



THE RELATIONSHIP BETWEEN TEACHERS' DEMOGRAPHIC
PROFILES AND TEACHERS' PERCEPTION TOWARDS THE INTERNAL
QUALITY ASSURANCE ASSESSMENT AT PROGRAM LEVEL IN TWO
SECONDARY HIGH SCHOOLS IN LAIZA AND MAI JA YANG
TOWNSHIPS, KACHIN STATE, MYANMAR.

AUNG YA TUN

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2015

**THE RELATIONSHIP BETWEEN TEACHERS' DEMOGRAPHIC
PROFILES AND TEACHERS' PERCEPTION TOWARDS THE INTERNAL
QUALITY ASSURANCE ASSESSMENT AT PROGRAM LEVEL IN TWO
SECONDARY HIGH SCHOOLS IN LAIZA AND MAI JA YANG
TOWNSHIPS, KACHIN STATE, MYANMAR.**



**A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2015**



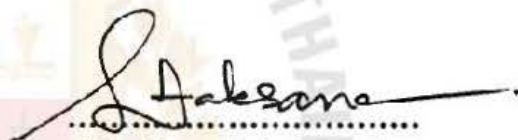
Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS' DEMOGRAPHIC PROFILES
AND TEACHERS' PERCEPTION TOWARDS THE INTERNAL QUALITY
ASSURANCE ASSESSMENT AT PROGRAM LEVEL IN TWO SECONDAR
HIGH SCHOOLS IN LAIZA AND MAI JA YANG TOWNSHIP KACHIN
STATE, MYANMAR.

By: AUNG YA TUN

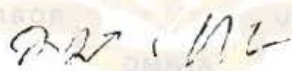
Field of Study: EDUCATIONAL ADMINISTRATION

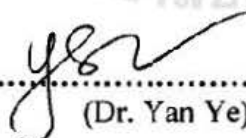
Thesis Advisor: DR. YAN YE

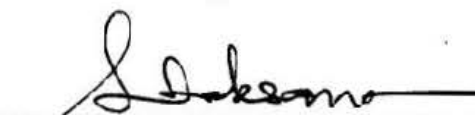
Accepted by the Graduate School of Education, Assumption University in Partial
Fulfillment of the Requirements for the Master Degree in Education

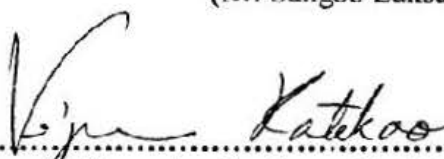

.....
(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Thesis Examination Committee


..... Chair
(Dr. Wattana Vinitwatanakhun)


..... Advisor
(Dr. Yan Ye)


..... Faculty Member
(Dr. Sangob Laksana)


..... External Expert
(Associate Professor Dr. Viporn Katekao)

ABSTRACT**I.D. No.: 5619531****Key Words: Internal Quality Assurance, Assessment, Teachers' perception,
Teachers' Demographic profiles****Name: AUNG YA TUN****Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS'
DEMOGRAPHIC PROFILES AND TEACHERS' PERCEPTION TOWARDS
THE INTERNAL QUALITY ASSURANCE ASSESSMENT AT PROGRAM
LEVEL IN TWO SECONDARY HIGH SCHOOLS IN LAIZA AND MAI JA
YANG TOWNSHIPS, KACHIN STATE, MYANMAR.****Thesis Advisor: Dr. Yan Ye**

The purpose of this study were to determine the teachers' perception towards Internal Quality Assurance (IQA) Assessment at program level and relationship with the teachers' demographic factors: age, educational qualification, years of service in school, and academic rank in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, and to compare teachers' perception towards internal quality assurance system according to teachers' gender. Two set of questionnaires were used to conduct this study: Questionnaires for teachers' demographic profile and Questionnaires for Internal Quality Assurance (IQA) Assessment at Program Level. 95% of the questionnaires were returned valid and data were analyzed by frequency, percentage, mean, standard deviation, and Pearson's Product Moment Correlation Coefficient (r). The findings of objectives were that the

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

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

ACKNOWLEDGEMENT

First and foremost, as I am a Christian, I would like to praise THE LORD, HALLELUJAH! And I would like to humbly pay respect to my heavenly parents from the bottom of my heart, who always raise me up, encourage me, support me, take care of me, and pray for me to be able to catch up with this level.

I would like to reveal immense thanks to Open Society Foundation and Asia Pacific Consortium Scholarship Program for their full financial support and unswerving trust on me for giving two times full scholarship to be able to study Master of Arts in Educational Leadership and Management at De La Salle University in Manila, Philippines, and M.Ed (Educational Administration) at Assumption University in Bangkok, Thailand. Without their support, I could never ever be to study abroad for higher quality education.

I especially want to express my thanks to my advisor on the spot, Prof. Dr. Yan Ye whose support and guidance made my thesis work possible. She has been actively interested in my work and has always been available to advise me. I am very grateful for her patience, motivation, enthusiasm, and immense knowledge in writing thesis process step by step that, taken together, make her a great mentor.

I would also like to thank my thesis committee members, Our Dean: Professor Dr. Sangob Laksana, Program Director: Dr. Watana Vinitwatanakhun, My advisor: Dr. Yan Ye, and outside expert reader Associate Professor Dr. Viporn Katekao for serving as my committee members even at hardship. I also want to thank all of you, Sir and Madams for letting my defense be an enjoyable moment, and for your brilliant comments and suggestions, thanks a million to you.

And last but not at least, I would like to thank all the people who always encourage me by giving good suggestion and praying for me. And I would like to express my humble thanks to those who helped me out without hesitation whenever I need indeed their helps.



CONTENTS

	Page
COPYRIGHT	ii
APPROVAL.....	iii
ABSTRACT.....	iv
ACKNOWLEDGE.....	vi
CONTENTS.....	viii
APPENDICES.....	xi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiv
 CHAPTER I INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	3
Research Questions.....	4
Research Objectives.....	4
Research Hypothesis	5
Theoretical Framework.....	5
Conceptual Framework.....	8
Scope of the Study.....	9
Definitions of Terms.....	10
Significance of the Study.....	13

CHAPTER II REVIEW OF LITERATURE**Page**

Quality.....	15
Quality Assurance.....	17
Concept of Internal Quality Assurance.....	18
Internal Quality Assurance and Assessment	20
Models of Internal Quality Assurance.....	21
AUN-QA Model for Internal Quality Assurance (IQA) System....	23
Components of Internal Quality Assurance.....	26
- Expected Learning Outcomes.....	26
- Program Specification.....	27
- Program Structure and Content.....	28
- Teaching and Learning Strategy.....	29
- Student Assessment	31
- Academic Staff Quality	32
- Support Staff Quality.....	34
- Student Quality.....	35
- Student Advice and Support.....	37
- Facilities and Structure.....	37
- Quality Assurance of Teaching and Learning.....	38
- Staff Development Activities.....	40
- Stakeholders Feedback.....	41
- Output.....	42
- Stakeholders Satisfaction.....	43

	Page
Previous Study on Internal Quality Assurance.....	43
Background of Two Secondary High Schools.....	45
Schools' Internal Quality Assurance Practicum Situation.....	46
Summary of literature review.....	47

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	48
Population.....	49
Validity and Reliability of the Instrument	49
Research Instrument.....	52
Collection of Data.....	54
Data Analysis.....	56
Summary of the Research Process.....	58

CHAPTER IV RESEARCH FINDINGS

Research Objective 1	60
Research Objective 2	63
Research Objective 3	66
Research Objective 4	71

CHAPTER V CONCLUSION, DISCUSSION, RECOMMENDATION Page

Overview of the study.....	73
FINDINGS OF SUMMARY.....	75
CONCLUSION.....	78
DISCUSSION.....	80
ANALYZED THE POSSIBLE REASONS FOR THE FINDINGS.....	93
RECOMMENDATION.....	98
REFERENCES.....	103

APPENDICES

APPENDIX A.....	108
- The cover letter attached with the questionnaire.....	109
APPENDIX	
- The Demographic profile	107
- Questionnaire (English Version).....	108
- Questionnaire (Myanmar Version)	116
- Translation Checking Evidences	125
- Biography	130
- The power point handout used in giving IQA awareness training to teachers.....	132
- Photos from IQA awareness training and data collecting.....	142
- Handout for Basic Internal Quality Assurance System Awareness Short Course Training.....	146

LIST OF TABLES

TABLE	Page
1. Breakdown of Survey Questions (Demographic Profiles).....	50
2. Breakdowns of Survey Questions for Quality Assessment at Program Level.....	51
3. Score and Interpretation for Survey Questions	52
4. Training Schedule about IQA awareness.....	56
5. Summary of Research Process.....	58
6. Groups of teachers' Gender.....	60
7. Groups of teachers' Age.....	60
8. Groups of teachers' Educational Qualification.....	61
9. Groups of teachers' Years of service in school.....	62
10. Groups of teachers' Academic Ranks.....	63
11. Teachers' Perceptions towards Internal Quality Assurance.....	65
12. Chi-square statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Age).....	67

Page

13. Chi-square statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Qualification).....	68
14. Chi-square statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Years of Service).....	69
15. Chi-square statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Academic Rank).....	70
16. Mean and Standard Deviation, Independent Sample t-test of Teachers' perception towards internal quality assurance system according to teachers' gender.....	71



LIST OF FIGURES

FIGURES	Page
1. Conceptual Framework of This Study.....	7
2. Theoretical Framework of This Study.....	9
3. Models of Internal Quality Assurance.....	23
4. AUN-QA Model for Internal Quality Assurance (IQA) System.....	24
5. AUN-QA Model Quality Assessment at Program Level.....	25



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of study, problem statement, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definition of terms, and significance of the study.

Background of the Study

Since the turn of the new century, there have been drastic impacts from economic globalization, breakthroughs in information and computer technology, international market competitions, and rapidly increasing local social-political demands on nearly every country in the world. On facing up these impacts and challenges, numerous education reforms have been initiated in the Asia -Pacific Region and around the world (Cheng & Townsend, 2000). According to Cheng (2001), the world-wide education reforms are experiencing three waves since 1970s. Quality assurance is the systematic review of educational program to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

Quality assurance helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations, and levels of consistency across teachers and schools. It is important in the planning and coordination of professional

development activities that a partnership and inter-establishment approach is adopted to ensure cross-service and cross-sector working on standards and expectations.

Quality assurance in education is an integral part of the daily work performance of early childhood education centers, primary schools, special schools and secondary schools. Moreover, it is also part of educational services and local authorities. Staffs use a wide range of activities to ensure that high standards are maintained and outcomes improved for children and young people. These include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning and teaching, and the curriculum, these quality assurance approaches apply equally to assessment.

To mention as local concern for quality assurance system in Myanmar's education system, ASEAN University Network organization mentioned that there are three countries without educational quality assurance system, namely: Myanmar, Laos, and Cambodia. But they are still trying to have it since quality assurance system has been developed and practiced in South East Asia Countries. Myanmar is under the situation of education revolution and in the process of reforming new education system. Myanmar education system faces enormous challenges. The challenge of the lacking quality is pervasive in the Education System of Myanmar. These are evidence in relation to finance, governance and management, pedagogy, equity, and quality. They also exist in different forms across the schools in the basic education sector, vocational schools and higher education sectors. To date, no national quality assurance framework appears to have been developed. In the Myanmar educational context, there has no practicing both internal quality assurance assessment and external quality assurance assessment in any levels of education system. And there is

no public organization or non-government organization for educational quality assurance system practice. Hence, this reason encourages the researcher to access internal quality assurance assessment at program level at two Secondary High Schools in Kachin Special Region.

Statement of the Problem

In the educational setting, not only in national level but also at institution level and school program level, nowadays, several researchers agree that it becomes vitally crucial to apply and practice quality assurance system for the academic achievement of individual student and the ongoing progress of schools.

Especially, the policy and practices of quality assurance system at the program level in a school is very important to ensure making a progress of individual student's academic achievement. Including principal, administrators and teachers have to participate in the implementation process of quality assurance system. It is called internal quality assurance system.

The two high schools chosen by the researcher are from Laiza Township, and Mai Ja Yang Township, those are in the Kachin Special Autonomy Region II which is under the control of Kachin Independence Organization and Kachin Regional Government. It is situated at the frontier of Yunnan Province, the Western part of China and Eastern Part of Kachin State, Myanmar. These two schools are the biggest high schools in Kachin Special Region. There are around two thousands students in each school. Most of the Kachin youngsters are studying at those schools. However, the teachers are never enough for the students and there are over 60 students in each classroom. Besides, Most of the teachers have lack of educational background knowledge for their teaching profession and among them, some teachers never

attended three months long teacher training and have no experience how to participate in the process of internal quality assurance assessment at program level of school. These reasons encourage the researcher to do this research at these two high schools.

Research Questions

1. What are teachers' demographic profiles including age, gender, academic rank, educational qualification, and years of service in school in two secondary high schools in Laiza Township and Mai Ja Yang Township, Kachin State, Myanmar?
2. What are the teachers' perceptions towards Internal Quality Assurance (IQA) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar?
3. Is there any relationship between the teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, academic rank, educational qualification, and years of service in education in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar?
4. Is there any difference between male and female teachers' perception towards the internal quality assurance in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar?

Research Objectives

1. To identify the teachers' demographics including gender, age, educational qualification, years of service in school, and academic rank in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

2. To determine the teachers' perception towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
3. To determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, educational qualification, and years of service in education, and academic rank in Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
4. To compare teachers' perception towards internal quality assurance system according to teachers' gender.

Research Hypothesis

1. There is a significant relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance system practice at two secondary high schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
2. There is a significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender.

Theoretical Framework

In this study, the theory of quality assurance system especially *ASEAN University Network's quality assurance system assessment* at program level will be used as major theory for this study.

To explain in brief the criteria from the theoretical framework of this study, expected learning outcomes means what we expect the student to learn and what we expect our graduates to have learnt in terms of knowledge, skills and attitudes or competencies. Program specification means identifying those aspects of the program that are designed to meet the requirements of the relevant bodies. By institutional and teaching teams to promote discussion and reflection on new and existing programs and to ensure that there is common understanding on the intended learning outcomes of the programs. Program structure and content means the requirements for each program and consists of levels, modules, credits, schedule and duration etc. to complete each program. Teaching and Learning Strategy means the curriculum is integrated by participating teaching staffs, students, labour market, and regularly evaluated at the reasonable periods with the assessment scheme and methods. Students Assessment means an important process of finding out what learning experience students have achieved as a result of the process of teaching. It seeks to find answers to the questions: (i) in what ways are students different and (ii) how much change has taken place in students?

Academic Staff Quality means competent staffs that have the knowledge and skills to effectively guide adult learners in meeting their goals. Support Staff Quality means the competent staff who are supporting academic staff and students such as librarians, laboratory technicians and educational welfare officers to reach schools' and programs' objectives. Student Quality means the quality students must have for the admission and after they graduate. Student Advice and Support means systematically recording and monitoring of student progress, and feedback to students in learning environment. Facilities and Infrastructure means Physical Learning

Resources, Equipment, ICT and digital Library, Environmental Health and safety standards.

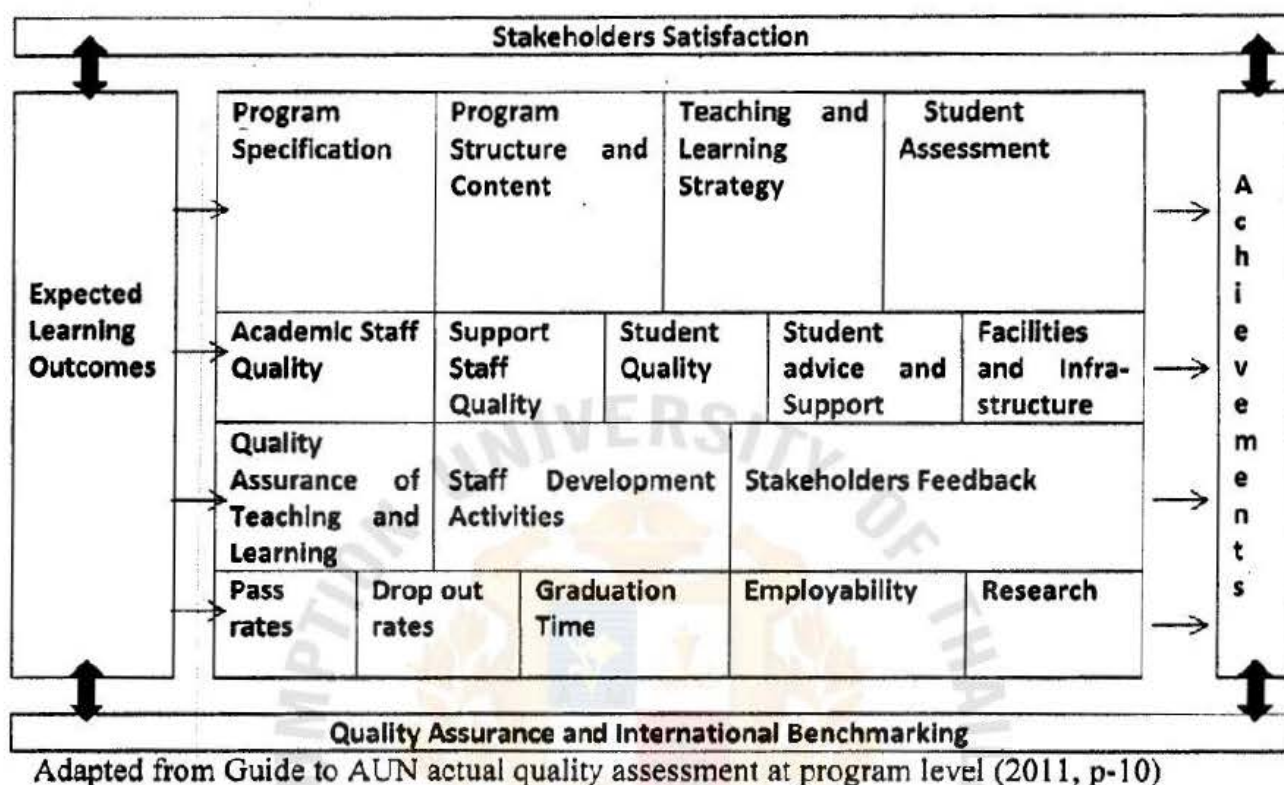


Figure 1: AUN-QA assessment at Program Level.

Quality Assurance of Teaching and Learning is a process that lead to young learners who are both intrinsically and extrinsically motivated to inquire, infer, and interpret; to think reflectively, critically and creatively; and in the final analysis to make use of the knowledge and skills they have gained by becoming effective decision-makers. Staff Development Activities is to the recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Stakeholders Feedback means to provide important perspectives on the effectiveness of the performance of school and program activities. Output is the quality of the high-school graduates should achieve the expected learning outcomes and the needs of the stakeholders after they graduated.

Stakeholders Satisfaction means whether the students, graduates and labor markets are satisfied with the output of the program and schools' performance.

Conceptual Framework

This research mainly aimed to identify demographic profiles of teachers from two High Secondary High Schools in Laiza and Mai Ja Yang Townships, to determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, educational qualification, and years of service in education, and academic rank, and to determine the most important performance indicators and factors of internal quality assurance system at program level, and also to compare the difference between teachers' perception difference towards the internal quality assurance at program level.

The following Figure 2 shows the conceptual framework of this study that includes demographic profiles of teachers and factors of internal quality assessment at program level. Since the researcher wants to know the relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance system, the researcher will use demographic profiles of teachers: age, gender, academic rank, educational qualification, years of service in school, and the factors of internal quality assessment at program level: (1) Program Specification, (2) Program Structure and Content, (3) Academic Staff Quality, (4) Support Staff Quality, (5) Staff Development, (6) Expected Learning Outcomes, (7) Teaching and Learning Strategy, (8) Quality Assurance of Teaching and Learning Process, (9) Student Quality, (10) Student Advice and Support, (11) Student Assessment, (12) Facilities and Structure, (13) Output, (14) Stakeholders Satisfaction, and (15) Stakeholders Feedback.

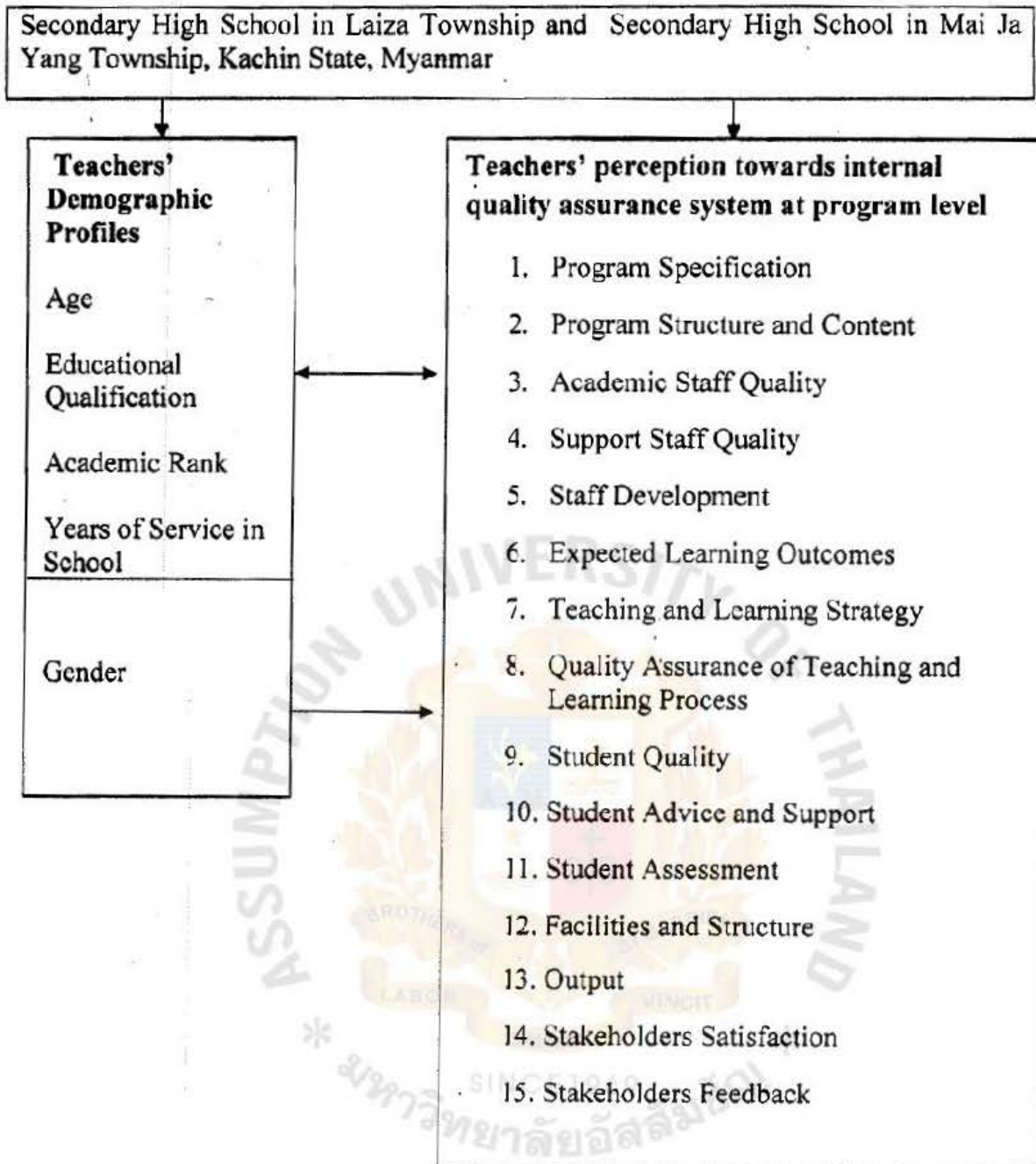


Figure 2: Conceptual Framework of this study

Scope and Limitations of the Study

This research was conducted in December, 2014 only in two Secondary High Schools in Laiza Township and Mai Ja Yang Township, Kachin State, Myanmar. This

research tried to identify only fifteen assessment indicators of the quality assurance system practice in two secondary high schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. Since this study was conducted with two particular organizations (Secondary High schools in Laiza and Mai Ja Yang Townships) Kachin State, in Myanmar, the findings may be hopefully applicable for other schools in Kachin State, Myanmar.

These two Secondary High Schools are the biggest schools in the same region (Kachin Special Region II) but exist in different two townships where have internally-displaced people who fled from their perspective villages because of civil wars. Both schools' student population is over 1000 students and teacher population over 50 teachers in each school. Teacher population can vary depending on that the school committee can hire new teachers according to budget. Besides, they use the same program, same curriculum, and teaching aid materials. Due to consideration of these, the researcher chose these two Secondary High Schools in Kachin Special Region II for conducting this research.

Definitions of Terms

Quality: refers to the set-up high-level specific and measurable standards that generate to get excellent output of schools.

Quality Assurance: refers to the process for checking that the standards and quality of higher education provision meet agreed expectations.

Internal Quality Assurance: refers to the process of ensuring that the provision a school and program level conforms to the approved procedures and that consistency is being achieved within the school.

Teachers: refer to the teachers who are currently serving at two high

schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.

Teacher Perception: means how the teachers understand the process and outcomes of practicing internal quality assurance assessment at program level at school.

Teachers' Demographic Profiles: refer to the age, gender, education background, academic rank, and years of service in school of teachers who are currently serving at two high schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.

- **Age:** refer to the age of the teachers who are currently serving at two high schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.
- **Academic Rank:** is the official position of teachers such as principal, assistant principal, senior assistant teacher, junior assistant teacher, who are working at the school.
- **Gender:** refers to gender of the teachers who are currently serving at two high schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.
- **Educational Qualification:** refers to the education background of the teachers who are currently serving at two high schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.
- **Years of Service in school:** refers to the work experience of the teachers who are currently serving at two high schools from Laiza Township and Mai Ja Yang Township in Kachin State, Myanmar.

Internal Quality Assurance: refers to 15 components those are the following

items and include under the AUN- Quality Assurance Assessment at program level of this research.

1. **Expected Learning Outcomes** are statements that specify knowledge, skills, or attitudes that learners have to know or be able to do as a result of a learning activity that is expected for a specific program of a school.
2. **Program Specification:** refers to a statement of requirements or an expression of a design for a program in a school.
3. **Program Structure and Content:** a complete program building upon the academic qualifications required for admitting students.
4. **Teaching and Learning Strategy** is a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources.
5. **Student Assessment** refers to Gathering information about the level of performance of individual students.
6. **Academic Staff Quality** means competent staffs that have the knowledge and skills to effectively guide adult learners in meeting their goals.
7. **Support Staff Quality** means the competent staff who are supporting academic staff and students such as librarians, laboratory technicians and educational welfare officers to reach schools' and programs' objectives.
8. **Student Quality** means the clear student intake policy, adequate admission process, and actual study load consistent with the prescribed load
9. **Student Advice and Support** means systematically recording and monitoring of student progress, and feedback to students in learning

environment.

