

**TEACHER'S SATISFACTION WITH THEIR TASKS  
ACCORDING TO THE EDUCATIONAL  
QUALITY ASSURANCE OF THE GOVERNMENT**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS  
(PUBLIC ADMINISTRATION)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY**

**2005**

**ISBN 974-04-6012-7**

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for the degree of Master of Arts (Public Administration)

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## **ACKNOWLEDGEMENTS**

I would like to acknowledge my dissertation committee members for their time and support to guide me in the completion of this study. I would like to articulate Dr.Rachada Dhanadirek, my major adviser. Without her invaluable advice and support, I could never have completed this dissertation. I am also extremely grateful for her theoretical and experience advice throughout my years of master's degree study. I am equally grateful also to my co-advisor; Dr.Somboon Sirisunhirun, Asst. Prof. Dr.Sirirat Choonhaklai and Dr.Siriporn Yamnill, have an expert in education process. Their generous guidance, countless time to review my dissertation get me impression. Their comments and keen suggestion have been important to me for improving and organizing my dissertation.

I also would like to appreciate to directors of secondary schools and teachers in Suksanari school, Wat Intharam school, Mathayom Watdaokanong school, Thonburiworatepipararak schools, Santacruz Convent school and Sang-Arun schools who willingly participated and gave numerous data for my study.

I would like to express my deep appreciation to everyone who I has mentioned or don't mention in this acknowledgement for finishing this dissertation.

Most of all, I gratefully acknowledge to my father, my mother, my brother, my cousin and my lover for their supports in every way of my life. The usefulness of this dissertation, I dedicate to my family and all the teachers who have taught me since my childhood.

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**ABSTRACT**

This survey research aims at studying the levels of teachers' satisfaction of secondary schools from the public and private institutes according to quality assurance in the region 3 at Thonburi district. Also, it aims at study in factors (Gender, Age, Work experience, Salary and Teaching level) relating to the levels of teachers' satisfaction under the tasks of quality assurance of the government policies and to compare levels of secondary school teachers' satisfaction between the public and private schools in accordance with quality assurance of the government policies.

The instrument for the study was a questionnaire constructed by the researcher using the Likert's scale. 225 sample were gathered for the study through questionnaires The SPSS program was utilized to analyze the data and the statistics employed were percentage, Mean, standard deviation Chi-Square and T - test.

The results of the study are: 1. respondents from the public and private secondary schools perceived moderate to high levels of satisfaction with the factors of establishing organizational and administrative system, learner-centered activities, as well as leadership and proficiency in administrative management. In contrast, working condition, teachers' proficiency and learners' development were found at moderate to low levels of satisfaction in both teacher groups. 2. age was associated with job satisfaction of teachers in accordance with quality assurance of the government with respect to learners' development, teachers' proficiency and learner-centered activities. Salary was related to job satisfaction of teachers in accordance with quality assurance of the government with respect to leadership and proficiency in administrative management and teachers' proficiency. The factor of teaching levels was discovered that factor of teaching level was related to job satisfaction of teachers in accordance with quality assurance of the government with respect to learner-centered activities as well as establishing organizational and management in administrative system. 3. teachers with different status (public vs. private school) showed different levels of job satisfaction with respect to leadership and proficiency in administrative management as well as learners' development.

**KEY WORDS : TEACHER'S SATISFACTION/EDUCATIONAL/QUALITY  
ASSURANCE/GOVERNMENT OF POLICY**

101 pp ISBN 974-04-6012-7

การศึกษาความพึงพอใจในการทำงานของครูต่อการปฏิบัติงานตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล (TEACHER'S SATISFACTION WITH THEIR TASKS ACCORDING TO THE EDUCATIONAL QUALITY ASSURANCE OF THE GOVERNMENT.)

