A COMPARATIVE STUDY OF TEACHER SELF-ASSESSMENT ON TEACHER QUALITY AMONG DEMOGRAPHIC FACTORS IN SAINT GABRIEL FOUNDATION'S SCHOOLS

MR. SAHARATH DOOWFISET

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2016
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The challenge of the globalization that enhances the students to face a huge competition in their future means that the teachers have an important role to prepare students' readiness for this challenge. Therefore, the researcher intended to seek an international assessment to evaluate the teacher quality in terms of self-development. The main purposes of this study are to examine the level of teacher quality which was obtained from the teachers' self-assessment on teacher quality relative to the teachers' demographic factors and to compare the differences of teacher self-assessment on teacher quality according to gender, nationality and year of experience of teaching. The participants of this study were 324 out of 461, teachers from Assumption College School and Saint Gabriel College. The researcher selected Self-assessment Instrument for Teacher Evaluation II (SITE II) to be used as an instrument
which contains five factors as follows; subject matter knowledge, instructional planning, and strategies assessment, learning environment and communication. The results of this research can be stated that the overall teachers have high level of teacher quality. Further, there was no significant difference in the teacher quality based on gender and year of experience of teaching. However, the results show a significant difference between Thai and Non-Thai teachers. In addition, recommendations for teachers, school administrators, and further study have also been provided.
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Saharath Dowpiset
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CHAPTER I

INTRODUCTION

This chapter contains the main idea of the study by examining the background of study, statement of the problem research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, significance of the study and definition of terms.

Background of the Study

Improving the teacher development process is a concern for the reformation of education in order to prepare quality human resources for a global society. Thamrongthanyawong (2014) said “Teachers are an important factor of quality education so the quality of a teacher is very important”. Cultivating teachers’ quality is an important issue that was mentioned by government of Thailand and experience educators. In 2012, the Thai government proclaimed that education improvement is a national priority and put teacher reformation as one of the major topics in order to uplift the quality of education by 2015. However, there are several questions about what constitutes the quality of a teacher in the researchers’ opinion. What makes a difference in the teacher quality? How good are your teachers? What makes different in quality of a teacher? Are there any demographic factors that affect the quality of a teacher? Which teacher evaluation framework is comparable with international standards? The researcher has found that there are various concepts that inform one about quality a teacher.
Robert Walker (2008) an experienced teacher who has worked with several different institutions for over 15 years has studied about the characteristics of quality teachers who support student learning and success by focusing on his undergraduate and graduate students. There are 12 characteristics that are most frequently mentioned as follows:

1. Teachers come to class prepared
2. Have positive attitudes regarding teaching and students
3. Have high expectations for all students
4. Represent creativity in teaching the class
5. Have fair treatment and grades for all students
6. Display a personal, approachable touch with students
7. Encourage a sense of belonging in the classroom
8. Are gentle when dealing with student problems
9. Create a positive approach to student by having a sense of humor and not taking everything too seriously
10. Respect students and do not intend shame them
11. Are forgiving with students and don't hold grudges
12. Accept students’ mistakes

Another study by Stronge (2012) presents a more focused view and clarifies with the following six specific characteristics of teacher responsibilities and behaviors that represent effective teacher below:

- The prerequisite of effective teaching which consist of verbal ability, content knowledge, education Coursework, teacher certificate, and teaching experience
- The teacher as a person
After reviewing several concepts, the researcher found an interesting study of the developed and validated Self-assessment Instrument for Teacher Evaluation (SITE) which is called Self-assessment Instrument for Teacher Evaluation (SITE II) (Akram & Zepeda, 2015). SITE was previously developed by the National Professional Standard for Teachers in Pakistan and UNESCO in 2008 which aim to seek for the teacher evaluation standard that was appropriate with international teacher standard and seek for an alternate evaluators’ view rather than an administrators’ view. Moreover an important element of SITE is relates with Danielson’s Framework for Teaching (1996), Marzano’s casual teacher evaluation model domains (2011), and the eight standards summarized by Stronge (2010). SITE II contains five main elements such as Subject Matter Knowledge, Instructional Planning and Strategies, Assessment, Classroom Environment, and Communication.

The researcher used this standard in application with school in Thailand which studied the demographic factors correlate with the level of teacher quality. The selected schools are Assumption College School and Saint Gabriel College School that under the supervision of Saint Gabriel Foundation. The Saint Gabriel Foundation is a group of missionaries who influenced education development in Thailand with a philosophy that emphasizes academic excellence, discipline and foreign language skill under the pursuance of Catholic values (School, 2011). The researcher expected that this self-assessment standard would reflect elements that quality teachers should have and also demonstrate the factors that are lacking. Moreover this study would guide...
school administrators to provide the required teacher development plan in order to achieve expected competencies.

**Statement of the Problem**

The quality of teacher became a critical issues in Thailand as the report by (Ratchanee, 2013) analyzed the problem and found the quality of teachers was lacking. The following are examples of the findings:

1. In her research of Amartayakul Kindergarten, the researcher found that only three percent of the teachers interviewed were able to answer a mathematical question correctly and write correct English sentences at the 7th grade level. In addition, most of the teachers were unable to correctly answer the questions, even though they had graduated with a major relevant to the subject and had also studied these basic subjects in their basic 12-year education curriculum.

2. The lack of techniques in teaching could not create learning engagement and motivate the students to learn as follows case in each subject. Some of mathematics teachers did not truly understand about the subject content that they needed to remember both formulas and answers. They just pointed to the answer more than concepts. Some English teachers weren’t good enough in English speaking skills so the students gain limited skills not sufficient for their real life. Some social teachers emphasize telling information and sticking with the content rather than encouraging the students to think out of the box and they are also lacked the skills to facilitate raising issues the to encourage student’s thinking.

3. Work overloaded of teachers forced them to spend their times with many tasks not related to the students’ learning such as preparing schools’ assessment
documents, doing classroom research, attending the training for certificate and other tasks which are under requirement from school and ONESQA, therefore most of them have less time to be concerned for self-development.

The crisis of teacher quality is also represented through the students’ outcome especially from various international score tests. As the survey by The Trends in International Mathematics and Science Study (TIMSS) in 2014 that was carried out with the target group of Thai students in grade 8 who studied with teachers who had less than 5 years of experience of teaching. The results showed that only 20% of them had studied with the teacher who was confident in teaching design and 55% of them had studied with a teacher who emphasized on memorizing formula and methods in every class. This result illustrates that the new generation of Thai teachers tend unprepared in terms of subject knowledge and teaching skills (Chiangkul, 2014).

The assessment of PISA in 2012 which was published on 2 December 2013 which sampled 510,000 students’ aged from 15 years old from 65 countries/economic area. (This sampling is 6,606 Thai students from 239 schools) The results showed that Thailand received the 50th ranking from 65 surveyed countries by PISA and the third rank of countries from the ASEAN economic region lower than Singapore and Vietnam. Thai students got lower scores than the standard mean in all three subjects as follows: mathematic scores 427 from mean scores 494, reading scores 441 from mean scores 496 and science scores 444 from mean scores 501 (Tangkijwanich, 2014). The PISA’s result reflected the lack of teachers who were expert in the subject that they teach (Panhoon, 2009).

Thus, the uplifting of teacher quality is an issue that the Thai government must implement strongly and immediately. The Ministry of Education declared that the year 2011 was the year of teacher development and announced the strategies for
developing the quality of a new generation of teachers by motivating high potential students to become teachers and educational staffs (Piyancee, 2011).

Teacher evaluation methods should be redesigned by linking teaching skills and learning outcomes (Sasiwuthiwat, 2016).

According to the recommendation in the report of “How to reform Thailand education to deal with 21st Century?” Chiangkul (2016) mentioned that the reform of the teacher evaluation system should support the growth of the teacher’s professional career path. The previous teacher evaluation system had been conducted by the director or the head of the teacher. According to practiced policy, teachers who did not get punishment for any infringements according to the rules were automatically given a promotion of one step each year. They could also take an examination to be promoted. This examination relied primarily on memory. Thus, the teacher evaluation system must be able to emphasize teachers’ accountability and fairly evaluate the teachers’ potential.

Therefore, in regards to these recommendations, it can be summarized that the teacher evaluation concept needs to focus on supporting teachers in their professional development, be fair, be linked to student learning outcomes with a reliable framework that is able to guide the teacher to perform with quality. In addition, a validated instrument that supports teacher self-assessment should be developed.

According to the school structure in which the teacher did not prohibit or got punishment from school all of them exactly gain 1 step of salary in every year or take a test for promotion which relies on memory. This evaluation system did not create teacher’s motivation on self-development and lack of creativity. So the new teacher
evaluation system should be emphasized on teachers' accountability and fairly evaluate the teacher from their determination and potential.

Regarding from these recommendations it can summarize that teacher evaluation concept should focus on support teacher professional development, fairness, linkage to student learning outcomes with the reliable framework that guides the teacher to perform as a quality teacher and the validate instrument that supports the teacher self-assessment which factor they have and in which level they achieved.

**Research Questions**

1. What are the demographics factors of the teachers in Saint Gabriel Foundation schools in terms of gender, year of experience of teaching and nationality?

2. What are the levels of teacher quality obtained from the teachers' self-assessment of teacher quality relative to the teachers' demographic factors?

3. What are the significant differences of teacher quality obtained from the teachers' self-assessment of teacher quality between teachers' gender, nationality, and year of experience of teaching?

**Research Objectives**

The researcher constructed the following objectives based on the research questions of the study:

1. To identify the demographics factors of the teachers in Saint Gabriel Foundation schools in terms of gender, nationality and year of experience of teaching.
2. To examine the level of teacher self-assessment on teacher quality according to demographic factors

2.1 To examine the level of teacher self-assessment on teacher quality according to gender.

2.2 To examine the level of teacher self-assessment on teacher quality according to year of experience of teaching.

2.3 To examine the level of teacher self-assessment on teacher quality according to nationality.

3. To compare the significant differences of teacher self-assessment on teacher quality according to gender, nationality and year of experience of teaching.

**Research Hypothesis**

There are significant differences of teacher quality according to their gender, year of experience of teaching and nationality in Saint Gabriel School and Assumption College School, Thailand.

**Theoretical Framework**

The theoretical framework was based on the aspect of the teacher self-assessment which applied from Danielson’s Framework for Teaching (1996), Marzano’s casual teacher evaluation model domains (2011), and the eight standards summarized by Stronge (2010). This self-assessment contains of five elements of quality teachers as follow:
Subject Matter Knowledge

Subject matter knowledge is the one of teacher factors that contributes to student learning and achievement (Stronge, 2010). Subject matter knowledge stands for the teachers’ understanding of the subject content she/he teaches (Gudmundsdottir, 1987). Subject Matter Knowledge is relevant to teacher’s understanding of subject information, concepts, principles, and pedagogical thinking and decision making (Stronge, 2010).

Instruction Planning and Strategies

Instructional planning and Strategies is another essential factor to assess the teacher effectiveness which the teacher needs to apply alternative instructional strategies and techniques to enhance student learning (Stronge, 2010). Effective teacher needs to perform the teaching strategies that impact most to reconstruct the students’ understanding (Shulman, 1986). Regarding to Stronge (2007) he stated that effective teacher must be supportive and should continue to maintain the student on task, engagement, motivation and attention to their lessons.

Assessment

Stronge (2010) said that assessment for learning is an evaluation process of student performance which the teacher gains, analyzes and uses data to measure learners’ progress. Student assessment states the big picture of the lesson what students learnt from the teacher. Assessment can facilitate the important information about students’ mental readiness for new leaning content, support require formative and summative information to check the student progress, maintain student motivated, support students accountable for their own learning, and encourage them to keep the lesson learnt (Sanders, 2000). From the study of researchers found that formative
assessment presents positive impact to student achievement, especially with the student who presents low achieved (Black & Wiliam, 1998).

**Learning Environment**

In order to enhance student growth they need to engaged and get stimulation learning environment (Stronge, 2010). Quality teacher can create effective classroom environment in order to maximize the dedicated time for instruction and learning (Colvin & Lazar, 1997). Secure environment created by the teacher with high clear expectation and positive relationship can create active learning (Kidwell, 2015).

The classroom instruction and climate significantly impact student’s aptitude. To be summarized, a positive classroom environment increases the interaction among student and teacher, maximizes teaching spent time, and helps students improve their achievement. Effective learning environment also concerns about classroom physical plant development such as functional floor plans, material placement of compatible usage and creating classroom rules and procedures (evertson, 1985; Stronge, Ward, Tucker, & Hindman, 2007).

**Effective Communication**

Communication is any process to deliver the generate meanings (information, ideas, feeling, and perceptions) in various form such as contexts, cultures, channels, and media by the use of symbols, verbally and/or nonverbally, consciously or not consciously, intentionally or unintentionally (Hybels & Weaver, 1995). Without the communication, students will not understand main concept of the content and students tend to do in the wrong way. The effective teacher can deliver the complex content in a simply way to make students understand through both different verbal and non-verbal communications (Prozesky, 2000).
A teacher performs effective communication with students, demonstrates simple language, uses active listening with respond in a constructive approach, creates and maintains various models of communication between school and home, and aligns school policies regarding communication of student information (Stronge & Tucker, 2000).