10. **Facilities and Structure** means Physical Learning Resources, Equipment, ICT and digital Library, Environmental Health and safety standards.
11. **Quality Assurance of Teaching and Learning Process** refers to curriculum development process involved all teaching staff members, students and the labor market, structure evaluation for student at reasonable time periods, using feedback from various stakeholders for Improvement, using the teaching and learning process, assessment schemes, methods for quality assurance and continuous improvement
12. **Staff Development Activities** : refers to the recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence.
13. **Stakeholders Feedback**: refers to having adequate structured feedback from labor market, students, alumni, and staff
14. **Output**: refers to having acceptable and satisfactory level for passing rate and dropout rate, average time to graduate, employability, level of doing research.
15. **Stakeholders Satisfaction** means having satisfied feedback from stakeholders

Significance of the Study

First, the proposed study would raise general awareness about the reality of the internal quality assurance system and practice of two high schools in Laiza and Mai Ja Yang Townships in Kachin State, Myanmar.

Second, the findings from this study would inform the principal and administrators, and teachers of the two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State in order for the enhancement of their policies and practices of IQA, and in particular, how such their IQA practice may adversely impact their students' academic achievement and progress of program. The findings may also be beneficial by helping these principals, administrators, heads departments, and subject teachers and how to take awareness of their practice of IQA.

Third, the study's findings might be relevant not only to teachers of two secondary high schools but also to other schools' teachers who may experience the same or even more intense feelings of what internal quality assurance system means, and how much important for the continuous progress of a school is.

Fourth, it is hoped that the findings would help regional education administrative officers, the principals and school board committee members of two high schools to better understand how much important the internal quality assessment of a school. Such a mutual understanding may assist those administrators and officers in position of education authority to develop strategies and tactics aimed at alleviating some of the school based management system, learning and teaching for students' academic achievement, and continuous school development problems that they always face.

Finally, the researcher believed that this study would be supportive to future researchers from ASEAN who are interested in doing research on quality assurance system in Myanmar since it consists of some evidences and basis to learn further regarding internal quality assurance system assessment at program level in the educational organizations. Therefore, future researchers can get some resources from this research if the findings are related in somehow to their study.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of Quality, Quality Assurance, Definition of Internal Quality Assurance, Models of Quality Assurance, Components of Internal Quality Assurance: (1) Expected Learning Outcomes, (2) Program Specification, (3) Program Structure and Content, (4) Teaching and Learning Strategy, (5) Student Assessment, (6) Academic Staff Quality, (7) Support Staff Quality, (8) Student Quality, (9) Student Advice and Support, (10) Facilities and Infrastructure, (11) Quality Assurance of Teaching and Learning Process, (12) Staff Development Activities, (13) Stakeholders Feedback, (14) Output, and (15) Stakeholders Satisfaction, and previous study on IQA, Background of Two Secondary High Schools, and Summary of Literature Review.

Quality

Quality as a concept is considered as baseline standard in education which can be measured in a scale of reference. It is an expression of standard or the means by which certain set of standards in education can be achieved.

Quality can be described as standards of something as compared to other things that is the degree of goodness or excellence. Quality pervades every aspect of the activities undertaken in the process of education and the wide array of beneficial results of educational activities on both individual learners and the wider society. According to Maduewes (2005), quality is a multifaceted concept, which encompasses how learning is organized and managed; what the content of learning is what level of learning to be achieved, what it leads to in terms of outcomes and what goes on in the learning environment.

The quality is more than a collection of activities: it is a matter of attitude and organizational culture for performance. Quality of education is now an issue of global concern. As the nation's attention is increasingly focused on the outcomes of education, policy makers have undertaken a wide range of reforms to improve schools, ranging from setting new standards and tests, to redesigning schools, new curricula and new instructional strategies.

Rising expectations about what students should know and be able to do, breakthrough in research on how children learn, and the increasing diversity of the student population have all put significant pressure on the knowledge and skill teachers must have to achieve the ambitious goal demanded of public education. That goal is to ensure that children of all backgrounds master a demanding core curriculum and other materials that will prepare them to assume their civic and social responsibilities in a democratic society and be able to compete within the global economy.

For the development of education sector, the mindsets of the young need to be exposed to critical thinking, analysis and problem-solving strategies in a rapidly changing world. In striving to achieve these goals, quality of education crucially needs to take cognizance of the socioeconomic, political, religious, physical, scientific and technological aspects of life.

The human factor is the most important component of the quality system, with a significant contribution to the success of continuous quality improvement program. Quality should be an integral part of the organization's culture. Developing quality culture requires a change in attitudes, skills and abilities of the actors of the system. Due to the fact that quality is multi-facet, over the last 15 years in higher education, there has been a number of the contribution of researchers focusing on the difficulties of defining quality (Harvey & William, 2010). Besides, Harvey and Green (1993)

explained different concepts of quality perceived by different stakeholders in higher education. According to them, stakeholder's views on quality could be categorized based on five definitions: quality as exceptional, quality as perfection, quality as fitness for purpose, quality as value for money, and quality as transformation.

Quality Assurance

Across the world, quality assurance (QA) is an indispensable system that ensures quality education is offered in schools. It involves instituting checks and balances to make certain that teachers and schools are teaching the prescribed curriculum appropriately and learners' progressive outcomes are appealing (Allais, 2009). United Nations Educational, Scientific and Cultural Organization (2014) defines quality education as one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

According to Mishra (2007), quality assurance as a concept originally emerged from the manufacturing industry and later then spread to other sectors.

There are many definitions of quality assurance in education and the most completed definition is mentioned in Quality Assurance Handbook from Hong Kong (1994).

“Quality Assurance is a collected process by which the university as an academic institution ensures that the quality of educational process is maintained to the standards it has set itself. Through its quality assurance arrangement the university is able to satisfy itself, its student and interested external persona or bodies that:

- its courses meet the appropriate academic and professional standards,
- the objects of its courses are appropriate,

- the means chosen and the resources available for achieving those objectives are adequate and effective; and
- the overall educational experiences of the students are regularly reviewed for continuous enhancement.”

(Hong Kong Baptist University, 1994)

Besides, Quality assurance in higher education is described as the systematic, structured and continuous attention to quality in order to guarantee the improvement of quality in higher education and aims at making higher education meet the needs of students, employers and financiers (DAAD, 2010). The approach to quality assurance consists of accreditation, external quality assurance and internal quality assurance.

Quality assurance refers to the planned and systematic actions deemed as necessary to provide adequate confidence that a product or service will satisfy given requirements for quality (Boraham & Ziarati, 2002). Quality standards are critical and depend not only on expenditure levels but also on policy planning, implementation and monitoring. Concern about quality is uppermost in educational discourse all over the world.

Generally, stakeholders are anxious to see that educational institutions deliver what they should deliver and that which they deliver produces desirable outcomes. Therefore, for an educational program, quality assurance refers to the systematic monitoring and evaluation of the various aspects of the program to maximize the possibility of achieving program goals.

Concept of Internal Quality Assurance (IQA)

Internal Quality Assurance is kind of a buzzword among many higher education institutions (Boele, 2007). Even with those who have a strong desire to

introduce an effective system of internal quality assurance in their institutions, developing an effective system of internal quality assurance is still a big question to quite many educational managers nowadays. Views on IQA are varied, not least because Universities are often at different stages of IQA development. Additionally, there are also many definitions of internal quality assurance from authors to authors; however, it is believed that they are more or less similar in the concepts.

As defined by in the study conducted by Martin and Stella (2007), IQA is referred to “the policies and mechanisms implemented in an institution or program to ensure that it is fulfilling its own purposes and meeting the standards that apply to higher education in general or to the profession or discipline in particular”. Herein, it can be understood that an institution has to implement quality policies and quality mechanism in order to meet the quality standards imposed in higher education in general or required by the profession or discipline in particular. IQA was briefly defined in ADDA (2010) that “in the specific context of higher education institutions, IQA is the totality of systems, resources and information devoted to setting up, maintaining and improving the quality and standards of teaching, scholarship (student learning experience), research, and service to community.”

Likewise, González (2008) elaborately reviewed IQA systems as the systems which “are aimed at enabling the institutions to manage and control their quality-related core activities”. It can be referred from those definitions that the University is responsible for establishing a system based on institutional resources to manage quality-related activities and ensure quality improvement in institutions.

Summing up, from the above definitions, IQA in general can be defined as the overall management system which is implemented in the University to carry out

the quality policy for ensuring that University fulfill its purpose and meet the standards set by external elements.

Internal Quality Assurance and Assessment

Stephanie Matseleng Allais (2009) asserted that Quality Assurance (QA) clearly emerged as a principal business methodology in the Western world throughout the 1950's and in the early 1960's.

The Internal Quality Assurer (IQA) is the driver of quality assurance in qualifications, both within national frameworks and within the quality and management systems of each approved center. The role, in terms of managing assessment so that it consistently meets national standards, is central to maintaining public confidence in each and every qualification issued. Therefore internal quality assurance is a key factor in managing 'risk' and ensuring that when certificates are claimed for learners the requirements of the national standards have been reliably met.

In the book, Quality Assessment Manual for the Internal Audit Activity published by Institute of Internal Auditors Research Foundation in 2013 mentioned that Quality requires monitoring and continuous improvement. The required elements of the Quality Assurance are ongoing monitoring and periodic internal and external quality assessments. Internal assessments comprise ongoing monitoring of the internal audit activity, coupled with periodic self-assessments. These internal assessments should be conducted by persons within the internal audit activity under the direction of the academic board of school. The lack of independence must be recognized. The academic board of school should select and support the internal assessor(s) to ensure the greatest degree of objectivity possible. Internal assessments must include:

1. Ongoing monitoring of the performance of the internal audit activity;

2. Periodic self-assessment or assessments by other persons within the organization with sufficient knowledge of internal audit practices.

Internal Quality Assurance ensures that an institution, system or program has policies and mechanisms in place to make sure that it is meeting its own objectives and standards.

Models of Internal Quality Assurance

According to Cheng (1996a) and Cheng & Tam (1997), there are eight models of education quality that can be used to understand and manage quality of education from a perspective taking educational institution and its interface with environment into consideration. Table 3 summarizes the conception of quality assurance, conditions of usefulness, and key areas of concern of these models. The first three models, including the goal and specification model, the process model and the absence of problem model, are concerned with the internal quality assurance focusing on internal goal achievement, process improvement, and internal problem avoidance. These models can be used to manage and ensure internal quality in education.

The Goal and Specification Model assumes that there are clear, enduring, normative and well accepted goals and specifications as indicators and standards for education institutions or education systems to pursue or conform. As discussed in the previous part on internal quality assurance, education quality defined by this model is the achievement of the stated goals or conformance to the specifications listed in the institutional plan or program plans. It is a type of internal quality. Quality assurance by this model is to ensuring achievement of stated goals and conformance to given specifications. The typical examples of quality indicators to be used may include students' academic achievements, attendance rate, dropout rate, and personal

developments, number of graduates enrolled in universities or graduate schools, staff's professional qualifications, etc.

The Process Model assumes that nature and quality of institution process often determine the quality of output and the degree to which the planned goals can be achieved. Particularly in education, experience in process is often taken as a form of educational aims and outcomes. Therefore, education quality defined by this model is mainly the smoothness and health of internal processes and the fruitfulness of learning processes. The process in an education institution generally includes management process, teaching process, and learning process. Thus the selection of indicators may be based on these processes, classified as management quality indicators (e.g. leadership, decision-making), teaching quality indicators (e.g. teaching efficacy, teaching methods), and learning quality indicators (e.g. learning attitudes, attendance rate). Quality assurance by this model is to ensure smooth healthy internal process and fruitful learning experiences. It is also a type of internal quality assurance with emphasis on internal improvement.

The Absence of Problems Model assumes that if there is absence of problems, troubles, defects, weaknesses, difficulties, and dysfunctions in an education institution, this institution is of high education quality. Therefore education quality is defined as the absence of problems and troubles inside the education institution. Quality assurance relies heavily on institutional monitoring and reporting to ensure no problems and deficiencies arising from its operation and structure. This is perhaps the oldest concept of internal quality assurance in use in industry (Feigenbaum, 1951). Quality control experts tend to look at quality as less scrap, rework, warranty costs, etc., of the final product. The management team of an education institution may set up stringent quality assurance and monitoring system in order to ensure a deficiency

free environment. Identifying strategies for internal improvement of an education institution can be more precisely done by analyzing problems and defects as opposed to education quality. Therefore, this model is useful particularly when the criteria of education quality are really unclear but the strategies for internal improvement are needed.

	Conception of Quality Assurance	Conditions for Model Usefulness	Indicators / Key Areas for Quality Evaluation (e.g.)
Goal and Specification Model	<ul style="list-style-type: none"> Ensuring achievement of stated institutional goals and conformance to given specifications 	<ul style="list-style-type: none"> When institutional goals and specifications are clear, consensual, time-bound, and measurable; When resources are sufficient to achieve the goals and conform to the specifications 	<ul style="list-style-type: none"> Institutional objectives, standards, and specifications listed in the program plans, e.g. academic achievements, attendance rate, dropout rate, etc.
Process Model	<ul style="list-style-type: none"> Ensuring smooth internal process and fruitful learning experiences 	<ul style="list-style-type: none"> When there is a clear relationship between process and educational outcomes 	<ul style="list-style-type: none"> Leadership, participation, social interactions, classroom climate, learning activities and experiences, etc.
Absence of Problems Model	<ul style="list-style-type: none"> Ensuring absence of problems and troubles in the institution 	<ul style="list-style-type: none"> When there is no consensual criteria of quality but strategies for improvement are needed 	<ul style="list-style-type: none"> Absence of conflicts, dysfunctions, difficulties, defects, weaknesses, troubles, etc.

Adapted from Ying Cheong Cheng (2001)

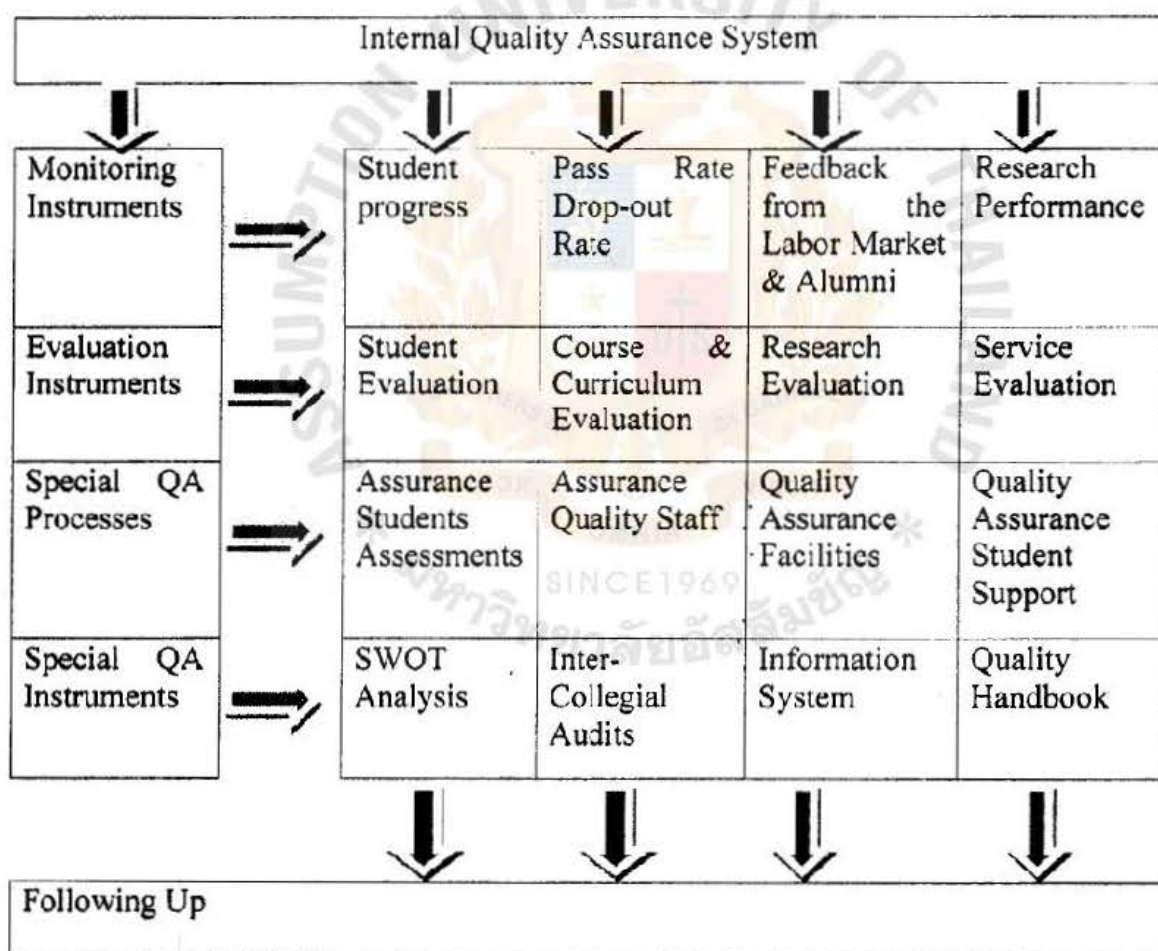
Figure 3: Models of Internal Quality Assurance

AUN-QA Model for Internal Quality Assurance (IQA) System

The AUN-QA model for an IQA system consists of 11 criteria covering the following areas: 1.) internal quality assurance framework; 2.) monitoring instruments;

- 3.) evaluation instruments; 4.) special QA-processes to safeguard specific activities; 5.) specific QA-instruments; and 6.) follow-up activities for making improvements .

An Internal Quality Assurance System is the totality of systems, resources and information devoted to setting up, maintaining and improving the quality and standards of teaching, student learning experience, research, and service to the community. It is a system under which managers and staffs satisfy themselves that control mechanisms are working to maintain and enhance the level of quality in higher education.



Adapted from Guide to AUN Actual Quality Assessment (2011)

Figure 4: AUN-QA Model for Internal Quality Assurance (IQA) System

On the other hand, the research will use for this research is AUN-quality assurance model for the program level. The AUN-QA Model for program level focuses on teaching and learning with regard to the following dimensions: quality of input, quality of process, and quality of output.

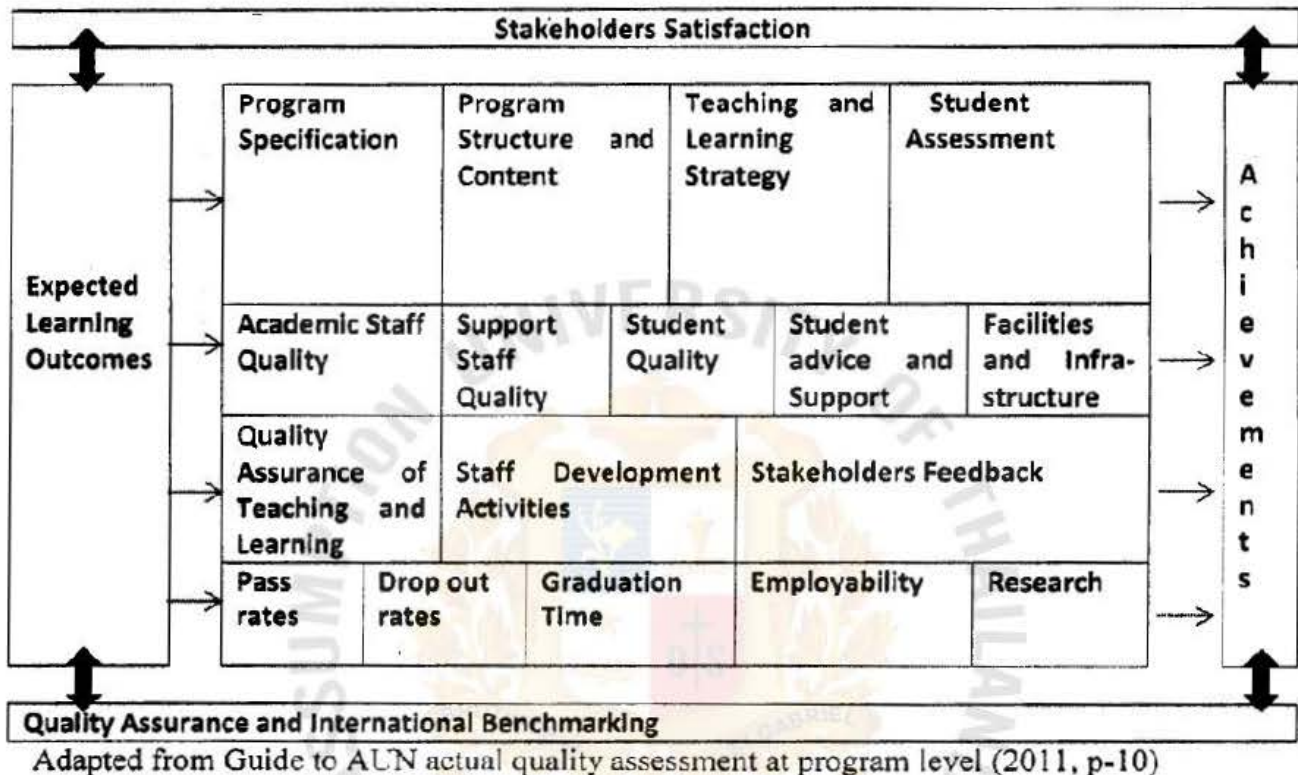


Figure 5: AUN-QA Model for Program Level

The AUN-QA model for program level (see Figure 5) starts with the expected learning outcomes (1st Column). There are four rows in the middle of the model and the first row addresses the question of how the expected learning outcomes are translated into the program; and how they can be achieved via teaching and learning strategy and student assessment.

“The second row considers the “input” into the process including academic and support staff; student quality; student advice and support; and facilities and infrastructure.” (AUN 2013, p12)

The third row addresses the quality assurance process of teaching and learning, staff development and stakeholders' feedback. The fourth row focuses on the outcomes of the learning process including pass rates and dropout rates, the average time to graduate, employability of the graduates, and research activities. The final column addresses the achievements and ends with the fulfillment of stakeholders and the continuous improvement of the quality assurance and benchmarking.

At the end of 2010, AUN had successfully completed ten actual quality assessments program level involving twenty-three undergraduate programs in seven AUN member universities within a 3-year period. To further enhance and sustain quality assurance practices and quality in higher education, AUN established an AUN-QA Documentation Review Committee and Procedure to keep its documents updated and relevant. The original AUN-QA for program level was revised to enhance implementation and assessment efficiency and effectiveness. The original and the revised AUN-QA model for program level are illustrated in Figure 5 and Figure 6 respectively.

Components of Quality Assurance Assessment at Program Level

1. Expected Learning Outcomes

Students come to the institutions to learn something. Therefore, we have to formulate very clearly what we expect the student to learn and what we expect our graduates to have learnt in terms of knowledge, skills and attitudes or competencies. We should also address professional ethics as part of the learning outcomes.

The expected learning outcomes form the starting point for the self-assessment. We have to distinguish between generic and specific knowledge and skills. Life-long

learning embraces the pursuit of knowledge and continuing education throughout life. It takes place on an on-going basis from our daily interactions with others to the acquisition of formal qualifications. (ASEAN University Network-Quality Assurance, 2007)

2. Program Specification.

(ASEAN University Network-Quality Assurance, 2007) suggested that the formulated learning outcomes should be translated into the program. It is important that the learning outcomes are well known to everybody. Therefore universities are recommended to publish a program specification for each program they offer. The program specification should be used: As a source of information for students and potential students seeking to understanding a program. As a source of information for employers, particularly on the skills and other transferable intellectual abilities are developed by the program. By professional and statutory regulatory bodies that accredit higher education programs which can lead to entry into a profession or other regulated occupations. Program specification should identify those aspects of the program that are designed to meet the requirements of the relevant bodies. By institutional and teaching teams to promote discussion and reflection on new and existing programs and to ensure that there is common understanding on the intended learning outcomes of the programs. Program specification should enable institutions to satisfy themselves that the designers of the program are clear about their intended outcomes and that these outcomes can be achieved and demonstrated. Program specification can serve as a reference point for internal review and monitoring of a program's performance. As a source of information for academic reviewers and external examiners who need to understand the aim and intended outcomes of a program. As a basis for gaining feedback from students or recent graduates, they

perceived the opportunities for learning to be successful in promoting the intended outcomes.

The following information should be included in the program specification:

(1).Awarding body/institution, (2) Teaching institution (if different), (3) Details of the accreditation by a professional or statutory body, (3) Name of the final award Program title learning outcomes of the program, (4) Admission criteria or requirements to the program, (5) Relevant subject benchmark statements and other external and internal reference points used to provide information on program outcomes,(6) Program outcomes such as knowledge, skills and attitudes, and (7) Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated.

Program structure and requirements consist of levels, modules, credits, etc. besides it needs to mention the date on which the program specification was written or revised. In addition, some institutions include such as Information on assessment regulations, Quality indicators, Particular learning support, and Methods for evaluating and improving the quality and standards of learning.

3. Program Structure and Content

AUN-QA Guidelines (2011) asserted that it is imperative to ask how the learning outcomes are translated into the program and its courses. The program needs to be coherent and up-to-date and it also needs how each course contributes to the achievement of the learning outcomes.

The existing programs have developed and used a very diverse range of learning, teaching and assessment methods to enhance student learning opportunities. They

include flexible, blended, and virtual and distance learning approaches. These methods should be regularly evaluated in response to generic and discipline-specific national developments and incorporated where appropriate by curriculum developers.

4. Teaching and Learning Strategy

Some of the best researched and the most widely implemented methods of helping all students to learn more successfully. The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources. They have been demonstrated to be successful with students of all ages and ability levels, including those with various kinds of disabilities and those who do not learn in traditional ways. Following are links to different teaching and learning strategies, a description of how they work, where they have been applied, results, and where to find more information from individuals, books, web sites, and other resources.

These strategies are most successful when they are implemented in a system that encourages collaboration among staff and students, and in which each is a part of a well-planned whole system. In some of the most successful sites, teachers themselves have become in-house experts in specific practices which they share with their colleagues. It is important to recognize that while these strategies are useful, little will be accomplished in implementing them unless there is ongoing documentation of their results. There must also be efficient methods of feeding that information back into the system so that there will be continuing progress in teaching and learning. It is also certain that these strategies are most effective when they are applied in positive, supportive environments where there is recognition of the emotional, social and

physical needs of students and where individual strengths are recognized, nurtured, and developed. We welcome your feedback as we continue to build the Teaching and Learning Strategies area as an effective resource for teachers and students focusing on improved academic achievement and striving to meet new academic standards.

