Title : Mixture Structural Equation Modeling of Factors Influencing

Competency in Classroom Management of Teacher.

Author : Mr. Prasong Sagoolsong

Degree : Ph.D. (Educational Research and Evaluation)

Rajabhat Maha Sarakham University

Advisors : Asst. Prof. Dr. Paisarn Worakham   Major Advisor

Asst. Prof. Dr. Piyatida Panya   Co-advisor

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ABSTRACT

This research aimed to 1) investigate theteachers' competencies of classroom management in basiceducation schools, 2) to group the teachers according to their competency of classroom management, and 3) to validateofthe mixed-methodstructural equation model of factors affecting classroom management of teachers in basic education schools. Multi-stage Random sampling method was used to select 750 samples who were teachers teaching in the second semester of academic year 2014 under Regional of Education Office

No. 12. The research tools consisted of 1) the classroom competency assessment form, 2) teacher's spirituality assessment form, 3) job satisfaction assessment form, 4) teaching efficacy perception assessment form, 5) organization atmosphere perception assessment form, and 6) organizational socialization assessment form. The abovementioned tools had 5-rating scales and they have been verified for item objective congruence (IOC), item total correlation, and Cronbach's alpha coefficient. Statistical techniques used in this research were Pearson's correlation coefficient, latent profile analysis, and mixed-method structural equation model.

The research findings were as follows: 1) The competency of classroom management of teachers under Regional of Education Office No. 12 was found to be medium level. 2) Teachers can be divided into 4 groups sorted by level of classroom management efficacy as follows : teachers with medium level of classroom management efficacy and using very low level of innovations, teachers with very high level of classroom management efficacy and using high level of innovations,teachers with high level of classroom management efficacy but using low level of innovations

and teachers with low level of classroom management efficacy but using medium level of innovations. 3) The teachers at basic education schools Regional of Education Office No. 12 each groups have organization atmosphere perception, job satisfaction, teaching efficacy perception, and organizational socialization affect the efficacy of classroom management in different ways, but teacher's spirituality does affect the efficacy of classroom management for all groups of teachers in the same way, and fitting model to empiricaldata. (likelihood = -3766.052, AIC = 7926.104, BIC = 8836.259, ABIC = 8210.707, and Ek = 0.970)

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