**Conceptual Framework**

This study compared the teacher self-assessment on teacher quality among demographics factors of the teachers in two schools, namely Saint Gabriel School and Assumption College School, Bankrak by used Self-assessment Instrument for Teacher Evaluation II (SITE II).

The independent variables are the demographic of instructor’s gender, nationality, and Year of experience of teaching to use to identify the quality teacher factors.

In this research, the conceptual framework is as follow:

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<td>Nationality</td>
<td>- Instructional Planning and Strategies</td>
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<td>- Assessment</td>
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<td></td>
<td>- Learning Environment</td>
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<td></td>
<td>- Effective Communication</td>
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*Figure 1. Conceptual framework*
Definitions of Terms

- Demographic factor – Refer to gender, nationality and year of experience of teaching.

- Self-assessment – Refer to a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge, performance, and pedagogical skills for the purpose of self-improvement.

- Teacher – Refer to a person who teaches in Saint Gabriel School and Assumption College School in Bangkok, Thailand.

- Teacher quality – Refer to the teacher’s qualification that is influence develops of student learning, in this study there are five factors as follows:

  - Subject matter knowledge – Refer to the teachers’ understanding of the subject content she/he teaches which refers to these three following components: (1) content knowledge refer to the number and structure of knowledge in teacher’s mind. There are different ways of discussing the content structure of knowledge within the different subject area, (2) curricular knowledge refer to the length of design course for teaching in one’s subject and topics at a given level, and (3) pedagogical content knowledge refer to the knowledge of teaching which relate to subject content area which become unique teaching technique in the specific subject.

  - Instruction Planning and Strategies – Refer to planning that relate to the ability to define and predict the learning process that occur in the future.

  - Assessment – Refer to “a formal attempt to determine students’ status with respect to educational variables of interest.”
- Learning environment - Refer to cultivate functional lay out and material installation for highest useful, and create classroom rules and process.

- Effective Communication – Refer to the process that teachers have deliver the content to students, demonstrate common language, active listening and interact with positive way, create and provide various form of communication between school and family, and pursue the school conduct including communicate of student information.

**Significance of the Study**

The outcome of this study would be beneficial to the following people and clientele;

1. Teacher – The teacher will realize that which factors of quality teacher that they have and which quality that they need to improve. They can define self-development plan in terms of professional development.

2. School administrator – The school administrator gain more teacher’s data in order to analyze data and clarify each teachers’ professional development which improve the quality of teaching of their school.
CHAPTER II

REVIEW OF LITERATURE

The literature review focused on the perception of quality teacher influenced by factor demographic such as gender, year of experience of teaching and nationality. The literature review will presented the various Framework of teacher assessment, Self-assessment Instrument for Teacher Evaluation II (SITE II), and background of Saint Gabriel Foundation schools.

Framework of teacher assessment

Danielson (1997) identified that the framework of teaching is the aspects of teacher’s responsibilities that have been documented throughout studies and theoretical research as developed student learning outcome. Not only the possible description of practice but this framework also defined the responsibilities that teachers should know and be able to do in terms of professional development. There are 22 components of teaching activities which clustered in to four domains of teaching responsibilities: planning and preparation (Domain 1), classroom environment (Domain 2), Instruction (Domain 3), and professional responsibilities (Domain 4). There are two or five of distinct aspects in one domain and it also composed of sub element in each component. For example domain 1, “Planning and Preparation,” contains six components. Component Id is “Demonstrating Knowledge of Resources,” which consists of two elements: “Resources of teaching” and “Resources of students.”
**Framework for teaching**

Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*
- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches of learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

Component 1c: *Selecting Instructional Goals*
- Values
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*
- Resources for teaching
- Resources for students
- Component 1e: *Designing Coherent Instruction*
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure
Component 1f: Assessing

- Student Learning
- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating and Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

Component 2b: Establishing a Culture for Learning

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: Managing Classroom Procedures Management of

- Instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

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- Monitoring of student behavior
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- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: *Showing Professionalism*
- Service to students
- Advocacy
- Decision making

The Framework for teaching 1996 Edition

The first edition of framework was published by ASCD in 1996, as *Enhancing Professional Practice: A Framework for Teaching* with focused to observe with new teachers that used on purpose of licensing. The Framework had developed the work scale not only by being observed with new teachers but also by being covered with experienced teachers as well. This Framework rapidly get wide acceptance by various education professions such as teachers, administrators,
policymakers and academics as a cover description of effective teaching with levels of performance-unsatisfactory, basic, proficient, and distinguished-for each of its 22 components.

The Framework for teaching 2007 edition

This edition of the Framework was published by ASCD as Enhancing Professional Practice: A Framework for Teaching had improved several points and it reviewed the educational research that had been conducted since 1996. This edition also contained framework for non-classroom specialist professions, such as school librarians, nurses, and counselors. The Framework had been modified to suit with this typical work that was different from those of classroom teachers. This was adapted to serve with the demand of various professional organizations’ recommendation, such as the American Association of School Librarians, but still keep organized with the same structure of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (Same as of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching still maintained the structure of the 1996 edition; clustered the work of teaching into 4 domains and 22 components. But just a few components were renamed as follow:

- Component 1c: “Selecting Instructional Goals” was renamed to “Setting Instructional Outcomes.”
- Component 1f: “Assessing Student Learning” was changed to “Designing Student Assessments.”
- Component 3a “Communicating Clearly and Accurately” was revised to “Communicating with Students.”
- Component 3d “Providing Feedback to Students” was renamed to “Using Assessment in Instruction.”

- Component 4d: “Contributing to the School and District” was changed to “Participating in a Professional Community.” In this case the reason that changed to the word from “Contributing to the School and District “Participating in a Professional Community” because didn’t want to scope the responsibilities to the teaching work but cover to mention that is a necessary professional obligation. This component didn’t mention in the 1996 edition.

**Teacher Competency Assessment by Office of the Basic Education Commission of Thailand**

Office of the Basic Education Commission (OBEC) had created the assessment on the purpose of evaluate the teachers’ competencies and to collecting the database for teacher development plan according to the policy of Ministry of Education.

This assessment had developed from concept of Harvard University’s psychologist McClelland (1973) who defined that “Competency is the individual character that relevant to outcome of operation that consists of knowledge, skills, ability and other characteristics. It is a behavior that stimulates the people in organization performance outstanding result than other within various situations. This outstanding performance comes from the difference of these following factors; motives, traits, self-image and social role.

The assessment came from the discussion of Office of the Basic Education Commission (OBEC) in order to define the framework of teacher performance development and it was conducted workshop to create the assessment to
evaluate the competency of public teacher and education staff. The organizing committee which consists of school administrator, educator, Director of education service area, school monitor and specialist from relevant department that analyze the teacher competencies such as attitude, value, knowledge, ability and necessary skill for operation in school. The committees also study from the other assessment that was conducted by other government departments such as the assessment for promote their academic standing by Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), The Standard of teacher professional by Secretariat Office of the Teachers Council of Thailand The relevant research, theory and concept that are relevant to competency are also included with this analysis. From these analyzes could summarize the necessary competency for teachers which consist of five core competencies and six functional competencies as follow:

1. Core Competency
   1.1 Result oriented
   1.2 Service Mind
   1.3 Self-Development
   1.4 Team Working
   1.5 Moral and Teacher's professional ethic

2. Functional Competency
   2.1 Curriculum and knowledge management
   2.2 Learner Development
   2.3 Classroom Management
   2.4 Analyze Synthesize and research for learner development
   2.5 Teacher Leadership
   2.6 Build Relation and Collaborate with community for knowledge.
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<td>2.6 Build Relation and Collaborate with community for knowledge management.</td>
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Quality of Effective Teacher by James H. Stronge

Stronge (2012) defined the specific characteristics of teacher responsibilities and behaviors that represent to effective teacher as follow:
The prerequisite of effective teaching: The following five prerequisites are related to effective teacher which benefit to teacher in terms of professional preparation.

1. Verbal ability
2. Content knowledge
3. Education Coursework
4. Teacher Certificate
5. Teaching Experience

The teacher as a person: The teacher is a person who should concern and care to their students by being a good role model for students. The teachers’ characteristic impacts on student engagement with that subject and also to be a role model of students to create an individual change.

Classroom management and organization: The teacher needs to design for classroom environment that supports student’s learning and use of various instructional organizers such as rules, posted on walls to achieve learning goal.

Organizing for instruction: The teacher needs to prepare lesson plan for the long term and short term then designs the teaching strategies to organize the students so as to achieve leaning goal. The organizing for instruction consists of maximizing the amount of time allocated for instruction, effective communication to encourage student achievement and planning for instructional purpose.

Implementing Instruction: Implementation of instruction focuses on communication and complexity of instructional content by the use of proper questioning techniques and supporting active learning.

Monitoring student progress and potential: The teacher should monitor the learning progress of their students in order to adjust their instruction strategies
effectively. (Hiring the best teachers, James H. Stronge and Jennifer L. Hindman, 2003)

**Self-assessment Instrument for Teacher Evaluation II (SITE II)**

As the researcher mentioned about the application of the framework of Self-assessment Instrument for Teacher Evaluation II (SITE II) to use for assess the teachers quality in Saint Gabriel School and Assumption College School which this part reviewed more about the importance elements in terms of enhancing teacher competences. SITE II consists of five factors were defined to measure the quality of teacher as follows:

1. **Subject Matter Knowledge**
2. **Instruction Planning and Strategies**
3. **Assessment**
4. **Learning Environment**
5. **Effective Communication** (Akram & Zepeda, 2015)

### 1. Subject Matter Knowledge

Subject matter knowledge is the one of teacher factors that contributes to student learning and achievement. (Stronge, 2010) Subject matter knowledge stands for the teachers’ understanding of the subject content she/he teaches (Gudmundsdottir, 1987). Subject Matter Knowledge is relevant to teacher’s understanding of subject information, concepts, principles, and pedagogical thinking and decision making (Stronge, 2010).

Stronge (2004) referred to the research of Wenglinsky (2000) which was conducted with mathematics and science teachers and found that students who studied with teachers who has background knowledge in their subject can achieve better result that students who studied with the teacher without background knowledge.
There is a reasonably relation between teacher subject knowledge and students’ obtain knowledge. Effective teacher realize the subject content and define the subject require knowledge to adapt with their instruction. (Langer, 2001)

Effective teachers have mastery and respect in their subject content. Moreover, they develop in to skillful in delivering their subject to their students meaningfully (Stomge, 2004).

The issue about subject content knowledge in terms of enhanced teacher competence had raised in 1986 by Lee S. Shulman through the report issue: Those Who Understand: Knowledge Growth in Teaching which presented at the 1985 annual meeting of the American Education Research Association.

Shulman (1986) mentioned that content knowledge was a missing paradigm on teacher competence in the past. The prior research on teaching focused on pedagogy and the teacher evaluation that emphasized on classroom management, organizing learning activities, allocating time, structuring assignment, attributing glory and complain, lesson plan, defining the levels of their questions and judging student understanding generally. The important questions on teacher development and teacher education perspective had been raised. Where does the principle what teacher explains come from? How do they decide to teach, how to ask question the student about content and how to solve the problem in case of misunderstanding?

Shulman (1986) suggested that there are three categories of content knowledge: 1) subject matter content knowledge, 2) pedagogical content knowledge, and 3) curricular knowledge.

1. Content Knowledge refers to the number and structure of knowledge in teacher’s mind. There are different ways of discussing the content structure of knowledge within the different subject area. Effective should not only define the
concept but they must explain why that concept should be certify and link to other premise both in theory and implementation.

2. Pedagogical Content Knowledge refers to the knowledge of teaching which is related to subject content area which becomes unique teaching technique in the specific subject. Teachers realize the most effective method to apply in particular subject area in an effective way to present the content idea, to compares, metaphors, examples and explanations that are appropriate in those subjects. Moreover the teacher what influences learning in particular topic easy or difficult and knows the strategies to reorganizes the misunderstanding that student bring with them from prior lesson or experience.

3. Curricular Knowledge refers to the length of design course for teaching in one’s subject and topics at a given level. The use of various accessible instructional tools that associate to those program, and realize any curriculum materials that appropriate or inappropriate to use in specific incidents.

Danielson (1996) acknowledged about the knowledge of content and pedagogy is the sub element within first domain of his framework of profession practice. Danielson (1996) defined that the teacher is a person who can provide them the accurate information about subject when they find any suspicions. Teachers should facilitate students to learn and can make them understand the complexities and bodies of the subject content. Not only subject knowledge but effective teacher needs to know about pedagogical knowledge in order to deliver their knowledge effectively and engage student learning in those subjects.

Knowledge of content and pedagogy can prevent the student misconceptions in content knowledge. Effective teacher concerns and recognizes the common misconceptions in his subject and he realizes how to deal with it.
The teacher need to update their knowledge of content and pedagogy because the knowledge always develops so this requires teachers to adapt actively themselves in order to prepare the most effective of teaching and updated subject content.

The teacher who is specialist in one subject content and pedagogy tends to perform higher standard than the teacher who teaches many subjects. There are differences of balance between content and pedagogy knowledge from one discipline to another. In some subjects, for instance, in reading by creating one discipline, the content can still be the same but pedagogy can be changed. In addition, in science subject, both of content and pedagogy can be often changed.