The AUN-QA Guidelines (2011) describe how to look at the learning process, the requirements of good teaching and learning strategy. In line with the overarching purpose of higher education, namely to foster higher order intellectual capacities in students, the following represent the characteristics of quality learning:

- The ability to discover knowledge for oneself. Learners have research skills and the ability to analyze and synthesize the material they gather. Learners understand various learning strategies and can choose the most appropriate for the task at hand.
- The ability to retain knowledge long term. An approach to learning that emphasizes understanding rather than memorization results in greater retention.
- The ability to perceive relations between old knowledge and new. Quality learning is always trying to bring information from various resources together.
- The ability to create new understanding. Quality learners discover what others have learnt and documented, perceiving the relations between that knowledge and their own experiences and previous learning to develop new insights.
- The ability to apply one's knowledge to solving problems, and to communicate one's knowledge to others. Quality learners form and substantiate independent thought and action in a coherent and articulate fashion. Besides, an eagerness to know more and Quality learners become lifelong learners.

Conditions necessary for quality learning are: Quality learning occurs when learners are ready – in cognitive and emotional terms – to meet the demands of the learning task, when learners have a reason for learning, when learners explicitly relate previous knowledge to new, when learners are active in the learning process, when the learning environment offers adequate support for learners. Therefore, no one single teaching and learning strategy is valid for all. Thought must at least be given to the teaching and learning strategy behind the curriculum.

5. Student Assessment

An assessment approach analyses outputs, and the typical outcome of an assessment is graded, whether numerical, literal or descriptive. Assessments usually consider performance indicator data, usually quantitative in form. This data provides a measure of some aspect of an individual's or organization's performance against which changes in performance or the performance of others can be compared (Harvey, 2011). Assessment covers: New student entrance by means of input competency, Student's study progress by means of matrix/map/portfolio of the competency and outcome-based curriculum, and Final/ Exit test of the graduates by means of Graduate Competency Checklist or comprehensive and integrated assessment

Michael Julius Pepen (2013) asserted that assessment is an important process of finding out what learning experience students have achieved as a result of the process of teaching. It seeks to find answers to the questions: (i) in what ways are students different and (ii) how much change has taken place in students?

Students' achievement of the aims and objectives set for them in courses or programs are assessed and it helps to evaluate or judge how effective teaching has

been and recommend ways to improve teaching and learning. Student assessment is one of the most important elements of higher education. The outcomes of such assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge that exists on testing and examination processes. Assessment also provides valuable information for institutions about the efficiency of teaching and learner support. Student assessment procedures are expected to: be designed to measure the achievement of the intended learning outcomes and other program objectives; be fit for purpose, whether diagnostic, formative or summative; have clear and published grading/marking criteria; be undertaken by people who understand the role of assessment in the students' progression towards achieving the knowledge and skills associated with their intended qualification; where possible, not relying on the evaluation of one single examiner; take account of all the possible consequences of examination regulations; have clear regulations covering student absence, illness and other mitigating circumstances; ensure that assessment is conducted securely in accordance with the institution's stated procedures; be subject to administrative verification in ensuring the effectiveness of the procedures. Students are clearly informed about the assessment strategy being used for their program, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

6. Academic Staff Quality

The teaching and learning of the subject requires a unified and comprehensive approach relying on teachers professionally trained and equipped with requisite knowledge and skills. Quality education produces good learning outcomes – and the

initial training and preparation of teachers contribute to this aim. It is also important to assess the distribution of quality from an equity perspective to ensure that well-trained teachers are found across diverse schools and regions.

Teacher quality encompasses a range of skills, competencies and motivation. As common sense suggests, specific training is required in order to expect quality services from a teacher or any other skilled professional. Data on training levels are one of the few indicators systematically collected about teachers. This highlights the need for better measures of teacher quality that can be used to compare countries.

Teaching staff are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to communicate their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance.

There are two issues that make the development of cross-nationally comparable indicators of teacher quality difficult: availability of data and uncertainty about the measurable characteristics of effective teachers. The types of data on teachers that are most widely collected by Ministries of Education, including teachers' academic credentials and whether or not they are certified to teach, are only weakly linked to student achievement in countries where this relationship has been studied.

The teacher quality indicator most often collected is the proportion of trained teachers, or those who have received the minimum organized teacher-training (pre-service or in-service) required by a given country.

A department's quality not only depends on the program but also the quality of the academic staff. The quality of academic staff encompasses qualification, subject matter expertise, experience, teaching skills and professional ethics. The academic staffing covers full-time and part-time professors, lecturers, and visiting teaching staff. The AUN-QA Guidelines (2011) give a set of criteria on the quality of the staff. We have to check how far the university meets those requirements. So, we have to look at the size of the staff and their qualifications

7. Support Staff Quality

'Paid adult support' includes those employed by a school (or local authority), on a permanent or temporary contract, to support students. There are two types of support staff: 'Unpaid adult support' includes volunteers who agree to share their expertise, in a structured or regular way, to benefit students. 'Direct' support workers included teaching assistants, special support assistants, or 'paraprofessionals' (US), learning mentors, and child welfare support workers, such as school nurses. 'Indirect' support is provided by staff such as librarians, laboratory technicians and educational welfare officers. Type of support has been defined by Blatchford et al. (2008) in a recent report on the deployment and impact of support staff in schools. They derive six types of support; however, this review will only consider the first four types outlined, as follows: (1.) Support for teachers and/or the curriculum, (2.) Direct learning support for pupils, (3.) Direct pastoral support for pupils, and (4.) Indirect support for students.

Moreover, there are two more kinds of support: General and Targeted. General support is considered to include: activities undertaken in the 'classroom' (widely defined to include library and sports facilities) to support the learning of all

class members; and activities undertaken to provide 'roving' support for the learning of individual students within a teaching period aimed at whole group teaching. Targeted support is considered to include that the activities undertaken within or outside the classroom to support the learning of individual or small groups of pupils aimed at increasing their participation and achievement; and that the activities undertaken to support the learning and participation of all pupils vulnerable to exclusionary pressures, not only those with impairments or any pupils who are categorized as 'having special educational needs'

Program quality depends mostly on interaction between staff and students. However, academic staff cannot perform well without the quality of the support staff. This might be staff that supports the library, laboratories, computer facilities and student services. Support Staff Quality can be measured by evaluating whether the support staff for the library, laboratories, the computer facilities, the administration competent and sufficient or not. In addition, the sufficiency of the ratio of academic staff to support staff, and the support staff competent and sufficient in giving services to staff and students are effective or not. (ASEAN University Network-Quality Assurance, 2007)

8. Student Quality

Not only in the education sector but also other sectors, the quality of the output depends a lot on the quality of the input. It means that the quality of the entering students is very important, and can determine whether the school's mission, objectives can be achieved or not in the future of school.

The Guideline to AUN-QA assessment at program level mentioned that there must have some definite criteria for the achievement school' objectives and progress

of school program, and also for the student quality of a school program to make sure accepting quality students, there are some diagnostic questions in selecting students. Those are how we analyze the development of the student intake: Reasons to worry, Causes of problems, and Prospects for the future. And another one is how the students are selected, and what the requirements are for the admission to school. Besides, it needs to consider other factors that what policy is pursued with regard to the intake of students, whether it aims to increase the intake or to stabilize it, and what the reason is for that. In addition, what measures are taken to affect the quality and size of the intake, and what effect these measures have are needed to take into account in student intake selecting. And the last one is that how the program takes into account the level of achievement of entering students and how the program and secondary education are linked each other.

On the other hand, students' study load and performance have to be considered as the factors for student quality. Whether or not the department or the school has a credit points system and how credits are calculated are the first factors. Moreover, whether the program's actual study load corresponds with the prescribed study load or not and if the study load is divided equally over and within academic years have to be taken into account for student quality. Besides, what measures are taken in the field of program development and student advice is also needed to consider, when parts of the program deviate from the prescribed study load (too difficult/heavy or too easy), if these measures are effective, and the last one, whether an average student can complete the program in the planned time or not are also needed to take into account. And the most important one that cannot be neglected for student quality is that what indicators are used to monitor student progress and performance.

9. Student Advice and Support

Student progress is systematically recorded and monitored, feedback to students and corrective actions are made where necessary. In establishing a learning environment to support the achievement of quality student learning, teachers do all in their power to provide not only a physical and material environment which is supportive of learning and which is appropriate for the activities involved, but also a social or psychological one.

How students are monitored and supported by staff is essential to a good career. The AUN-QA has defined that a university must ensure that a good physical, social and psychological environment is in place.

10. Quality Assurance of Facilities and Structure

ASEAN University Network (2011, June) mentioned in "Guide to AUN actual quality assessment at program level" that there are lots of criteria to ensure internal quality assurance at program level. One of them is facilities and structure including physical resources, equipment, learning resources, digital library, information technology, ICT centers, and environmental health and safety standards.

AUN suggested that the physical resources to deliver the curriculum, including equipment, materials and information technology have to be sufficient. In addition, equipment needs to be up-to-date, readily available and effectively deployed. Besides, learning resources must be selected, filtered, and synchronized with the objectives of the study program. And a digital library has to be set up in keeping with progress in information and communication technology, and Information technology systems need to set up or upgraded. University computer

centers have to provide continuously a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research and development, services and administration. Environmental Health and Safety Standards need to meet the local requirements in all aspects.

Moreover, Renovation, painting and repair of older school buildings should be done to bring them up to prolong the life span of equipment (Bakhada, 2004). Stakeholders should be keenly aware of fire and other safety issues. They should work to make the school environment as safe as possible and should be aware of procedures in the event of an emergency for example, a staff member should be designated to supervise and manage fire protection at the school, emergency exits should be clearly marked, doors correctly hung and alternative escape routes should be available (Ayaga, 2010). Facilities and resources should be in line with the formulated goals and aims, and with the designed program. Facilities must be also connected to the teaching and learning strategy. For example, if the philosophy is to teach in small working groups, small rooms must be available. Computer-aided instruction can only be realized with enough computers for the students. The main learning resources consist of books, brochures, magazines, journals, posters, information sheets, internet and intranet, CD-ROMs, maps, aerial photographs, satellite imagery and others.

11. Quality Assurance of Teaching and Learning Process

Learning becomes real for students when it has ties to the world around them. Direct experience with the environment gives them the opportunity to apply abstract concepts in a meaningful way. Using the real world as a framework for integrating

learning across disciplines helps students make connections, retain knowledge, and stay motivated to learn (Elder, 2003; NAAEE & NEETF, 2001).

Learning through direct experiences gives students the opportunity for “hands-on, minds-on investigations” (NAAEE, 2009, p. 4). They are able to apply what they have learned in real world contexts to address issues and solve problems. This is an important attribute of environmental education: the purpose is not only to develop an understanding of how the environment works and how that relates to everything else, but also to learn how to put that knowledge to good use (Elder, 2003)

When students understand how they relate to the environment around them, they become more knowledgeable about their home, develop stronger ties to that place, and become more engaged citizens in the community (Sobel, 2005).

Curriculum design should start with the formulation of the expected learning outcomes. The next question will be what courses are needed to achieve the learning outcomes and finally who will teach the courses? It is important that a curriculum development is seen as a joint undertaking.

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective and efficient quality assurance activities which ensure that programs are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programs and the degrees awarded are expected to include: development and publication of explicit expected learning outcomes; careful attention to curriculum and program design and content; specific needs for different

modes of delivery (e.g. full-time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional); availability of appropriate learning resources; formal program approval procedures by a body other than that teaching the program; monitoring of student progress and achievements; regular periodic reviews of programs (including external panel members);

Students are the first to judge the quality of teaching and learning. They experience the delivery methods. They have an opinion about the facilities. Of course, the information given by students has to be counter-balanced by other opinions. Nevertheless, the university is expected to carry out student evaluation and to use the outcomes for improvement.

12. Staff Development Activities

Quality in teaching and learning can be ensured by providing appropriate guidance and leadership, mechanisms that facilitate peer support networks and appropriate staff development activities.

Staff development is essential to ensuring the quality of the students' learning experiences. Ideally, the development should cater for different levels of experiences and learning styles and support the ongoing development of the staffs. Kulp (2000) suggested a three stage "certification" path where they participate as students in the course they will teach, participate as a teaching assistant in the course they will teach, and finally teach on their own, monitored by an experienced instructor or curriculum owner. However, formal staff development activities can be supplemented by the set-up schools' guidelines. A second effective way of supporting quality is by providing or enabling peer support mechanisms. Peer support networks can also be a quality assurance process in themselves.

Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching ability and should be encouraged to value their skills. Institutions should provide teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

13. Stakeholders Feedback

The objective of the stakeholder interviews and questionnaire survey are to gather the opinions of representatives from the major stakeholder groups regarding reasons to develop an education program at the two high schools in Laiza and Mai Ja Yang townships, suitable target audiences, goals of the program, potential benefits to the community, potential benefits to the schools, and anticipated challenges. Conducting interviews and questionnaire survey are direct methods of gathering this information and understanding the perspectives of the stakeholders in the specific education program (Seidman, 1998). The survey questionnaire will be designed to be clear and understandable and to prompt complete and unbiased replies by avoiding the use of technical jargon, multiple questions, leading questions, and questions that could elicit a "yes" or "no" answer without a follow-up question (Merriam, 1998).

ASEAN University Network (2011) has defined quality as "achieving the goals and objectives". It needs to take into consideration the requirements set-up by the stakeholders in the process of formulating the objectives. AUN suggested that it needs to have an efficient feedback monitoring system including adequate structured feedback from stakeholders: the students, staff, alumni, and the labor market. Besides

the schools need to maintain contact with its graduates via association of alumni. It is very important to get their feedback how they think of the program they studied. When it is necessary, the weaknesses of program can be adjusted by counting on stakeholders' feedback about their program and information about the developments in the labor market.

14. Quality Assurance of Output

The quality of the graduates should achieve the expected learning outcomes and the needs of the stakeholders. Research activities carried out by academic staff and students should meet the requirements of the stakeholders. In assessing the quality assurance system, stakeholders have to look not only at the process quality, but also take into account the output. Firstly, stakeholders must look at their graduates whether they achieved the expected standards or not, and the achieved outcomes are equal to the expected outcomes. And it needs to be considered that the graduates have acquired the expected knowledge, skills and attitudes.

ASEAN University Network. (2007) Quality-Assurance suggested that the output quality has to be evaluated within the framework of the process, we have also to look at the efficiency of our provisions, and among other things we have to look at the pass rates and the dropout rates, the average time to graduation and the employability of graduates. Besides, it continuously recommends that the research is another important output from the process. The level of research activities carried by academic staff and students, research funding and research publications should meet the requirements of the stakeholders.

15. Stakeholders Satisfaction

Stakeholders' satisfaction survey is needed to gather feedback from every facet of two high schools: students, alumni/ graduates, employers from labor market. Survey results will be used to inform continuous improvement throughout the schools. Some previous studies [Paraschivescu (2009), p-58-61 and Reavill (1998), p-132-136] made it possible a review of models' literature used to identify and manage the interests and expectations of stakeholders who contribute or receive secondary and higher education. Mandatory requirements were established for these institutions in order to prepare college students / students in the view of the recognizing of the stakeholders' interests. It has also analyzed the idea that accountability to stakeholders is an integrated part of the way in which an educational institution maintains excellence in its educational products / services.

ASEAN University Network (2011) indicated that it needs to analyze the satisfaction of all stakeholders after the analyzing the input, the process and the output. What do they think about our performance? How do we know that? There should be a system to collect and measure stakeholders' satisfaction referring to how the stakeholders think about school's performance and how the school can know. The collected information should be analyzed for making progress of the program, quality practices and quality assurance system in school.

Previous Study on Internal Quality Assurance

According to Tan-Kay Chuan (2012), several researchers have conducted many researches on internal quality assessment at program level; especially seven universities in ASEAN conducted several researches on IQA their running thirty-two programs respectively since December 2007. University of Malaya conducted its

research on IQA Biomedical Engineering, Computer-Aided Design/Manufacture Engineering programs in December, 2007. De La Salle University in Philippines did research on IQA of Chemical Engineering, Applied Economics programs in August 2008, and on Chemistry, Psychology, Literature programs in November 2010, in addition, on Physics, Applied corporate Management, Software Technology programs in November 2011 respectively. Besides, Universitas Indonesia conducted research on IQA of the programs: Civil Engineering, Mechanical Engineering in December 2008 and Architecture, Electrical Engineering, Chemistry and Metallurgy & Material Engineering in October 2010. Moreover, Vietnam National University – Hanoi conducted research on IQA of its programs; Information Technology in December 2009 and Economics in December 2010. Vietnam National University – Ho Chi Minh also did research on its program: Information Technology, Computer Science & Engineering, and Electronics & Telecommunications in December 2009, and Biotechnology, Manufacturing Engineering, and Vietnamese Studies in December 2011. Besides, Institut Teknologi Bandung did research on IQA its programs: Physics and Pharmacy in December 2008. And the last one, Universitas Gadjah Mada conducted IQA research on its programs: Pharmaceutical Sciences, Chemistry, and Medical Education in October 2009, in addition the programs Biology, Geology Engineering, and Civil & Environmental Engineering in June 2011.

And again, Willy L.M. Komba and other two researchers conducted a research about “Teacher Professional Identity and Quality Assurance in Tanzania: The Case of The University of Dar es Salaam.” In their research, they mentioned that the success of quality assurance in higher education depends on how well it is organized and the extent to which the stakeholders accept and own it. Indeed, how academicians perceive themselves, their profession, and others in the profession is reflected in their

practice which in turn affects the quality of education being provided. The research focused on assessing the dialectical relationship between the construction of teacher professional identity and quality assurance practices.

Moreover, Trust Nyenya and Richard Bukaliya did research on the topic, “Academic Staff Perceptions of the Impact of Internal Quality Audit: The Case of Zimbabwe Open University” in 2014. Their research focused at establishing the perceptions of academic staff on the impact of internal quality audit on their work. Results from the study indicate that the majority of academic staff members understood the objective of internal quality audits.

Background of Two Secondary High Schools

The researcher chose two secondary High Schools in Kachin Special Region II that is situated in the Eastern part of Kachin State, on the frontier of Myanmar and China. Laiza Secondary High School situated in Laiza Township which exists along the Myanmar and China Boarder. This school was set up in 1990 as a primary school. There are altogether 1203 students: 597 male students & 607 female students nowadays and the numbers of teaching staffs are altogether 50: 3 male teachers & 47 female teachers.

Mai Ja Yang Secondary High School exists in Mai Ja Yang Township which is also at the boarder of Myanmar and China. In 1950, Mai Ja Yang was a small village and this school was then set up in 1954 as a primary school by the former village leader, Man Jak Du, with his own money. In 1964, the village development committee promoted the school to the community primary school. And in 1982, The Local Government, Kachin Independence Organization enhanced the local education system and supported the school and promoted to the Secondary High School Level.

However, after five years the Burmese Army burnt the school down in August 1987. After signing ceasefire contract in 1994, the current school was set up again. Currently, there are over 1871 students: 828 male students, and 1042 female students who are attending at this school nowadays. However, this school has not enough teaching staffs: just female teachers 59 and male teachers 9 altogether 68 teaching staffs who are currently in service at this school. The school compound is over 6 acre and it has teaching staffs' detached houses, one football field, four buildings for classrooms and offices.

Schools' Internal Quality Assurance Practicum Situation

The two schools' principals understood all the internal quality assurance factors and practiced internal quality assurance system at schools before civil war occurred in the Kachin Special Region. However, after occurring civil war in June, 2011, since then, all the schools in this region could not run their internal quality assurance system and IQA management effectively because all the schools, teachers, stakeholders had to worry about when they all need to flee away if the Burmese onto the townships. In that situation, the Department of Education could not support the schools effectively and efficiently including financial needs within these four years.

Therefore, to be able to know in detail about the consequences of the internal quality assurance system practicing in those schools after occurring the civil war, the researcher and other seasoned teachers gave short course training to the teachers from these two schools before collecting data, by confronting with the school board committee and principals in order to give awareness of what Internal Quality Assurance System Assessment at Program level, what their roles are, and how they have to participate in the implementation process of development of school. During

the training, the researcher explained each component by giving examples and showing diagram photos. It took 30 minutes break after presenting about four components and encouraged them to discuss those issues in ten-people group. After giving short course training about IQA awareness at each school for 18 hours, the researcher distributed the questionnaire to them and collected data.

Summary of Literature Review

Measuring teachers' perception towards internal quality assurance system at program level is very important since it determines how the teachers understand and practice it in school, and how they assess the service within academic institutions. The questionnaire consists of fifteen criteria and 68 items to access teachers' perception and how the school is practicing internal quality assurance system within the school, and what weaknesses the school has in the implementation process of school's development. Many researchers used this IQA self-assessment questionnaire at program level in their universities respectively. Those criteria for internal quality assurance assessment at program level are (1) Program Specification, (2) Program Structure and Content, (3) Academic Staff Quality, (4) Support Staff Quality, (5) Staff Development, (6) Expected Learning Outcomes, (7) Teaching and Learning Strategy, (8) Quality Assurance of Teaching and Learning Process, (9) Student Quality, (10) Student Advice and Support, (11) Student Assessment, (12) Facilities and Structure, (13) Output, (14) Stakeholders Satisfaction, and (15) Stakeholders Feedback. All these criteria will be used to explore teachers' perception towards IQA system.

CHAPTER III

RESEARCH METHODOLOGY

The following information was presented in this chapter: research design, participants of the study, research instrumentation, data collection procedure, and proposed data analysis.

Research Design

The study was a quantitative research using a questionnaire to collect data from the participants. Descriptive statistics was used to identify teachers' perception towards internal quality assurance system in two high schools in Laiza and Mai Ja Yang, Kachin State, Myanmar. According to gender difference, the independent samples t-test was used to compare teachers' perception towards internal quality assurance system in two Secondary High Schools in Laiza and Mai Ja Yang.

The researcher used a questionnaire combined with two parts: (I) Demographic Profiles of Teachers: 1.) gender, 2.) age, 3.) educational qualification, 4.) years of service in school and 5.) Academic rank, and (II) Internal quality assurance system assessment at program level. And the questionnaires was designed to examine how the teachers understand about internal quality assurance system at program level in school by using fifteen indicators such as (1) Expected Learning Outcomes, (2) Program Specification, (3) Program Structure and Content, (4) Teaching and Learning Strategy, (5) Student Assessment, (6) Academic Staff Quality, (7) Support Staff Quality, (8) Student Quality, (9) Student Advice and Support, (10) Facilities and Infrastructure, (11) Quality Assurance of Teaching and Learning Process, (12) Staff Development Activities, (13) Stakeholders Feedback, (14) Output, and (15) Stakeholders Satisfaction.

Population

The targeted groups for this study were all teachers from two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. The participants for this research were altogether 120 teachers from these two high schools, who were working in the academic year of 2014 - 2015.

The researcher had a concrete reason why these two Secondary High Schools are chosen for conducting this research. The first reason was these two Secondary High Schools are the biggest schools in Kachin Special Region II. The second reason was that there were over 1500 students in each school and all the youngsters from these two townships: Laiza and Mai Ja Yang. These two townships are the main townships for the local students for their education learning journey. After achieving their Secondary High School final year, they do not have opportunity to study at public university in Myanmar. Because, Myanmar government does not recognize students' certificates and do not permit them to study at the universities in Myanmar. And the third reason was Myanmar government is always doubt on students like ethnic armed-group soldiers.

Because of this political situation the researcher strongly believed that teachers' perception towards internal quality assurance system assessment at program level should be done at these schools how they promoted and involved in the IQA process for the development of their schools.

Research Instrument

The research instrument in this study was composed of two parts.

Part I: was the demographic profile of teachers that consist of 5-items to check how they relate to internal quality assurance system at program level. The

researcher used Mulu Nega Kashay's (2012) questionnaire to survey demographic profiles of teachers for the sake of this study's part I.

This questionnaire was planned to identify the demographic profiles of teachers; gender, age, educational qualification, years of service in school, and academic rank. More details of the part I questions are shown in Table 2 below.

Table 1: Breakdown of Survey Questions (Demographic Profiles of Teachers)

Demographic Profiles of Teachers	Survey Questionnaire	Range
Gender	1	Male / Female
Ages	2	(20-25) yrs, (26-30) yrs, (31-35) yrs, (36-40) yrs, (41-45) yrs, (46-50) yrs, (51-55) yrs, (56-60) yrs.
Educational Qualification	3	PhD
		Master
		Bachelor
		Diploma in Education
Years of Service in School	4	(1-5) yrs, (6-10) yrs, (11-15) yrs, (16-20) yrs, (21-25) yrs, (26-30) yrs, (30-35) yrs.
Academic Rank	5	Principal
		Assistant Principal
		Senior Assistant Teacher (upper secondary level teacher)
		Junior Assistant Teacher (lower secondary level teacher)
		Primary Assistant Teacher (elementary level teacher)

The participants were required to indicate the level of the agreement they had in each item. To identify the demographic profiles of teachers, the responses from the demographic questionnaire (part I) was calculated into “frequency and percentage,” and analyzed the “averages” to get the total “means” and “standard deviation” of each demographic factor. The highest mean scores was used to represent the most perceived teachers’ perception towards IQA at program level, while the lowest mean score represented the least perceived teachers’ perception towards IQA assessment at program level.

Part II was Internal Quality Assessment at Program Level including 20-items to determine teachers’ perception towards Internal Quality Assurance Assessment at Program Level in two high schools in Laiza Township and Mai Ja Yang Township, Kachin State, Myanmar. This part was used AUN Internal Quality Assurance System Assessment at program level (2011, June) 68 breakdown questionnaires under the 15 main categories.

More details of the part II questions of Internal Quality Assessment at Program Level are shown in Table 2 below.

Table 2: Breakdown of Survey Questions for Internal Quality Assessment at Program Level

No.	Categories	Number of Questionnaires
1	Expected Learning Outcomes	1.1, 1.2, 1.3, 1.4
2	Program Specification	2.1, 2.2, 2.3
3	Program Structure and Content	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
4	Teaching and Learning Strategy	4.1, 4.2, 4.3, 4.4
5	Student Assessment	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
6	Academic Staff Quality	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
7	Support Staff Quality	7.1, 7.2, 7.3, 7.4

8	Student Quality	8.1, 8.2, 8.3
9	Student Advice and Support	9.1, 9.2, 9.3, 9.4
10	Facilities and Infrastructure	10.1, 10.2, 10.3, 10.4, 10.5
11	Quality Assurance of Teaching and Learning Process	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7
12	Staff Development Activities	12.1, 12.2
13	Stakeholders Feedback	13.1, 13.2, 13.3
14	Output	14.1, 14.2, 14.3, 14.4
15	Stakeholders Satisfaction	15.1

Overall - All 68 questionnaires under 15 main categories.

