

A Confirmatory Factor Analysis of Collaborative Culture for Small-Size School in the Chaiphum Primary Educational Service Area Office 1

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ABSTRACT

The objective of this study was to examine the components of Collaborative Culture for Small-size School in Primary Schools under Chaiphum Primary Educational Service Area Office 1. The sample included 400 participants, consisting of administrators and teachers in small-size school selected through a stratified random sampling. Using criteria for determining sample size as a function of the number of parameters or variables in factor analysis (Hair et al, 2010). A 5-level rating scale questionnaire was employed as the research instrument, demonstrating a high reliability value of 0.917. Descriptive statistics, including mean (\bar{x}) and standard deviation (S.D.), were utilized. Inferential statistics were assessed using Bartlett's Test of Sphericity, the Kaiser-Meyer-Olkin (KMO) test, and confirmatory factor analysis (CFA). The research outcomes revealed that of Active Learning Management for school administrators comprises five primary components and twenty-four sub-components, which are: 1) Collaborative working, consisting of three sub-components, 2) Open communication, with two sub-components, 3) Shared vision and goal, with three sub-components 4) Shared value comprising, with three sub-components and 5) Reliability in the team, with three sub-components. The model used to measure Collaborative Culture for Small-size school in Primary Schools under Chaiphum Primary Educational Service Area Office 1. Demonstrated alignment with the empirical data, as evidenced by the statistical values: Chi-square = 34.758, degree of freedom = 23, P-Value = 0.0550, RMSEA = 0.036, SRMR = 0.017, CFI = 0.998 and TLI = 0.990

Keywords: Factor analysis, Collaborative culture, Small-size school.