

Thesis Title	Quality of Life of Primary School Teachers in Pichit Province.
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ABSTRACT

The objectives of this research were to find out the quality of life of primary school teachers in Pichit Province. The study was based on eight principles indicating good quality of life. This includes the quality of life considered to real situation, satisfaction of quality of life, the need to have good quality of life, and how to rank the importance of factors indication the quality of life. The Correlations between the quality of life considered to real life situation and the satisfaction of the quality of life were made. The differences of the quality of life considering such independent variables as sex, age, period of civil service, marital status, income, domicile, number of dependents in the family, and school size were compared. The questionnaire was used for collecting data from 347 primary school teachers under the Provincial Primary School Office of Pichit Province. The findings are as follows:-

The teachers who have good quality of life considered to real life situation was 61.1 percent. When the quality of life was considered by each variable; they are the participation in the development programs of school and society, safety of life and belongings, dwelling, food and nutrition, enrichment of mind, family member relations, working, and the obtaining of basic social services were 95.9, 83.3, 79.5, 70.6, 66.1, 52.2, 43.3 and 38.3 percent respectively.

Seventy-five point eight percent of teachers was satisfied with their quality of life. The satisfaction of participation in the development of school and society, working, enrichment of mind, dwelling, obtaining of basic social services, safety of life and belongings, food and nutrition, and family-member relations, were 98.0, 95.7, 88.8, 72.6, 62.2, 60.8 and 39.8 percent respectively.

The teachers need to have good quality of life greatly. Only 6 major categories are indicated. Woting right, buddhist religious activity, expenses saving, increasing of dwelling safety, loan making with low interest, and to have home for the future were 96.8, 96.8, 89.0, 88.2, 79.8 and 78.4 percent respectively.

Ranking of priority of importance indication good quality of life were made from the most important to the least one. They are food and nutrition, working, family-member relations, dwelling, safety of life and belongings, enrichment of mind, participation in the development programs of school and others, and obtaining of basic social services.

The correlation of the quality of life considered to real life situation and the satisfaction of having quality of life was statistically significant at 0.05, and the correlation coefficient was 0.53.

The comparison's result of the differences of the quality of life considered to real life situation and the satisfaction of the quality of life considering such independent variables as sex, age, period of civil service, marital status, income, domicile, dependents and school size were found that income and dependents in their responsibility significantly different at 0.05 to their quality of life.

From the research result, the researcher would recommend that the informations about basic social service, development of quality of life for teacher project especially relating to basic social service, working, and enrichment of mind project should be arranged. The program to motivate teachers to spend their free time productively to increase their income should also be made.