Table 3 shows the interpretation detailed that related to Scores and ranges, based on the Weiss J. (1981) questionnaire. All the items were measured on a 5- point Likert-type scale that varied from 1= strongly disagree to 5= strongly agree.

Table 3: Score and Interpretation for Survey Questions 1-68

Interpretation for teachers' perception	Scores	Teachers' answer for each question	Range
Poor	1	Strongly disagree	1.00 – 1.50
Insufficient	2	Disagree	1.51 – 2.50
Satisfactory	3	Neutral	2.51 – 3.50
Good	4	Agree	3.51 – 4.50
Excellent	5	Strongly Agree	4.51 – 5.00

Validity and Reliability of the Instrument

The survey questionnaire instrument was used in this research had two parts. Part I was respondents' demographic profile which consists of five components: age (range from (20-25), (26-30), (31-35), (36-40), (41-45), (46-50), (51-55), (56-60), gender (Male, Female), educational qualification (Diploma, Bachelor, Master, Ph.D.)

Academic Rank (Principal, Assistant Principal, S.A.T. senior assistant teacher, J.A.T. junior assistant teacher, P.A.T. primary assistant teacher), Years of Service in School (range from (1-5), (6-10), (11-15), (16-20), (21-25), (26-30), (30-35) from Mulu Nega Kashay (2012) teachers' demographic profile questionnaire from his dissertation titled "Quality and Quality Assurance in Ethiopian Higher Education: Critical Issues and Practical Implications", and questionnaire Part II is from "ASEAN University Network Quality Assurance: Guide to AUN Actual Quality Assessment at Program Level." Both parts of questionnaire are the same as the original questionnaires, which has been used in the previous study.

The validity test of the survey questionnaire instrument was proved by the studies of self-assessment report for AUN-QA the quality assessment at program level Bachelor of Science in Mathematics. The Faculty of Mathematics, Mechanics and Informatics of Vietnam National University, Hanoi (VNU) and University of Science (VNU-HUS) (2013, April), also confirmed by the studies of Chuan, T.K. & Bin, O.C. (2012).

As for part II, according to Chuan Tan Quay and Ong Chee Bin (2012) who also mentioned about AUN Quality Assessment questionnaire at program level for conducting their research, as some universities from South East Asia Countries, namely; University of Malaya, De La Salle University, Vietnam National University, Universitas Indonesia, Universitas Gadjah Mada also used the reliability of AUN Quality Assessment questionnaire at Program Level to assess 23 programs respectively. The reliability coefficient Alpha of teachers' perception is 0.90. And the reliability coefficient Alpha of this study is .913.

The questionnaire was translated from English into Myanmar language. The researcher requested a school's principal who is currently doing Ph.D program at

Khon Kaen University, Thailand to check the questionnaire translated into Myanmar Language. Then, the researcher requested other two education experts to check translation accuracy. The evidences of translation accuracy were attached in the Appendixes.

Collection of Data

Firstly, the researcher requested permissions from the two High Schools' Principals from Laiza Township and Mai Ja Yang Township, Kachin State, Myanmar to conduct this study.

After the proposal approved, this researcher distributed and collected data by himself on 20 December, 2014. The data collection ended on 15 January, 2015. Before collecting data, the researcher and other seasoned teachers gave short course training to the teachers from these two schools by confronting with the school board committee and principals in order to give awareness of what Internal Quality Assurance System Assessment at Program level, what their roles are, and how they have to participate in the implementation process of development of school. During the training, the researcher explained each component by giving examples and showing diagram photos. It took 30 minutes break after presenting about four components and encouraged them to discuss those issues in ten-people group. After giving short course training about IQA awareness at each school for 12 hours, the researcher distributed the questionnaire to them and collected data.

The training materials: Handout, PowerPoint, and photos were attached in the appendix. There were some feedbacks and responses from the teachers of the two secondary high schools. However, the researcher did not write down and recorded as the evidence of conducting this research. The most-said responses were:

1. "There were not sufficient financial aid from the regional government. Over the four years, the school received 50,000 Yuan per annum for the whole academic year from the regional government. And the students were not over 600 in each academic year. But now there were over 1800 students and the teachers were not enough and just around 70 including volunteer teachers. The most difficult problems we have to face is classrooms are not enough and every classroom has over 60 students."
2. "There were not enough professional development training and capacity-building training for Teachers every year, especially, for the subjects that we have to teach. Even though there were some trainings for us _ those were so much effective to be able to apply."
3. "Our salary was not enough and teaching-loads were too much for each teacher in a week. There were not balance for the teachers teaching time and checking time. So, we could not give feedback to every students for their academic performance effectively."
4. "Even if we want to study abroad for our professional development, there was no opportunity because of our family's financial insufficiency. And we cannot leave our school and students in this difficult situation because of civil war. If we leave for study, there would be teacher-shortage at school."
5. "We have learned many theories and procedures to make development for the school but later the implementation process is in vain and not effective."
6. "Before occurring this civil war, we had our own school annual plan. But it could not implemented practically 'cause of lacking of skillful personnel, and weakness of academic committee's instructional system design, peccadillo of assessment and evaluation system of the school."

Table 4. Training Schedule about IQA awareness

Place	Date	Contents & Procedures	Materials and methods
Laiza High School	21, December, 2014	Giving lecture about basic QA and IQA awareness 9:00 A.M. – 4:00 P.M.	Handouts, Flipchart, projector,
	22-23, December, 2014	9:00 A.M. -10:30 A.M (components 1-4) 11:00 A.M. – 12:30 P.M (components 5-8) 1:00 P.M – 2:30 P.M (components 9-12) 3:00 P.M – 4:30 P.M (components 13-15)	Giving presentation each IQA process, IQA's 15 components Focus group Discussion,
	5 January, 2015	Giving lecture about basic QA and IQA awareness 9:00 A.M. – 4:00 P.M.	
Mai Ja Yang High School	6 -7, January, 2015	9:00 A.M. -10:30 A.M (components 1-4) 11:00 A.M. – 12:30 P.M (components 5-8) 1:00 P.M – 2:30 P.M (components 9-12) 3:00 P.M – 4:30 P.M (components 13-15)	

Data Analysis

In this study, all the collected data was statistically calculated and analyzed. To analyze the data for each objective, the following statistical methods were utilized.

For the Research Objective One, To identify the teachers' demographics (age, gender, academic rank, educational qualification, and years of service in school.) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Frequency and Percentage were used to identify demographic profiles of teachers in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

For the Research Objective Two, To determine the teachers' perception towards Internal Quality Assurance (IQA) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Mean and Standard Deviation were used to determine teachers' perception towards Internal Quality Assurance (IQA) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

For the Research Objective Three, To determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) and teachers' demographics (age, educational qualification, years of service in school, and academic rank) in two secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Chi-square was used to determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) and demographic profile of teachers (age, educational qualification, years of service in school, and academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

For the Research Objective Four, To compare teachers' perception difference towards internal quality assurance system according to teachers' gender.

The independent samples t-test was used to compare teachers' perception towards internal quality assurance system according to teachers' gender.

Summary of the Research Process

Table 5: Summary of Research Process

Research Objective	Source of data or Sample	Research instrument	Data analysis
- To identify the teachers' demographics (ages, gender, academic rank, educational qualification, years of service in school) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.	120 teachers in the High School in Laiza and Mai Ja Yang Township	Part I - demographic profiles of the respondents: age, gender, academic rank, educational qualification, and years of service in school.	Frequency Percentage
- To determine the teachers' perception towards Internal Quality Assurance (IQA) in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.			Mean, Standard Deviation
- To determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) and teacher teachers' demographics (age, academic rank, educational qualification, years of service in school) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.		Part II – ASEAN Universities Network Questionnaire Of Quality Assurance Assessment at Program Level	Chi-square
To compare Teachers' perception towards internal quality assurance system according to teachers' gender.			The independent samples t-test

CHAPTER IV

RESEARCH FINDINGS

Presentation, Analyzing and Interpretation of Data

This chapter describes all the research findings and the interpretations of the data collected from 114 respondents out of 120 from two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. The population was altogether 120 teachers. Among them 6 teachers from two schools were absent because of maternal leave. And the valid return rate was 95% and the research questionnaire was utilized to analyze each objective and the research hypothesis. They are as follows:

1. To identify the teachers' demographics (ages, gender, educational qualification, years of service in education, and academic rank) in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
2. To determine the teachers' perception towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
3. To determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) and teacher teachers' demographics(ages, Educational qualification, years of service in education, academic rank,) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
4. To compare Teachers' perception towards internal quality assurance system according to teachers' gender.

Research Objective 1

Research objective one was to identify the teachers' demographic profile: gender, age, educational qualification, years of service in education and academic rank in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Table 6: Groups of teachers' Gender in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

No	Gender	Frequency	Percentage
1	Male	12	10.50
2	Female	102	89.50
	Total	114	100.00

According to Table 6, It has two groups of teachers' gender: male and female. The highest percentage in gender was female (89.5 %) while male percentage was the lowest at 10.5 %. From this data interpretation, we can conclude that there are just a few male teachers who are working and interested in education field especially to work as teachers. The ration of male and female teachers' rate is 1:9 in both Secondary High Schools.

Table 7: Groups of teachers' Age in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

No	Ages	Frequency	Percentage
1	18 – 20 years	4	3.50
2	21-25 years	7	6.10
3	26-30 years	49	43.00

4	31 – 35 years	22	19.30
5	36 – 40 years	18	15.80
6	41 – 45 years	7	6.10
7	46 – 50 years	2	1.80
8	51 – 55 years	4	3.50
9	56 - 60 years	1	0.90
	Total	114	100.00

Regarding the groups of teachers' ages in Table 7 with the arranging of the age; 18-20 years, 21-25 years, 26-30 years, 31-35 years, 36-40 years, 41-45 years, 46-50 years, 51-55 years, 56-60 years. The finding of the age-grouped table has shown that the highest percentage was 26-30 years (43.0%), the second highest percentage was 31-35 years (19.3%), the lowest percentage was 56-60 years (0.9%) and the second lowest was 46-50 years (1.8%).

Table 8: Groups of teachers' Educational Qualification in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

No	Educational Qualification	Frequency	Percentage
1	Diploma in Education	57	50.00
2	Bachelor's Degree	55	48.20
3	Master's Degree	2	1.80
	Total	114	100.00

The finding of the groups of the teachers' education from Table 8 has described that 50 percent of the population is Diploma in Education holders, which was the

highest percentage, 48.2 percent was Bachelor's Degree, and the lowest was Master's degree and its percent was 1.8.

Table 9: Groups of teachers' years of service in education at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

No	Years of Service in Education	Frequency	Percentage
1	1- 5 years	32	28.10
2	6 - 10 years	38	33.30
3	11 - 15 years	30	26.30
4	16 - 20 years	9	7.90
5	21-25 years	1	0.90
6	26 – 30 years	3	2.90
7	31 - 35 years	1	0.90
	Total	114	100.00

Table 9 has presented the research finding about the teachers' years of service in education of 114 teachers, the highest frequency for teachers was who worked between 6 – 10 years and its highest percentage was at 33.3%, the second highest frequency was who worked between 5 to 10 years and its percentage was at 28.1 % and the lowest frequency groups were two; the teachers who worked between 21-25 years and 31-35 years and their percentage were 0.9 %. Among the population, the majority years of service in education groups were three: 32 teachers who worked between 1- 5 years (28.1%), 38 teachers who worked between 6-10 years (33.3%), and 30 teachers who worked between 11- 15 years (26.3%). There is a special reason to allow over 65 years old teacher is that there was teacher shortage for teaching staff.

Table 10: Groups of teachers' Academic Rank in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

No	Academic Rank	Frequency	Percentage
1	P.A.T (Primary Assistant Teacher)	48	42.10
2	J.A.T (Junior Assistant Teacher)	49	43.00
3	S.A.T (Senior Assistant Teacher)	13	11.40
4	A.P (Assistant Principal)	2	1.80
5	Principal (P)	2	1.80
	Total	114	100.00

According to Table 10, which has five groups of academic rank: P.A.T (Primary Assistant Teacher), J.A.T (Junior Assistant Teacher), S.A.T (Senior Assistant Teacher), A.P (Assistant Principal), and Principal (P). Among these five groups, the most dominant frequency and percentage groups of the total population were Junior Assistant Teachers and primary Assistant Teachers Group. J.A.T group's frequency was 49 and its percentage was 43.0. P.A.T group's frequency was 48 and its percentage was 42.1.

Research Objective 2

Research objective two was to identify the teachers' perceptions towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

In order to identify the findings of teachers' perceptions towards Internal Quality Assurance (IQA) in Secondary High Schools in Mai Ja Yang and Laiza Townships, Kachin State, Myanmar, the second part of research questionnaire, which

had 68 items of 15 main components, was developed. These were 15 main components; Expected Learning Outcomes, Program Specification, Program Structure and Content, Teaching and Learning Strategy, Student Assessment, Academic Staff Quality, Support Staff Quality, Student Quality, Student Advice and Support, Facilities and Infrastructure, Quality Assurance of teaching Learning Process, Staff Development Activities, Stakeholders Feedback, Output, and Stakeholders Satisfaction. In order to be able to analyze the teachers' perceptions towards Internal Quality Assurance assessment at program level, descriptive statistics were utilized to calculate the mean and standard deviation of each component. The criteria of the scale interpretation for mean scores on the teachers' perceptions towards Internal Quality Assurance assessment were as follow:

4.51- 5.00 = Very High

3.51- 4.50 = High

2.51-3.50 = Moderate

1.51- 2.50 = Low

1.00-1.50 = Very Low

Table 11: Teachers' Perceptions towards Internal Quality Assurance

No	Components	Mean	St. Deviation	Interpretation
1.	Expected Learning Outcomes	2.2259	0.55152	LOW
2.	Program Specification	2.8333	0.84403	MODERATE
3.	Program Specification and Content	1.9637	0.55273	LOW
4.	Teaching and Learning Strategy	2.3377	0.55553	LOW
5	Student Assessment	2.4037	0.63611	LOW
6	Academic Staff Quality	2.2702	0.59599	LOW
7	Support Staff Quality	1.8838	0.33784	LOW
8	Student Quality	2.6491	0.63159	MODERATE
9	Student Advice and Support	2.3816	0.65700	LOW
10	Facilities and Infrastructure	2.1509	0.49175	LOW
11	Quality Assurance of teaching and Learning Process	1.7857	0.41780	LOW
12	Staff Development Activities	1.9781	0.73289	LOW
13	Stakeholders Feedback	1.7339	0.52317	LOW
14	Output	2.3531	0.49198	LOW
15	Stakeholders Satisfaction	1.9298	0.71296	LOW
	Total IQA	2.1923	0.55578	LOW

Table 11 has shown that the overall outcome of the teachers' perceptions towards Internal Quality Assurance Assessment at Program Level based on fifteen

components was at low level of the mean score (2.1923). Out of fifteen components, just only “Program Specification component and Students Quality” were at moderate levels, and their mean scores were 2.8333, and 2.6491. All the rest components were at low levels.

Research Objective 3

Research objective three was to determine the relationship between the teachers' perceptions towards Internal Quality Assurance (IQA) and teachers' demographics (Age, Educational qualification, Years of service in education, Academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

The Pearson Chi-square was used to analyze the relationship between the teachers' perceptions towards Internal Quality Assurance (IQA) and teachers' demographics factors (Age, Educational qualification, Years of Service in school, and Academic rank).

The findings of the relationship of teachers' perceptions towards Internal Quality Assurance (IQA), and teachers' demographics (Age, Educational qualification, Years of Service in school, and Academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were presented based on total quality assurance system composed of fifteen components: Expected Learning Outcomes (ELO), Program Specification (PS), Program Structure and Content (PSC), Teaching and Learning Strategy (TLS), Student Assessment (SA), Academic Staff Quality (ASQ), Support Staff Quality (SSQ), Student Quality (SQ), Student Advice and Support (SAS), Facilities and Infrastructure (FI), Quality Assurance of Teaching and Learning Process (QATLP), Staff Development Activities

(SDA), Stakeholders Feedback (SF), Output, and Stakeholders Satisfaction (SS). In this study, descriptive statistics were used to compute the mean and standard deviation for each item of the questionnaire so as to analyze the relationship of the teachers' perceptions towards Internal Quality Assurance (IQA) and teachers' demographics (age, educational qualification, years of service in school, and academic rank).

The criteria of the scale interpretation for mean scores on the relationship of the teachers' perceptions towards IQA and teachers' demographic was used as the same way having done in the objective two.

Table 12: Chi-square Statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Age) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

IQA	Age
Pearson Chi-value	617.746
Sig. (2-sided)	.934
N	114

As can be seen in Table 12, Chi-square Statistics demonstrated that the relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Age) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. According to research findings in Table 4.8, the Chi-value between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' age group was **617.746** and the significant value was **.934**, that is bigger than 0.05 at 0.05 significant level. Hence, there was no significant relationship

between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' age groups in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Table 13: Chi-square Statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Qualification) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar

IQA	Educational Qualification
Pearson Chi-value	173.484
Sig. (2-sided)	.370
N	114

As can be seen in Table 13, Chi-square Statistics demonstrated that the relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Educational Qualification) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. According to research findings in table 4.9, the correlation value between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' educational qualification group was 173.484 and the significant value was .370, that is bigger than 0.05 at 0.05 significant level. Hence, there was no significant relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' educational qualification in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Table 14: Chi-square Statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (years of service in school) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

IQA	Years of Service in School
Pearson Chi-value	647.773
Sig. (2tail)	.875
N	114

As can be seen in Table 14, Chi-square Statistics demonstrated that the relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Years of Service in School) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. According to research findings in table 4.8, the correlation between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' years of service in school was **647.773** and the significant value was **.875**, that is bigger than 0.05 at 0.05 significant level. Hence, there was no significant relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' years of service in school in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Table 15: Chi-square Statistics for Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Academic Rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

IQA	Academic Rank
Pearson Chi-value	336.582
Sig. (2tailed)	.482
N	114

As can be seen in Table 15, Chi-square Statistics demonstrated that the relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' demographic (Academic Rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. According to research findings in table 4.11, the correlation between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' years of service in school was **336.482** and the significant value was **.482**, that is bigger than 0.05 at 0.05 significant level. Hence, there was no significant relationship between Teachers' Perceptions towards Internal Quality Assurance (IQA) and teachers' years of service in school in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Therefore, null research hypothesis for research hypothesis 1 must be accepted. There as no significant relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance system practice at two secondary high schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

Research Objective 4

Research objective four was to compare Teachers' perception towards internal quality assurance system according to teachers' gender.

According to Research Objective four, the independent sample t-test was utilized to compare Teachers' perception towards internal quality assurance system according to teachers' gender.

Table 16: Mean and Standard Deviation, Independent Sample t-test of Teachers' perception towards internal quality assurance system according to teachers' gender.

No.	Gender	Mean	SD	t-test for equality of Means		
				t	df	Sig. (2-tailed)
1.	Male	12	2.1718	-.134	112	.894
2.	Female	102	2.1947			
			.54695			
			.55942			

Table 16 demonstrated that teachers' perception towards internal quality assurance system according to teachers' gender. However, both mean values of male and female were at low level according to the scale interpretation for mean scores.

As can be seen in the Table 16, the independent sample t-test revealed that male teachers' perception towards the internal quality assurance system ($m = 2.1718$, $s = .54695$) did not differ from female teachers' perception ($m = 2.1947$, $s = .55942$) since $t(112) = -.134$, $p \geq .05$. Therefore, teachers' perception towards internal quality assurance system according to teachers' gender was not significant difference.

According to the interpretation of means and standard deviation from the Table 4.12 and the independent sample t-test from the table 4.13, it was assumed that the null hypothesis; there was no significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender.



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief summary of the study including four parts: overview of the study, conclusion, discussion and recommendations. The first part: to summarize the overview of the findings of the study dependent on its research objectives and hypothesis. The second part: to summarize all the outcomes of the study based on its research objectives and hypothesis. The third part: to discuss the important findings and the result of the study. The fourth part: to describe the recommendations to the school and the future researchers.

Overview of the study

This study was to identify the relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance assessment at program level in two secondary high schools in Laiza and Mai ja yang townships, Kachin state, Myanmar.

This research has four objectives. The research objectives were:

1. To identify the teachers' demographics including gender, age, educational qualification, years of service in school, and academic rank in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
2. To determine the teachers' perception towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
3. To determine the relationship between teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, educational qualification,

and years of service in education, and academic rank in Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

4. To compare teachers' perception towards internal quality assurance system according to teachers' gender.

And the research hypotheses were:

1. There is a significant relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance system practice at two secondary high schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.
2. There is a significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender.

The researcher used the questionnaire for ASEAN's Internal Quality Assurance Assessment at program level (2011) and for the teachers' demographic profiles questionnaire from the study of Mulu Nega Kashay's (2012). In order to find out the study's research objectives, the researcher chose the population 120 teachers from two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were given the set of survey questionnaires and 114 completed questionnaires got back from the respondents at the rate of 95%. The rest 6 teachers could not participate in the questionnaire survey process because of their maternal leave.

Findings of the study

1. Teachers' Demographic factors:

1.1 Gender: The majority of the teachers based on Gender were males (10.5%) and the rest percentage (89.5%) was female.

1.2 Age: the majority was "26-30 years" at 43%, the second majority was "31-35 years" at (19.3%), the lowest level was "46-50 years" at (1.8%), and the second lowest was the age of "56-60 years" at (0.9%).

1.3 Educational qualification: the highest level of qualification was Diploma in Education (50 %), the second highest level of qualification was 48.2%, and Master level was the lowest at 1.8%. There was no information about Ph.D. degree.

1.4 Years of Service in school: the highest level of work experience was "6-10 years" at 33.3%, the second highest one was "1-5 years" at 28.1%, the third highest one was "11-15 years" at 26.3 %, and the least ones were "21-25 years" and "31-35years" at 0.9%.

1.5 Academic Rank: the percentage of Junior Assistant Teachers was 43% and Primary Assistant Teachers was 42.1%. The percentage of Senior Assistant teachers was 11.4 %. And the percentage of principal and Assistant principal were 1.8 % respectively.

2. The teachers' perceptions towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

To identify the teachers' perceptions towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, each teacher was given a set IQA questionnaire and asked individual

opinion on IQA. The over result of the teachers' perceptions on total IQA was at low mean score of 2.1923, and the standard deviation was .55578.

The result shows that the teachers' perception towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, based on fifteen components: Expected Learning Outcomes ($m = 2.2259$), Program Specification ($m = 2.8333$), Program Structure and Content ($m = 1.9637$), Teaching and Learning Strategy ($m=2.3377$) Student Assessment ($m=2.4037$), Academic Staff Quality ($m=2.2704$), Support Staff Quality($m=1.8838$), Student Quality ($m=2.6491$), Student Advice and Support ($m=2.3816$), Facilities and Infrastructure ($m=2.1509$), Quality Assurance of teaching and Learning Process ($m=1.7857$), Staff Development Activities ($m=1.9781$), Stakeholders Feedback ($m=1.7339$), Output ($m=2.3531$), and Stakeholders Satisfaction ($m=1.9298$).

3. The relationship between the teachers' perceptions towards Internal Quality Assurance (IQA) and teachers' demographics (Age, Educational qualification, Years of service in school, Academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

To identify the school's organizational climate, teachers were asked to give their views on the research questionnaire based on the mainly fifteen components. The total IQA overall results of the teachers' perceptions towards Internal Quality Assurance (IQA) and teachers' demographics (Age, Educational qualification, Years of service in school, Academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were at the low level of the mean score of 2.1923.

The significant between Total IQA and

- Age was .934,
- Educational Qualification significant was .370,
- Years of Service in school significant was .875,
- Academic Rank was .482 respectively. All the significant values were bigger than significant point .05 level. Therefore, there was no relationship between teachers' demographic factors and Total IQA in this study.

4. To compare Teachers' perception towards internal quality assurance system according to teachers' gender.

To compare Teachers' perception towards internal quality assurance system according to teachers' gender, the independent sample t-test was utilized for analyzing the two variables. So, the findings on the independent sample t-test showed that there was no significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender. The independent sample t-test revealed that male teachers' perception towards the internal quality assurance system ($m = 2.1718$, $s = 54695$) did not differ from female teachers' perception ($m = 2.1947$, $s = 55942$) since $t(112) = -.134$, $p > .05$.

CONCLUSIONS

Generally, the majority percentage of the data analyses for the teachers' demographic factors at two Secondary High School in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were found as the following:

1. Teachers' Demographics

The majority of Gender was female, the majority of Age range was 26-30 years, the majority of Educational Qualification was Diploma in Education, the majority of Years of Service in school was 6-10 years, and the majority of Academic Rank was Junior Assistant Teachers.

2. The teachers' perceptions towards internal quality assurance (IQA) at two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

According to the research finding, just only two components among fifteen components were moderate level. Those were program Specification ($m= 2.8333$) and Student Quality ($m= 2.6491$).

However, all the rest thirteen components were at low level of the teachers' perception towards internal quality assurance (IQA) at two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. And the Total IQA outcome of the teachers' perceptions towards Internal Quality Assurance Assessment at Program Level based on altogether fifteen components was at low level ($m= 2.1923$).

3. The relationship between teachers' perceptions towards internal quality assurance system (IQA) and teachers' demographics (Age, Educational qualification, Years of service in education, Academic rank) in secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

According to the research finding, the Pearson Chi-square test revealed that there was no significant relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance system practice at two secondary high schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

4. To compare the teachers' perceptions towards internal quality assurance system according to teachers' gender.

According to the research finding, the independent sample t-test revealed that male teachers' perception towards the internal quality assurance system ($m = 2.1718$, $s = 54695$) did not differ from female teachers' perception ($m = 2.1947$, $s = 55942$) since $t(112) = -.134$, $p > .05$. Therefore, it showed that there was no significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender.

DISCUSSIONS

This research has studied the teachers' perception of the extent to which the school performance has met the expectation of internal quality assurance system. According to the research findings, poor perception means that the school could not have performed well in preparation towards the expected internal quality assurance system.

The research data revealed that all teachers, regardless of their demographics, perceived the same facts about the school performance, and they responded in the same directions. Therefore, the difference in teachers' demographics did not result in the difference in the perception of school performance; it means that they perceived the same things. These have resulted in insignificant in Pearson Chi-square test and the Independent Sample t-test.

1. About teachers' demographic profiles including age, gender, academic rank, educational qualification, and years of service in school in two schools

1) Gender and Age: This study showed that majority of the teachers from these two Secondary High Schools were females and there were 43 teachers between 26-30 years old age-group, 22 teachers between 31-35 years old age-group and 18 teachers between 36-40 years old age-group. However, there were 2 teachers between 46-50 years old age-group and 1 teacher between 56-60 years old age-group.

