## CHAPTER 1
### INTRODUCTION

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1. PREFACE

In the present social situation of Thailand, there are current rapid changes in various phases, such as the technological progression, the information, the communication, the transition of information and various technologies. The education is an important process in the development of "man", with an objective of his obtainment of the necessary knowledge in this changing epoch. Hence, the aim for the educational administration is to focus on the origination of "men" who are "the learners" and direct products of the educational process, holding a propitious quality for the potentiality and competence development of "men", enabling the development of the society and the self-development to the accomplishment (The Office of the National Educational Commission, 2004:24).1

Therefore, the education is a prime foundation in the constructive progression of the society. This is because the education is the subservient procession for the potentiality and endowment development of a man in various phases, enabling him to subsist and earn a living with contentment, and at the same time, keeping in pace with the global changes. The state realizes the importance of the education, and stipulated the National Education Act, 1999 with an intention for the educational administration to develop Thai citizens to the physical and mental integration, as well as to develop their intellect, knowledge, virtues, ethics, as well as their culture in making a living and also to coexist happily with others. In the learning process, there must be an instilment on the righteous consciousness of the democracy headed by His Majesty the King: the consciousness to preserve and support the right, duty, and freedom, with a respect to the law, as well as the human prestige and equity. This is the culture which includes the pride in being a Thai citizen, the protection of the common benefit and the national benefit in the consciousness of altruism. This also includes the support pertaining to the religion, the national culture and art, the sports, the local know-how, the Thai intellect, and the international technology. Moreover, the Thais are to preserve national resources, and the environment, They are to acquire knowledge in earning a good living, and be self-reliance, with acceptable creativity. They should also be interested in the quest for learning, with a continuous self-taught. There are three aspects in the educational administrative principle, i.e. (1) A life-time learning
for the people; (2) The community is to partake in the educational administration; (3) The continuous development of substances learning process. There should be a decentralization to the educational areas, the educational institutes and the local organizations. There is, also, to be a stipulation on the education quality assurance and standard for every educational type and level. (The Ministry of Education, 2002: 5 - 6)².

In the Chapter 6 of the National Education Act, 1999, there is a stipulation on the Educational Quality Assurance and Standard. The educational quality assurance to develop every level of education quality and standard is comprised of the internal and external quality system. As for the internal quality system, the superintendent unit and the educational institute are to cooperate in setting up the quality assurance system within the educational institute. Whereby, the internal quality assurance is to be considered as a part of the educational administrative process, and is to be executed continuously. There are to be annual reports to the superintendent unit, and pertinent units, with a publication to the community, inducing to the educational standard and quality, and also to be prepared for the external quality assurance (Ministry of Education, 2002 : 24-26)³.

There are three prominent points in the educational quality assurance (Pruek Sirichai, 2002 : 5 - 6)⁴:

1) People in town would receive reliable information on the educational quality, conducing a confidence and enabling them to make decisions in choosing standard quality services.

2) Prevent the low standard quality educational administration. This would be a protection for consumers, creating an equity in the opportunity to acquire qualitative educational services.

3) Impel the responsible people in the educational administration to anticipate earnestly on the qualification and the standardization of the education, resulting in the powerful education to steadily develop citizens to concretive quality. Hence, the educational quality assurance is the normal administrative management and operational activity of the educational institute to develop the quality of learners consecutively. It also enables the issuance of information which reflects the operation of the educational institute, creating a confidence for those getting the educational services. Moreover, it also protects the educational institute from inferior quality. This is in accordance with Duangdao Tongpong (2002 : 113)⁵ who studied the
status and problems of the quality assurance within primary schools. This researcher found that the educational quality assurance in the education institutes subserves the quality of the schools’ administrative operation, especially in pupils’ quality. This is in congruent with Suwimol Wongampai (2004: 16) who stated that the effect of the internal quality assurance operation enables the development of the educational institutes in various facets; such as the personnel, the operational plant, the scheming, and the application of information. While Somnuek Janamornsin (2002: 22-23) studied the result of the internal quality assurance operation, and found that after the educational institute applied the educational quality assurance, the standard development of learners has been engendered; that is, pupils are able to work in team: they learn to take responsibilities: they acquire constructive thinking. Moreover, proceeding standards are created, such as the organizations are set up and the administrative construction is conspicuous. In the factorial standard, there is more development on the teachers pertaining to the learning/teaching, while administrators are able to utilize the information in their operation.

The Ministry of Education stipulated the policy for implementing the educational quality assurance in the educational institute, which is called the internal assurance. This is also the system for evaluation and follow up on the educational standard and quality of the educational institute from the interior, by the personnel of the particular educational institute, or by the superintendent unit responsible for the surveillance of the particular educational institute (Ministry of Education, 2002:3). The educational institute should develop the internal quality assurance system as a part of the administrative and operational process.

