

ABSTRACT

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Key Words: TRANSFORMATIONAL LEADERSHIP, TEACHER EMPOWERMENT,
DARUNA RARCHABURI WITAED SUKSA SCHOOL

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Thesis Title: A STUDY OF RELATIONSHIP BETWEEN TRANSFORMATIONAL
LEADERSHIP AND TEACHER EMPOWERMENT AT DARUNA
RATCHABURI WITAED SUKSA SCHOOL IN RATCHABURI,
THAILAND.

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This study aimed to investigate the relationship between Transformational Leadership and Teacher Empowerment based on the perceptions of teachers at the Daruna Ratchaburi Witaed Suksa School, in Ratchaburi province, Thailand. This study conducted with 106 full-time participants teachers in the academic years of 2019 – 2020. Three main objectives were included in this study. The first objective was to identify the perceptions of teachers towards the Transformational Leadership at the school of DRWS. The second objective was to examine the perceptions of teachers at the school of DRWS. The third objective was to determine based on the perceptions of teachers if there any significant relationship between Transformational Leadership and Teacher Empowerment at the school of DRWS.

Two theories were used to conduct that relationship study. The first theory of Transformational Leadership was developed by Leithwood and Jantzi (2006), and the second theory of Teacher Empowerment was based on the Empowerment theory of Zimmerman

(2000) and extended by Short and Rinehart (1992). In the research instrument, the questionnaires were divided into three parts: Questionnaires for teachers' demographic profiles, Transformational Leadership questionnaires were adopted from Baggett (2015), and Teacher Empowerment was from the questionnaires of Hammond (2017). The quantitative research method was utilized in this study.

In findings, the level of teachers' perceptions of Transformational Leadership and Teacher Empowerment were high. The result demonstrated that there was strongly positive correlation, for the (r) value was .773** at the significant level of 0.01 which was less than 0.05 level, in the perceptions of teachers. Therefore, based on these results, this research confirmed that there was positive relationship between Transformational School Leadership and Teacher Empowerment at the school of DRWS. Then, the school of DRWS was regarded as the empowered school the cause of the high level of teacher perceptions towards Teacher Empowerment, whereby teachers were empowered by the school, school leaders and themselves as well. Then, it was approved that the school leaders of DRWS had been practicing the Transformational School Leadership since the overall means scores and the rating of teachers over the Transformational School Leadership was high.