2. Instruction Planning and Strategies

The other key element of effective teacher is instructional planning and strategies that teacher should know how to prepare the most effective teaching in order to enhance student learning. In accordance with Stronge (2007) and Tomlinson (1999) stated that instruction planning and strategies are the use of various instructional strategies and techniques to develop student learning (Stronge, 2010; Tomlinson, 1999b). Shulman (1986) defined that effective teacher would present strategies that advantageous the learners’ understand. Effective teachers play the roles of encouragement, stay constant in keeping students on duty, and their involvement, desire, and keep students’ concentrate on their lessons (Stronge et al., 2007)

Some definitions mentioned about the planning that relates to the ability to define and predict the learning process that will occur in the future. As Russel and Airasian (2012) mentioned that instructional planning is the first step of instructional process which refers to define the particular expectation or learning results, choose the proper material to achieve the expected learning outcomes, provide harmoniously
learning experiences, and continually support. Instructional planning refers to the teachers' competency to envision and predict the ongoing teaching-learning process in the future (Zulueta, 2010).

Airasian (2012) stated that instructional planning supports teachers in these five ways:

1. Assist them feel more relax with instruction and create a sense of belonging and perceive in their teaching plan.
2. Encourage the teacher to emphasize on purpose and subject matter.
3. Provide opportunity to reflect and more intimate with the subject matter before their teaching.
4. Confirm that the method to created proper instruction process from the beginning, implement activities, and the guideline to do while they teach.
5. Align everyday lesson with goals (Russel & Airasian, 2012).

Planning supports teacher with this following actions:

- Emphasizing on the prospect for the lesson
- Reflecting the subject content and exist resources then present to Students
- Defining the way to begin, present and assess the lesson

(Airasian, 1994)

The research found that there are close relation between teachers' instruction and strategies to student learning (Cohen, Stephen W, & Ball, 2003; Marzano, 2007; Walberg, 1984). Marzano (2011) conducted over experimental studies in order to find the relation of instructional strategies with student learning.
achievement and discovered that there were 16 percentile points of student achievement increased when teacher used instructional strategies. Several of other studies also found similar results (Tomlinson, 1999b; Walberg, 1984).

Quality instruction planning is about successful process to the future. Planning should be both perspectives as prior to instruction conveyance and integrate all perspectives of teaching and learning process, as illustrate in figure 2:

![Figure 2: Effective Instructional Planning](image)

Therefore, there are 4 steps of effective planning

1. Plan thoughtfully
2. Plan before teaching
3. Plan during teaching
4. Plan after teaching (Stronge & Xu, 2016)

James Stronge (2004) mentioned that the school tends to support the teacher to work as a team on teaching plan by giving them the time for planning in
group or department level. Team planning enforce teachers avoid working alone and encourages the synergy of ideas. The effective teacher should concern about the required curriculum, long-range and short term aspects, materials, and needs of student in order to achieve successful teaching plan. There are three components of effective instructional planning: knowledge of the curriculum, the suitable instructional materials and resources, and long-range and short-term planning.

Knowledge of curriculum

Expert knowledge is the understanding of core concept, main ideas but not include scatter facts (Bransford, Brown, & Cocking, 1999) Curriculum is the designed structure that teacher uses to define an important idea which emphasizes on expected learning outcomes. Moreover curriculum also helps the teacher to identify the required knowledge that student should know as follows; the idea and principle, the associate issues and facts, the skills and mindset that empower learning (Jackson & Davies, 2000). The instructional plan should be harmonized with the prospect of all levels of education: state school district and school. Make sure that there are linkages between the expected learning goal by state or district, the lesson what teacher teach and accesses, and what students really learn in the class (Walker, 1998).

Instructional Materials and Resources

Stronge (2004) chose to explain about technology as a sample among from many instruction resources that encourage student’s learning. In order to serve the need of student, the effective teacher needs to concern about the knowledge of instructional materials and resources. The knowledge of instructional materials and resources can be used as the guideline for teachers’ decision on what resource that they should gain or develop (Buttram & Timothy, 1997). Most schools actual pedagogy uses basic teaching materials and overhead while the school districts
encourage the schools to apply computer and information technology in teaching. Even the exist research does not present the connection between the teacher and technology (ISTE.). Teacher aims to use technology in order to increase more personal attention to student, increase their instruction, and create environment that supports student’s concentration (Dickson & Irving, 2002; Holahan, Jurkat, & Friedman, 2000).

Long-range planning

Long-range planning can assist teacher by presenting the overview of the lesson plan and teaching arrangement. Need of students and curriculum standards are concerned issues in long-range planning. The period of planning can spend on year or the semester that teachers focus on holistic view (Burden & Byrd, 1994; Thompson, 2002). Long-range planning also encourages effective teachers to combine their teaching with other experts and joint development units. Moreover, in order to plan for teaching time allocation, teachers should emphasize on instructional goal effective time management on exist teaching day.

A definite level of long-range planning is a teaching unit plan that shows the holistic view of instruction on many weeks. Unit planning encourages teachers to concern about particular prospects of teaching, suitable allocated time in each objective, the way that students develop their concept understanding., and student assessment method (Thompson, 2002). Unit planning is also relevant to the time that teacher discusses, keeps, organizes various materials, and make the underlying determination of how to address the particular matter. In this step the teacher needs to concern about the linkage of instructional process and assessment (Gronlund, 2003).

Short-term Planning
Long-range plans used to guide how the teacher accomplish the expected learning objectives and short-term plans are the physical indications of the mental readiness teachers experience in getting ready for their students. It shows the teachers’ content knowledge, understanding of their students, decisions on the suitable classroom’s organization, instructional resources, effective instructional strategies, and assessments.

Thomson (2002) suggested that the novice teacher should do planning for weekly lesson about two weeks in advance. But in the reality it is not always possible so at least one week before facilitating the teacher should review the student development from previous week and then adjust lesson plans to suit to it (Burden & Byrd, 1994). Short-term plans also cover the details that may be unavailable on developed unite plan such as School large meeting, the specific instruction that provides for a big group of students who were out due to the flu virus, current incident, and concern with needs of other.

Weekly lesson plans break into daily lessons plans which provide daily data on objectives, materials, strategies, and assessments that they used. There are not common daily lesson plan pattern nonetheless competent daily lesson plan should be comprehensible for another instruction professional (Roe, Ross, & Smith, 2002). There are recommended common elements from the experienced educators and researchers such as name of teacher, date, topic area, period/time, purposes, particular content, materials, teaching strategies, student exercises, various assignments, assessment, and homework. Effective teachers use daily lesson plans to define what action they should take, what materials should be used, and to reflect the student learning to achieve expected objectives.
Even teachers concern about the essential of planning, but it not confirm that teaching situation would exactly go along teachers’ expectation. There are always environment changes and diversity in classroom, so the teachers need to adapt their teaching strategies suddenly in order to deal with that changing situation.

3. Assessment

The researcher applied the perspective by Strange (2010) to analyze the definition about assessment that focuses on two perspectives. First perspective defines assessment as a product according to these ideas. Assessment is “a formal attempt to determine students’ status with respect to educational variables of interest” (Popham, 2002, p. 363).

Jones (2005) stated that assessment for learning is learners’ progress information to encourages them to take action to improve their performance. In addition teachers require to construct learning opportunities which learners grow along their steps and the necessity of performance of enhancing activities (Jones, 2005).

As of the definition from an international conference on assessment for learning in Dunedin in 2009 stated that assessment for learning is portion of daily practice by students, teachers and peers that find, reflect upon and fulfill the information from discussion, demonstration and observation in order to strengthen sustainable learning (Klenowski, 2009).

Second perspective defines assessment as a process according to these following ideas. The second perspective defines assessment as “the process of collecting, synthesizing, and interpreting information to aid in classroom decision-making” (Airasian, 1994, p. 266).
Broadfoot (2002) represented that assessment for learning as the process of searching and describing the evidence for use by teachers and students to determine learning level of their students, to realize the learning goal and the way to achieve it (Broadfoot & Group, 2002).

Stronge (2004) demonstrated that the assessment should be merged both product and process as a linkage to instruction. Teacher can link instruction and assessment in the following ways:

1. Leading teaching based on expected results and the assessment of those results.
2. Integrate teaching strategies and assess method;
3. Define instruction toward students' need;
4. Working on data-based decision making to lead teaching, inform assessment design, reflect student potential on important knowledge and skills;
5. Influence student continually inform of their development; and
6. Indicate the frame of strength and weakness to support suitable remediation (Stronge, 2004).

Student assessment can support both teachers and students to enhance their performance. Teacher can uses assessment to project the overview of their teaching, check the students’ readiness for new lesson, observe student development, maintain student motivated, uses diverse strategies of formal and informal assessment, collect and maintain student assessment record and develop assessment tools to assist students to reflect their learning outcomes.

While students use assessment, it can help them to make responsible for their learning and encourage the students to maintain the lesson learnt.
Sanders (2000) mentioned that student assessment presents the holistic view of what teacher has taught to students, supports contemplated information which is relevant to students' mental readiness for studying new content, gives formative and summative information needed to observe student development, supports teacher to maintain student motivated, assist students responsible for their own learning and helps students maintain the lesson learnt (Sanders, 2000).

Assessment reinforces practitioners and assists students learning in particular classroom sessions. Moreover it displays how one of the assessments for learning strategy's key point, quality feedback, can be used to assist learners development (Jones, 2005).

Stronge (2010) stated that the effective teacher uses assessment data to improve expectations for learners, uses diverse strategies of formal and informal assessments, gathers and retains record of student assessment, and develops instruments that assist students in evaluating their own learning needs. From the research it was found that uses of assessments have positive impact on student learning.

Assessments actually use to assess a students' development in learning new skills and knowledge (Popham, 2002).

Effective teacher knows how to use the most effective assessment in order to enhance their teaching performance and students' progress. The assessment that impact on student learning should link with learning targets, follow with frequent feedback, support students' deeply engagement in classroom and documented accurately through record keeping. As the research found that formative assessment presents positive impact on student achievement, particular with low achievers (Black & Wiliam, 1998).
As Jones (2005) explained that in order to promote effective assessment, teachers need to:

- Describe learners about purpose of learning and test their understanding.
- Show the required standard that learner need to achieve and assist them recognize when they achieve it.
- Provide useful feedback on assessment decisions which let students know improving method.
- Present high prospects and encourage students’ confident that they can be better form their past performance.
- Often reflect the students’ last performance and reflect learners’ improvement.
- Promote the students’ self-assessment skills that they can know any part of their work should improve (Jones, 2005).

4. Learning Environment

To be an effective teacher they need to respect their students, connect with them, and create the environment that support students learning (Danielson, 1996). The engaging and encouraged learning environment is needed in order to support student growth (Stronge, 2010).

Relevant research found that in a constructive learning environment, performance of teachers cultivate functional lay out and material installation for highest useful, and creative classroom rules and process (Evertson, 1985; Stronge et al., 2007). As of the study by Kunter, Baumert, and Koller (2007) with secondary school mathematics classes found that as the students clearly perceive the rule and teacher monitoring have positive impact on their improvement of academic interest.
There are less disturbing student behaviors in the class of effective teachers than in the class of less effective teachers (Strange et al., 2007). There are significantly affect between classroom instruction and climate towards student aptitude. As the conclusion from these studies, a positive classroom environment increases interaction between student and teacher, boosts up instructional time, and assists students to cultivate their accomplishment (Wang, Wang, Wang, & Huang, 2006).

Strange (2004), stated about learning environment in terms of classroom management and organization consist of classroom management, classroom organization and expectations for student behavior.

Classroom Management

Effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner (Marzano, Marzano, & Pickering, 2003). Instead the use of classroom management to manipulate student behavior, but the teacher uses it to encourage and guides it in positive way to set the instruction procedure (McLeod, Fisher, & Hoover, 2003). The teacher uses least of rules to provide safety and effective interaction in the classroom, and they depend on routines to keep flow of classroom learning environment (McLeod et al., 2003).

In order to organize the class smoothly the effective teacher needs to have classroom management skills (Brophy & Evertson, 1976). Stronge (2004) defined that the classroom management emphasize on rules and routines in the classroom.

Rule

According to the definition in Webster’s dictionary describes that a rule as “a fixed principle that determine a conduct” (McKechnie, 1983). As the definition mentioned about fixed principle but in terms of classroom the practitioner knows that
sometimes the rule needs to be modified to serve with daily life in classroom. Moreover, rules create barrier of behaviors (Nakamura, 2000). Effective teacher attempts to create the least number of classroom rules which focus on expected behavior in classroom, keeps the secure environment and participates in learning (Marzano et. Al., 2003; McLeod et al., 2003; Thompson, 2002). Teacher should clear explanation rules, shape the rules, demonstrate the expectation with students, and encourage them to be achieve the expectation (Covino & Iwanicki; Emmer et al., 1980). As the use of rules to manage the classroom the teacher should ensure that the rules should clearly be fair, reasonable, implementable, and suitable adaptable rules to make difference in classrooms.

