

**ABSTRACT****I.D. No.: 5619531****Key Words: Internal Quality Assurance, Assessment, Teachers' perception,  
Teachers' Demographic profiles****Name: AUNG YA TUN****Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS'  
DEMOGRAPHIC PROFILES AND TEACHERS' PERCEPTION TOWARDS  
THE INTERNAL QUALITY ASSURANCE ASSESSMENT AT PROGRAM  
LEVEL IN TWO SECONDARY HIGH SCHOOLS IN LAIZA AND MAI JA  
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The purpose of this study were to determine the teachers' perception towards Internal Quality Assurance (IQA) Assessment at program level and relationship with the teachers' demographic factors: age, educational qualification, years of service in school, and academic rank in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, and to compare teachers' perception towards internal quality assurance system according to teachers' gender. Two set of questionnaires were used to conduct this study: Questionnaires for teachers' demographic profile and Questionnaires for Internal Quality Assurance (IQA) Assessment at Program Level. 95% of the questionnaires were returned valid and data were analyzed by frequency, percentage, mean, standard deviation, and Pearson's Product Moment Correlation Coefficient (r). The findings of objectives were that the

teachers' perception towards total internal quality assurance system based on fifteen components was at low level. Therefore, there was no significant difference between male teachers and female teachers' perception towards internal quality assurance system according to teachers' gender. There was no significant relationship between internal quality assurance system at program level and other teachers' demographic factors: age, educational qualification, years of service in school, and academic rank. Since all the significant values were bigger than .05 at the significant level.

The study recommended that school's principals and board committee members should pay more attention to focus on IQA strategic planning and implementation process in order for promote schools' quality. In the implementation process, it is needed to report about SWOT analysis of the school and it should have drawn up the annual fiscal plan for school's expenditure of the whole academic year to get sufficient financial supporting from regional educational department, to give annual professional development trainings for teachers and other staff, to check all the needs of school's improvement and needs to provide teaching resources and teaching-aid materials for each subject so that the teachers could catch up and upgrade themselves by learning up-to-date knowledge to be able to distribute in classroom. Besides, the principals need to find out new ways to enhance their instructional leadership styles and school based management system.