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#### บทคัดย่อ

งานวิจัยครั้งนี้เป็นงานวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาระดับความพึงพอใจในการทำงานของครูโรงเรียนมัธยมของรัฐและเอกชน ต่อการปฏิบัติงานตามนโยบายประกันคุณภาพการศึกษา ณ เขตธนบุรี เพื่อศึกษาปัจจัยที่มีความสัมพันธ์กับระดับความพึงพอใจในการทำงานของครู ต่อการปฏิบัติงานตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล และเพื่อศึกษาเปรียบเทียบระดับความพึงพอใจในการทำงานของครู ต่อการปฏิบัติงานตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล ระหว่างโรงเรียนมัธยมศึกษาของรัฐและของเอกชน

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือ แบบสอบถาม ซึ่งผู้วิจัยได้ออกแบบโดยใช้เกณฑ์ในการประเมินผลของลิเคิร์ต (Likert Scale) กลุ่มตัวอย่างที่ใช้ในการศึกษามีจำนวนทั้งสิ้น 225 คน โดยผู้วิจัยจะใช้โปรแกรม SPSS ในการวิเคราะห์และหาค่าทางสถิติดังนี้คือ ค่าร้อยละ (Percentage) ค่าเฉลี่ยเลขคณิต (Mean) ค่าเบี่ยงเบนมาตรฐาน (Standard Deviation) ค่าไคสแควร์ (chi – square) และค่าที (t-test)

ผลการศึกษาพบว่า 1. กลุ่มตัวอย่างที่ศึกษาทั้งครูผู้สอนจากโรงเรียนรัฐ และครูผู้สอนจากโรงเรียนเอกชน มีความพึงพอใจในการทำงานด้านการจัดโครงสร้างองค์การและระบบการบริหารงาน ด้านการจัดกิจกรรมการเรียนการสอนโดยเน้นผู้เรียนเป็นสำคัญ และด้านภาวะผู้นำ และความสามารถในการบริหารจัดการ อยู่ในระดับปานกลาง โดยมีแนวโน้มไปในทิศทางที่สูงในขณะที่ความพึงพอใจในการทำงานด้านสภาพแวดล้อมการทำงานด้านความรู้ความสามารถของครู และด้านการพัฒนาผู้เรียน กลับปรากฏผลลัพธ์แบบผกผันคือ ครูผู้สอนจากโรงเรียนรัฐ และครูผู้สอนจากโรงเรียนเอกชน มีความพึงพอใจในการทำงานในด้านเหล่านี้อยู่ในระดับปานกลาง โดยมีแนวโน้มไปในทิศทางที่ต่ำ 2. ปัจจัยด้านอายุมีความสัมพันธ์กับความพึงพอใจในการทำงานของครูตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล ในด้านการพัฒนาผู้เรียน ด้านความรู้ความสัมพันธ์ กับความพึงพอใจในการทำงานของครู ตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล ด้านภาวะผู้นำและความสามารถในการบริหารจัดการ และด้านความรู้ความสามารถของครู และปัจจัยด้านระดับการสอน มีความสัมพันธ์กับความพึงพอใจในการทำงานของครู ตามนโยบายประกันคุณภาพการศึกษาของรัฐบาล ด้านการจัดกิจกรรมการเรียนการสอนโดยเน้นผู้เรียนเป็นสำคัญ และด้านการจัดโครงสร้างองค์การและระบบการบริหารงาน 3. สถานภาพของครูผู้สอน (ครูโรงเรียนรัฐ และครูโรงเรียนเอกชน) ที่แตกต่างกันทำให้ความพึงพอใจในการทำงานของกลุ่มตัวอย่างครูผู้สอนด้านภาวะผู้นำและความสามารถในการบริหารจัดการ และด้านการพัฒนาผู้เรียน แตกต่างกัน

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the study**

Generally personnel administration seems to be the vital key of every administration because the tasks success depends on man as the main factor, whereas buildings, location, equipment and finance are meaningless if there is no one to operate them, especially in educational institutes like schools. It is very necessary to recruit quality persons to run and manage the organizations with the heart of teacher, not just business, or only take benefit from the schools ; as General Prem Tinnasoolanong (2543:1), the chief privy councillor and the statesman, said that the professional teacher is for one who loves and enjoys teaching with his soul and spirit like by birth until death. He is one who cares and becomes generous and devoted to the students like his own kids, while a teaching profession is one who calls himself a teacher, just like it is a career. This type of teacher works from day to day, without caring about students' needs if they understand or not. He only wants to get his monthly salary in accordance with his degree.