Effective teachers can notice of classroom motion and student unique so that they concern when should do intervention to deal with the problem (Johnson, 1997). Effective educators tend to use various strategies such as positive approach to reinforce the desired action and also punish the undesired action, therefore use of both reinforcement and punishment aim for reminding students to concern the important of rules.

Routines

Actual classroom is needed for several routines to support efficiently and effectively management (McLeod et al., 2003). There are several routine or procedures in classroom such as the protocol when entering and leaving the classroom, attendance checking, demonstration of lunch selection, secure materials, cleaning, turning in assignment, operating the changes during or between teaching activities, being aware of secure procedures in case of drills and emergencies, and transition from one session or location to another. To review the student about the acceptable behavior the effective teacher provides students with cues and they
perform well at organizing and keeping a supportive classroom environment (Education USA Special Report n.d.) In addition routines encourage self-responsibilities for their own behaviors and learning in classroom (Corvino & Ivanicki, 1996). The teacher should present their awareness in an efficient, equality, and suitable method. (Shellard & Protheroe, 2000; Thomas & Montgomery, 1998).

Classroom Organization

Classroom organization should align with the management in terms of physical arrangement of classroom in order to encourage student learning environment such as using color segment the folders, providing folder for the absent student to follow the assignment that they missed, keeping the specific copies of “Back to School Night” item for new students.

Classroom organization is related to furniture setting, area for materials, displays, and fix elements. Effective teacher should combine the student needs with room arrangement such as setting area for wheelchair to avoid other, providing the walkways to facilitate students to access materials, pencil sharpeners, and the trashcan so that other students cannot be interfered or distracted. The classroom arrangement supports the flow of teacher movement in order to observe the student progress (McLeod et al., 2003). Moreover teacher plays an important role of observer for student behavior and understands the dynamic of the classroom.

Expectations for Student Behavior

According to classroom management and organization issue influence the teachers have high expectations to their students’ behavior. The effective teachers tend to have a higher expectation with their student behaviors to manage themselves properly than the less effective (Strmoge, et al., 2003) The teachers create the relationship with their learners by emphasizing on balancing between collaboration
and authorization, and finally it become great relationship (Marzano et al., 2003)

Teachers teach their students about expectation and build up their expected behaviors through verbal and nonverbal cues. The study of effective and ineffective third grade teachers showed that the less effective teachers had five times upset situation in an hour when compared to high effective teachers (Stronge et al., 2003).

Danielson (1997) stated about learning environment in terms of classroom environment as one of four domains of teaching responsibility. There are five components under this domain as follow:

1. Creating an Environment of Respect and Rapport
   - Teacher interaction with students
   - Student interaction with students

2. Establishing a Culture for Learning
   - Importance of content
   - Expectations for learning and achievement
   - Student pride in work

3. Managing Classroom Procedures
   - Management of Instructional groups
   - Management of transitions
   - Management of materials and supplies
   - Management of non-instructional duties
   - Management of supervision of volunteers and paraprofessionals

4. Managing Student Behavior
   - Expectations
   - Monitoring behavior
   - Response to misbehavior
5. Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources

Component 1: Creating an Environment of Respect and Rapport

Teaching is about the connections both between a teacher to students and student to student which based on support and respect together. Students can feel the respect and support atmosphere through how teachers interact with them and encourage them to interact with other students. Respectful environment encourages the sense of value and safety to all students; even they are in intellectual challenge. The optimal level of support and respect are demonstrated by friendly atmosphere but teachers must always remember the student’s role as adult. Teachers sometimes represent their care by strictly behave and seriously atmosphere.

Component 2: Establishing a Culture for Learning

In order to create the substantial culture of learning teachers and students should commit to seek for a meaningful learning and teaching instead of just working day by day so that everybody would honor and put most effort to achieve. Active culture of learning signify high expectations to everyone and secure atmosphere which students feel confident to take learning opportunities. In addition students realize that teachers consider with their potential, and influence them to do with their best performance. This optimal expectation is the key of a culture of learning. A classroom with a culture for learning is the place that is full of intellectual sharing, with teacher and students establish optimal value and quality of work. To ensure that culture of learning has promoted, it mostly relies on outside factors of school such as some students’ family that gave priority to education but it still need promotion of positive learning environment by teacher.
It's possible for every classroom to promote a culture of learning. School open participation to promote a culture of learning can be classroom environment, formal and informal school traditional, from rewarding and celebration, appreciation by school administrator, provide space for exhibit students' assignment. A School shows high level of academic qualities and performs above the school academic expectation.

Component 3: Managing Classroom Procedures

Pedagogy needs to focus on effective management before good instruction, even best teaching strategies are meaningless in an uncontrollable environment. So teachers need to cultivate the method to support the flow of classroom operation and manage time effectively then they concerned about teaching strategies. Teachers use routines to conduct the flow of classroom groups, spread and keep the materials, effective of non-instructional accountability and guideline from volunteers and teacher assistants. Students have clear direction with least distraction.

Low level of classroom management represents by students wasted the time with irrelevant learning content, teachers do not keep in track, no productivity from instructional group, materials are unavailable, and the unclear transition. In high level of classroom, learning process and progress are smoothly, management and movement of the classroom turn to students' responsibilities. Moreover students develop their self-direct skills through their works as a group and just look for teachers' support when they need.

Effective teachers show their performance in organizing the process of classroom smoothly. They can clarify the step of activity, they spend few time to move from one lesson to another, well organized for giving and turning back the
materials process. Students present their self-responsibility for concern and keep of materials on place that they convenience to seek.

Effective teachers create routine strategies by encouraging several non-instructional tasks that are their responsibilities, and spend more time for instruction. Teacher assistants and volunteers can be a major part of effective program by put more focus on supervision first and then they can create much contribution. Effective teacher s spent the essential time to coach their assistants in order to assure that their assistant can deliver a massive contribution to classroom.

Component 4: Managing Student Behavior

The students can’t deeply involve with the learning content in uncontrollable environment which was demonstrated by several behaviors such as students running around, ignoring the teacher or fighting.

The classroom is the place where contain large amount of students which normally can create the conflict among them. Effective teachers know that there are many reasons that cause the students’ misbehaviors as follow;

- Students try to conceal their situation when they do not prepare by acting out.
- Students who are not interested in given assignment so they lost concentration and find other more interesting issues.
- Students with low level of interpersonal skills and self-confidence take a chance to begin encounter with other students by word and action.

To maintain effective and respectful classroom management for conduct students behavior, teachers follow the agreement of common rules and clarify the result when they break the rules. Sample of common rules include the use of suitable words (e.g., don’t use swearword), proper dress code (e.g., not wear hat), and
CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research methods and procedures which designed by the researcher in order to complete this research. It considered of the research design, population, sample, research instrument, collection of data, data analysis, and summary of the research process.

Research Design

The researcher used a comparative and descriptive design for this study. The researcher described the demographic factors of teacher, their factors of quality teacher self-assessment and different of teacher self-assessment in which regard to their demographic factors.

The objectives of this study are to identify the teacher self-assessment according their demographic factors at Saint Gabriel School and Assumption College School, Thailand in academic year 2016, the level of the teacher self-assessment on teacher quality according to demographic and to compare the teacher self-assessment on teacher quality according to the gender.

In this study provide it consists of two parts of questionnaires: the first part to collect the demographic factors of teachers and second part of the questionnaire was of twenty-eight questions that based on SITE II instrument by Muhammad Akram and Sally J. Zepeda (2015).

The data were collected from the teachers at Saint Gabriel School and Assumption College School, Thailand
many ways to express when they want to speak out in discussion group (e.g., raise hand), when marching in and walk out from classroom (e.g., line up).

There are several characteristics that demonstrate effective common rules that conduct students’ behaviors which create effective classroom management as follows:

- Clarify expected behavior and post in a classroom.
- Related among standard behavior and students development level and also link with the students’ culture norm.
- Equally adapt expectation to all not personal treated.
- Ensure that overview of classroom are in teachers’ eye that teacher can stimulate students concentration by calling them.
- Teacher must avoid expressing their anger or losing of self-control that students’ resistant may present through action or word encounter.
- Focus of blaming on students’ behaviors not on student themselves that can facilitate the flow of class and decrease interruption. Moreover students’ feel the still gain respect.
- Inspire student learn how to conduct behavior by themselves by demonstrating that teacher has created the standard from the beginning of semester and use it continuously.

Component 5: Organizing Physical Space

Another important component of learning environment is physical space which is different of using that relies on learning context. Elementary teacher provide “reading corners” space that serve the various needs of users such as loud and silent activities, all level teachers set furniture to facilitate student work as a group. Physical space arrangement demonstrates the teachers’ perspective to students: center form for
exploration, putting the desk to the front facing for presentation, circle shape for brainstorming, or conducting in formal pattern for science lab.

The first element is relevant to safety and accessibility for students which as an important element of physical environment. The classroom lay out should support the flow of the students’ traffic and safety movement to required space including students with special needs such as traffic to the board, pencil sharpener and other direction to require materials and resources.

The next element is about furniture setting. Less number of student desks is fixed with the floor, despite many teachers prefer to set the furniture in row and columns pattern. The arrangement depends on which one is most effective to accommodate the learning purpose and plan of activity by students such as the using for work as a group students may prefer to set in block pattern or use for group discussion should set in circle form to let the students can see other members.

The last element is related to the use of physical resources by teacher. The effective of instructional depends on the teachers’ skill of equipment used such as chalkboards, flip charts, overhead projectors, and VCRs. The high skillful teachers tend to create high effective instruction.

As we perceive the classroom is a learning community so the students as the members who participate in this society which should empower the learning performance in the community. The students demonstrate their physical environment engaging by these following actions such as preparing for students exhibition, arrange the furniture to accommodate a group work, and moving the supplies for better flow in classroom. The students have a sense of belonging with their classroom which normally created from teachers’ development and inspiration the students’ participative.
Some limitation may be occur with part-time teachers because they cannot control over the physical environment they teach even they need to conduct for classroom safety but just only a part of work that they can conduct.

5. Effective Communication

An another require competency for effective teacher is still be the communication skills (Fullan, 1993). As the statement by Stronge and Tucker (2003) defined that effective teachers are competent deliver the content to students, demonstrate common language, active listening and interact with positive way, create and provide various form of communication between school and family, and pursue the school conduct including communicate of student information. The technique and of verbal, nonverbal and written communication tactics and instruments, and coordination and relationship with students and families are require for effective teachers (Government-of-Pakistan, 2009). Performance teachers define ideas in normal and systematically way, and state the content corresponding to age and potential of learners (Stronge, 2010). Teachers stimulate the students share their ideas by encouraged an open, friendly, and communicated environment and moreover the study stated that open and warm communication atmosphere strengthen teachers and students perform better (Catt et al., 2007). Danielson (1996) stated that clarify of guideline and explanations can enhance the students’ engagement. He also mentioned that two elements that can create clear and correct communication.

First element is about clarity of guidance and step for students to follow whenever they work as individual or group. The conflict of communication is the cause of consume the teaching time and lead students to the wrong direction. Effective teacher use several methods to create clear guideline such as by saying, writing or both methods.
Second element is quality of speaking and writing communication which the teachers’ messages should be heard and readable.

The students learn how to use of language by follow their teacher so teachers should concern more about the correct of language usage and maintain represent vocabulary. Experience teachers know how to use formal and informal on appropriate time but they should inform their students to concern the difference use of method.

**Background of Saint Gabriel Foundation Schools**

There are 16 schools in Saint Gabriel Foundation Schools as follows:

1. Assumption College (AC)
2. Saint Gabriel’s College (SC)
3. Montfort College (MC)
4. Assumption Commercial College (ACC)
5. Assumption College Sriracha (ACS)
6. Saint Louis College (SL)
7. Assumption College Lampang (ACL)
8. Assumption College Thonburi (ACT)
9. Assumption College Rayong (ACR)
10. Assumption College Ubonratchathani (ACU)
11. Assumption College Nakhonratchasima (ACN)
12. Assumption College Primary (ACP)
13. Montfort College Primary (MCP)
14. Assumption College Samutprakarn (ACSP)
15. Assumption Technical School Nakhon-Panom (ATSN)
16. Assumption Commercial College Nakhonratchasima (ACCN)
The researcher conducted this study by using two schools which are Assumption College and Saint Gabriel College as sample. The two schools were selected because these two schools were established in the beginning period of Saint Gabriel’s Foundation which lifted the standard of education system in Thailand. Thus, there are very interesting histories and long experiences in terms of education that could represent the quality of instruction in this study. Moreover, these schools’ success could be represented by the success of alumni who became the top leader in various fields of work (Alumni SG ‘75, 2010).

Assumption College School History

Assumption College settled on February 16, 1885 by Father Emile August Colombet, a French missionary priest, which began their teaching in a small wooden house under the name of Collège de l'Assomption. In beginning when the school was open there were only 33 students but after the growth of students number it was required bigger facilities to serve for the new students.


The school name had changed from Collège de l'Assomption to Assumption College or AC in 1910. The ministry of education was approved for primary section and opened on 22 May 1966.
Under the term of directed by Brother Surasit Sukchai on 2002 Assumption College was begun to operate English program (EP) in order to cultivate students' skill to internationalization. In the first period EP program had started from grade 1 to grade 7 and extended to grade 12 until now.

