the aspect of creating the environment helping in learning comprised 15 indicators. 3) The major factor in the aspect of developing the teaching profession and personnel comprised 10 indicators. 4) The major factor in the aspect of curricular administration and learning organization comprised 20 indicators. And 5) The major factor in the aspect of student quality enhancement comprised 13 indicators.

2. For the results of testing congruence of the model of the relationship, structure, and indicators for instructional leadership behaviors of municipal school principals, it was found that the model was in congruence with the empirical data: Chi-square = 78.79, P = .27283, GFI = .99, AGFI = .98, RMSEA = .010, and CN = 1135.01.



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