Apart from that, the teacher seems to be the crucial machine of educational system to develop and solve problems of the country. As teachers play the vital roles to guide and assist students to learn and be proud to be themselves, as well as understand ethics, including accepting other cultures. They can learn through all their lives and confidently stand on their feet. (UNESCO, 2539) Any countries have got the quality teachers who themselves devote, active and responsive to the teaching tasks for the sake of the countries, the human resource will be great, smart and intellectual. They can join the competition in this world effectively and efficiently. Though teachers play the significant part of country development, a lot research works indicated that developing quality teachers were not still in the good manner. Over-teaching loads and other additional tasks discouraged teacher's motivation. This

caused to change the job, and lacked of interpersonal among the colleagues. (Apichai Pantasen, 2542) The ratio between teacher and students was found at 1:22 by UNESCO, 2541, this implied that it was discovered a small number of teachers at secondary level comparing to the industrial countries where the ratio was around 1: 12 – 1: 14 in America and Europe respectively. So, if the development for effective teaching-learning , the increasing number of teachers should be added more because some fields of teaching are insufficient like Mathematics, sciences and English etc. (Wittayakorn, Chiengkul., 2541)

According to the overall education in Thailand, it revealed that Thai education was in the crisis situation due to the decreasing quality education as mentioned in the report of national education committee which stated that educational assessment and quality control are facing various troubles as they would be concluded (Ampol ,el) as following :

1. There are about 4,000 educational institutes around the country and it's very difficult to supervise and control the entire schools. Furthermore, educational managements are differently conducted in accordance with various policies of different departments and ministries. These are not in the same standard quality and staff themselves perceive different attitude of working.

2. Data collection was not dealing with the real condition and unacceptability was found in terms of negative assessment.

3. Most schools do not provide self-assessment and lack of standard criteria.

Hence, various problems of teachers and changing educational policies are necessarily needed to reform educational system in Thailand. It is the high pressure to implement the Act of National Education 2542 which provided standard approach as well as quality assurance into 6 main categories namely establishing internal quality assurance to develop quality and educational standard for every level which are consisted of internal quality assurance and external quality assurance. From this

indication of the national act, ministry of education conducted the main factor to direct Thai educational system as the education reform 2539-2550 and classified into 4 areas i.e. 1) schooling reform, 2 personnel and educational staff reform, 3 curriculum and instruction reform, and 4 educational administration reform.

However, regarding teacher and educational staff reform can encourage the teacher's role more important in instructing management and increase teacher's duties and responsibilities in teaching-learning process like (Sangob Laksana, 2544)

1. Develop the idea of Teacher-Teaching into Learner-learning, learning by Project-based learning, learning through Activity-based learning.

2. Teachers are able to organize educational system focusing on global literacy like Sciences, Mathematics, Foreign languages Information Technology, etc. Educational standard about Thailand, cultures, ethics, as well as the standard about local study, educational system including setting objectives, content, activities, methodology, teaching media, evaluation and measurement in accordance with quality assurance.

According to the educational personnel development, especially teachers this should encourage them to realize the meaningful career as well as guide students to be self-study appropriately and develop more teachers of needed subjects, particularly secondary level to get ready to follow the act of national education of 2542 qualitatively.

Teachers are able to shoulder the pressure from the social changing regarding educational approach, adjusting the roles from teaching to guiding students, searching various methodologies to apply in teaching-learning activities through creativity as well as motivating students to learn eagerly, and prepare classroom assessment. This could discourage teachers to be too worried, frustrated and finally unsatisfied then move to another career. The importance of teaching is required to study and investigate not only problems but also their tasks and duties. Therefore, the researcher

herself would like to know how teachers perform daily, especially job satisfaction of secondary school teachers in accordance with educational quality assurance of the government policy. The results from this investigation will be applied in developing for the sake of educational system both in the public and private school in the country. This would assist in problem solving of teachers, and motivating teachers to be happy and more satisfied with the teaching career.

## **1.2 Objectives of the study**

1.2.1 To study the levels of satisfaction of teachers according to quality assurance of the government policies.

1.2.2 To study factors or areas relating to the levels of satisfaction of teachers under the tasks of quality assurance of the government policies.

1.2.3 To compare levels of satisfaction of secondary school teachers both in the public and private schools in accordance with quality assurance of the government policies.