School Philosophy

1. Ambition of life is seek for the truth, understand the truth and entrance to highest virtue which is an origin of life.

2. All men must have laboriousness and endeavor that lead to success as Christian quote “Labor Omnia Vincit”.

Vision

All Assumption College’s students are the person with ethical mind and international quality.

Missions

1. Provide basic education program according to basic educational and Saint Gabriel Foundation of Thailand’s standard.

2. Cultivate, promote, and provide the quality education to all students which these following expected calibers; knowledge with ethical person, correspond with required performance from basic education standard that develop to international standard.

3. Promote and cultivate school management and administration effective to reach international standard.

4. Promote and support the awareness of social responsible to organization, society, environmental preservation to all school staffs and students.
Goal

1. All Assumption College’s students are the person who permeated with healthy body, mind, intellectual, moral, ethic, and self-adaptation with globalization lifestyles.

2. Assumption College’s teachers are the person who provides quality education that emphasis on students learning effectively and efficiency.

3. Assumption College’s school conducts the quality education in order to prepare the student’s readiness for ASEAN Community and reach an international standard school.

4. Assumption College’s school administrate and cultivate school concern on effectively and efficiency.

5. Assumption College’s school applies quality assurance system under law about regulation and effective quality assurance procedure on 2010 by Education Ministry.

6. Assumption College’s school become the top school in national level. (School, 2011)

St. Gabriel’s College’s history

St. Gabriel’s College was established in 1920 as almost twenty years from the first arrival of Saint Gabriel’s brothers in Thailand with cultivate education quality in Thailand. The accountabilities in education standard and effective instructional demonstrated through the success of Assumption College School that impact to the rapid growth of student number in Assumption College. Therefor Rev. Bro. Martin de Tours determined to expand the school to serve the needs of students. He designed to locate a boy school at Samsen a place that became large catholic community in
Bangkok. There were various people races in this community such as Portuguese, Chinese, Cambodian and Vietnamese that became an international community and created the international environment in the school.

The School was named “Saint Gabriel College” instead of Assumption Samsen because they wanted to represent the name of the patron saint of the foundation and also they were concerned about law prohibited the school use the same name with other school but after this law had cancel the name of Assumption had use in many schools branches later.

The first director of Saint Gabriel College was Rev. Bro. Martin de Tours who conducted the first building design and construction by himself and also provided the school foundation and development pathway for the future.

Saint Gabriel’s College became a big private boy school in Bangkok which provides the quality education from grade 1 to grade 12 students. The school is acceptable in quality of education especially English language and the quality of alumni.

**Philosophy**

1. Ambition of life is seek for the truth, understand the truth and entrance to highest virtue which is an origin of life.

2. All men must have laboriousness and **endeavor** that lead to success as Christian quote “Labor Omnia Vincit”.
**Vision**

Saint Gabriel College must be a leader of education administration in Thailand and qualified the quality assurance approval from The Office of National Education Standards and Quality Assessment (Public Organization) ONESQA.

School administrator and staffs as person who provide effective education management, pursue with ethical and moral, high skill of new technology for learning and instruction which focus on learner. Moreover promote the better quality of life under collaboration and democratic organization.

Students demonstrate the leadership characteristic which healthy mind, body, emotion and intellectual. Saint Gabriel’s student gain acceptance from society in terms of performance, ethical, contribution, and social awareness.

**Mission**

Saint Gabriel College is responsible to accomplish this following mission:

- Provide effective school management under catholic value and environment.

- Promote the understanding of school personal about spirit of school under education administration that encourage personal intellectual and abilities.

- Commit in ethical value and better quality of life with professional standard.

- Always update curriculum, instruction, co-curriculum, and assessment. Ensure that suitable with global trend and serve the society needs.

- Provide information technology facilities and equipment for the most effective of education administrative.
Goal

- Saint Gabriel College commit to promote and support the operation to achieve school mission and to accomplish these following mission:

- To enhance the effective administrative, management, coordination, follow up, evaluation, and report in order to create the optimal useful.

- To concern of schools’ staff development to ensure that they are the role model of student and society. High level of professional skill and better quality of life with gain respectful from present students and alumni.

- Expected characteristic of graduated student should be a person with ethical mind, high level of intellectual and potential, 21 first century skills, self-adaptation with learning society, perform high level of language skill at least two languages and be able to continue their study in further level.

- Fully adapt information technology to create highest efficiency and effectiveness for administrative and management.

- Provide sufficient classroom, school area, and overall learning environment to server for students, staffs and community.

- School gains the consistent collaboration and support from parents, alumni and community (Alumni SG '75, 2010).

The effect of demographic factor on the teacher quality

Gender

There were several studies which mentioned that gender could affect student learning. The study by Antecol, Eren, & Ozbeklik (2013) found that there was a positive impact of female teacher towards female student’s learning outcomes. It is in accordance with Haley, Johnson, & Kuennen (2007) which presented that students
could be more inspired to learning by the teacher who has the same gender with them. Furthermore, male and female teachers normally have different approaches in teaching such as, male teachers will take more time on teaching rather than female teachers especially for math and science subject, and will cover more curriculum in those subjects. In addition, male teachers give more homework, focus more on teaching kit to explain their lessons than female. Moreover, female teachers usually use a physical punishment less than male teachers, also female teachers are more frequently give test and use of blackboards rather than male. (Jatoi, 1992)

Goldhaber and Brewer (2000) found that there is no effect or impact of teacher’s gender towards students’ learning. A few studies also indicated that teachers do not pay attention to the assessment score of students who share the same gender (de Zeeuw et al., 2014).

Both target schools of this study are the male schools. The researcher intended to examine whether different gender of teachers possess different level of teaching quality, based on the self-assessment survey. In accordance to Haley, Johnson, & Kuennen (2013), the researcher contended that the male teachers tend to have high level of teacher self-assessment on teacher quality rather than female teachers.

Nationality

The nationality of teacher is one of the interesting demographic factors that could affect teacher quality. Stroter (2008) conducted a study with two ethnic groups of teacher and student, Hispanic and White, which the same and different ethnic between teacher and student in mathematics class were examine. The result reveals that there is no effect of teaches’ race towards students’ performance.
Moreover, the diversity of teachers’ race, ethnic and background can create positive impact to student learning in terms of preparing students to live with diverse societies (Institute, 2015).

However, there are several studies illustrated that the effects arise from the teacher and students’ race. The result from the study, which focused on the differences of learning achievement of both white and minority (i.e., black and Hispanic) students who share and do not share their racial/ethnic designations with teachers, showed that students tend to perceive more negatively with the different races of teacher. However, minority seem to be heedless with the different races of teacher (Dee, 2005).

Egalite (2014) studied teachers with different races from grade 3 to 10 of the public schools in Florida from 2001/2002 through 2008/2009. The results revealed that there are somewhat significant positive impacts to Black and White students who decided to study with the teacher who share their races in the reading subject (.004 to .005 standard deviation) and also to Black, White and Asian/Pacific Island student in math subject (.07 to .041 standard deviation) (Egalite, 2013).

Year of Experience of Teaching

The experience of teacher is another interesting factor that can impact to teach quality in terms of enhance student learning outcomes. The new teachers tend to have less effective than experience teachers but they can be rapidly develop themselves in their first year of career (Rice, 2010). The experience of teaching also impact to professional retention regarding to the study found that less-experienced teacher have tend to leave the profession than high experienced teacher as the result from study presented that between 40 and 50 percent of new teachers depart from their job within the first five year of their career (Ingersoll, 2012).
The other study find that the limited returns in each year of experience rapidly disappear after first three to five years (Boyd, 2008).

The study about performance development with surrounded experienced teachers has performed mingle results according to study conducted with 20 years of experience can performed effective than no experience teachers but they are not effective than 5 years experience teachers (Rice, 2010).

According to study by Zhang (2008) which conducted which conduct with 12 science teachers and 655 sixth to eight grade students from four middle schools in Utah mentioned that there are no significant difference in years of teaching that influence on student achievement in science.
There are four methods to use for analyzing the data as follow; frequency, percentage, mean and standard deviation to identify teacher self-assessment on teacher quality. In order to determine the differences level of teacher quality according to teacher demographics the researcher used the independent sample t-test method.

**Population**

There are 16 schools under supervision of Saint Gabriel Foundation. The population of this study would be the teachers in Saint Gabriel School and Assumption College School who teach in grade 7 - grade 12.

Table 2

**Population Segment by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Saint Gabriel School</th>
<th>Assumption School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>118</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>281</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>461</td>
</tr>
</tbody>
</table>

Table 3

**Population Segment by Nationality**

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Saint Gabriel School</th>
<th>Assumption School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>233</td>
<td>136</td>
</tr>
<tr>
<td>Non Thai</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>281</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>461</td>
</tr>
</tbody>
</table>
Table 4

Population Segment by Year of Experience of Teaching

<table>
<thead>
<tr>
<th>Year of Experience of Teaching</th>
<th>Saint Gabriel School</th>
<th>Assumption School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10 years</td>
<td>112</td>
<td>99</td>
</tr>
<tr>
<td>More than 10 Years</td>
<td>169</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>281</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>461</td>
<td></td>
</tr>
</tbody>
</table>

Sample

The researcher selected teachers who teach in Saint Gabriel College School and Assumption College School in Bangkok, Thailand in the academic year 2015. There are 200 out of 281 teacher from Saint Gabriel College School and 124 out of 180 teachers from Assumption College School who teacher in Grades 7-12. The sample of the study use teachers from two schools out of 16 schools, total is 324.

Research Instrument

The researcher use the Self-assessment Instrument for Teacher Evaluation II (SITE II) which developed and validated by Muhammad Akram and Sally J. Zepeda (2015) from the university of Education, Lahore, Pakistan for this study. The research instrument of this research provides two parts of questionnaires by the first part to collect the demographic factors of teachers and second part of the questionnaire which includes twenty-eight questions. The overall reliability of the questionnaire high (α=.94). As develop and validated from Self-assessment

The components of this questionnaire consist of part I on the purpose of collecting teacher demographic data and part II that aims to measure the level of teacher quality within themselves. The second part of the questionnaire contains twenty eight questions. The structures of the questions were as follows:

Questions 1-8: Subject Matter Knowledge
Questions 9-15: Instructional Planning and Strategies
Questions 16-20: Assessment
Questions 21-25: Learning Environment
Questions 26-28: Effective Communication

The scale ranking arranged from 1 to 5 which state the frequently rating with 1 representing never, 2 representing rarely, 3 representing sometimes, 4 representing often and 5 representing always.

SITE II contained with this following five factors of teacher development such as subject matter knowledge, instructional planning and strategies, assessment, learning environment and effective communication.
Table 5

Interpretation of the Scores of Self-assessment Instrument for Teacher Evaluation II (SITE II) (Vagias, 2006)

<table>
<thead>
<tr>
<th>Frequency Level</th>
<th>Scale</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>4.51 - 5.00</td>
<td>Very High</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>3.51 - 4.50</td>
<td>High</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2.51 - 3.50</td>
<td>Moderate</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1.51 - 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>1.00 - 1.50</td>
<td>Very Low</td>
</tr>
</tbody>
</table>


For this study, the cover letter and questionnaire of SITE II was translated from English into Thai for Thai teachers. The researcher translated the questionnaire and cover letter from English to Thai. Then the researcher requested the help of the translation accuracy by the expert in the field of academic quality assurance and English teaching. (See on appendix C)

Collection of Data

To collect the data in this study the researcher needs to implement this following process.
First, the researcher contacted and submitted the official letter from the dean of Graduate School of Education to the director of Saint Gabriel School and Assumption College School.

After the approval from school director the researcher made an appointment with the teachers to discuss the research purposes and launched the questionnaire to the target.

Then, the researcher collected data and bring back to analyze. There are 200 out of 281 teacher from Saint Gabriel College School and 124 out of 180 teachers from Assumption College School who teacher in Grade 7-12, the total is 324 out of 461 teachers, the return valid rate is 70.28%.

Data Analysis

The researcher used the selected statistical methods to analyze and interpreted the collected data from Saint Gabriel College and Assumption College School.

According to the research objectives, the following statistic methods applied to do the data analysis:

1. To identify the demographics factors of the teacher self-assessment according to gender, year of experience of teaching and nationality, Frequency and Percentage were used.

2. To identify the differences of the teacher self-assessment on teacher quality, Mean and Standard Deviation were used.

3. To compare the teacher self-assessment on teacher quality among demographics factors, The Independent Samples t-test was used.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the demographics factors of the teachers in Saint Gabriel Foundation schools in terms of gender, year of experience of teaching and nationality.</td>
<td>324 Teachers in Saint Gabriel school and Assumption College School</td>
<td>Questionnaire: Part I – the demographic factors of the respondents in terms of gender, nationality and teaching experience.</td>
<td>Frequency, percentage</td>
</tr>
<tr>
<td>2. To examine the level of teacher self-assessment on teacher quality according to demographic factors.</td>
<td></td>
<td>Part II – the self-assessment of teacher quality</td>
<td>Mean, Standard Deviation</td>
</tr>
<tr>
<td>3. To compare the significant differences of teacher self-assessment on teacher quality according to gender, nationality and year of experience of teaching.</td>
<td></td>
<td></td>
<td>Independent Samples t-Test</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings of the study. The findings are clarified and presented according to the research objectives.

