### CHAPTER 5
**REVIEW, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS**

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CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 REVIEW

The present research study under the title of “A Study of the Internal Quality Assurance Operation in the Primary School of Thailand” There were two objectives in the study:

1. To study the level of the internal quality assurance operation in the primary schools of Thailand.
2. To compare the mean scores of the internal quality assurance operation in the primary schools of Thailand rated by primary school teachers belonging to different groups of variables i.e. sex, educational qualification, age, teaching experience, size of school, area of school, and type of school.
3. There were two types of variables in the study: Independent and dependent variables. The independent variables consisted of sex, educational qualification, age, teaching experience, size of school, area of school, and type of school. The dependent variable was the internal quality assurance operation in the primary schools.

As a concern for conformity of understanding in this research, the researcher fixed the following definitions:

1. Quality refers to a good character of anything that meets the expected standard, and its constitution stays in congruent with the stipulated objective or specification. In this case, the word ‘quality’ refers to the standard of the educational administration that is in compliance with the stipulation in the National Education Act, 1999.
2. Quality Assurance refers to the necessary operational activity or the procedure, to ensure that, should the operation be executed in accordance with the stipulated plan, then the educational production would achieve the required attribute.
3. Internal Quality Assurance Operation refers to the eight stages school operation i.e.
   3.1 Managing of information system
   3.2 Educational quality standard control
   3.3 Designating the policy and plan for implementing educational quality assurance
   3.4 Doing in accordance with the plan
3.5 Check and inspection the educational quality standard
3.6 Educational quality standard evaluation
3.7 Annual educational quality report
3.8 Maintain the quality assurance system

The investigator has designed to adopt the descriptive survey, which is the most appropriate method of obtaining specific information about the situation under the research. The present study confined to study the internal quality assurance operation in primary schools of Thailand. The study was further delimited to the sample of primary schools and primary school teachers which given the instruction during academic year 2006. The primary school teachers in the present study concerned to the teachers those who are teaching in primary schools grades one to six. The sample of the study consisted of the teachers in primary schools, which located in the North-eastern part of Thailand which consisted of 19 provinces: Nongkai, Nongbaolampoo, Loi, Udonthanee, Kalasin, Nakhonpanom, Mogdahan, Sakonnakhon, Khonkan, Mahasakam, Roi-ed, Chaiyaphom, Nakhonratchasima, Burirum, Surin, Yasothon, Srisaket, Amnatchareon, and Ubonratchathanee. The consequent from this research would become a rudiment for education management to use as a concept and method of the internal quality assurance operation in primary schools for the quality and efficiency according to the intention of the National Education Act, 1999. It would also be used as the procedure for the administrators and teachers in improving educational quality and the learners’ quality, where they can be developed to their full potentiality, and acquire the skill in operating the internal quality assurance in primary schools.

The researcher has planned to divide the present study into five chapters: The first chapter was deal with the introductory aspect of the study, statement of the problem, objectives of the study, variables of the study, questions to be answered, hypotheses of the study, definition of the important terms, limitation of the study, Importance of the study, and the chapterization. The second chapter concerned to the theoretical orientation regarding the internal quality assurance operation in schools, the concept of internal quality assurance, Managing of information system, Educational quality standard control, Designating the policy and plan for implementing, educational quality assurance, Doing in accordance with the plan, Check and inspection the educational quality standard, Educational quality standard...
evaluation, Annual educational quality report, Maintaining the quality assurance system, the review of the past research studied relevant to internal quality assurance operation in primary schools done in Thailand as well as in foreign countries. The third chapter based on the plan and procedure, need of the tool, deciding the type of the scale, construction of the scale, assigning weightage, description of aspects and types of the scale, selection of statements by judges, the sample of the pilot study, scoring of the pilot study, item analysis (Discrimination, validity, and reliability), final selection of items. The fourth chapter described about the analyses of the data and interpretation. The data collected by the tool will be analyzed according to the hypotheses which concerned to: (1) The analysis of the level of internal quality assurance operation in primary schools. (2) The comparison of the mean scores level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of variables i.e. sex, educational qualification, age, teaching experience, size of school, area of school, and type of school. The 0.05 and 0.01 level of the significance was considered satisfactory for acceptance or rejection of the null hypotheses. The frequency distributions, tables and figures were prepared and placed in the report to present the data comprehensively. The fifth chapter adopted with the review, the major findings and conclusions as well as the suggestion for further research work.