## **1.3 Scope of the Study**

The present investigation is to study job satisfaction of secondary school teachers among public and private sectors towards governmental quality assurance at Thonburi region which is declared there are the most secondary schools both the public and private in the region 3

## **1.4 Definitions of the terms**

**Secondary schools** refer to the school that provides educational levels from Mathayomsuksa 1 – 6

**Public secondary schools** refer to secondary schools which are under control of department of general education in Bangkok. They provide educational levels from early to higher levels. In this study, just schools located in Thonburi region only namely Suksanari school, Wat Intharam school, Mathayom Wat Daokhanong and Thonburiworatapeepalaruk schools.

**Private secondary schools** refer to private schools that are under control of department of private educational committee and provide educational levels from early to higher levels. In this case, just private schools located in Thonburi region are studied namely Santacruz Convent and Sang Arun schools.

**Teachers** mean staff who have the main duties on teaching and promote educating to the learners by various methodologies in schools both in public and private.

**Personal data** refer to information of every staff like gender, age, work experiences, salary and teaching levels early, higher and the both.

**Educational quality assurance under government policies** means educational management which consists of internal quality assurance that refers to assessment as well as quality control, including educational standards of each school by examiner in school itself. Internal quality assurance can be divided into 1 quality control 2. Quality checking, 3 quality assessment and external quality assurance that refers to assessment and follow-up, checking quality and educational standard by the external examiners under the institute of educational quality and assessment to recommend quality assurance and developing educational standard of schools. The external quality assurance can be divided into 1. Quality supervision from the process of internal quality assurance 2 . Quality assessment, and 3. Recommendation for every 5 years.

**Job satisfaction** refers to feeling attitude of secondary school teachers at Thonburi region towards their job tasks in schools when they achieve the educational objectives under the following dimensions :

### **1. Establishing Organizational and Administrative System**

This refers to the school has established organization and administration systematically to reach the educational goals. This considers the philosophy, developing plan, and action plan of the school, including the appropriate achievement indication. This provides the action plan, team work, supervision, follow-up and assessment comparing to the goals continuously. This also provides accurate and correct information technology according to the needs as well as utilization. It is recording and reporting the assessing from time to time and brings such information and results to make consideration and develop school tasks.

### **2. Working Conditions**

This refers to appropriate school climate arrangements supporting learners' learning. This includes curriculum and contents that response to the educational goals and learners' requirements. Teaching media and local materials are provided for learners' learning effectively. Members in the community and staff in the schools are all understanding the importance of working together especially in education.

### **3. Learner-centered activities**

Schools all provide learner's centered approach or child's centered. This refers to various teaching methodologies must be applied to the class according to individual differences properly and efficiently. This can motivate, encourage and attract learners to study creatively and do problem-solving effectively. Local philosophy, materials in the community and appropriate technology are applied in classrooms. Students are enhanced to realize moral lessons, and ethics. The activities are focused on psychological and physical development appropriately not only in music, arts but

sports as well. Democracy is promoted in schools. Group-working and co-working, including group responsibility are encouraged to do among students. Various assessment methods are developed to assess students continuously. Students are encouraged to have sense of belonging and enthusiasm to study.

#### **4. Leadership and Proficiency in Administrative Management**

This refers to leadership quality of the administrators and the potential in administrative management. This can consider through administrator's vision in educational management according to the changing world. He bears leadership, human relation, democratic, well-management as well as well-personnel administration appropriately. He is accepted by everyone in schools.