The principle and the process to be adhered to are as follows: (The Office of the National Education Commission, 2004:11):

1. Main principle of the internal quality assurance

   The main principle of the internal quality assurance is the cooperative development of the educational institute in the quality improvement which is to be in accordance with the educational standard. This operation is not the fault finding or causing of difficulty for any individuals. A primary should be placed on the quality development of the learners. The quality assurance should become the regular administrative management of the educational institute, with an obvious objective for the development and operational planning. Implementation is to
be executed according to the stipulated plan, with a continuous evaluation and development. This is to be a lucid system, with a conscious in the operational quality development. The internal quality assurance is the responsibility of the whole staff in the educational institute, who is to cooperate in the execution. This is in consort with the research of Suwimol Wongampai (2004:25) who found that the internal evaluation is the operational inspection mechanics of the educational institute, where all relevant units should give their support. The institutional institutes should be independent in the operational research on the internal evaluation system by themselves. This would enable them to learn their own status and make necessary amendments; and then to prepare a report on their evaluations to superintendent units. This operation emphasizes on the administrative management which enables the collaborative performance in every level.

2. The stages in the internal quality assurance:

   There are eight stage of internal quality assurance (Ministry of Education, 2004)  
   2.1 Managing of information system
   2.2 Educational quality standard
   2.3 Designating the policy and plan for implementing internal quality assurance
   2.4 Doing in accordance with the plan
   2.5 Check and inspection the educational quality standard
   2.6 Educational quality standard evaluation
   2.7 Annual educational quality report
   2.8 Supervision, follow up, evaluation and maintenances the internal quality assurance system

From the aforementioned background, the researcher, as a director of office of education area, discerns the ponderance of the educational quality standard assurance of primary and secondary schools, according to the stipulation on the required attribute, conducing to the educational quality and standard development, and for a requisition for external accreditment (Minister of Education, 2004:25). The accomplishment of the quality assurance is through the internal quality assurance operation in the school. Therefore, the intention for the study of the researcher is for a conclusion of the operation of school personnel for the success of quality. Therefore, the statement of the research is designed follows:
2. STATEMENT OF THE PROBLEM

"A Study of the Internal Quality Assurance Operation in the Primary School of Thailand"

3. OBJECTIVES OF THE STUDY

The present research study under the objectives as follow:

3.1 To study the level of the internal quality assurance operation in the primary schools of Thailand.

3.2 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.

4. VARIABLE OF THE STUDY

4.1 INDEPENDENT VARIABLE

4.1.1 Sex of respondents

(1) Male

(2) Female

4.1.2 Educational Qualification of respondents

(1) Graduate

(2) Post Graduate

4.1.3 Age of respondents

(1) 20 – 30 year

(2) 31 – 40 year

(3) 41 – 50 year

(4) 51 – 60 year

4.1.4 Teaching experience of respondents

(1) 01 – 10 year

(2) 11 – 20 year

(2) 21 – 30 year

(4) 31 – 40 year
4.1.5 Size of school
(1) Large (number of students below 120)
(2) Medium (number of students between 120 - 300)
(3) Small (number of students more than 300)

4.1.6 Area of school
(1) Urban
(2) Rural

4.1.7 Type of school
(1) Government
(2) Private

4.2 DEPENDENT VARIABLES
The internal quality assurance operation in primary schools of Thailand which consisted of eight stages as follow:

4.2.1 Managing of information system
4.2.2 Educational quality standard
4.2.3 Designating the policy and plan for implementing internal quality assurance
4.2.4 Doing in accordance with the plan
4.2.5 Check and inspection the educational quality standard
4.2.6 Educational quality standard evaluation
4.2.7 Annual educational quality report
4.2.8 Supervision, follow up, evaluation and maintenances the internal quality assurance system

5. QUESTIONS TO BE ANSWERED
There were 8 questions to be answered in the present study:

5.1 What is the level of the internal quality assurance operation in primary schools of Thailand?

5.2 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of sex?
5.3 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification?

5.4 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of age?

5.5 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience?

5.6 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of size of school?

5.7 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of area of school?

5.8 What is the level of the internal quality assurance operation in primary schools of Thailand rated by primary school teachers belonging to different groups of type of school?

6. HYPOTHESES OF THE STUDY

There were 63 hypotheses in the present study:

6.1 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.2 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.3 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.4 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.
6.5 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.6 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.7 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.8 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.9 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of sex.

6.10 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.11 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.12 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.13 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.
6.14 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.15 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.16 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.17 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.18 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of educational qualification.

6.19 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.20 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.21 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.22 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.
6.23 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.24 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.25 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.26 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.27 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of age.