Based on this data-analysis, It could be inferred that young teachers were very active and alert for their schools and academic learning environment. Since the young teachers were one-third of the population, there could have some idea gaps between young and old teachers.

2) Educational Qualification: Most of the teachers; 57 out of 120 graduated just Diploma in Education from Teacher Training College in Kachin Special Region.

And 55 teachers graduated just Bachelor Degree and did not study anymore. Thus, it could be assumed that teachers could not have opportunity for learning higher education program, and that they might have financial difficulty and other social-economic disturbances because they were living in Kachin Special Region which is near the Myanmar-China boarder in where the people were interested in just doing business and were not interested in supporting and encouraging for learning. They could not go out of this region to higher education because of family business situation. Most of the local teachers were appointed by regional education department.

3) Years of Service in School: The majority of teachers who had teaching experience for 6 to 10 years were 38, the second majority seasoned teachers who had teaching experience for 1 to 5 years were 32, and the third majority experienced teachers who had been teaching in school for 11 to 15 years were 30. Besides, there were around 10 teachers who had over 21 years teaching experiences in both schools. Therefore, It could be assumed that over 100 teachers were fully aware of their professional field and experts at dealing with teaching and learning preparation for the students.

4) Academic Position: There were 48 primary assistant teachers (P.A.T) and 49 junior assistant teachers (J.A.T) were 42.1 % and 43 % out of the whole population. According to this teachers' positions, it can be assumed that primary students and lower secondary students were the majority of the both schools' student-population. Both Secondary High Schools had over 1800 students. Therefore, there could be not balance teacher- student ratio, and there could be student population density in both schools. It can be assumed that there could be around 75 students in a class at the primary level and lower secondary level.

2. About the teachers' perceptions towards Internal Quality Assurance (IQA) in two schools

Expected Learning Outcomes: According to survey results, Teachers mentioned that the expected learning outcomes are at insufficient level and poor level. In addition, these two Secondary High Schools had expected learning outcomes set up only by the subject-committee teachers not by the Local Education Department. All the teachers tried to implement their subject's expected learning outcomes as much as they could. Even though they tried to promote Teachers should be given at least two months long professional development training annually so that they could promote their academic service in school.

On the contrary to the findings of AUN-QA self-assessment by Faculty of International Business and Economics - University of Economics and Business – (VNUHN) Vietnam National University Hanoi (2010), it presented its the expected learning outcomes that the program's graduates are trained the professional and occupational skills and qualities, including occupational ethics, professionalism, planning capacity, task arrangement and organization, and independent working capabilities in international environment, goal setting capacity and self-development as well as career roadmap planning.

Therefore, the findings of this study for the expected learning outcomes need still to be developed a lot.

Program Specification: Most of the teachers answered school's program specification was at satisfactory level because these schools had been using state curriculum recommended by government. Besides, some teachers used program specification for their subjects respectively, and those program specification were informative and communicated, but did not make available for stakeholders. On the

other hand, there were a few teachers who used program specification to make their students' academic achievement to be able to continue as life-long learners. These two Secondary High Schools used the same curriculum set up by Myanmar Government.

On the other hands, The Hanoi University of Science (HUS), the Faculty of Mathematics, Mechanics and Informatics (MIM) (2013) pointed out about its program specification that the program clearly indicates expected learning outcomes in terms of general and specialized knowledge acquisition, skills and competencies. It also emphasizes the modern educational principles, covers both generic and specialized skills that help learners to have ability and appreciation for lifelong scientific inquiry, learning and creativity. The program specification and structure describes in detail how these outcomes can be gained. Moreover, it was well designed for all stakeholders to manage the study process easily and to be delivered throughout the university.

Program Structure and Content: Both two secondary high schools had specific program structure and content. The program content showed a balance between generic and specialized skills and knowledge to some extent. However, the program did not reflect the vision and mission of the school. The contribution made by each course to achieving the learning outcomes is clear. The program was not coherent. Besides, all subjects and courses could not been integrated. The program showed breadth and depth to some extent. The program clearly show the basic courses, intermediate courses, however, on the other hand, the program did not show specialized courses and the final project, final paper. The program content could not be integrated to be up-to-date. It could be assumed that

Contrary to the findings of self-assessment for AUN-QA by the Faculty of Mathematics, Mechanics and Informatics, (Vietnam National University) VNU University of Science (2013), it gave suggestion that based on the results of feedback from stakeholders, the training objectives and the expected learning outcomes, the Scientific Committee of Faculty who designed this program highly paid attention to the balance between theoretical knowledge and practical skills. This can be shown in the Program structure, the objectives of course subjects and the syllabi. Contents in program structure have a good balance between general knowledge, fundamental knowledge and specialized knowledge.

Teaching and Learning Strategy: Even though the subject committee had a clear teaching and learning strategy, the school did not have teaching and learning strategy for all subjects. Therefore, most of the teachers answered at insufficient level and poor level. But some subject teachers tried to enable students to acquire and use knowledge academically on their own ways. The teaching and learning strategy was student oriented, however, it did not stimulate quality learning because teachers could not upgrade their teaching and learning strategies. The current regional situation (unstable political situation) could not give them opportunity to learn further study and higher education. It could stimulate action learning but could not facilitate learning to learn.

Contrary to the findings of self-assessment for AUN-QA by the Department of Agronomy and Horticulture (Dept. Of AGH) (2012), the Dept. Of AGH found out that every course is accompanied by Learning Program Outlines and a plan for teaching and learning activities. It consists of identity and description of the course, instructional analysis, course learning objectives, teaching and learning methods, and

outlines of course content, course schedule, assignments, and list of supporting literatures, evaluation and evaluation criteria.

Student Centered Learning (SCL) method requires students to be more responsible in learning and developed a new habit of studying. With SCL: (1) students are required to be more active by him/herself and in team work; (2) Lecturer will focus more on promoting learning and being person who facilitates of learning process; (3) The students will be the independent learner, whereas lecturers act mostly to create learning environment that can motivated students to be more active in searching course material.

Student Assessment: Student assessment methods that both Secondary High Schools used covered school entrance, their progress and exit tests. However, the assessment was criterion-referenced and used a variety of methods. It did not reflect the expected learning outcomes and the content of the program. The criteria for assessment were not explicit and well-known. The assessment methods could not cover all the objectives of the curriculum but did to some extent. The standards applied in the assessment were not explicit and consistent. These problems happened to both schools the reason was that though the teachers knew student assessment methods, they could not apply them effectively because the students-teachers ratio were excessive than it should have in a classroom.

On the contrary to the findings of AUN-QA self-assessment by Faculty of International Business and Economics (FIBE) - University of Economics and Business (UEB) – (VNUHN) Vietnam National University Hanoi (2010), The basis for ensuring precision, comprehensiveness and fairness on student assessment is the harmony between the compliance with VNUHN regulations on student assessment and the great concern of UEB, FIBE and individual lecturers. Student assessments are

implemented throughout the program, from admission to graduation, making up a comprehensive system. Assessments are conducted on course, semester and academic year basis, covering both academic achievement and moral education (behaviors and attitudes) of students, and including class attendance, Contributions in learning activities in class, individual assignments, group-work and presentation, projects, mid-term examination, and final exam/ test.

Academic Staff Quality: According to the finding from the survey, the staffs were not competent for their tasks. And just a few teachers were sufficient to deliver the curriculum adequately. Recruitment and promotion were not based on academic merits. The roles and relationship of staff members were well defined and understood. Duties allocated were appropriate to qualifications, experience and skills but did not do always. Staff workload and incentive systems were not designed to support the quality of teaching and learning. However, Accountability of the staff members was well regulated. There were provisions for review, consultation and redeployment but not effective. Termination and retirement were planned but not well implemented. There was not an efficient appraisal system bring new norms of conduct and professional behavior among academic staff.

Adequate and quality resources facilitate quality teaching and learning. It has also been established that competent teachers in their respective areas of specialty help to produce quality graduates. Indeed, professional identity and quality are inseparable. "Quality assurance and enhancement are essential processes in all learning environments" (Bardi, 2009, p. 6). Thus, as Bardi points out, "any work on quality assurance needs to start from teachers' own perceptions and opinions about what quality means in their specific teaching contexts" (p. 6).

Contrary to the findings of self-assessment for AUN-QA by the Department of Agronomy and Horticulture (Dept. Of AGH), the Dept. Of AGH found out that Qualification of the academic staffs are also indicated by their activities in research, community development and other professional activities. Almost all lecturers have been actively conducting research and/or community development activities according to their field of expertise. They obtain research funding from various sources such as overseas institutions; government institution such as Ministry of National Education, Ministry of Agriculture, National Research Council; and private institutions.

Support Staff Quality: The result revealed that the library staffs and the computer facility staffs. And there was no laboratory and its staff. The student services staffs were competent and adequate in providing students some service and could make them satisfied.

Contrary to the findings of self-assessment for AUN-QA by the Department of Agronomy and Horticulture (Dept. Of AGH), the Dept. Of AGH found out that supporting staff is the bridge between lecturers and students. Computer facility staff, library staff, laboratory staff, student service staff, and other support staffs working on the public service, properties and facilities maintenance, courier, drivers, and cleaners. Laboratory technicians role are to assist the practical works both in the lab and in the field, and to help setting up research experiments for the academics starting from material preparations, equipment uses and maintenance. Trainings are also being conducted for these staffs since their contribution are very important. Thus, continuous improvement of them to a better support for department is needed. The trainings included on the subject of Quality Management System ISO 9001: 2008 (2010).

Student Quality: There was clear student intake policy. But the student admission process was not adequate. The actual study load was in line with the prescribed load.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of International Business and Economics (IBE) - University of Economics and Business – Vietnam National University Hanoi (2010), IBE suggested that the Honors Program aims at selecting gifted (outstanding) students with a good command of English to train in a modern academic setting so that after graduation, they can work in international business environment with high sense of competition and quick adaptation to constant changes. To attract outstanding students and maintain increasing input quality for the program, UEB has started widespread promotion of the Honors Program to high schools

Contrary to the findings of self-assessment for AUN-QA by the Faculty of Mathematics, Mechanics and Informatics, (Vietnam National University) VNU University of Science (2010), it gave suggestion that The University is committed to achieving an educational and working environment which provides equality of opportunity, and freedom from discrimination on the grounds of race, color, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age, sexual orientation or social or economic background.

Student Advice and Support: Though there was an adequate student progress monitoring system, students could not get adequate academic advice, support and feedback on their performance. Mentoring for students was not adequate. However, the physical, social and psychological environment for the student was satisfactory. It can be assumed that students could have satisfactory to some extent for getting advice and support from the school.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of Mathematics, Mechanics and Informatics, (Vietnam National University) VNU University of Science (2010), it gave suggestion that Student counseling is conveniently provided so as to create a favorable learning environment, and ensure the high teaching and learning quality of both lecturers and students. At UEB, not only comfortable learning but a good psychological and social environment is being offered. Regarding the Honors Program, UEB has paid due attention to creating and maintaining the high quality of the Program and is indeed making gradual efforts to satisfy the quality requirements of such a system.

Facilities and Infrastructure: There were not adequate classrooms for students and ICT facilities for teachers. And also both two schools had not enough resources books for teachers and for students in Library and there were no materials and apparatus for the experiment in the laboratory. Environmental health and safety standards did not meet requirements in all aspects. The lecture facilities (lecture halls, small course rooms) were not also adequate.

Contrary to the findings of self-assessment for AUN-QA by the Department of Agronomy and Horticulture (Dept. Of AGH) (2012), the Dept. of AGH found out Academic facilities and infrastructure includes classroom, discussion room, seminar room, laboratories experimental field, library, computers, medical facilities, 40 student dormitories and international cormitory. In general, classroom, library, computer and medical facilities are managed at program level. Classroom and lecture hall is generally managed at the university program level under Directorate of Facilities and Property, where the schedule managed by the Directorate of Academic Administration.

Quality Assurance of Teaching and Learning Process: For the quality assurance of teaching and learning, the curriculum was not developed by all teaching staff members. The curriculum development never involved student and the labor Market. The curriculum could not be regularly evaluated at reasonable time periods. Courses and curriculum were subject to structured student evaluation. Feedback from various stakeholders was rarely used for the school improvement. The teaching and learning process, assessment schemes, the assessment methods and the assessment itself were not always subject to quality assurance and continuous improvement.

On the other hand, there is some positive feedback from academics on QA practices as a means to stimulate educational practices, trigger discussions and reflections about change. As some evidences suggest, QA, according to academics, enables the development of teaching and learning quality and thus benefits students, as well as academic work (Huusko and Ursin, 2010; Kleijnen et al., 2011).

Contrary to the findings of self-assessment for AUN-QA by the Department of Agronomy and Horticulture (Dept. Of AGH), Faculty of Agriculture, Bogor Agricultural University (2012), the Dept. Of AGH gave suggestion that Evaluation on teaching and learning process usually is performed at the end of each semester, internally within the department level involving the academic staffs. Evaluation is emphasized on the implementation and the process of teaching and learning, and the improvement needed for the following semester. The internal audit is regularly performed to assess all aspects of the management processes, especially the academic aspects.

Staff Development Activities: The schools did not have a clear plan on the needs for training and development of both academic and support staffs. Besides, the training and development activities for both academic and support staff were not

adequate to the identified needs. It can be assumed that both schools had limited budget for the whole year expenses.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of International Business and Economics (IBE) - University of Economics and Business – Vietnam National University Hanoi (2010), IBE suggested that teaching staff is the most important resource in improving training quality, developing a pool of teaching staff is paid great attention to. In recent years, UEB has planned continuous and frequent training programs for the current teaching staff, ensuring the number of lecturers who are capable of giving lectures in English.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of Mathematics, Mechanics and Informatics, (Vietnam National University) VNU University of Science (2010), it gave suggestion that in the plan the needs for staff development are identified and realized in various forms and through a variety of activities. Accordingly, review of staff's academic records in teaching and research activities are done annually for staff appraisal, salary promotion or job rotation/assignment, which helps enhance the motivation towards higher efficiency of teaching staff's work performance.

There are various forms of academic and support staff development such as training of novice/current teachers, workshops-seminars for lecturers, language and pedagogical courses, training and research and studies for higher degree.

Stakeholders Feedback: here was not adequate structured feedback from the labor market. And also, there was not adequate structured feedback from the students and alumni. However, there was adequate structured feedback from the staff. It could be inferred that schools' IQA process running was not effective so far.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of International Business and Economics (IBE) - University of Economics and Business – Vietnam National University Hanoi (2010), IBE presented that IBE collected students' feedback on training program through surveys at university scale (or faculty scale), conferences between Rector (or Dean) with student representatives (which are held every year or semester), periodically class meeting of students and/ or students' direct comments and recommendations to the Rector and the Dean (mainly via emails).

Respondents are often on-campus students, alumni, lecturers, employers and society. This aims to assess and evaluate teaching quality, curriculum, quality of program, training organizational development timely and as such to create important basis for program innovation and quality assurance activities.

Student participation in quality processes underpins the validity and reliability of both internal and external review processes (Gvaramadze, 2011) and has been demonstrated to be a value-adding factor for improving quality in higher education (Coates, 2005). Student participation occurs in a variety of ways, but one of the central pillars of most European quality systems is the collection of feedback from students on their experiences of higher education.

Output: The pass rate was satisfactory and dropout rate was of acceptable level. Average time to graduate was satisfied but employability of graduates was not satisfied. The level of research activities by academic staff and students had no satisfactory because they did not do any research for the school development and course-upgrading.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of International Business and Economics (IBE) - University of Economics and Business

– Vietnam National University Hanoi (2010), IBE found out that IBE determines a dialectical relationship between the quality of input and that of output. It can be said that output, as the final outcome of a training process, involves comprehensive standards reflecting the value of the program.

Stakeholders Satisfaction: The feedback from stakeholders could not be satisfied with the school community. It could be assumed that the output of these two schools could not give quality labor work-force for their community. Because, these two schools were in the Kachin Special Region where civil war.

Contrary to the findings of self-assessment for AUN-QA by the Faculty of International Business and Economics (IBE) - University of Economics and Business – Vietnam National University Hanoi (2010), IBE found out that all the collected information surveys on the satisfaction of all stakeholders: students, alumni, academic and support staffs, labor market and society via various channels, among which questionnaire survey is a common and periodical one, were implemented following a common and consistent procedure, including the following steps: (1) designing the questionnaire, (2) delivering the questionnaire to the stakeholders, (3) processing and analyzing the data, and (4) writing the report.

Analyzed the Possible Reasons for the Findings

Regarding to the reasons for the findings of this study, why there were not positive outcomes for the teachers' perception towards Internal Quality Assurance System Assessment at Program Level at these two Secondary High Schools, the researcher found out some reasonable issues:

The Regional Education Department (RED) could not support all kinds of facilities and infrastructure such as library, laboratory, ICT lab for the school's development, and even could not defray for the annual budget. The schools could not able to use enough deficit for the teaching-aid materials sufficiently. Because the two secondary high schools practice free-education system for all the students under the RED's instruction after occurring civil war. Hence, the two schools completely rely on RED's supporting. There could be some weaknesses between school and RED in confronting with the implementation process of IQA. RED could not check regularly school's expected learning outcomes, and could not make program specification, program structure and content up-to-date, and the school's academic board committee could not integrate their strategic plan of the school regularly. Especially, the Regional Education Department and school academic committee could not implement effective policy and give incentives for teachers to participate in the IQA implementation process. Because they might have financial crisis in the meantime of civil war that started since 2011.

The school academic board could not support staff development activities and elevate academic teachers' quality and support staff's quality so that teachers could not effort effectively in the classrooms to distribute quality education and to generate new idea for the teaching and learning strategy, and to make improvement in the quality assurance of teaching and learning process. The reason was that they could not have opportunity to study higher education and not to bale to catch up with the ever advancing knowledge age. Besides, Subject teachers could not do life-long self-study for self-capacity-building regarding their teaching subject respectively. Therefore, it can be assumed all these peccadilloes occurred under the weakness of the principal's instructional leadership system.

The consequences of these factors stroke to the school's student quality, student assessment process and student advice and support system so that quality of input of school, stakeholders' feedback and satisfaction could not be satisfied even though there were some structured-form for the evaluation of school development.

3. About the relationship between the teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, academic rank, educational qualification, and years of service in education in the two schools

According to research findings, The Pearson Chi-value between Total IQA and Age was 617.746 and significant was .934, Total IQA and Educational Qualification was 173.484 and significant was .370, Total IQA and years of service in school was 647.773 and significant .875, and Total IQA and academic rank was 336.582 and significant was .482 respectively. All the significant values of teachers' demographic factors are bigger than significant level at .05. Therefore, there was no relationship between the teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages, educational qualification, and years of service in education, and academic rank in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. From the analysis of the survey, there were 89 teachers out of 114 from both schools who were between 26-40 age-group. And the majority of their years of service in schools were 1-15 years. Besides, 112 teachers' educational qualifications were just diploma in education and bachelor degree. 110 teachers' academic positions were P.A.T, J.A.T., and S.A.T.

Based on the finding of these four factors, teachers might have known about how to run IQA process in school, however, principals, academic staff and support

staff could not engineer IQA system assessment at program level effectively and efficiently, because it could be assumed that there were several reasons.

The first reason would be that there might have the peccadillo of giving annual professional development trainings for teachers and other staff, and the second one could be lack of providing teaching resources and teaching-aid materials for each subject, the third one might be the insufficiency of regional educational department's financial supporting, and the fourth one would be the weakness of instructional leadership and school based management system. Besides, the fifth one could be the insufficient salary for teachers' family survival, and the sixth one could be the teachers' peccadillo in self-learning for individual professional development, in addition, the eighth one could be teachers' poor commitment in professional field, and the last one could be weakness at time-management in daily teaching routine.

To support the findings of this study, there is confirmation by the findings of other study, Mariam Shurgaia (2015) investigated whether there are any relationships between the individual characteristics of academics and attitudes towards quality assurance in Georgian higher education. The researcher described, "The perceived negative impact of IQA and negative attitudes towards change subscale did not have any statistically significant correlation."

4. About the difference between male and female teachers' perception towards the internal quality assurance in the two schools

According to research finding, there was no significant difference between male and female teachers' perception towards the internal quality assurance in

Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

There were some reasons. The researcher found out that most of the teachers from both these schools were from local region. And these regions were their native land, besides, they had same experiences in the professional field: their academic qualification were not different and they did not have any opportunity to leave their families and jobs and to attend professional development and further study. And the schools did not have adequate human resources, other resources that could enhance their knowledge and that could make their concepts change. All the teachers had to share the resources among them as much as they had. In addition, the school community could not support deficit for their study and even for the short course skill-building training to join in another city. Hence, the male teachers and female teachers' perception towards the internal quality assurance in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were not significantly different.

To support the findings of this study, there is confirmation by the findings of other study. Mariam Shurgaia (2015) investigated the difference between gender's perceptions in the study of Academics coping with quality: a study of attitudes towards quality assurance in Georgian higher education. The researcher described, "The results demonstrate that there were no statistically significant differences between any of these independent variables and attitudes towards change."

RECOMMENDATIONS

This study has suggested that some recommendations should be made for the school's principals and administrators, school teachers and for the future researchers.

Recommendations for the school's principals and administrators

According to the findings about fifteen components of internal quality assurance system assessment at program level, even the teachers' perception on the total IQA ($m = 2.1923$) was lower than the two highest components: program Specification at moderate level ($m = 2.8333$) and Student Quality at moderate level ($m = 2.6491$) out of fifteen components. Therefore, the school's principals and board committee members should pay more attention to focus on IQA strategic planning and implementation process in order for promote schools' quality.

In the implementation process, as the first step, the principals and school board committee members need to report about SWOT analysis of the school and the annual fiscal plan for of school's expenditure of the whole academic year to get sufficient financial supporting from regional educational department. And as the second step, they will need to give annual professional development trainings for teachers and other staff. As the third step, the school board committee always need to check all the needs of school's improvement and needs to provide teaching resources and teaching-aid materials for each subject so that the teachers could catch up and upgrade themselves by learning up-to-date knowledge to be able to distribute in classroom. Besides, at the fourth step, and the principals need to find out new ways to enhance their instructional leadership styles and school based management system. In addition, as the fifth step, in giving sufficient salary for teachers' family survival, the

schools should practice to award honorarium based on teachers' ethical and professional merits performance. As the sixth step, school board committee should encourage all the academic staff and support staff to do a research per academic year related to their subject filed in order to fulfil the teachers' peccadillo in lifelong-learning for individual professional development. On the other hand, as the eighth step, the school board committee together with regional education department should support incentives like giving life-insurance after retirement based on their years of service in school, ability of doing research every academic year to be able to demolish teachers' poor commitment in professional field, and the last step, the school's principals should provide professional capacities trainings such as stress-management training, time-management, meeting management training, organizational development and management training to be confident and effective in their daily professional and individual social responsibility performance lives.

On the other aspect of the school's organizational management, the principal and administrators should formulate the school professional developmental plan with a philosophical base that is consistent with school's vision, mission and goals. And It should be sensitive to its culture context. And they should integrate professional development into the school structure by including responsive programs and recognition of success its level was a bit lower than that of the director's leadership style. Therefore, the regional education department and principal needs to encourage them to be able to build up cooperative and collaborative teamwork among the teachers, and give freedom of teachers' innovation".

Recommendations for The School Teachers

Based on the findings of the relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance assessment at program level at two secondary high school, both the principals and the teachers are responsible for the improvement of the school's all-round quality.

The researcher of this study would like to recommend that all the teachers need to have a strong commitment as a team player to implement the school's vision, mission, objectives and values and must have burning desire for the all-round development and achievement of school. And teachers should always bear in mind a positive attitude, including the ability to foster collegiality, flexibility, open-mindedness, fairness with the cooperative and collaborative mindset.

Besides, teachers should make effort to have the ability to see multiple perspectives, the acceptance of and willingness to change in the organization and the ability to engage in cooperative problem solving. Teachers should have strong willingness to be able to take risks and be innovative, to be able to see complex tasks through to completion, and to be able to accept responsibility for professional and personal growth. Teachers should attempt to set up professional vision, mission, and goals to assist, support, and collaborate with one another to improve their job performance and students' academic advancement and achievement in order to promote success in the IQA process of the school.

Recommendations for The Future Researchers

The study, the relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance assessment at program level, clearly reveals all the findings for the future researchers who might be fascinated to study schools' internal quality assurance assessment system at program level.

Future researchers may be able to put into other extra factors related to internal quality assurance of a school including (1) Expected Learning Outcomes, (2) Program Specification, (3) Program Structure and Content, (4) Teaching and Learning Strategy, (5) Student Assessment, (6) Academic Staff Quality, (7) Support Staff Quality, (8) Student Quality, (9) Student Advice and Support, (10) Facilities and Infrastructure, (11) Quality Assurance of Teaching and Learning Process, (12) Staff Development Activities, (13) Stakeholders Feedback, (14) Output, and (15) Stakeholders Satisfaction. All these factors are related to the nature of internal quality assurance system assessment at program level of a school, and some new questionnaires should be added under the each components so that new findings could be more explored by the future researchers.

The Total IQA overall findings of this study can be useful for a great opportunity for other future researchers who want to attempt in such of area: school director's leadership style and organizational climate. Regarding research findings, the researcher supposed the questionnaire was not enough to explore and find out the teachers' perceptions towards internal quality assurance system assessment at program level. Therefore, it would be much better and effective in finding out pros and cons of a school's IQA process running, if the new researchers could use qualitative and quantitative research methods. Because the researcher found out most

of the teachers' feeling that they could not mention all the real situation under the limited constrained questionnaire. There were two interesting questions to be explored regarding the effects of conducting IQA process in a school: Are there any factors that made the regional education department's policy hinder in supporting to become a successful school that wanted to practice IQA system effectively? Another question is: what would the teachers and principals' perception towards the regional education department's policy in the implementation process of IQA in school. In conducting new research related to these questions, It would be much more effective and more explorable new findings if new researchers use both research methods: quantitative and qualitative. The researcher strongly believed that these findings from this research would be productive help for all the future researchers to some extent.