The total number of primary school teachers to be the sample of the study was 3,100. The Stratified Random Sampling Method was applied for selection of the sample. The study was mainly on construction and standardization of the scale to measure the internal quality assurance operation in primary schools. In order to obtain the data to arrive at proper results of the study, the researcher had decided to adopt the descriptive survey technique, which was considered appropriate method for obtaining specific information for study. The researcher decided to construct the scale of measure the internal quality assurance operation in primary schools in form of five levels of rating scale. The steps for construction and standardization of the scale to measure the internal quality assurance operation of primary schools were:

The first step, with the help of experts, the researcher constructed 150 numbers of statements in the present scale. They were circulated to the experts like educator, senior teacher, school administrator, leader of community, government officer, parents, psychologist, and lawyer, with a view to get them judged. After judges' agreement, 115 statements were
selected for pre-pilot. The various methods have been used for the item analysis. The major technique for the establishment of discrimination of the scale was t-value (t-test independent). The major technique for the establishment of validity was item-correlation and the major technique for establishment of reliability was test-retest. It was found that the item correlation value for establishment of validity was significant at 0.01 level of confidence which indicated the high validity of the scale. All of 80 statements of pilot form of the scale obtained the t-value greater than 1.75 which indicated the highly discrimination of the scale. The reliability (test-retest) obtained the value of $r_{xy} = 0.90$. Thus, the scale has a good reliability. It can concluded that after item analysis, 80 statements were finally selected for the inclusion in final form of the scale.

The second step, after that in the final try-out, the booklets were printed and it was widely administered to the representative unbiased sample of 3,100 primary school teachers, which were teaching in academic year 2006 in the North-eastern part of Thailand. The various kinds norm of the scale to measure the internal quality assurance operation of primary schools was established.

The data yielded by the scale to measure the internal quality assurance operation in primary schools was analyzed according to the hypotheses. The various statistics were employed to analyze the data.

(1) The percentage was used to calculate the number of sample.

(2) In order to determine the level of the internal quality assurance operation in primary schools, the mean and standard deviation were calculated.

(3) The t-test was used to test the significant of difference between mean scores of the internal quality assurance operation in primary schools rated by the primary school teachers belonging to different groups of sex of teachers, educational qualification of teachers, area of schools, and type of schools.

(4) The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the internal quality assurance operation in primary schools and rated by the primary school teachers belonging to different groups of age of teachers, teaching experience of teachers, and size of schools.

(5) The Studentized Range Statistics Test (q) was used just to get the general idea
about the difference between mean scores of various groups of the internal quality assurance operation in primary schools and rated by the primary school teachers belonging to different groups of age of teachers, teaching experience of teachers, and size of schools.

(6) The 0.05 and 0.01 level of significance were considered satisfactory for the acceptance or rejection of the null hypotheses.

(7) The frequency distribution, tables were prepared and placed in the report to present the data comprehensively.

From the technique of analysis of data mentioned above, it can be concluded that the researcher used various statistics i.e. Percentage (%), Mean (\(\bar{X}\)), Standard Deviation (S.D.), t-test (independent), Analysis of Variance (ANOVA) or (F-test), Studentized Range Statistics Test (q) (Newman Keuls Technique)

5.2 MAJOR FINDINGS

The results of the study are as follow:

1. The total score of the internal quality assurance operation in primary schools of Thailand was found at "much" level.

2. There was no significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of sex.

3. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of educational qualification.

4. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of age.

5. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of teaching experience.

6. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of size of school.
7. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of area of school.

8. There was significant difference between mean scores of the internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of type of school.

5.3 CONCLUSIONS

It can be seen from the study that sex of teachers did not effect on the mean scores of internal quality assurance operation in primary schools whereas educational qualification of teachers, age of teachers, teaching experience of teachers, size of school, area of school and type of school did effect on the mean scores of internal quality assurance operation in primary schools. It was found that male teachers obtained equal value of mean score on internal quality assurance operation in primary schools with the female teachers. The post graduate teachers obtained greater value of mean score on internal quality assurance operation in primary schools than that of graduate teachers. The elder age teachers obtained greater value of mean score on internal quality assurance operation in primary schools than that of younger age teachers. The teachers having more teaching experience obtained greater value of mean score on internal quality assurance operation in primary schools than that of the teachers having less teaching experience. The teachers in large school obtained greater value of mean score on internal quality assurance operation in primary schools than that of the teachers in small school. The teachers in urban school obtained greater value of mean score on internal quality assurance operation in primary schools than that of the teachers in rural school. The teachers in government school obtained greater value of mean score on internal quality assurance operation in primary schools than that of the teachers in private school.