Research Objectives One

To identify the demographics factors of the teachers in Saint Gabriel Foundation schools in terms of gender, nationality and year of experience of teaching.

The research findings of the demographic data of the teachers are presented in Table 6, 7 and 8.

Table 6 presents the percentage of gender and the numbers of male and female teachers that were surveyed. A total of 324 teachers were surveyed in this research, 130 male teachers (40.1%) and 194 female teachers (59.9%).

Table 6.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>130</td>
<td>40.1</td>
</tr>
<tr>
<td>Female</td>
<td>194</td>
<td>59.9</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 presents the segment of teachers based on their nationalities. The researcher divided the nationality of teachers into Thai and Non-Thai. The large-scale is Thai nationality at 283 teachers, which represents for 87.3% of the sample and Non-Thai nationality at 41 teachers, which represents for 12.7% of the sample.
Table 7

*Frequency and Percentage of the Teachers Categorized by Nationality*

<table>
<thead>
<tr>
<th>Nationality of the teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td>283</td>
<td>87.3</td>
</tr>
<tr>
<td>Non Thai</td>
<td>41</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8 presents the segment of teachers based on their year of experience of teaching. The researcher divided the year of experience of teaching into two categories, firstly one to ten years experiences and more than 10 years experiences. The results show that the numbers of teachers who have been teaching from one year to ten years is 168 teachers, which represents for 51.9% of the sample and teachers who have been teaching for more than 10 years is 156 teachers, which represents for 48.1% of the sample.

Table 8

*Frequency and Percentage of the Teachers Categorized by Experience of Teaching*

<table>
<thead>
<tr>
<th>Year of experience of teaching of the teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10 years</td>
<td>168</td>
<td>51.9</td>
</tr>
<tr>
<td>More than 10 Years</td>
<td>156</td>
<td>48.1</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100</td>
</tr>
</tbody>
</table>
Research Objective Two

The second objective is to examine the level of teacher self-assessment on teacher quality according to demographic factors.

Table 9

Mean, Standard Deviation and Interpretation of Teachers’ Self-Assessment on Teacher Quality Categorized by Gender, Nationality and Year of Experience of Teaching

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4.23</td>
<td>.49</td>
<td>High</td>
</tr>
<tr>
<td>Female</td>
<td>4.27</td>
<td>.58</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Thai</td>
<td>4.26</td>
<td>.51</td>
<td>High</td>
</tr>
<tr>
<td>Non-Thai</td>
<td>4.25</td>
<td>.75</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1-10 years</td>
<td>4.25</td>
<td>.49</td>
<td>High</td>
</tr>
<tr>
<td>More than 10</td>
<td>4.26</td>
<td>.61</td>
<td>High</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

Table 9 represented mean, standard deviation and interpretation of the teacher self-assessment on teacher quality categorized by gender, nationality and year of experience of teaching. It’s shows that the level of teacher self-assessment on teacher quality is high for all categories: gender, nationality and year of experience of teaching.
Research Objective Three

The third objective is to compare the significant differences of teacher self-assessment on teacher quality according to gender, nationality and year of experience of teaching. The researcher employed the independent sample t-test to test the data whether the teacher quality is statistically significant between teacher’s genders, nationalities and year of experience of teaching. Five aspects of teacher quality, i.e. 1) subject matter knowledge, 2) instruction planning and strategies, 3) assessment, 4) learning environment, and 5) communication, were surveyed and analyzed. The research findings of objective three are presented in tables 10, 11 and 12.

Table 10
Comparison of the Teacher Self-Assessment on Teacher Quality between Genders of Teachers in Saint Gabriel Foundation’s Schools (male: n=130 and female: n=194)

<table>
<thead>
<tr>
<th>Teacher Quality</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Knowledge</td>
<td>Male</td>
<td>4.2433</td>
<td>.49570</td>
<td>2.163</td>
<td>.142</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.0297</td>
<td>.72881</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Planning and Strategies</td>
<td>Male</td>
<td>4.2011</td>
<td>.55704</td>
<td>.246</td>
<td>.620</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.2231</td>
<td>.62531</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Male</td>
<td>4.1215</td>
<td>.59741</td>
<td>.723</td>
<td>.396</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.2103</td>
<td>.65110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Male</td>
<td>4.2758</td>
<td>.58852</td>
<td>1.211</td>
<td>.272</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.3161</td>
<td>.68084</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Male</td>
<td>4.2897</td>
<td>.61756</td>
<td>.389</td>
<td>.533</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.3213</td>
<td>.69737</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Teacher Quality</td>
<td>Male</td>
<td>4.2268</td>
<td>.49678</td>
<td>1.574</td>
<td>.210</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.2738</td>
<td>.57947</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the value of t-test (sig 2-tailed test) shown in table 10, it can be concluded that at the significance level of 0.05 there is no significant difference of teacher self-assessment on the teacher quality between male and female.

This result is opposite to the research hypothesis, which refers to the study of Haley, Johnson, & Kuennen (2013), that there is a significant difference between male and female teacher regarding level of teacher self-assessment on teacher quality. The result supports the study of Goldhaber & Brewer (2000) which stated that there is no effect of teachers’ gender towards student’s learning.

Table 11
Comparison of the Teacher Self-Assessment on Teacher Quality between Nationalities of Teachers in Saint Gabriel Foundation’s School (Thai: n=283 and Non-Thai: n=41)

<table>
<thead>
<tr>
<th>Teacher Quality</th>
<th>Nationality</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Knowledge</td>
<td>Thai</td>
<td>4.2977</td>
<td>.63007</td>
<td>1.723</td>
<td>.190</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.1159</td>
<td>.72961</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Planning and Strategies</td>
<td>Thai</td>
<td>4.2161</td>
<td>.57059</td>
<td>3.223</td>
<td>.074</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.2021</td>
<td>.76996</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Thai</td>
<td>4.1760</td>
<td>.58757</td>
<td>7.746</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.1659</td>
<td>.88193</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Thai</td>
<td>4.3078</td>
<td>.62317</td>
<td>.972</td>
<td>.325</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.2537</td>
<td>.78361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Thai</td>
<td>4.2780</td>
<td>.63556</td>
<td>1.222</td>
<td>.270</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.5203</td>
<td>.82344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Teacher Quality</td>
<td>Thai</td>
<td>4.2554</td>
<td>.51349</td>
<td>4.866</td>
<td>.028</td>
</tr>
<tr>
<td></td>
<td>Non-Thai</td>
<td>4.2516</td>
<td>.74808</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 11 it can be concluded that Thai teachers possess better teaching quality in term of assessment than Non-Thai teachers because mean of assessment for Thai and Non-Thai groups are 4.176 and 4.1659 respectively. In
addition, at the significance level of 0.05 overall teacher quality, which was obtained from the teacher self-assessment, is statistically different between Thai and Non-Thai teachers. Mean of overall teacher quality for Thai and Non-Thai groups are 4.2554 and 4.2516 respectively; therefore, it can be concluded that Thai teachers possess overall teacher quality than Non-Thai teachers.

Based on the value of t-test (sig 2-tailed test) shown in the table 11, it indicates that there is a significant difference between Thai and Non-Thai teachers in the assessment aspects.

This result supports the research hypothesis which states that there is a significant difference between different nationalities of teacher regarding level of teacher self-assessment on teacher quality. Moreover, it is in line with the study of Egalite (2014) which explained about the different impact from the difference of teachers’ races. The study stated that students tend to be more concentrated with the teachers who share their races rather than the teacher who does not share their races, and this creates the positive impact on teacher quality. Furthermore, the difference of teachers’ races, ethnic and background can create the positive effect to the student on the purpose of creating learning with diverse cultures.

Table 12

Comparison of the Teacher Self-Assessment on Teacher Quality between
Group of Teachers in Saint Gabriel Foundation’s Schools with Different Year of Experience of Teaching (experience 1-10 years: n=168 and experience more than 10 years: n=156)

<table>
<thead>
<tr>
<th>Teacher Quality</th>
<th>Year of experience of teaching</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Knowledge</td>
<td>1-10 years</td>
<td>4.2574</td>
<td>.66125</td>
<td>2.739</td>
<td>.099</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.2933</td>
<td>.62888</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Planning and Strategies</td>
<td>1-10 years</td>
<td>4.2015</td>
<td>.56807</td>
<td>1.453</td>
<td>.229</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.2280</td>
<td>.63032</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>1-10 years</td>
<td>4.1750</td>
<td>.56788</td>
<td>3.298</td>
<td>.070</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.1744</td>
<td>.69383</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>1-10 years</td>
<td>4.2970</td>
<td>.59104</td>
<td>2.315</td>
<td>.129</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.3051</td>
<td>.69929</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>1-10 years</td>
<td>4.2956</td>
<td>.64167</td>
<td>.040</td>
<td>.842</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.3226</td>
<td>.69243</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Teacher Quality</td>
<td>1-10 years</td>
<td>4.2457</td>
<td>.48702</td>
<td>2.679</td>
<td>.103</td>
</tr>
<tr>
<td></td>
<td>More than 10 years</td>
<td>4.2647</td>
<td>.60682</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the value of t-test (sig 2-tailed test) presented in the table 12, it can be seen that there is no significant difference of the teacher self-assessment on
teacher quality between group of teachers with 10 years and more than 10 years experiences of teaching at the significance level of 0.05.

The result is opposite to the research hypothesis which asserts that there is a significant difference between different level of teaching experience, proxy by number of year of teaching, concerning level of teacher self-assessment on teacher quality. This result is supported by the study of Zhang (2008) which affirmed that level of teaching experience has no effect to student achievement.

**Additional research findings**

The researcher interested in teacher self-assessment on teacher quality categorize by quality teacher factors. Tables 13, 14, 15, 16 and 17 shows the level of teacher self-assessment on teacher quality categorize by the quality teacher factors: subject matter knowledge, instructional planning and strategies, assessment, learning environment and communication.
Table 13

*Mean, Standard Deviation, and Interpretation of Teachers' Self-Assessment on Teacher Quality Regarding Subject Matter Knowledge (n=324)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can explain knowledge of the disciplines accurately.</td>
<td>4.45</td>
<td>0.687</td>
<td>High</td>
</tr>
<tr>
<td>2. I can link contents with learning experience in the past and future.</td>
<td>4.31</td>
<td>0.724</td>
<td>High</td>
</tr>
<tr>
<td>3. I can explain many skills which are related to the scope of my subject.</td>
<td>4.36</td>
<td>0.683</td>
<td>High</td>
</tr>
<tr>
<td>4. I can convey contents of the subject in a way that students can understand</td>
<td>4.38</td>
<td>0.709</td>
<td>High</td>
</tr>
<tr>
<td>5. I utilize available resources of school and community to help students.</td>
<td>4.04</td>
<td>0.839</td>
<td>High</td>
</tr>
<tr>
<td>6. I teach in response to the intellectual and emotional needs of students.</td>
<td>4.19</td>
<td>0.754</td>
<td>High</td>
</tr>
<tr>
<td>7. I can effectively refer to the standard and suitable courses.</td>
<td>4.16</td>
<td>0.760</td>
<td>High</td>
</tr>
<tr>
<td>8. I can adhere to instruction/instructional method based on the objectives which reflect/influence/link with high expectation. I teach based on the foundation that reflect the goal of highest expectations.</td>
<td>4.15</td>
<td>0.791</td>
<td>High</td>
</tr>
<tr>
<td>Subjects Matter Knowledge</td>
<td>4.2747</td>
<td>0.64512</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 13 represents the mean scores and standard deviations of the subject matter knowledge, which contains eight items. The highest mean of subject matter knowledge is “I can explain knowledge of the disciplines accurately” with 4.45 on the 5-point Likert scale. Additionally, the lowest mean of subject matter knowledge is “I
utilize available resources of school and community to help students with 4.04 score”.

The overall mean total of subject knowledge is 4.2747 and standard deviation is 0.791. The level of teacher self-assessment on teacher quality regarding Subject Matter Knowledge is high.

Table 14

Mean, Standard Deviation, and Interpretation of Teachers’ Self-Assessment on Teacher Quality Regarding Instruction Planning and Strategies (n= 324)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use strategy that will enhance/improve understanding of students.</td>
<td>4.23</td>
<td>0.754</td>
<td>High</td>
</tr>
<tr>
<td>2. I adjust instructional method to accord with different topics.</td>
<td>4.34</td>
<td>0.696</td>
<td>High</td>
</tr>
<tr>
<td>3. I understand the differences among individuals and adjust teaching methods to fit the person.</td>
<td>4.19</td>
<td>0.757</td>
<td>High</td>
</tr>
<tr>
<td>4. I use instructional media, technology as well as other educational resources appropriately.</td>
<td>4.25</td>
<td>0.787</td>
<td>High</td>
</tr>
<tr>
<td>5. I can create motivation, increase participation, and maintain determination/attention to learn of students.</td>
<td>4.20</td>
<td>0.746</td>
<td>High</td>
</tr>
<tr>
<td>6. I can teach all the prescribed contents of the course within the predetermined study timetable.</td>
<td>4.21</td>
<td>0.837</td>
<td>High</td>
</tr>
<tr>
<td>7. I use information concerning students’ learning as a guideline to design lesson plan.</td>
<td>4.09</td>
<td>0.813</td>
<td>High</td>
</tr>
</tbody>
</table>

Instruction Planning and Strategies 4.2143 0.59806 High
Table 14 presents the mean scores and standard deviations of the Instruction Planning and Strategies, which contains seven items. The highest mean of Instruction Planning and Strategies is “I adjust instructional method to accord with different topics” with 4.34 score. In addition, the lowest mean of Instruction Planning and Strategies is “I use information concerning students’ learning as a guideline to design lesson plan with the score of 4.09”. The overall mean total of Instruction Planning and Strategies is 4.21 and standard deviation is 0.59806. The level of teachers self-assessment on teacher quality regarding Instruction Planning and Strategies is high.