References

- Allais, S. M. (2009). Quality Assurance in Education. Issues in Education Policy Number 5. Braamfontein: Johannesburg: Center for Education Policy Development Publishers.
- ASEAN University network. (2004). Guidelines. Retrieved on 15, November, 2014 from http://www.aunsec.org/pdf/5.2.1.2.1_AUN-QAGuidelines.pdf
- ASEAN University Network. (2007). Quality-Assurance. Manual for the implementation of the guidelines.
- ASEAN University Network - QA (2011). Guide to AUN actual Quality Assessment at Program Level. Retrieved from http://www.aunsec.org/pdf/documentations/02_GuidetoAUNActualQualityAssessment at ProgrammeLevel-15Criteria.pdf
- ASEAN University Network. (2013). Guidelines for AUN Quality Assessment and Assessors. BKK. AUN Secretariat.
- Ayaga, O. A. (2010). Management of physical and material resources in secondary schools in Kenya division, Gucha district-Kenya. Unpublished M.Ed Dissertation, Kenyatta University
- Bakhda, S. (2004). Management Evaluation of Schools. Nairobi: Oxford University Press.
- Blatchford P, Bassett P, Brown P, Martin C, Russell A, Webster R, Babayiçit S, Haywood N (2008). Deployment and impact of support staff in schools and the impact of the national agreement: results from strand 2 wave 1 - 2005/06 report. London: DCSF.
- Boele E. B. (2007). Handbook: internal quality assurance in higher music education.

AEC publications.

- Borahan, N. G., & Ziarati, R. (2002). Developing quality criteria for application in higher education sector in Turkey. *Total Quality Management*, 13(7), 913-920.
- Cheng, Y. C. (2001, June). Paradigm shifts in quality improvement in education: Three waves for the future. In Plenary speech presented at the Second International Forum on Quality Education "Policy, Research and Innovative Practices in Improving Quality of Education", Beijing, China.
- Cheng, Y. C. (2003) "quality assurance in education: internal, interface, and future", *quality assurance in education*, 11(4), pp.202 – 213.
- Chuan, T.K. & Bin, O.C. (2012). The ASEAN University Network Quality Assurance Journey: Challenges and Lessons learned. 1st European Network for Engineering Accreditation Annual Conference 11-12, November, 2012. Retrieved from www.enaee.eu/wp-content/uploads/2012/11/T-K-Chuan-et-al.doc
- Coates, H., (2005). 'The value of student engagement for higher education quality Assurance', *Quality in Higher Education*, 11(1), pp. 25-36.
- Department of Agronomy and Horticulture (Dept. Of AGH). Faculty of Agriculture, Bogor Agricultural University. (2012) Self-assessment report for AUN-QA. Retrieved from <http://webagh.staff.ipb.ac.id/files/2013/01/AUN-QADept-AGH-IPB-2012-SAR.pdf>
- Deutscher Akademischer Austausch Dienst & Inter-University Council for East Africa. (2010) A Road map to Quality Hand book for Quality Assurance in Higher Education Volume 4: Implementation of a Quality Assurance System. Bonn. German Academic Exchange Service.

Faculty of International Business and Economics - University of Economics and

Business – Vietnam National University Hanoi. (2010). Retrieved from

[http://kiemdinhcl.duytan.edu.vn/Upload/Announcement/Documents/b1-](http://kiemdinhcl.duytan.edu.vn/Upload/Announcement/Documents/b1-Selfassessment%20Report%20-AUN%20Economics%20Prog-HN.pdf)

[Selfassessment%20Report%20-AUN%20Economics%20Prog-HN.pdf](http://kiemdinhcl.duytan.edu.vn/Upload/Announcement/Documents/b1-Selfassessment%20Report%20-AUN%20Economics%20Prog-HN.pdf)

Gonzalez, C. de la R., (2008). IQA of ANECA. Internal Quality Assurance and the European Standards and Guidelines. In ENQA Workshop report (pp. 19796-1).

Gvaramadze, I., (2011). 'Student engagement in the Scottish Quality Enhancement Framework', *Quality in Higher Education*, 17(1), pp. 19-36.

Harvey, L & Green, D. (1993). *Defining Quality. Assessment & Evaluation in Higher Education*.

Harvey, L & William, J. (2010). Fifteen Years of Quality in Higher Education *Quality in Higher Education*, 16(1), 3-36.

Institute of Internal Auditors. (2013). *Quality Assessment Manual for the Internal Audit Activity*. IIA Research Foundation.

Retrieved from

https://na.theiia.org/services/quality/Public_Documents/Quality%20Assessment%20Manual%20Chapter%201.pdf

IRO-IDORO, C. B., AYODELE, K. O., & ORIJA, J. I. (2014, June) Students

Perception of Service Quality Encountered and their Future Enrichment:

Implication for Academic Quality Assurance in Nigeria Polytechnics.

International Review of Management and Business Research. Volume 4(2).

Komba, W.L.M., Anangisye, W.A.L. & Katabaro, J.K. (2013). Teacher Professional Identity and Quality Assurance in Tanzania: The Case of The University of

- Dar es Salaam. *Journal of International Cooperation in Education*. CICE Hiroshima University. Volume 15 (3). P. 187-204. Retrieved from <http://home.hiroshima-u.ac.jp/cice/wp-content/uploads/publications/15-3/15-3-11.pdf>
- Little, O., Goe, L., & Bell, C. (2009). A Practical Guide to Evaluating Teacher Effectiveness. National Comprehensive Center for Teacher Quality. Retrieved from <http://files.eric.ed.gov/fulltext/ED543776.pdf>
- Maduewesi, E.J. (2005). Quality of education in 21st century Nigeria. In C. C. Nwagwu and A.O. Imogie Eds) *Educational Standards in the 21st Century in Nigeria* (1-11), Benin City: Institute of Education, University.
- Martin, M., & Stella. A. (2007). External quality assurance in higher education: making choices. *Fundamentals of educational planning* No. 85. International Institute for Educational Planning (IIEP) UNESCO. 7-9 rue Eugene-Delacroix, 75116 Paris, France.
- Merriam, S. B. (2001). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Nyenya, T. & Bukaliya, R. (2014). Academic Staff Perceptions of the Impact of Internal Quality Audit: The Case of Zimbabwe Open University. *International Journal of Innovative Research and Development*. Volume 3(6). Retrieved from <http://www.ijird.com/index.php/ijird/article/view/51089/41439>
- Okobia. E.O. (2012). The Teacher Factor in Enhancing Quality Assurance in the Teaching/Learning of Social Studies. 4.(4):.
- Paraschivescu, A.O., (2009), *Managementul excelenței*, Știința Publishing House, Chișinău.
- Pepen, M. J., (2013). Evaluating learning objectives and expected student learning

- outcomes through the analysis of written examinations. A case Study in the University of Papua New Guinea Open College.
- Reavill, L.R.P. (1998). Quality assessment in total quality management and the stakeholders in the UK higher education system. *Managing Service Quality*, 8(1), p. 55-63. MCB University Press;
- Southeast Asian Ministers of Education Organization (SEAMEO) RIHED. (2012). A Study on Quality Assurance Models in Southeast Asian Countries: Towards a Southeast Asian Quality Assurance Framework. BKK. SEAMEO RIHED.
- Seidman, I. (1998). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York, NY. Teachers College Press.
- Shurgaia, M. (2015). Academics coping with quality: a study of attitudes towards quality assurance in Georgian higher education. *Working Papers in Higher Education Studies*, 1(1), 114-141.
- Sobel, D. (2005). Place-based education: Connecting classrooms & communities. Great Barrington, MA: The Orion Society.
- United Nations Educational, Scientific and Cultural Organization (2014). Education for All (EFA) Report - Teaching and Learning: Achieving Quality for All 2013/ 2014. 7, Place de Fontenoy, 75352 Paris: 07 SP, France.
- Vietnam National University, HANOI. VNU University Of Science. Faculty Of Mathematics, Mechanics And Informatics. (2013). 2013 self-assessment report for AUN-QA the quality assessment at program level, Bachelor of Science in Mathematics. Retrieved from http://mim.hus.vnu.edu.vn/aun/sites/default/files/AUN_SAR_Math_EN_Final.pdf

APPENDIX. A

The cover letter attached with IQA questionnaire

The letter to principals and teachers



From: AUNG YA TUN @ NHKUM LAZING ZAU SENG

Master of Educational Administration program candidate

Graduate School of Education

Assumption University

Date 10 November, 2014.

Dear Respectful Principal and Teachers,

I am Nhkum Lazing Zau Seng working as Academic Director of School of Intensive English Program, and currently pursuing M.Ed. (Educational Administration) at Assumption University, Bangkok, Thailand. As a partial fulfill requirement of my master degree's thesis, I am conducting on the topic of the relationship between teachers' demographic profiles and teachers' perception towards the internal quality assurance assessment at program level in two secondary high schools in Laiza and Mai Ja Yang townships, Kachin State, Myanmar. Therefore, I would like to request you that kindly allow me to contribute to the teachers in your schools.

Before contributing my survey, I will give all the participants short course training to get awareness of internal quality assurance based on fifteen components for two days. We will discuss to set up convenient days and time for all of us. On the third day, I will distribute questionnaire to the teachers. It consists of two parts: teachers' demographic profiles and teachers' perception towards internal quality assurance system assessment at program level. I would like you clearly to know that I will keep all of your identity confidential forever and also all the answers will be kept strictly private. This study is purely targeted just for academic purpose.

Thank you so much for your cooperation and your decision to participate in this study.

Best Regards, Nhkum Lazing Zau Seng

APPENDIX. B

Part I. Questionnaires for Teachers' Demographic Profiles

Gender	Male / Female
Age	(18- 20), (21-25), (26-30), (31-35),(36-40),(41-45), (46-50), (51-55), (56-60)
Educational qualification	Ph.D.
	Master
	Bachelor
	Diploma in Education
Years of service in school	(1-5), (6-10), (11-15), (16-20), (21-25), (26-30), (30-35)
Academic Rank	Principal
	Assistant Principal
	Senior Assistant Teacher (upper secondary position)
	Junior Assistant Teacher (lower secondary position)
	Primary Assistant Teacher (elementary position)

Part II. Questionnaires for Internal Quality Assurance (IQA) Assessment at Program Level (English Version)

1. Expected Learning Outcomes		Poor	Insufficient	Satisfactory	Good	Excellent
		1	2	3	4	5
1.1	The expected learning outcomes have been clearly formulated and transformed into the program.					
1.2	The program promotes life-long learning.					
1.3	The expected learning outcomes cover both generic and specialized skills and knowledge					
1.4	The expected learning outcomes clearly reflect the requirements of the stakeholders					
2. Program Specification						
2.1	The college uses program specification					
2.2	The program specification shows the expected learning outcomes and how these can be achieved					
2.3	The program specification is informative, communicated, and made available to the stakeholders					
3. Program Structure and Content						
3.1	The program content shows a good balance between generic and specialized skills and knowledge					
3.2	The program reflects the vision and mission of the college					
3.3	The contribution made by each course to achieving the learning outcomes is clear					
3.4	The program is coherent and all subjects and courses have been integrated					

3.5	The program shows breadth and depth				
3.6	The program clearly shows the basic courses, intermediate courses, specialized courses and the final project, final paper.				
3.7	The program content is up-to-date				
4. Teaching and Learning Strategy					
4.1	The faculty or department has a clear teaching and learning strategy				
4.2	The teaching and learning strategy enables students to acquire and use knowledge academically				
4.3	The teaching and learning strategy is student oriented and stimulates quality learning				
4.4	The teaching and learning strategy stimulates action learning and facilitates learning to learn				
5. Student Assessment					
5.1	Student assessment covers student entrance, student progress and exit tests				
5.2	The assessment is criterion-referenced				
5.3	Student assessment uses a variety of methods				
5.4	Student assessment reflects the expected learning outcomes and the content of the program				
5.5	The criteria for assessment are explicit and well-known				
5.6	The assessment methods cover the objectives of the curriculum				
5.7	The standards applied in the assessment are explicit and consistent				

6. Academic Staff Quality						
6.1	The staff are competent for their tasks					
6.2	The staff are sufficient to deliver the curriculum adequately					
6.3	Recruitment and promotion are based on academic merits					
6.4	The roles and relationship of staff members are well defined and understood					
6.5	Duties allocated are appropriate to qualifications, experience and skills					
6.6	Staff workload and incentive systems are designed to support the quality of teaching and learning					
6.7	Accountability of the staff members is well regulated					
6.8	There are provisions for review, consultation and redeployment					
6.9	Termination and retirement are planned and well implemented					
6.10	There is an efficient appraisal system					
7. Support Staff Quality						
7.1	The library staff are competent and adequate in providing a satisfactory level of service					
7.2	The laboratory staff are competent and adequate in providing a satisfactory level of service					
7.3	The computer facility staff are competent and adequate in providing a satisfactory level of service					
7.4	The student services staff are competent and adequate in providing a satisfactory level of service					
8. Student Quality						

8.1	There is clear student intake policy					
8.2	The student admission process is adequate					
8.3	The actual study load is in line with the prescribed load					
9. Student Advice and Support						
9.1	There is an adequate student progress monitoring system					
9.2	Students get adequate academic advice, support and feedback on their performance					
9.3	Mentoring for students is adequate					
9.4	The physical, social and psychological environment for the student is satisfactory					
10. Facilities and Infrastructure						
10.1	The lecture facilities (lecture halls, small course rooms) are adequate					
10.2	The library is adequate and up-to-date					
10.3	The laboratories are adequate and up-to-date					
10.4	The computer facilities are adequate and up-to-date					
10.5	Environmental health and safety standards meet requirements in all aspects					
11. Quality Assurance of Teaching and Learning Process						
11.1	The curriculum is developed by all teaching staff members					
11.2	The curriculum development involves students					
11.3	The curriculum development involves the labor market					

11.4	The curriculum is regularly evaluated at reasonable time periods					
11.5	Courses and curriculum are subject to structured student evaluation					
11.6	Feedback from various stakeholders is used for improvement					
11.7	The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement					
12. Staff Development Activities						
12.1	There is a clear plan on the needs for training and development of both academic and support staff					
12.2	The training and development activities for both academic and support staff are adequate to the identified needs					
13. Stakeholders Feedback						
13.1	There is adequate structured feedback from the labor market					
13.2	There is adequate structured feedback from the students and alumni					
13.3	There is adequate structured feedback from the staff					
14. Output						
14.1	The pass rate is satisfactory and dropout rate is of acceptable level					
14.2	Average time to graduate is satisfactory					
14.3	Employability of graduates is satisfactory					
14.4	The level of research activities by academic staff and students is satisfactory					
15. Stakeholders Satisfaction						

15.1	The feedback from stakeholders is satisfactory					
Overall Verdict						

Teachers' Demographic Profiles Burmese Version

အပိုင်း(၁)

ကိုယ်ရေးရာဇဝင် အချက်အလက်များ

ကျေးဇူးပြု၍ သက်ဆိုင်သောအဖြေများကို အမှန်ခြစ်ပေးပါ။

လိင်	ကျား	မ
အသက်	(၁၈-၂၀)နှစ်၊ (၂၁-၂၅)နှစ်၊ (၂၆-၃၀)နှစ်၊ (၃၁-၃၅)နှစ်၊ (၃၆-၄၀)နှစ်၊ (၄၁-၄၅)နှစ်၊ (၄၆-၅၀)နှစ်၊ (၅၁-၅၅)နှစ်၊ (၅၆-၆၀) နှစ်၊	
ပညာအရည်အချင်း	ပါရဂူဘွဲ့ ရထားသူ	
	မဟာဝိဇ္ဇာ (ဝါ) မဟာသိပ္ပံဘွဲ့ ရထားသူ	
	ဝိဇ္ဇာ(ဝါ) သိပ္ပံဘွဲ့ ရထားသူ	
	ပညာရေးဒီပလိုမာလက်မှတ်ရထားသူ	
သင်ကြားရေး ဝန်ထမ်းလုပ်သက်	(၁-၅)နှစ်၊ (၆-၁၀)နှစ်၊ (၁၁-၁၅)နှစ်၊ (၁၆-၂၀)နှစ်၊ (၂၁-၂၅)နှစ်၊ (၂၆-၃၀)နှစ်၊ (၃၁-၃၅)နှစ်။	
ရာထူး	ကျောင်းအုပ်ကြီး	
	ဒုက္ခကျောင်းအုပ်ကြီး	
	အထက်တန်းပြဆရာ၊ဆရာမ	
	အလယ်တန်းပြဆရာ၊ဆရာမ	
	မူလတန်းပြ ဆရာ၊ဆရာမ	

IQA at Program Level Questionnaire (Burmese version)

ကျောင်းတွင်း အရည်အသွေးအကဲဖြတ်မှု၏ သင်ကြားမှုအစီအစဉ်အဆင့် မေးခွန်းများ

<p align="center">မျှော်မှန်းထားသော သင်ယူဆည်းပူးခြင်းဆိုင်ရာ အကျိုးကျေးဇူးများ</p>		အားနည်း	မလုံလောက်	ကျေနပ်စွယ်ရှိ	ကောင်း	အကောင်းဆုံး
		၁	၂	၃	၄	၅
1.1	မျှော်မှန်းထားသောဆည်းပူးသင်ယူခြင်းဆိုင်ရာရလဒ်များကို ကောင်းမွန်လင်းလင်းစွာ ပုံစံ ရ၍ သင်ကြားမှုအစီအစဉ်ထဲ၌ပုံပြောင်းထည့်သွင်းပုံဖော်ထားသည်။					
1.2	သင်ကြားမှုအစီအစဉ်သည် ရာသက်ပန်ဆည်းပူးလိုမှုကို မြှင့်တင်ပေးသည်။					
1.3	မျှော်မှန်းထားသော ဆည်းပူးခြင်းဆိုင်ရာ အကျိုးကျေးဇူးများသည် အထွေထွေနှင့် အထူးပြု စွမ်းရည်များ၊ ဗဟုသုတများကို ခြုံငုံ ပါဝင်စေပါသည်။					
1.4	မျှော်မှန်းထားသောဆည်းပူးခြင်းဆိုင်ရာ အကျိုးကျေးဇူးများသည် သက်ဆိုင်ပါဝင်သူတို့၏ လိုအပ်ချက်များကို ရှင်လင်းစွာ ခြုံငုံစေသည်။					
သင်ကြားမှုအစီအစဉ်တိကျမှု						
2.1	ကျောင်းသည် သင်ကြားမှုအစီအစဉ်တိကျမှုကို အသုံးပြုသည်။					
2.2	သင်ကြားမှုအစီအစဉ်တိကျမှုသည် မျှော်မှန်းထားသော ဆည်းပူးခြင်းဆိုင်ရာ အကျိုးကျေးဇူးများကို ဖော်ပြထားပြီး ၎င်းတို့ကို မည်ကဲ့သို့ အောင်မြင်ပြီးမြောက်အောင်စွမ်းဆောင်ရမည်ကိုလည်း ဖော်ပြထားသည်။					

2.3	သင်ကြားရေးအစီအစဉ်၏ အထူးပြုမှုသည် သတင်းပေးပို့မှု ပြန်ဆန်ပြီး ဆက်သွယ်မှု လွယ်ကူကာ ပါဝင် တွဲဖက်လုပ်ဆောင်သောသူတို့ အတွက် အဆင်သင့် ရှိနေရသည်။					
	သင်ကြားမှုအစီအစဉ် ဖွဲ့စည်းပုံနှင့် မာတိကာ					
3.1	သင်ကြားမှုအစီအစဉ် မာတိကာသည် အထွေထွေနှင့် အထူးပြု စွမ်းရည် ဗဟုသုတများကြား ကို ကောင်းစွာ သဟဇာတဖြစ်အောင်ဖော်ပြထားသည်။					
3.2	သင်ကြားမှုအစီအစဉ်သည် ကျောင်း၏ ရေရှည်မျှော်မှန်းချက်နှင့် နည်းဗျူဟာ တို့ကို ခြုံငုံဖော်ပြထားသည်။					
3.3	မျှော်မှန်းထားသောသင်ယူခြင်းဆိုင်ရာ ရလဒ်များကို အောင်မြင်ပြီးမြောက်စေရန် ဘာသာရပ်တစ်ခုခြင်းမှ သင်ကြားပေးမှုများသည် ရှင်းရှင်းလင်းလင်းရှိသည်။					
3.4	သင်ကြားမှုအစီအစဉ်သည် ဘာသာရပ်အားလုံးများနှင့် လိုက်လျောညီထွေ၍ ဘာသာရပ်များကို အဆင့်မြင့်တင်ထားသည်။					
3.5	သင်ကြားမှုအစီအစဉ်သည် ကျယ်ပြန့်မှုရှိပြီး လေးနက်မှုလည်းရှိသည်။					
3.6	သင်ကြားမှုအစီအစဉ်သည် အခြေခံဆင့်ဘာသာရပ်များ၊ အလယ်တန်းဆင့်ဘာသာရပ်များ၊ အထူးပြုဘာသာရပ်များနှင့် နောက်ဆုံးဆင့်စီမံကိန်းနှင့် စာတမ်းများကို ရှင်းလင်းစွာဖော်ပြထားသည်။					
3.7	သင်ကြားမှုအစီအစဉ်၏ မာတိကာသည် ခေတ်စနစ်နှင့်လျော်ညီသည်။					
	သင်ကြားမှု နှင့် သင်ယူခြင်းဆိုင်ရာ မဟာဗျူဟာများ					
4.1	မဟာဌာန နှင့် ဌာနစိတ်များတွင် ရှင်းလင်းသော သင်ကြားမှု နှင့် သင်ယူမှု ဆိုင်ရာ မဟာဗျူဟာများ ရှိကြသည်။					

4.2	သင်ကြားမှုနှင့် သင်ယူမှုဆိုင်ရာ မဟာဗျူဟာများသည် ကျောင်းသားများကို ဗဟုသုတပညာရပ်ကိုပညာပါရမီရှိစွာ ဆည်းပူးရယူ အသုံးပြုနိုင်စေသည်။					
4.3	သင်ကြားမှုနှင့် သင်ယူမှုဆိုင်ရာ မဟာဗျူဟာများသည် ကျောင်းသားများအား အရည်အသွေးရှိသောဆည်းပူးမှုကို ဦးတည်နှိုးကြားစေသည်။					
4.4	သင်ယူခြင်းနှင့် ဆည်းပူးမှု မဟာဗျူဟာသည်လက်တွေ့သင်ယူခြင်းကို တက်ကြွလာစေပြီး ဆည်းပူးရန်သင်ယူ ခြင်းကိုလွယ်ကူချောမွေ့ ပံ့ပိုးပေးသည်။					
ကျောင်းသားများအား အကဲဖြတ်ခြင်း						
5.1	ကျောင်းသားများအကဲဖြတ်ခြင်းတွင် ကျောင်းဝင်ခွင့် ကျောင်းသား တိုးတက်မှု၊ နှင့် ကျောင်းထွက်မှုကိုစိစစ်မှုများ ပါဝင်သည်။					
5.2	အကဲဖြတ်မှုသည် ဆုံးဖြတ်ရန်များကိုးကားခြင်းဖြစ်သည်။					
5.3	ကျောင်းသားအကဲဖြတ်မှုသည် အမျိုးမျိုးသောနည်းစနစ်များကို အသုံးပြုသည်။					
5.4	ကျောင်းသားအကဲဖြတ်မှုတွင် မျှော်မှန်းထားသော ဆည်းပူးသင်ယူခြင်းဆိုင်ရာ ရလဒ်ကောင်းများနှင့် သင်ကြားမှုအစီအစဉ်၏ မာတိကာများ ခြုံငုံပါဝင်သည်။					
5.5	အကဲဖြတ်မှု၏ ဆုံးဖြတ်ရန်များသည် ရှင်းလင်းတိကျပြီး ကောင်းစွာနားလည်စေသည်။					
5.6	အကဲဖြတ်မှု၏ နည်းစနစ်များသည် သင်ပို့ညွှန်းတမ်း၏					

	ဦးတည်ချက်များကို ဖြို ငဲ့ စေပါသည်။					
5.7	အကဲဖြတ်မှုတွင် အသုံးပြုသော စံနှုန်းများသည် ရှင်းလင်းတိကျ၍ အပြောင်းအလဲမရှိပါ။					
	သင်ကြားရေး ဝန်ထမ်းအရည်အသွေး					
6.1	ဝန်ထမ်းများသည် ၎င်းတို့၏ တာဝန်များထမ်းဆောင်ရန် စွမ်းရည် ပြည့်ဝကြသည်။					
6.2	သင်ရိုးညွှန်းတမ်းများကို လုံလောက်စွာ ဖြန့်ဝေသင်ကြားရန်အတွက် ဝန်ထမ်းများ လုံလောက်သည်။					
6.3	ဝန်ထမ်းသစ်ခန့်အပ်ကြိုဆိုခြင်းနှင့် ရာထူးတိုးမြှင့်ခြင်းသည် ပညာရေးစွမ်းဆောင်ချက်ပေါ်တွင်မူတည်သည်။					
6.4	ဝန်ထမ်းများ၏ ပတ်သက်ဆက် နွယ်မှုနှင့် အခန်းကဏ္ဍသည် ကောင်းစွာသတ်မှတ်ထားရှိကြပြီး နားလည်နိုင်စွမ်းလည်းရှိကြသည်။					
6.5	တာဝန်ခွဲဝေမှုသည် ပညာအရည်အချင်း၊ အတွေ့အကြုံ၊ လုပ်နိုင်စွမ်းရည်များအတွက် သင့်လျော်မှန်ကန်ပါသည်။					
6.6	ဝန်ထမ်းများ၏ အလုပ်ပမာဏနှင့် မက်လုံးပေးစနစ်သည် သင်ကြားမှုနှင့် သင်ယူမှု အရည်အသွေးကို စစ်ဆေးနိုင်စေရန် ပုံစံချရေးဆွဲထားသည်။					
6.7	ဝန်ထမ်းများ၏ တာဝန်ခံမှုသည် ကောင်းစွာ စည်းကမ်းလိုက်နာစေရန် သတ်မှတ်ထားသည်။					
6.8	ပြန်လည်ဆန်းစစ်ခြင်း၊ ညှိနှိုင်းတိုင်ပင်ခြင်း၊ နှင့် ပြန်လည်နေရာချထားမှုများအတွက် အထောက်အပံ့များရှိသည်။					
6.9	တာဝန်မှရပ်စဲခြင်းနှင့် အငြိမ်းစားအနားယူခြင်းတို့အတွက်					