For better understanding, the summary of the results of data analysis is shown in table 5.1 as follow:
TABLE 5.1
SUMMARY OF THE RESULTS OF ANALYSIS ON THE INTERNAL QUALITY ASSURANCE OPERATION IN PRIMARY SCHOOLS

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SEX</th>
<th>EDUCATIONAL QUALIFICATION</th>
<th>AGE</th>
<th>TEACHING EXPERIENCE</th>
<th>SIZE OF SCHOOL</th>
<th>AREA OF SCHOOL</th>
<th>TYPE OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Managing of information system</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(2) Educational quality standard</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(3) Designating the policy and plan for implementing internal educational quality assurance</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(4) Doing in accordance with the plan</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(5) Check and inspection the educational quality standard</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(6) Educational quality standard evaluation</td>
<td>ns</td>
<td>**</td>
<td>**</td>
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<td>**</td>
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<tr>
<td>(7) Annual educational quality report</td>
<td>ns</td>
<td>**</td>
<td>**</td>
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<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(8) Supervision, follow up, evaluation and maintenances the internal educational quality assurance system</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

5.4 SUGGESTIONS

The internal quality assurance operation in primary schools should be developed for the effectiveness of the educational quality standard. It is therefore necessary for educational institute to develop the operation/performance of primary school teachers and primary school administrators for the development of the internal quality assurance operation. There should be
the internal quality assurance system, which monitors the learning and teaching process, then the technology strength of the institute should be reinforced.

Educational administration should be some assistance on the propelling, supporting, and promoting of the development for each learner to achieve the expected potentially and standard quality, and become sinew in the social and economic development through internal quality assurance operation.

There should be emphasized that every primary school teachers (male or female, every group of ages, every group of educational qualification, every group of age, every group of years of teaching experience, every group of size of school, every group of area of school, and every group of type of school) should cooperate in the process of improvement of education standard and quality assurance system. The higher in development of the internal quality assurance operation, there would be the higher of educational quality standard of primary schools.

It can be concluded that there should be the suggestions for administrators and teachers to use the scale as follow:

(1) Suggestions for Using of the Scale

The present scale to measure the internal quality assurance operation of primary schools was constructed for the administrators and teachers of primary schools of Thailand. It may be useful for several purposes, which are as follows:

(1.1) For the Administrator

The scale to measure the internal quality assurance operation of primary schools is very important for controlling educational system to educational standards and quality assurance. By knowing scale to measure the internal quality assurance operation in primary schools may be help the administrator to modify and improve the standards of their educational institute. Some shortcomings were rectified to educational standards. The scale to measure the internal quality assurance operation in primary schools will be referred to the successful of educational system which may help the administrators to manage their schools and teachers for improving the educational standards.
(1.2) For the Teachers

The scale to measure the internal quality assurance operation in primary schools is very important for teachers to increase the educational quality standard. The high internal quality assurance operation will affect to and the educational quality standard of primary schools and the achievement of students. This scale will give the idea to the teachers for the development of individual teacher's operation/performance regarding the internal quality assurance operation.

(1.3) For Educational System

The present scale will be helpful to the primary school teachers and primary school administrators to perform in the same educational standards and quality assurance. There is the difference between the internal quality assurance operation in primary schools and the educational quality standard.

(2) Suggestions for Future Research

The following suggestions may be useful to the enthusiastic in research. They are as follows:

(2.1) There should be the development of the scale to measure the internal quality assurance operation in the other level of school i.e. primary school and higher education.

(2.2) There should be the development of the scale to measure the internal quality assurance operation to be used in the educational institute in other part of Thailand.

(2.3) There should be the study of attitude of teachers, administrators students and educational personnel regarding the internal quality assurance operation.

(2.4) There should be the study of the situations and the obstacle about the improvement of the internal quality assurance operation in different types of school.

(2.5) There should be the study of factors affecting on the successful of improving the internal quality assurance operation in different types of school.

(2.6) There should be the study of the effectiveness of the internal quality assurance operation in different types of school on the educational achievement.

(2.7) There should be the study of model of developing of the internal quality assurance, operated in the schools i.e. primary, secondary, higher education.

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