Table 15

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 organize an examination to assess learning achievement of students.</td>
<td>4.31</td>
<td>0.786</td>
<td>High</td>
</tr>
<tr>
<td>2.1 assess learning achievement / learning behavior of students and provide feedback to students.</td>
<td>4.21</td>
<td>0.746</td>
<td>High</td>
</tr>
<tr>
<td>3.1 can maintain academic performance of students and use for future improvement.</td>
<td>4.11</td>
<td>0.756</td>
<td>High</td>
</tr>
<tr>
<td>4.1 adjust contents to upgrade/improve learning success of students.</td>
<td>4.19</td>
<td>0.737</td>
<td>High</td>
</tr>
<tr>
<td>5.1 collect information on the learning development of students.</td>
<td>4.05</td>
<td>0.868</td>
<td>High</td>
</tr>
<tr>
<td>Assessment</td>
<td>4.1747</td>
<td>0.63067</td>
<td>High</td>
</tr>
</tbody>
</table>
Table 15 presents the mean scores and standard deviations of the Assessment, which contains five items. The highest mean of assessment is “I organize an examination to assess learning achievement of students” with the score of 4.31. Additionally, the lowest mean of Instruction Planning and Strategies is “I collect information on the learning development of students with the score of 4.05”. The overall mean of assessment is 4.1747 and standard deviation is 0.63067. The level of the teacher self-assessment on teacher quality regarding Assessment is high.

Table 16

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I create an atmosphere of confidence and respect for each other in class.</td>
<td>4.35</td>
<td>0.770</td>
<td>High</td>
</tr>
<tr>
<td>2. I maintain environment / surroundings in classroom to reduce the problem of not being ready to study of students / to reduce problems in the classroom.</td>
<td>4.23</td>
<td>0.802</td>
<td>High</td>
</tr>
<tr>
<td>3. I create a class atmosphere that is friendly and conducive to learning.</td>
<td>4.35</td>
<td>0.734</td>
<td>High</td>
</tr>
<tr>
<td>4. I am confident that students involve in the learning process.</td>
<td>4.23</td>
<td>0.770</td>
<td>High</td>
</tr>
<tr>
<td>5. I encourage students to interact with each other with mutual respect.</td>
<td>4.34</td>
<td>0.723</td>
<td>High</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>4.30</td>
<td>0.644</td>
<td>High</td>
</tr>
</tbody>
</table>
Table 16 presents the mean scores and standard deviations of the learning environment, which contains five items. The highest mean of learning environment are “I create an atmosphere of confidence and respect for each other in class” and “I create a class atmosphere that is friendly and conducive to learning” with the same mean score of 4.35. In addition, the lowest mean of learning environment also has two items with the same mean score of 4.23, which are “I maintain environment surroundings in classroom to reduce the problem of not being ready to study of students” and “I am confident that students involve in the learning process”. The overall mean of learning environment is 4.3009 and standard deviation is 0.64459. The level of teacher self-assessment on teacher quality regarding Learning Environment is high.

Table 17
Mean, Standard Deviation, and Interpretation of Teachers’ Self-Assessment on Teacher Quality Regarding Effective Communication (n= 324)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use correct vocabulary and grammar in speaking and writing.</td>
<td>4.23</td>
<td>0.781</td>
<td>High</td>
</tr>
<tr>
<td>2. I explain the lessons in response to the age and abilities of students.</td>
<td>4.33</td>
<td>0.733</td>
<td>High</td>
</tr>
<tr>
<td>3. I answer questions of students with proper language / I use appropriate language to answer questions of students.</td>
<td>4.37</td>
<td>0.702</td>
<td>High</td>
</tr>
<tr>
<td>Communication</td>
<td>4.30</td>
<td>0.665</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 17 presents the mean scores and standard deviations of the communication, which contains five items. The highest mean of communication is “I
answer questions of students with proper language” with the score of 4.37. In addition, the lowest mean of communication is “I use correct vocabulary and grammar in speaking and writing” with the score of 4.23. The overall mean of communication is 4.3086 and standard deviation is 0.66569. The level of teacher self-assessment on teacher quality regarding Communication is high.

The researcher makes the conclusion of the additional research finding in table 18.

Table 18

*Mean, Standard Deviation, and Interpretation of Teachers’ Self-Assessment on 5 Factors of Teacher Quality and Overall Teacher Quality (n= 324)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject Matter Knowledge</td>
<td>4.2747</td>
<td>.65412</td>
<td>High</td>
</tr>
<tr>
<td>2. Instruction Planning and Strategies</td>
<td>4.2143</td>
<td>.59806</td>
<td>High</td>
</tr>
<tr>
<td>3. Assessment</td>
<td>4.1747</td>
<td>.63067</td>
<td>High</td>
</tr>
<tr>
<td>4. Learning Environment</td>
<td>4.3009</td>
<td>.64459</td>
<td>High</td>
</tr>
<tr>
<td>5. Communication</td>
<td>4.3086</td>
<td>.66569</td>
<td>High</td>
</tr>
<tr>
<td>Overall Teacher quality</td>
<td>4.2549</td>
<td>.54738</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 18 presents the mean scores of five aspects of teacher quality and overall teacher quality. The highest mean of teacher quality is communication with the score of 4.3086. Additionally, the lowest mean of teacher quality is assessment with the score of 4.1747. The mean of overall teacher quality is 4.2549 and standard deviation is 0.54738. The level of teacher self-assessment on 5 factors on teacher quality and overall Teacher Quality is high.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The previous chapter presented the research findings and interpretation of the analyzed data. This chapter summarizes and presents summary of the overall study, discussion of the findings, conclusion, and recommendations for practitioners and for future research.

Summary of the Study

The main purpose of this study is to measure teacher quality in relation to gender, nationality and year of experience of teaching of teachers at the Saint Gabriel Foundation’s schools. The research was conducted in Assumption College School and Saint Gabriel School and focused on teachers who teach in grade 7 to grade 12. The total population of this study was 461 teachers in the two schools and the number of respondent was 324.

The researcher employed the Self-assessment Instrument for Teacher Evaluation II (SITE II). The questionnaire contains two parts; the demographics information and self-assessment for teacher quality. The teacher quality consists of the following five aspects: subject matter knowledge, instruction planning and strategies, assessment, learning environment, and communication. Self-assessment Instrument for Teacher Evaluation II (SITE II) was developed by Akram (2015). The SITE II contains 28 items of the survey questionnaire that are used to measure teacher quality regarding subject matter knowledge (8 items), instruction planning and strategies (7 items), assessment (5 items), learning environment (5 items) and communication (3 items). This survey questionnaire was a self-assessment instrument with five-point Likert scale.
This research has three objectives which are as follows:

1. To identify the demographics factors of the teachers in Saint Gabriel Foundation’s schools in terms of gender, year of experience of teaching and nationality.

2. To examine the level of teacher self-assessment on teacher quality according to demographic factors
   
   2.1 To examine the level of teacher quality obtained from the teachers’ self-assessment of teacher quality relative to the gender.
   
   2.2 To examine the level of teacher quality obtained from the teachers’ self-assessment of teacher quality relative to the year of experience of teaching.
   
   2.3 To examine the level of teacher quality obtained from the teachers’ self-assessment of teacher quality relative to the nationality.

3. To compare the significant differences of teacher self-assessment on teacher quality according to gender, nationality and year of experience of teaching.

**Main Finding**

The main findings of this research are as follows:

- A total of 324 teachers were surveyed in this research, 130 male teachers (40.1%) and 194 female teachers (59.9%).

- The large-scale is Thai nationality at 283 teachers, which represents for 87.3% of the sample and Non-Thai nationality at 41 teachers, which represents for 12.7% of the sample.

- The numbers of teachers who have been teaching from one year to ten years is 168 teachers, which represents for 51.9% of the sample and teachers who have been teaching for more than 10 years is 156
teachers, which represents for 48.1% of the sample.

- The level of teacher self-assessment on teacher quality according to demographic factors is high. Also the level of teacher self-assessment on teacher quality is high for gender, nationality and experience of teaching.

- There are no significant difference of teacher self-assessment on teacher quality according to gender and year of experience of teaching, but there is significant difference on teacher self-assessment on teacher quality according to nationality.

**Conclusion**

This research found that the overall performance of teachers which reflects teacher quality is at a high level. There was no significant difference found in teacher quality based on gender and year of experience of teaching.

The significant different was found on teacher quality base on nationality.

**Discussion**

**Demographic Factor Impact to Teacher Quality**

As the research hypothesis stated about there are differences of teacher quality according to their gender, year of experience of teaching and nationality. The result shown that there are no significant different in teachers’ gender and year of experience of teaching but found that there are significant difference in overall teacher quality based on nationality, which Thai teachers possess higher teacher quality level had higher level than Non-Thai teachers. According to study of the learning and instruction problem in English Program in Assumption College Thonburi can reflect
the overall problem that affect to the level of overall teacher quality. The study stated there were concerned issues of Non-Thai teacher as follow;

1. Not all Non-Thai teachers who teach in English Program were native speakers because most of Non-Thai teacher who are native speakers were not graduated from the relevant subject knowledge.

2. The difference in working styles and culture created conflict among Thai and Non-Thai teachers that must be clear in area of task and responsibilities. This also the one reason of high level of turnover for Non-Thai teachers.

3. Some of Non-Thai teachers were lack of teaching knowledge and skills because they didn’t graduate from the relevant field of teaching and more focused on high salary and welfare (Thonburi, 2015).

These issues can represented the cause that effect to the lower level of teacher quality of Non-Thai teachers in this study.

**The Overall Teacher quality**

According to the result of survey, the level of teacher quality are at high level in all five aspects of teacher quality i.e. subject matter knowledge, instruction planning and strategies, assessment, learning environment, and communication. The high level of teacher quality in all five aspects can reflect the teacher development policy of Saint Gabriel Foundation’s school administrators. In 2011, Saint Gabriel’s Foundation announced the policy of school administration which covered academic administrative and schools’ facility and financial management (Foundation, 2011). The academic administrative policy reinforced the school to use of English language in teaching for main subjects such as English, Mathematics, Religion and Culture, Science and Social Science from grade 1 to grade 12. Moreover, the learning
assessment of these subjects must be designed by the assigned committee from Saint Gabriel’s Foundation who collaborated with international institutions. In order to accomplish the goal, all schools need to prepare development plan for their teachers which Saint Gabriel’s Foundation would support the knowledge & skills training of teachers and the Foundation would assess the teacher quality. This policy is still implemented in all school under the supervision of Saint Gabriel’s Foundation. Therefore this policy can affect all five aspects of teacher quality of teachers.

Subject matter knowledge is the first aspect of the teacher quality which refers to the teachers’ understanding in their subject information, concepts, principles, and pedagogical thinking and decision making (Stronge, 2010). The findings of the research indicated that the mean score of subject matter knowledge of teachers from Saint Gabriel’s Foundation school is at a high level with the score of 4.2747. This result could be referred to the consequence from the robust policy of Saint Gabriel’s Foundation that provided intensive support in term of teachers’ development in various subject knowledge areas by providing training and assessing teacher quality in each subject.

Instruction planning and strategies refers to the use of various instructional strategies and techniques to develop student learning (Stronge, 2010; Tomlinson, 1999a). The policy of Saint Gabriel’s Foundation supported the development of instructional competency by providing training regarding teaching techniques and skills according to policy 1.6 (Foundation, 2011). This could enhance the teaching skills of teachers and it reflected in the instruction planning and strategies’ which has a mean score of 4.2143.

Assessment for learning refers to the process of teachers in terms of describing the students’ learning progress to achieve the learning goal (Broadfoot &
In this aspect of teacher quality, the results show that there is a significant difference of teacher quality regarding assessment between different nationalities, which Thai teachers have high level than Non-Thai teachers. According to the study about learning and instruction problem of English Program in Assumption Thonburi School, some of Non-Thai teachers were lack of teaching knowledge and skills because they did not graduate from the relevant field of teaching and more focused on high salary and welfare (Thonburi, 2015). Therefore, some of Non-Thai teachers tend to lack of teaching skills and professional reinforcement which could be reflected by the lower score of assessment aspect.

Learning environment involves the ability of teacher to design the environment that support students' learning such as classroom layout, material installation, classroom rules and routines (Evertson, 1985; Stronge et al., 2007). The philosophy of Saint Gabriel’s Foundation schools was established by the Christian missionaries which focused on both ethical and knowledge perspectives and the pursuit with catholic value (School, 2011). Therefore, the school administrators who are the brothers of Saint Gabriel Congregation have delivered this value to all teachers through the school disciplines to shape students' behavior and this value has become Assumption’s identity. In addition, the schools also provide the sufficient facilities for teachers to create an effective learning environment to enhance student learning.