	ကောင်းစွာ စီမံကိန်းချမှတ်ထားပြီး အကောင်အထည်ဖော်ဆောင်သည်။					
6.10	ကျွမ်းကျင်သောအကဲဖြတ်ဆန်းစစ်သည့် စနစ်တစ်ခုရှိသည်။					
အကူဝန်ထမ်းအရည်အချင်း						
7.1	စာကြည့်တိုက်ဝန်ထမ်းများသည် စွမ်းရည်ပြည့်ဝပြီး ကျေနပ်ဖွယ်အဆင့် ဝန်ဆောင်မှုပံ့ပိုးပေးရာတွင် လုံလောက်ထိရောက်မှုရှိသည်။					
7.2	ဓာတ်ခွဲခန်းဝန်ထမ်းများသည် စွမ်းရည်ပြည့်ဝပြီး ကျေနပ်ဖွယ်အဆင့် ဝန်ဆောင်မှုပံ့ပိုးပေးရာတွင် လုံလောက်ထိရောက်မှုရှိသည်။					
7.3	ကွန်ပျူတာ ပံ့ပိုးကူညီရေးဝန်ထမ်းများသည် စွမ်းရည်ပြည့်ဝပြီး ကျေနပ်ဖွယ်အဆင့် ဝန်ဆောင်မှုပံ့ပိုးပေးရာတွင် လုံလောက်ထိရောက်မှုရှိသည်။					
7.4	ကျောင်းသားဝန်ဆောင်မှုပံ့ပိုးရေး ဝန်ထမ်းများသည် စွမ်းရည်ပြည့်ဝပြီး ကျေနပ်ဖွယ်အဆင့် ဝန်ဆောင်မှုပံ့ပိုးပေးရာတွင် လုံလောက်ထိရောက်မှုရှိသည်။					
	ကျောင်းသားအရည်အသွေး					
8.1	ရှင်းလင်းသော ကျောင်းသားလက်ခံမှုရှိသည်။					
8.2	ကျောင်းသားဝင်ခွင့်ပြုပင်ငန်းဆောင်ရွက်မှုအစီအစဉ်သည် လုံလောက်မှုရှိသည်။					
8.3	အမှန်စင်စစ်ဆည်းပူးလေ့လာရမည့်ပမာဏသည် ကြိုတင်ဖော်ပြထားသောပမာဏနှင့် ကိုက်ညီမှုရှိသည်။					
ကျောင်းသားအကြံပေးနှင့်ပံ့ပိုးမှု						
9.1	ကျောင်းသားတိုးတက်မှုအပေါ် လုံလောက်သော စောင့်ကြည့်မှတ်တမ်းတင်ခြင်း စနစ်တစ်ခု ရှိသည်။					

9.2	ကျောင်းသားများသည် လုံလောက်သော ပညာရေးဆိုင်ရာ အကြံပေးမှု ပံ့ပိုးမှုနှင့် ၎င်းတို့၏ ဆောင်ရွက်မှုအပေါ် တုံ့ပြန်ချက်များကို ရှိကြသည်။					
9.3	ကျောင်းသားများအပေါ် ကွပ်ကဲကြီးကြပ်မှုသည် လုံလောက်သည်။					
9.4	ကျောင်းသားများအတွက် ကာယရေးရာ ၊ လူမှုရေးရာနှင့် စိတ်ဓာတ်ရေးရာဆိုင်ရာ ပတ်ဝန်းကျင်သည် စိတ်ကျေနပ်စရာကောင်းသည်။					
အခြေခံအဆောက်အအုံနှင့် အထောက်အကူပစ္စည်းများ						
10.1	သင်ကြားရေးအထောက်အပံ့ပစ္စည်းများ(သင်ကြားပို့ချခန်းမ၊ ဘာသာရပ်ပို့ချ အခန်းငယ်များ) လုံးလောက်သည်။					
10.2	စာကြည့်တိုက်သည် ခေတ်မှီ၍ လုံလောက်မှုရှိသည်။					
10.3	ဓာတ်ခွဲခန်းများသည် ခေတ်မှီ၍ လုံလောက်မှုရှိသည်။					
10.4	ကွန်ပျူတာ အထောက်အပံ့ပစ္စည်းများသည် ခေတ်မှီ၍ လုံလောက်မှု ရှိသည်။					
10.5	ပတ်ဝန်းကျင်ဆိုင်ရာ ကျန်းမာရေးနှင့် လုံခြုံရေးဆိုင်ရာ စံနှုန်းများသည် ရှုထောင့်ပေါင်းစုံမှ လိုအပ်ချက်များနှင့် ကိုက်ညီသည်။					
သင်ပေးခြင်းနှင့်ဆည်းပူးမှုဖြစ်စဉ်၏ အရည်အသွေးအာမခံမှု						
11.1	သင်ရိုးညွှန်းတမ်းကို သင်ကြားရေးဝန်ထမ်းအားလုံး ဝိုင်းဝန်း၍ ဖွံ့ဖြိုးတိုးတက်အောင်စွမ်းဆောင်ကြသည်။					
11.2	သင်ရိုးညွှန်းတမ်းဖွံ့ဖြိုးတိုးတက်ရေးတွင် ကျောင်းသားများကိုလည်းပါဝင်စေသည်။					
11.3	သင်ရိုးညွှန်းတမ်းဖွံ့ဖြိုးတိုးတက်မှုအစီအစဉ်တွင်					

	လုပ်သားဈေးကွက်လည်းပါဝင်စေသည်။					
11.4	သင်ရိုးညွှန်းတမ်းကို ကြောင်းကျိုးဆီလျော်သော ကာလများတွင် ပုံမှန် အကဲဖြတ်သုံးသပ်ကြသည်။					
11.5	သင်ရိုးညွှန်းတမ်းနှင့် သာသာရပ်များသည် ကျောင်းသားအကဲဖြတ်သုံးသပ်မှု ကိုဦးတည်၍ ဖွဲ့စည်းထားသည်။					
11.6	အလွှာစုံမှ ပါဝင်သက်ဆိုင်သူများ၏ တုံ့ပြန်ချက်များကို တိုးတက်ဖွံ့ဖြိုးရေးအတွက် အသုံးပြုသည်။					
11.7	ဆည်းပူးသင်ကြားရေးဖြစ်စဉ်၊ သုံးသပ်မှုပုံစံ၊ နည်းစနစ် တို့သည် အရည်အသွေးအာမခံမှုနှင့်စဉ်ဆက်မပြတ်တိုးတက်မှုတို့ အတွက် အမြဲဦးတည်ရည်ရွယ်သည်။					
ဝန်ထမ်း တိုးတက်ဖွံ့ဖြိုးရေးလုပ်ဆောင်ချက်များ						
12.1	ပညာရေးနှင့် အထောက်အကူဝန်ထမ်းများအတွက် ဖွံ့ဖြိုးတိုးတက်မှုနှင့် သင်တန်းများအတွက် လိုအပ်ချက်များအပေါ်မူတည်သော ဂွင်းလင်းသောစီမံကိန်းရှိသည်။					
12.2	ပညာရေးနှင့် အထောက်အကူပြု ဝန်ထမ်းများအတွက် သင်တန်းနှင့် ဖွံ့ဖြိုးတိုးတက်မှု လုပ်ဆောင်ချက်များသည် တိကျစွာခွဲခြားထားသော လိုအပ်ချက်များအတွက်လုံလောက်သည်။					
သက်ဆိုင်ပါဝင်သူများ၏ တုံ့ပြန်ချက်						
13.1	လုပ်သားဈေးကွက်မှ လုံလောက်စွာဖွဲ့စည်းထားသော တုံ့ပြန်ချက်များရှိသည်။					
13.2	ကျောင်းသားများနှင့် ကျောင်းသားဟောင်းများထံမှ လုံလောက်စွာ ဖွဲ့ စည်းထားသော တုံ့ပြန်ချက်များရှိသည်					
13.3	ဝန်ထမ်းများထံမှ လုံလောက်စွာဖွဲ့စည်းထားသော					

	တုံ့ပြန်ချက်များရှိသည်။					
ရလဒ်						
14.1	ကျောင်းအောင်ချက်သည်ကျေနပ်အားရဖွယ်ရှိပြီး ကျောင်းထွက်နှုန်းမှာလည်း လက်ခံနိုင်လောက်သောအနေအထားတွင်ရှိသည်။					
14.2	ကျောင်းပြီးရန် ပျမ်းမျှချိန်မှာ ကျေနပ်အားရစရာကောင်းသည်။					
14.3	ကျောင်းပြီးသူများ၏ အလုပ်ခန့်အပ်ခံရမှုစွမ်းရည်သည် ကျေနပ်အားရစရာကောင်းသည်။					
14.4	ပညာရေးဝန်ထမ်းများနှင့် ကျောင်းသားများ၏ သုတေသန လုပ်နိုင်စွမ်းရည်အဆင့်သည် ကျေနပ်အားရစရာကောင်းသည်။					
ပါဝင်သက်ဆိုင်သူများ၏ ကျေနပ်အားရမှု						
15.1	ပါဝင်သက်ဆိုင်သူများထံမှ တုံ့ပြန်ဖော်ပြချက်များသည် ကျေနပ်အားရစရာကောင်းလှသည်။					
အားလုံးဖြိုဝ်ခန့်မှန်းချက်						

Survey Translation Evidence

1. What do you think about the survey translation? Is the translation clear and enough to understand?

The translation is clear and enough to understand well.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make teacher confused?

There is no phrase or grammar mistake in Myanmar translation version that can make teachers confused.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?

I don't find any number to edit to make it clear

Your Name: U Aung Kyaw Phyo

Position (current or former): Lecturer, English Department,

University of Foreign Language

Mobile Phone Number: 09 256402726

Email: aungkyaw.phyo@gmail.com

Signature



Date: 13 December, 2015

Thank you so much for great help.

Survey Translation Evidences

1. What do you think about the survey translation? Is the translation clear and enough to understand?
Yes, all the translations are clear enough to understand for the people who are working as teachers and for anyone who can speak and read Burmese (Myanmar) language.
2. Is there any phrase or grammar mistake in Myanmar translation version which might make teacher confused?
There is no grammar mistake in Myanmar as we have to follow and translate and no mistake which might make teachers confused.
3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?
There is not any number or part of sentence that need to be changed.

Your Name:

Soot Ngai Htwel Pan

Position (Current or Former):

Lecturer, English Department, Majayang Community College.

Mobile Phone Number:

+86 133 788 24330

Email:

htwelpan@gmail.com
nhkumhtoipan@yahoo.com

Signature htwelpan
Date 8th Dec 2013

Thank you so much for your great help.

Survey Translation Evidences

1. What do you think about the survey translation? Is the translation clear and enough to understand?

The translation is clear and enough to understand.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make teacher confused?

No, there is no any phrase or grammar mistake in Myanmar translation version which might make teacher confused.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out?

I don't find any number to edit to make questionnaire clearer.

Your Name: Cung Khin Dim

Position (Current or Former): PhD candidate in Khon Kaen University (current)

Mobile Phone Number: 0970030381

Email: rodyhfm@gmail.com

Signature



Date __ Dec. 15, 2014 __

Thank you so much for your great help.

Researcher's Biography

The researcher was born on the 8th February, 1981, in Block 8 Kyun Taw Quarter, Mogaung Township, Kachin State, in the Northern part of Myanmar. And He is the oldest son of among his 6 siblings. His parents were merchants but were divorced in 1993 while he was studying at grade six. He and his siblings were brought up by only his mother's effort in Mogaung.

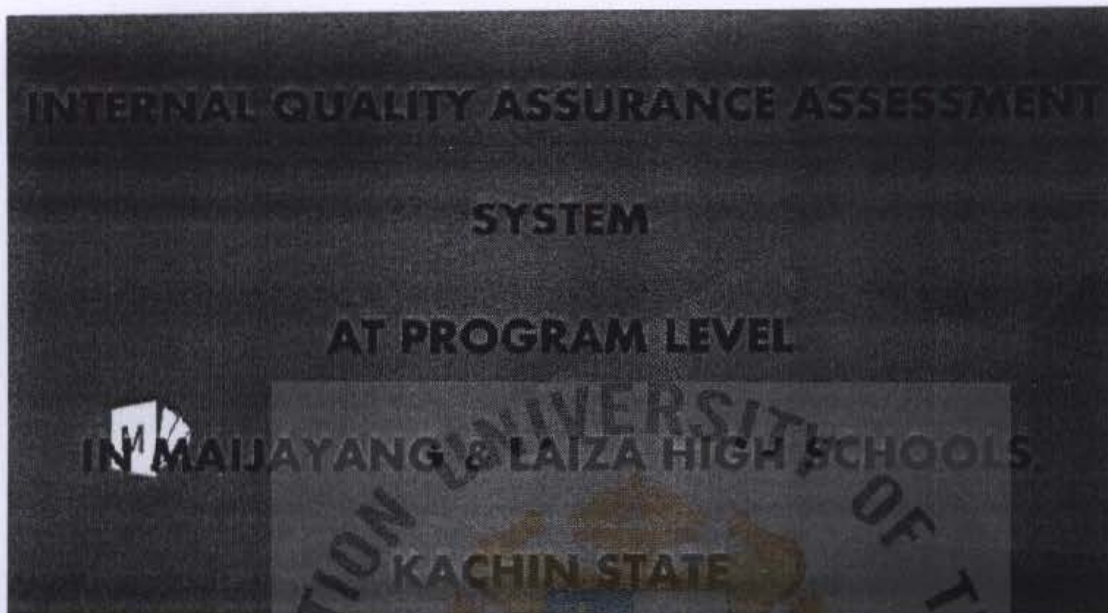
He studied at public school called Basic Education Middle School (Kyuntaw) from 1985- 1995. And He studied secondary education at No. (2) Basic Education High School, Mogaung from 1995-1998. After passing matriculation exam in 1998, he worked as a full-time primary teacher for a year and as a full-time junior teacher for one and half year at Basic Education Middle School (Kyuntaw) from 1998-2000. In 2001, He quitted from school and left for Yangon to study Bachelor degree specialized in Music major at National University of Arts and Culture (NUAC) former named University of Culture, Yangon and graduated B.A (Music) in 2004. While he was studying music program at NUAC from 2000-2004, he worked as a volunteer teacher by distributing English Elementary Grammar, Kachin Literature and Dance, and Basic Music Theory at summer camp programs for youths at his mother church called Kachin Baptist Church Kyuntaw, Mogaung.

In 2005, he studied Post graduate diploma program in Leadership Development at Yangon University. After that he went back to his native land and worked as a lecturer at Agriculture Training School in Aung Ja village, Daw Phone Yang Township by teaching English grammar Intermediate level, presentation skill, managing meeting skill and negotiating skill. In 2007, he studied Teaching English to Speakers of Other Languages (TESOL) diploma program at London Teacher Training College via STI institution in Yangon.

And then, he worked as a lecturer to teach English grammar Intermediate level, presentation skill, managing meeting skill and negotiating skill three months long program at Kachin Defense Service Academy from 2008-2010. After that, he went back to Yangon to study higher education again and he got full scholarship to study three-month-long mass communication program at Myanmar Egress in 2009 and in 2010, he got full scholarship again to study two-month-long Basic Social Research Methodology at Myanmar Egress. After completing Basic Social Research Methodology program, he also got full scholarship to study university foundation course at Kantkaw Education Center (KKEC) for 9 months. After studying at KKEC, he applied APSC (Asia Pacific Scholarship Consortium) full scholarship program and won it. Therefore, in 2011 he went to Philippines to study Master of Arts in Educational Leadership and Management Program at De La Salle University in Manila. After studying two years, he went back to Laiza and worked as an English Language teacher and teacher trainer in Internal Displaced People (IDP) camps in Kachin Special Region. And he participated as a founding member at Kachin Education Foundation in Jan – May 2013. At the end of May, 2013, he got APSC full scholarship again to study Educational Administration program at Assumption University in Bangkok, Thailand.

Before completing his program, since June 2014, he has been working as an Academic Director at School of Intensive English Programs in Mai Ja Yang Township. He is still now working at this school.

The power point handout used in giving IQA awareness training to teachers



Introduction and terminology

Academic standards

Quality

Academic Quality

Quality Assurance

Quality Assurance System (Internal & External)

Quality Assurance management & enhancement

Quality Control

ASEAN IQA

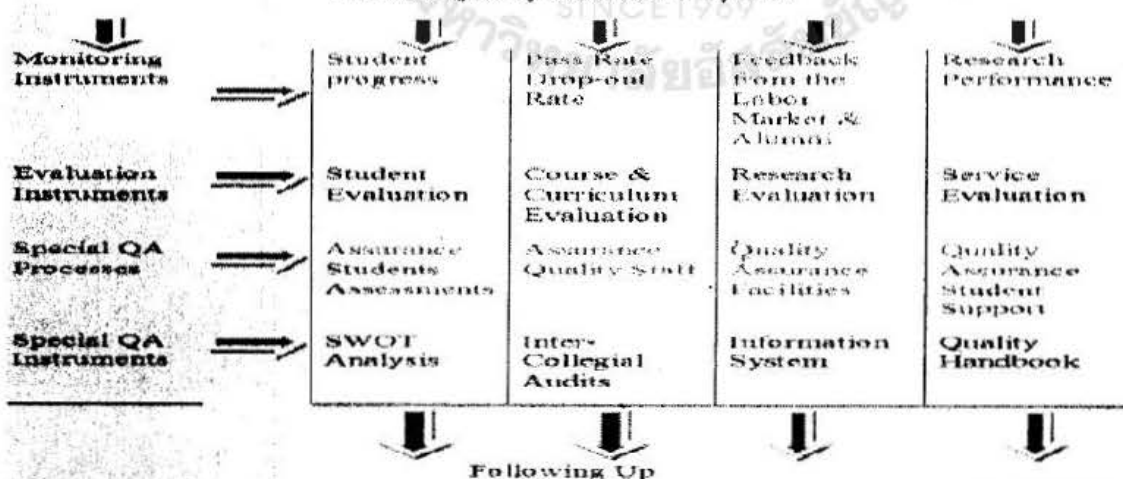
What is Quality Assurance in Education?

"Quality Assurance is a collected process by which the university as an academic institution ensures that the quality of educational process is maintained to the standards it has set itself. Through its quality assurance arrangement the university is able to satisfy itself, its student and interested external persona or bodies that:

- its courses meet the appropriate academic and professional standards,
- the objects of its courses are appropriate,
- the means chosen and the resources available for achieving those objectives are adequate and effective; and
- the overall educational experiences of the students are regularly reviewed for continuous enhancement."

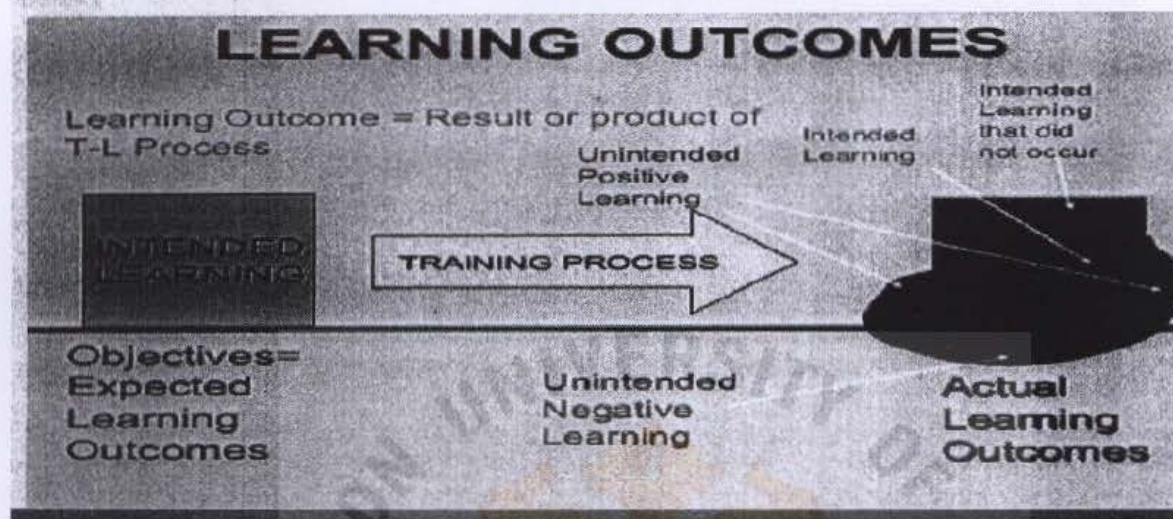
Internal Quality Assurance System

Internal Quality Assurance System



Expected Learning Outcomes

- distinguish between generic and specific knowledge and skills.



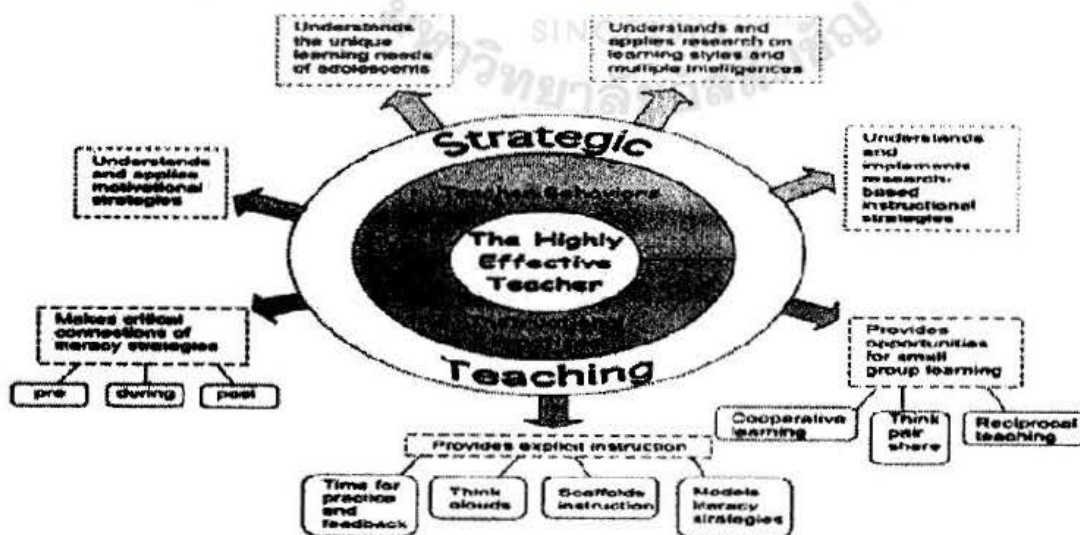
Program Specification



Program Structure and Content

Foundation modules			Graduate certificate
New perspectives on project management Science of water Water, sustainability and development Water governance and policy			PBL1 (Group) – Situation analysis and critique of an existing water management project or program PBL2 (Individual) – Design an integrated water management project
Integration modules & elective streams (choose one)			Graduate Diploma
Catchment and aquatic ecosystem health	Catchment and aquatic ecosystem health	Catchment and aquatic ecosystem health	PBL3 (Individual) – Integrated catchment management, developing strategies for change PBL4 (Individual) – Learning lessons from integrated water management in practice
Water planning and economics	Water planning and economics	Water planning and economics	
Water supply, sanitation and hygiene (WASH)	Urban futures: delivering water sensitive cities	Water and agricultural landscapes (in Perth)	
Community, livelihoods development & water (in Thailand)	Urban metabolism: resource and energy recovery systems	Collaborative planning	

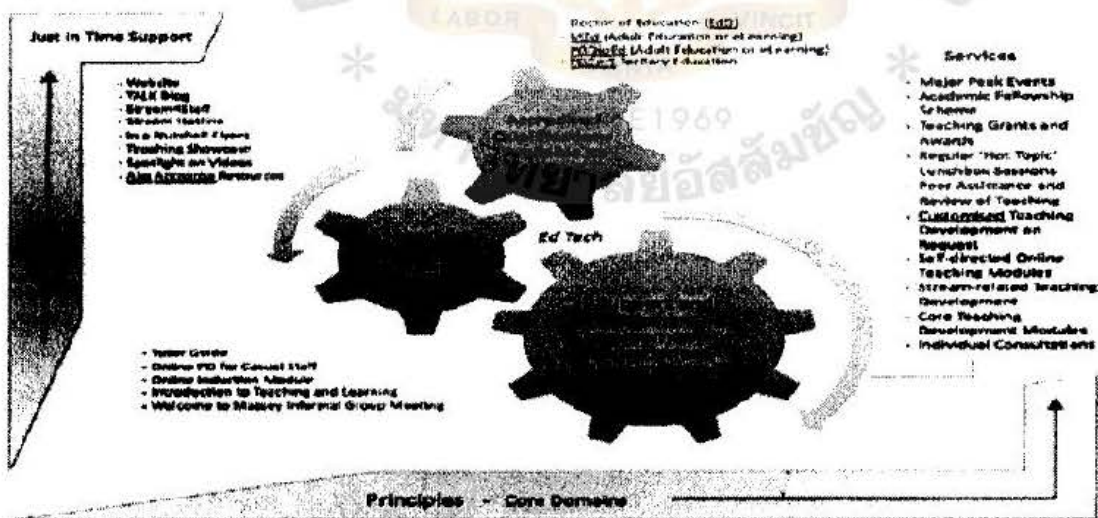
Teaching and Learning Strategy



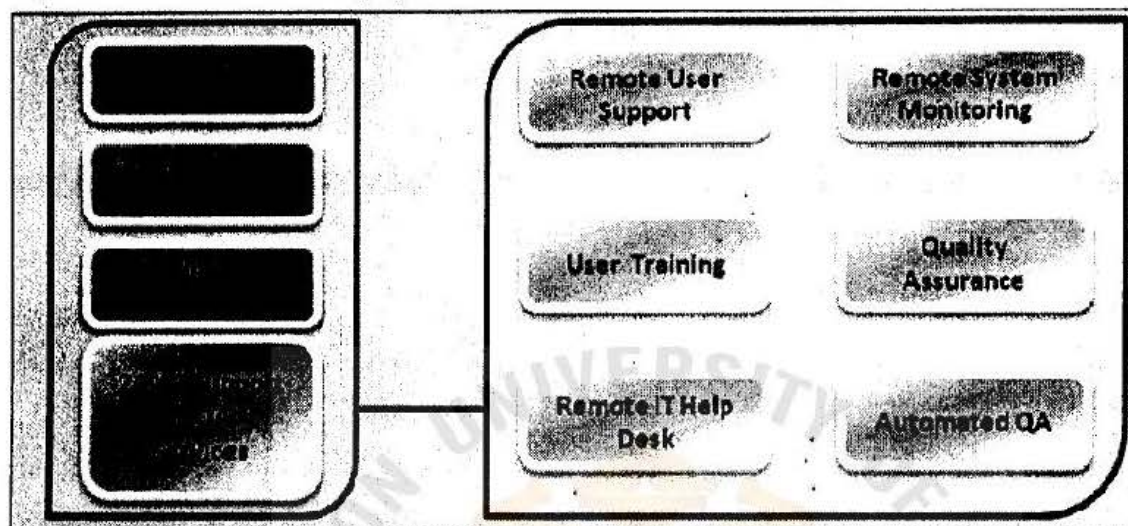
Student Assessment



Academic Staff Quality



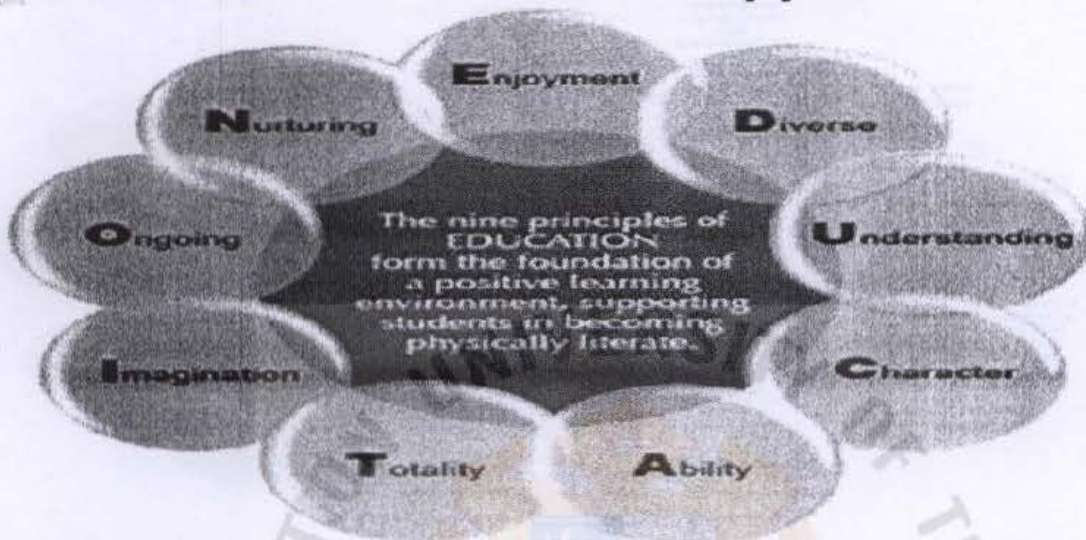
Support Staff Quality



Student Quality



Student Advice & Support



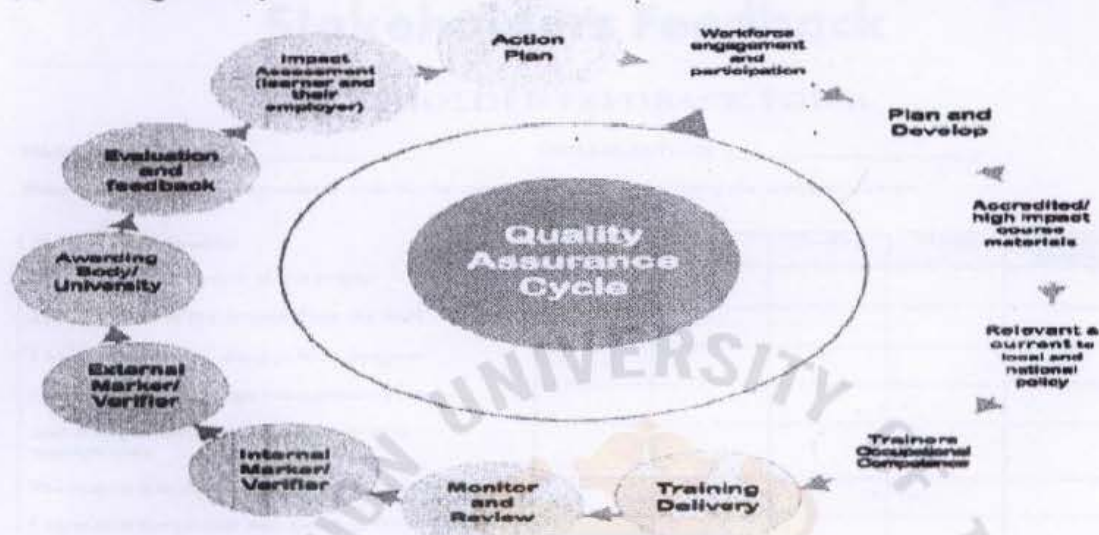
Facilities & Structure

Defining the Asset Hierarchy Structure

- ☒ Asset Hierarchy Structures
- ☒ Facilities Hierarchy Structure
- ☒ Plants Hierarchy Structure
- ☒ Healthcare Hierarchy Structure