6.28 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.29 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.30 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.31 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.
6.32 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.33 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.34 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.35 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.36 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of teaching experience.

6.37 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.38 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.39 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.40 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.
6.41 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.42 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.43 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.44 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.45 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenance the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of size of school.

6.46 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.47 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.48 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.49 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.
6.50 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.51 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.52 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.53 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.54 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of area of school.

6.55 There will be no significance of difference between mean scores of the internal quality assurance operation of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.56 There will be no significance of difference between mean scores of the internal quality assurance operation (managing of information system) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.57 There will be no significance of difference between mean scores of the internal quality assurance operation (educational standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.58 There will be no significance of difference between mean scores of the internal quality assurance operation (designating the policy and plan for implementing internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.
6.59 There will be no significance of difference between mean scores of the internal quality assurance operation (doing in accordance with the plan) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.60 There will be no significance of difference between mean scores of the internal quality assurance operation (check and inspection the educational quality standard) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.61 There will be no significance of difference between mean scores of the internal quality assurance operation (educational quality evaluation) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.62 There will be no significance of difference between mean scores of the internal quality assurance operation (annual educational quality report) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

6.63 There will be no significance of difference between mean scores of the internal quality assurance operation (supervision, follow up, evaluation & maintenances the internal quality assurance) of primary schools of Thailand rated by primary school teachers belonging to different groups of type of school.

7. DEFINITION OF THE IMPORTANT TERMS:

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

7.1 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.

7.2 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.

7.3 Internal Quality Assurance Operation refers to the eight stages of school operation i.e.
7.3.1 Managing of information system
7.3.2 Educational quality standard
7.3.3 Designating the policy and plan for implementing internal quality assurance
7.3.4 Doing in accordance with the plan
7.3.5 Check and inspection the educational quality standard
7.3.6 Educational quality standard evaluation
7.3.7 Annual educational quality report
7.3.7 Supervision, follow up, evaluation and maintenances the internal quality assurance system

8. LIMITATION OF THE STUDY

8.1 The present study confined to study the internal quality assurance operation in primary schools of Thailand.

8.2 The study was further delimited to the sample of primary schools and primary school teachers which given the instruction during academic year 2006.

8.3 The primary school teachers in the present study concerned to the teachers those who were teaching in primary schools grades one to six.

8.4 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 as follow:
- Nongkai Province
- Nongbaolampoo Province
- Loi Province
- Udonthanee Province
- Kalasin Province
- Nakhonpanom Province
- Mogdahan Province
- Sakonnakhon Province
- Khonkan Province
- Mahasakam Province
- Roi-ed Province
- Chaiyaphom Province
- Nakhonratchasima Province
- Burirum Province
- Surin Province
- Yasothon Province
- Srisaket Province
- Amnatchareon Province
- Ubonratchathani Province

9. IMPORTANCE OF THE STUDY
The resultant 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 school.

10. CHAPTERIZATION
The researcher has planed to divide the present study into five chapters:

Chapter 1: Introduction
The first chapter 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.

Chapter 2: Theoretical orientation and review of the past studies
The second chapter concerned to the theoretical orientation regarding the internal
quality assurance operation in schools, background and the definition of educational quality assurance, objectives of educational quality assurance, concept of internal quality assurance, advantage of educational quality assurance, Internal quality assurance of educational institutes, Internal quality assurance system i.e. 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.

Chapter 3: Plan and procedure

The third chapter based on the plan and procedure, need of the tool, Technique selected for the study, tool and characteristics of the tool, construction of the scale i.e. step of constructing of the scale, collection of the statements, screening of the statements, scaling the statements, classification of statements, evaluation of pre-pilot form by judges agreement, pilot form of the scale, preparation the pilot form of the scale, selected of the sample for the form of the scale, administration of the scale, scoring of the scale, Item analysis (validity, discrimination, reliability), final selection of items, procedure (definition of population, administration of the tool, scoring of the data, technique of analysis of the data).

Chapter 4: Analysis of Data and Interpretation

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:

Part 1 The level of internal quality assurance operation in primary schools rated by primary school teachers (entire sample).

Part 2 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of sex and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of sex.

Part 3 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of educational qualification and the
Part 4 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of age and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of age.

Part 5 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of teaching experience and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of teaching experience.

Part 6 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of size of school and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of size of school.

Part 7 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of area of school and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of area of school.

Part 8 The level of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of type of school and the comparison between mean scores of internal quality assurance operation in primary schools rated by primary school teachers belonging to different groups of type of school.

It was considered that 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.

Chapter 5: Review, Major Findings, Conclusions and Suggestions

The fifth chapter adopted with the review, the major findings and conclusions as well as the suggestions and suggestions for further research work.
REFERENCES


3. Ibid.


12. Ibid.