Communication refers to the process that teachers utilize to deliver the content to students, demonstration of common language, active listening, and interaction in the positive way, creation and provision of various form of communication between school and family, and pursuit the school conduct including communication of student information (Stronge et al., 2007). The result indicated that teacher possesses high level of teacher quality with the mean score of 4.3086.
Policy regarding use of English language as an instruction language in main subjects needs improvement of communication skills of teacher which could be accomplished through the training provided by school and communication with foreign teacher while working (Saint Gabriel's Foundation, 2012).

**Recommendations**

Based on the findings of this study, the researcher has strong recommendations for the teachers and school administrators as follow;

**Recommendations for Teachers**

The future education need more adaptation from the teachers to deal with the rapidly change in the globalization. This study provided the one of criteria for the various international standards for teacher quality assessment which should be concern for the benefit of self-development in teacher professional. This self-assessment could assist teachers to reflect the overall quality within and improve any factor that you should be better. The teachers can use these criteria to define an individual professional development goal. This development is not only for self-advancement in the teaching professional but also for the growth of students who will be the future of this society and this could make teacher professional have more meaningful.

**Recommendation for School Administrators**

School administrator is an important person who design for goal of school and control the holistic view of school administrative to achieve that goal. In order to facing with the global challenge, the administrators should seek for the international standard for teacher development, support the knowledge and skill which enhance the international competencies, find the suitable assessment that fair and reliable.
Transform or adapt the teacher quality standard to be the qualification of the new
teacher and set it to be the development goal for the entire teachers.

**Recommendations for Further Research**

This study shown the result of the teacher quality compared to the
demographic from school in Saint Gabriel’s Foundation which can continued to study
more about the correlation of self-assessment of teacher quality and students’ learning
outcomes. That the researcher could know more about there are any impact between
quality teacher and students’ learning outcome.
REFERENCES


APPENDICES

A. Research Questionnaire (English version)

B. Research Questionnaire (Thai version)

C. Translator Profile
APPENDIX A

Research Questionnaire (English version)
Research Questionnaire (English version)

Questionnaire for Teacher Self-assessment for Teacher Quality based on Self-assessment Instrument Teacher Evaluation II (SITE II)

Part I  Demographic Information

Instruction: Please read each question carefully and mark “✓” in the appropriate box.

1. Gender
   - [ ] Male
   - [ ] Female

2. Age
   - [ ] 30 or under
   - [ ] 31 – 40
   - [ ] 41 – 50
   - [ ] 51 – 60
   - [ ] 60 or above

3. Year of experience of teaching
   - [ ] 1 – 10 Years
   - [ ] More than 10 years

4. Nationality
   - [ ] Thai
   - [ ] Non Thai
**Part II** Self-assessment Instrument for Teacher Evaluation

Instruction: Please read each statement carefully and circle the number that represents how frequently you rate the quality as you do in the classroom.

**Response Scale:**  Never (1)  Rarely (2)  Sometimes (3)  Often (4)  Always (Alumni SG ’75)

<table>
<thead>
<tr>
<th>No</th>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I can explain knowledge of the disciplines accurately.</td>
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<td>2</td>
<td>I can link contents with learning experience in the past and future.</td>
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<td>3</td>
<td>I can explain many skills which are related to the scope of my subject.</td>
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<td>4</td>
<td>I can convey contents of the subject in a way that students can understand.</td>
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<td>5</td>
<td>I utilize available resources of school and community to help students.</td>
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<tr>
<td>6</td>
<td>I teach in response to the intellectual and emotional needs of students.</td>
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<td>7</td>
<td>I can effectively refer to the standard and suitable courses.</td>
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<td>8</td>
<td>I can adhere to instruction / instructional method based on the objectives which reflect/influence/link with high expectation. / I teach based on the foundation that reflect the goal of highest expectations.</td>
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<td>9</td>
<td>I use strategy that will enhance/improve understanding of students.</td>
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<tr>
<td>No</td>
<td>Factor</td>
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<tr>
<td>10</td>
<td>I adjust instructional method to accord with different topics.</td>
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<tr>
<td>11</td>
<td>I understand the differences among individuals and adjust teaching methods to fit the person.</td>
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<tr>
<td>12</td>
<td>I use instructional media, technology as well as other educational resources appropriately.</td>
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<td>13</td>
<td>I can create motivation, increase participation, and maintain determination/attention to learn of students.</td>
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<td>14</td>
<td>I can teach all the prescribed contents of the course within the predetermined study timetable.</td>
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<td>15</td>
<td>I use information concerning students’ learning as a guideline to design lesson plan.</td>
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<td>16</td>
<td>I organize an examination to assess learning achievement of students.</td>
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<td>17</td>
<td>I assess learning achievement / learning behavior of students and provide feedback to students.</td>
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<tr>
<td>18</td>
<td>I can maintain academic performance of students and use for future improvement.</td>
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<tr>
<td>19</td>
<td>I adjust contents to upgrade/improve learning success of students.</td>
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<tr>
<td>20</td>
<td>I collect information on the learning development of students</td>
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</tbody>
</table>
### Part II Self-assessment Instrument for Teacher Evaluation

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<tbody>
<tr>
<td>21</td>
<td>I create an atmosphere of confidence and respect for each other in class.</td>
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<td>22</td>
<td>I maintain environment / surroundings in classroom to reduce the problem of not being ready to study of students / to reduce problems in the classroom.</td>
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<tr>
<td>23</td>
<td>I create a class atmosphere that is friendly and conducive to learning.</td>
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<tr>
<td>24</td>
<td>I am confident that students involve in the learning process.</td>
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<tr>
<td>25</td>
<td>I encourage students to interact with each other with mutual respect.</td>
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<tr>
<td>26</td>
<td>I use correct vocabulary and grammar in speaking and writing.</td>
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<tr>
<td>27</td>
<td>I explain the lessons in response to the age and abilities of students.</td>
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<tr>
<td>28</td>
<td>I answer questions of students with proper language / I use appropriate language to answer questions of students.</td>
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</tbody>
</table>
APPENDIX B

Research Questionnaire (Thai Version)
แบบสอบถามเพื่อประเมินคุณลักษณะของครู

Self-assessment for Teacher Quality based on Self-assessment Instrument

Teacher Evaluation II (SITE II)

ส่วนที่ 1 ข้อมูลส่วนตัว

กรุณาเคารพในหมำย√ ในช่องที่ตรงกับข้อมูลของท่าน

1. เพศ □ ชาย □ หญิง

2. อายุ □ 30 ปี หรือน้อยกว่า □ 31 – 40 ปี
   □ 41 – 50 ปี □ 51 – 60 ปี
   □ 60 ปีหรือมากกว่า

3. อายุการทั้งหมด
   □ 1-10 ปี □ 11-15 ปี □ 16-20 ปี □ มากกว่า 20 ปี

4. สายชาติ
   □ ไทย □ ต่างชาติ


<table>
<thead>
<tr>
<th>ลำดับที่ 2</th>
<th>แบบประเมินตนเอง เพื่อวัดความสัมพันธ์ของศูนย์</th>
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<tbody>
<tr>
<td>การคิด</td>
<td>ไม่เคย เสมอ หน่อยๆ บางครั้ง ที่ละๆ ที่ละถึง</td>
</tr>
<tr>
<td>1. ช้าทำสำหรับถังวิทยาความรู้ถ้ากัญญาชวัจน์ๆ ได้อย่างถูกต้อง</td>
<td>แก่น้ำแก่</td>
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<tr>
<td>2. ช้าทำสำหรับข้อมูลเงินท่าใส่เข้ากับประสบการณ์การเรียนรู้ใน</td>
<td>ยอดและไม่บอกติด</td>
</tr>
<tr>
<td>3. ช้าทำสำหรับถังวิทยาจากหลายอย่างที่เกี่ยวข้องกับการช่วย</td>
<td>ของช้าทำข้าใคร</td>
</tr>
<tr>
<td>4. ช้าทำสำหรับถังวิทยาตัวอย่างที่นักศึกษาสามารถเข้าใจได้</td>
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<tr>
<td>5. ช้าทำข้าให้พร้อมกิจการที่มูลในโครงเรียนและข้อมูลเพื่อช่วยเหลือนักเรียน</td>
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<tr>
<td>6. ช้าทำสอนในเรื่องที่ตอบสนองต่อความต้องการทางสังคมบุญนำและ</td>
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<tr>
<td>ธรรมาของนักเรียน</td>
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<tr>
<td>7. ช้าทำสำหรับถังวิทยาหลักสูตรที่เป็นศูนย์ฐานและเหมาะสมได้อย่างมี</td>
<td>ประสิทธิภาพ</td>
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<tr>
<td>8. ช้าทำสำหรับถังวิทยาหลักสูตรวิจารณ์ตามเป้าหมายที่จะสามารถแสดง</td>
<td>ต่อรองไปกับความสามารถที่สูงมาได้ / ช้าทำสำหรับการสอนอยู่บน</td>
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<tr>
<td>ปั้นฐานที่สามารถเป็นมากไปในความ คาดหวังสูงสุด</td>
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<tr>
<td>9. ช้าทำข้าให้หลักฐานที่จะเห็น/บรรจุ ความเข้าใจของนักเรียน</td>
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<td>10. ช้าทำเปรียบเทียบวิจารณ์การสอนเพื่อทำให้สองคล่องกับข้อมูลต่างๆ</td>
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<td>บัตรคำตอบ</td>
<td>ไม่เคย เลย</td>
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<td>11. ข้าพเจ้ามีความเข้าใจในการแคบค่ำของป้องกันบุคคลและปรับวิจารณ์สถานให้ข้าพเจ้าบุคคลนั้นๆ</td>
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<tr>
<td>12. ข้าพเจ้าใช้สื่อการสอน เทคโนโลยี ตลอดจนทรัพยากรทางการศึกษาด้านอื่นๆ ได้อย่างเหมาะสม</td>
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<tr>
<td>13. ข้าพเจ้าสามารถสร้างแรงจูงใจ เพื่อการมีส่วนร่วม และลงทุนขั้นต่ำว่าความตั้งใจ/ความใจใจในการเรียนรู้ของนักเรียนได้</td>
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<tr>
<td>14. ข้าพเจ้ายังสามารถสอนให้ข้อมูลทฤษฎีกับเทคนิคที่ก่อนได้ตามตารางวิเคราะห์ที่ระบุไว้</td>
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<tr>
<td>15. ข้าพเจ้าใช้ข้อมูลการประเมินผู้เรียนของนักเรียนเพื่อเป็นแนวทางในการวางแผนการสอน</td>
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<tr>
<td>16. ข้าพเจ้ายังมีการสอบเพื่อวัดประเมินผลสมดุลชีพในการเรียนของนักเรียน</td>
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<td>17. ข้าพเจาประเมินผลสมดุลชีพซึ่งสิทธิ์ร่วมในการเรียนของนักเรียนโดยให้ความเห็นสะท้อนกลับแก่นักเรียน</td>
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<td>18. ข้าพเจากระทำต่อผลการเรียนของนักเรียนให้คงไว้และใช้การปรับปรุงในอนาคต</td>
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<td>19. ข้าพเจาปรับปรุงเนื้อหาอย่างรวดเร็วตามความสำเร็จเพื่อเพิ่มความสำเร็จในด้านการเรียนของนักเรียน</td>
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<td>20. ข้าพเจาเก็บข้อมูลพันธุ์การจากการเรียนของนักเรียน</td>
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<td>ปัจจัย</td>
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<td>21. ขั้นเจ้าสัวงนประถมศึกษาพิเศษและantagesักบัตรในรูปกรณี</td>
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<td>22. ขั้นเจ้ากิจการวิชาการและสกิลด้วยการสัมภาษณ์เพื่อตอก</td>
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<td>ปัญหาภาษาไม่คร่อมเรียนของนักเรียน / เพื่อตอกปัญหาต่างๆใน</td>
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<td>23. ขั้นเจ้าสัวงนประถมศึกษาพิเศษที่เป็นมิตรและเด็กอย่างต่อต้านการ</td>
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<td>24. ขั้นเจ้ามันใจว่ามีการเรียนรู้ดีส่วนเรียนในกระบวนการเรียนรู้</td>
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<td>25. ขั้นเจ้าสู้เสริมให้การเรียนรู้มีปฏิสัมพันธ์กับสื่อสารมีความคิดพิจารณา</td>
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<td>กับและกัน</td>
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<td>26. ขั้นเจ้าใช้การพัฒนาและใช้การสอนที่ดูดองในการพัฒนาและการเขียน</td>
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<td>27. ขั้นเจ้าใช้การสอนให้ตรงกับระดับอายุและความสามารถของ</td>
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<td>28. ขั้นเจ้าตอบคำถามของนักเรียนด้วยความที่เหมาะสม / ขั้นเจ้าใช้</td>
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<td>ภาษาที่เหมาะสมในการตอบคำถามของนักเรียน</td>
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</tbody>
</table>
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