Quality Assurance of Teaching & Learning



Staff Development Activities

Three stages of staff development CE1969

Integration of new employees

Objective	Instruments	Responsible
Basic qualification	Standardised basic training	HR Department
Basic information	Welcome Kit	HR Department
Department-oriented training and qualification	Introduction checklist, training on-the-job etc. by qualification matrix	Immediate supervisor

Stakeholders Feedback

STAKEHOLDER FEEDBACK FORM

NAME (Optional) _____

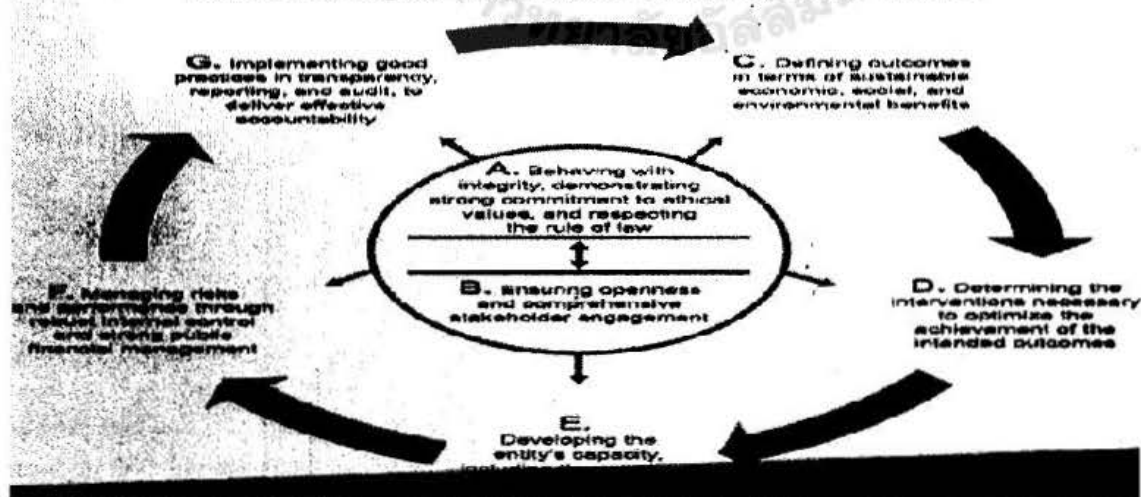
ORGANIZATION _____

Please rate your level of agreement with the following statements by ticking the appropriate box

Project Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I was clear on the point of the project					
I felt involved in the project from the start					
I was well informed about project progress					
I understood the change management process					
Any changes I submitted were dealt with appropriately					
The project has delivered what it was meant to					
I agree that the project was done at the appropriate time					
The project handover was complete and rigorous					

Output

**Achieving the Intended Outcomes
While Acting in the Public Interest at all Times**



Stakeholders Satisfaction



Survey:
Excellent:
Good:
Fair:
Poor:

Photos from IQA awareness training and data collecting

Secondary High School, Mai Ja Yang.



Secondary High School, Mai Ja Yang



IQA Awareness Training from Mai Ja Yang TSP.



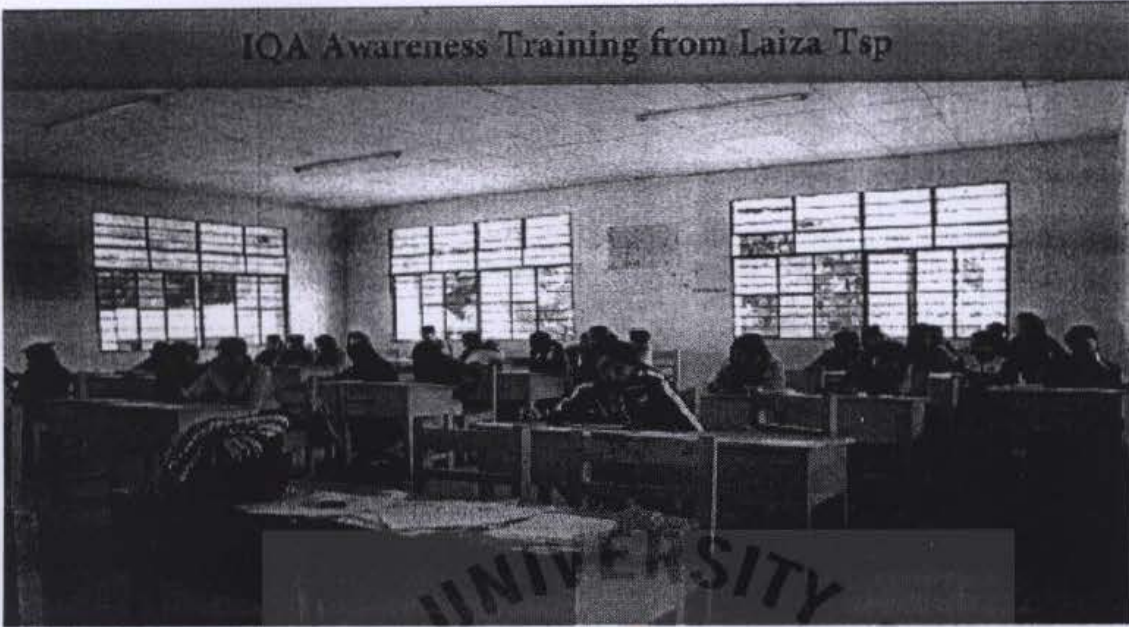
IQA Awareness Training from Mai Ja Yang TSP.



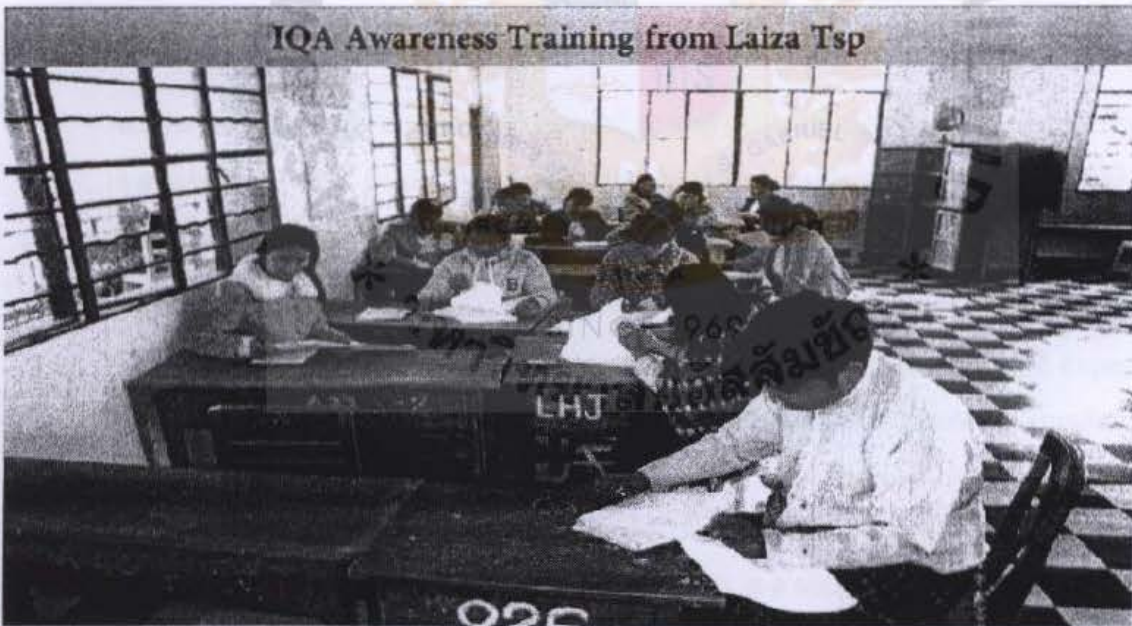
IQA Awareness Training from Laiza Tsp



IQA Awareness Training from Laiza Tsp



IQA Awareness Training from Laiza Tsp



Handout for Basic Internal Quality Assurance System Awareness Short Course Training

Contents

1. Academic Standards (Learning Standards)
2. Quality
3. Academic Quality
4. Quality Assurance
5. Quality Assurance Principles
6. Quality Assurance Elements
7. Quality Assurance System (Internal & External)
8. Quality Assurance management & enhancement
9. Quality Control
10. ASEAN IQA Assessment Keys Components and Framework at Program level

1. Academic Standards (Learning Standards)

Academic Standards define the knowledge and skills that students are expected to learn in a subject in each grade. Academic standards are designed to provide a clear path for students to gain the proficiency that is required to learn increasingly complex material in the next grade.

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method (although this is a source of ongoing confusion and debate).

Reference: <http://edglossary.org/learning-standards/>

2. Quality

Many writers have actually articulated a definition of quality, particularly with respect to undergraduate education. Those who have defined quality have suggested the following characteristics:

- technical knowledge or competence in a major field;
- literacy (communication and computational skills, technological skills);
- “just-in-time” learning ability that enable graduates to learn and apply new knowledge and skills as needed—often referred to as lifelong learning skills;
- the ability to make informed judgments and decisions (correctly define problems, gather and analyze relevant information, and develop and implement appropriate solutions);
- the ability to function in a global community, including knowledge of different cultures and contexts as well as foreign language skills;
- a range of characteristics and attitudes needed for success in the workplace including: flexibility and adaptability; ease with diversity; motivation and persistence; high ethical standards; creativity and resourcefulness; and the ability to work with others, especially in groups;
- demonstrated ability to apply these skills to complex problems in real-world settings.

Quality, according to the quality assurance literature, encompasses a distinctive set of institutional characteristics and behaviors that increase the likelihood that the above outcomes will be realized. While these characteristics do not constitute quality itself, they can serve both to stimulate quality improvement and to signify that quality is present. These characteristics include:

- a clear statement of intended learning outcomes that provides clear direction for assessment; in other words, an institution should be able to state in very concrete terms what outcomes it intends for its undergraduates;
- satisfactory performance in graduate education and on relevant licensing and certification examinations;

- results of direct assessments of student abilities on exit consistent with institutional goals, and the “value added” by the institution, given students’ starting points;
- student satisfaction with the contribution made by the institution toward attainment of their own goals, relative to the costs incurred.

Reference: http://siher.stanford.edu/documents/pdfs/6-03b_qualityassurance.pdf

3. Academic Quality

The overall level of performance of the academic business unit in the context of its mission as measured by the extent of accomplishment of the unit’s intended student learning and operational outcomes and its mission and broad-based goals.

Reference: <http://iacbe.org/qa-academic-quality.asp>

4. Quality Assurance

Quality assurance (QA) refers to the overall management system which includes the organization, planning, data collection, quality control, documentation, evaluation, and reporting activities of your group. QA provides the information you need to ascertain the quality of your data and whether it meets the requirements of your project. QA ensures that your data will meet defined standards of quality with a stated level of confidence.

Reference: <http://www.epa.gov/owow/monitoring/volunteer/qapp/qappch3.pdf>

Quality Assurance is a collective process by which the University as an academic institution ensures that the quality of educational process is maintained to the standards it has set itself. Through its quality assurance arrangements the University is able to satisfy itself, its students and interested external persona or bodies that:

- its courses meet the appropriate academic and professional standards,
- the objectives of its courses are appropriate, National Center for Postsecondary Improvement Page 3

- the means chosen and the resources available for delivering those objectives are appropriate and adequate, and
- it is striving continually to improve the quality of its courses.

(Hong Kong Baptist University, 1994)

Reference: http://siher.stanford.edu/documents/pdfs/6-03b_qualityassurance.pdf

5. Quality Assurance Principles

REQA is committed to quality assuring all its qualifications to ensure public recognition and credibility through the maintenance of standards. REQA quality assurance is based upon the following principles:

- the REQA assessment and quality assurance system should be understandable to stakeholders, effectively administered, publicly accountable and cost effective to operate
- qualifications should be accessible to all candidates who have the potential to achieve them
- the criteria which define the performance required of candidates for them to achieve qualifications should be appropriate to purpose, explicit and in the public domain
- each unit, course and group award should be unique and necessary, and should comply with the relevant qualification specification
- assessments should be valid, reliable and practicable, and assessment results should be in line with qualification criteria
- qualifications should be offered in centers which have the resources and expertise to assess candidates against the qualification's criteria
- staff in centers should be provided with effective support in assessing candidates for certification
- responsibility for quality assurance should be devolved to centers where this is consistent with the maintenance of national standards

The standards and guidelines are based on a number of basic principles about quality assurance, both internal in and external to higher education in the Global Education Area. These include:

- providers of higher education have the primary responsibility for the quality of their provision and its assurance;
- the interests of society in the quality and standards of higher education need to be safeguarded;
- the quality of academic programs need to be developed and improved for students and other beneficiaries of higher education across the EHEA;
- there need to be efficient and effective organizational structures within which those academic programs can be provided and supported;
- transparency and the use of external expertise in quality assurance processes are important;
- there should be encouragement of a culture of quality within higher education institutions;
- processes should be developed through which higher education institutions can demonstrate their accountability, including accountability for the investment of public and private money;
- quality assurance for accountability purposes is fully compatible with quality assurance for enhancement purposes;
- institutions should be able to demonstrate their quality at home and internationally;
- processes used should not stifle diversity and innovation.

Reference: http://www.csvs.cz/projekty/2011_ibar/ESG.pdf

6. Quality Assurance Elements

In order to ensure that the qualifications REQA: Regional Education Quality Authority offers are designed, delivered and assessed to acceptable national standards, we have identified key quality assurance elements, based on the quality

assurance principles. These elements underpin all RQA qualifications, and are the mechanisms through which national standards are established and maintained. We have divided each element into requirements or criteria. REQA and centers have corresponding responsibilities for these. Quality provision requires an effective partnership, based on the quality assurance criteria, between REQA and staff in centers.

Some criteria relate to all of the elements and they have been extracted and described separately.

The elements are:

Approval as an REQA center

- the criteria relate to the management procedures which underpin the implementation and assessment of REQA qualifications in centers

Approval to offer specific REQA qualifications

- the criteria relate to resources required of centers for the implementation and assessment of specific REQA qualifications

Validation of REQA qualifications

- the criteria relate to ensuring that SQA qualifications are fit for purpose

Internal moderation of internal assessment

- the criteria relate to the processes by which centers ensure that all internal assessment is valid, reliable, practicable and cost-effective

External moderation of internal assessment

- the criteria relate to external processes by which REQA ensures that internal assessment is in line with the national standards set out in the qualifications.

Quality control of external assessment

- the criteria relate to the processes by which REQA and centers ensure that external assessment is in line with the national standards set out in the qualifications

Monitoring of REQA's quality assurance elements

- the criteria relate to the processes which are used to measure the success of the other elements in supporting the consistent application of national standards

7. Quality Assurance System (Internal & External)

The quality assurance and improvement program must include both internal and external assessments.

Internal assessments must include:

- Ongoing monitoring of the performance of the internal audit activity; and
- Periodic self-assessments or assessments by other persons within the organization with sufficient knowledge of internal audit practices.

Interpretation:

Ongoing monitoring is an integral part of the day-to-day supervision, review, and measurement of the internal audit activity. Ongoing monitoring is incorporated into the routine policies and practices used to manage the internal audit activity and uses processes, tools, and information considered necessary to evaluate conformance with the Definition of Internal Auditing, the Code of Ethics, and the Standards.

Periodic assessments are conducted to evaluate conformance with the Definition of Internal Auditing, the Code of Ethics, and the Standards.

Sufficient knowledge of internal audit practices requires at least an understanding of all elements of the International Professional Practices Framework.

External assessments must be conducted at least once every five years by a qualified, independent assessor or assessment team from outside the organization. The chief audit executive must discuss with the board:

- The form and frequency of external assessments; and
- The qualifications and independence of the external assessor or assessment team, including any potential conflict of interest.

Interpretation:

External assessments can be in the form of a full external assessment, or a self-assessment with independent external validation.

A qualified assessor or assessment team demonstrates competence in two areas: the professional practice of internal auditing and the external assessment process.

Competence can be demonstrated through a mixture of experience and theoretical learning. Experience gained in organizations of similar size, complexity, sector or industry, and technical issues is more valuable than less relevant experience. In the case of an assessment team, not all members of the team need to have all the competencies; it is the team as a whole that is qualified. The chief audit executive uses professional judgment when assessing whether an assessor or assessment team demonstrates sufficient competence to be qualified.

An independent assessor or assessment team means not having either a real or an apparent conflict of interest and not being a part of, or under the control of, the organization to which the internal audit activity belongs.

Reference:

https://na.theiia.org/services/quality/Public_Documents/Quality%20Assessment%20Manual%20Chapter%201.pdf

8. Quality Assurance management & enhancement

The foundation for the implementation of a quality assurance process is the establishment of a comprehensive quality management system that involves the entire organization and its activities. A Quality Management System, or QMS, is a comprehensive framework that integrates organizational structures and practices for the purpose of utilizing human and other resources in the most effective ways to achieve the goals and objectives of the organization. In order for a QMS to fulfill its purpose of improving organizational performance, it must incorporate the following key elements:

Customer Focus

Since organizational success depends on customer satisfaction, an effective QMS focuses on the requirements and expectations of the organization's customers and other stakeholders.

Shared Vision and Collective Responsibility

An effective QMS involves all organizational personnel in working toward common goals and seeks to embed the quality discipline into the organizational culture.

Integration with Strategy

Organizational success depends on the effective definition and implementation of strategy. An effective QMS requires the integration of quality as a core component into an organization's strategic planning process.

Continuous Improvement

Continuous quality improvement drives an organization to be both analytical and creative in finding ways to (i) achieve its mission, vision, and goals, (ii) be more competitive in the marketplace, and (iii) be more effective in meeting stakeholder requirements and expectations. An effective QMS includes processes for the continuous enhancement of quality and for the continuous monitoring and communication of the performance of improvement initiatives.

Evidence-Based Decision Making

Effective decisions are always based on the analysis of data and information. An effective QMS requires an organization to develop appropriate performance measures and to collect and analyze data from those measures on a continuing basis in order to inform decision making and strategic planning.

Accountability and Transparency

An effective QMS requires an organization to be accountable to its stakeholders for quality and transparent in disclosing performance.

As a result of continuously improving capabilities, people, and processes, the implementation of an effective QMS leads to continuous performance improvement in all organizational activities, from high-level strategic planning and decision making to the detailed execution of ongoing functional and operational processes. Consequently, continuous improvement must deal not only with improving results, but also with improving resource capabilities and operational processes to produce better results in the future. In the QMS approach, continuous improvement, or quality advancement, is a circular or cyclical process that links the diagnostic, planning, implementation, and evaluation phases of the quality management system with feedback and adjustment mechanisms that provide the cyclical element to the continuous improvement process.

Reference: <http://iacbe.org/qa-qms.asp>

9. Quality Control

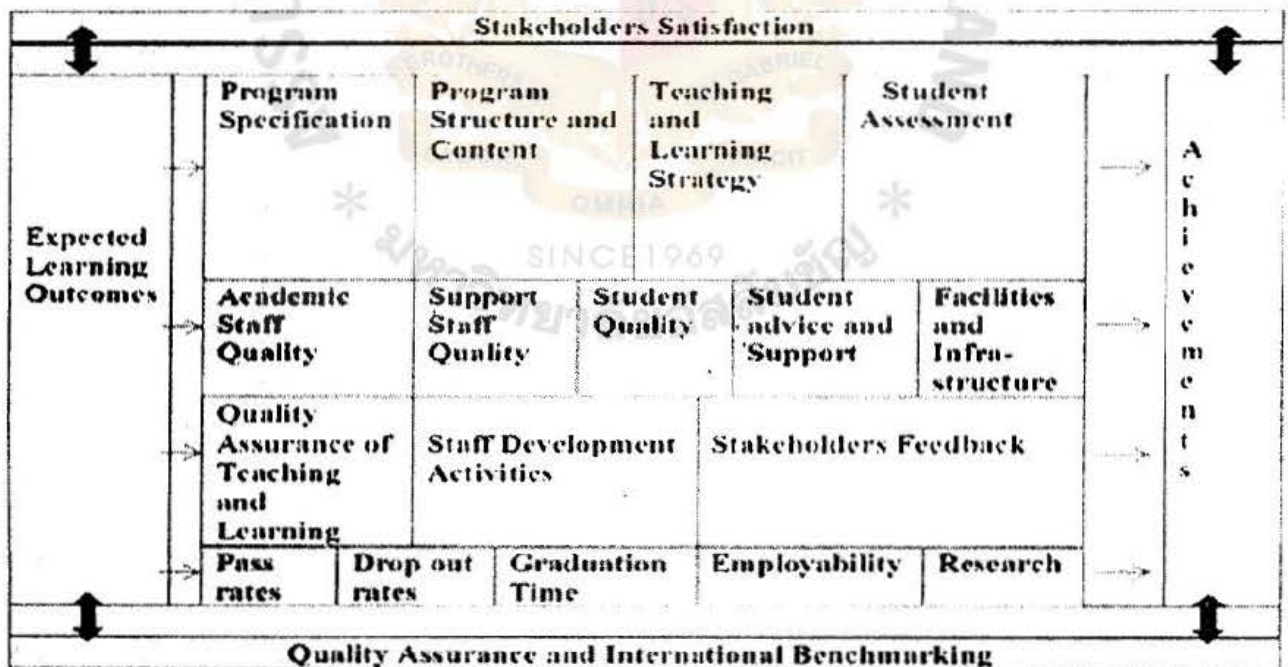
The process of quality evaluation that focuses on the internal measurement of the quality of an institution or a program. It refers to a set of operational activities and techniques (monitoring activities and a structured internally planned and implemented policy) elaborated and used to fulfill requirements of quality.

Often used interchangeably with quality management and quality assurance, it refers to an aggregate of actions and measures taken regularly to assure the quality of higher education products, services, or processes, with an emphasis on the assurance that a prescribed threshold of quality is met. It aims both at monitoring the process and at eliminating certain causes generating an unsatisfactory functioning. Sometimes a minimal quality control (mostly in the shape of some kind of certification) exists serving as a filtering mechanism in confirming that a higher education institution is fulfilling minimal agreed upon quality requirements and has appropriate quality monitoring procedures in place.

Reference:

http://dev.observatoriorh.org/sites/default/files/webfiles/fulltext/unesco_cepes_qual_a_ssur_acred.pdf

10. ASEAN IQA Assessment Keys Components and Framework at Program level



- 1.) Expected Learning Outcomes,
- 2.) Program Specification,
- 3.) Program Structure and Content,
- 4.) Teaching and Learning Strategy,
- 5.) Student Assessment,
- 6.) Academic Staff Quality,
- 7.) Support Staff Quality,
- 8.) Student Quality,
- 9.) Student Advice and Support,
- 10.) Facilities and Infrastructure,
- 11.) Quality Assurance of teaching Learning Process,
- 12.) Staff Development Activities,
- 13.) Stakeholders Feedback,
- 14.) Output, and
- 15.) Stakeholders Satisfaction.

Reference: ASEAN University Network. (2013). Guidelines for AUN Quality Assessment and Assessors. BKK. AUN Secretariat.