#### **5. Teachers' Proficiency**

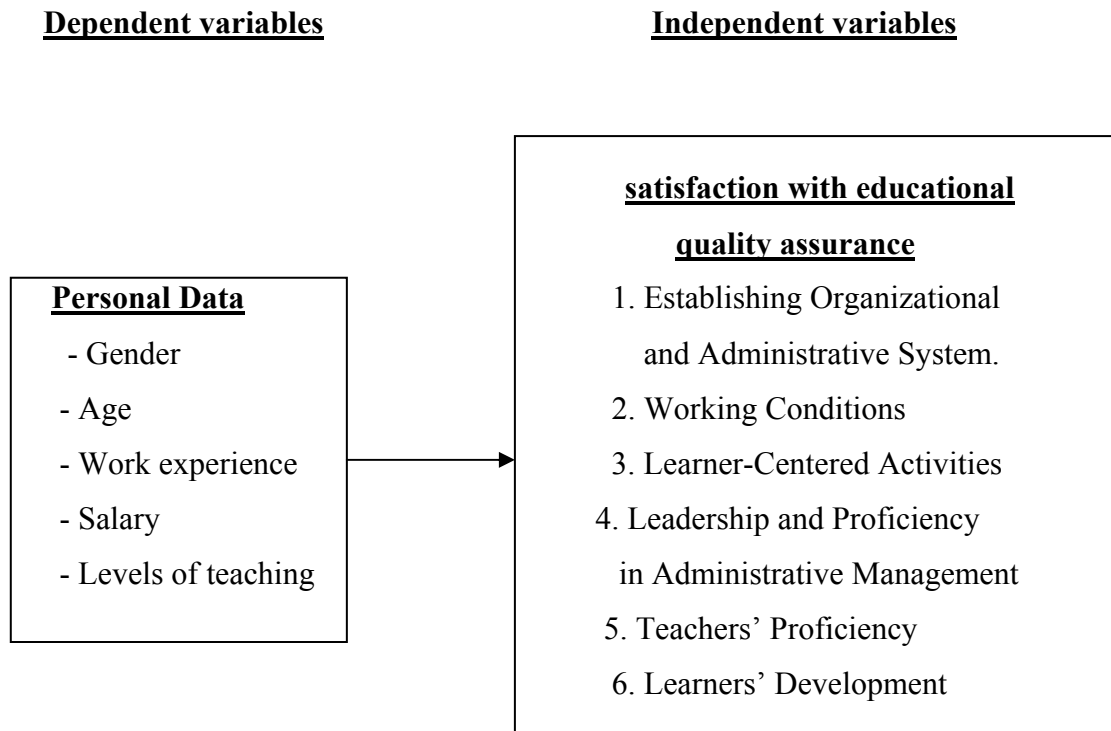
This refers to the ability of teachers in dealing with teaching management. This considers from the teachers' tasks that can reach the educational goals. Teachers themselves can develop curriculum and assess teaching-learning, then use the results to do quality development. Teachers themselves have worked according to their major areas as well.

#### **6. Learners' Development**

This refers to learners are developed appropriately. This considers from learners' responsibilities, self-discipline, honesty, kindness and devotion for the public. Students understand religion correctly and follow the instruction properly. They know how to use materials and spend money appropriately and effectively. They can distinguish data, comparison and concept from what they learn. They are able to evaluate the reliability of the data, the advantages and disadvantages. They bear creativity, imagination and make up their mind correctly. They have high academic achievement in every aspect i.e. subjects, experiences, etc. This won't be below standard criteria. Learners are active and eager to study more, enjoy reading and study

in the library or other resource centers. They can study and apply the knowledge from classes systematically in daily life effectively. They are proud of themselves and able to work in team perfectly. They have the good attitude towards honesty. They are lively, good interpersonal with teachers and classmates. They realize the disaster and victims of drug abuse. They stay away from such awful drugs. Learners appreciate and participate in the activities of arts, music and sports.

## 1.5 Conceptual Framework



## 1.6 Advantages of the Study

1.6.1 To know the levels of job satisfaction of secondary school teachers in accordance with quality assurance of the government.

1.6.2 To know factors relating to levels of satisfaction of secondary school teachers in accordance with quality assurance of the government.

1.6.3 To understand the different levels of job satisfaction of secondary school teachers between public and private schools towards governmental quality assurance.

1.6.4 To apply the results from this study to be the guidelines for educational administrators both from the public and private schools to reinforce, encourage and motivate teachers to continue working effectively.

## **CHAPTER 2**

### **LITERATURE REVIEWS**

The researcher divided related studies and literatures into 6 parts as follows:

- 2.1 Definitions of job satisfaction
- 2.2 Relationship between satisfaction and job tasks
- 2.3 Trends and theories of job satisfaction
- 2.4 Education Reform
- 2.5 Educational quality assurance policy of the government
- 2.6 Related researches
  - 2.6.1 Teachers' satisfaction
  - 2.6.2 Educational quality assurance

#### **2.1 Definitions of job satisfaction**

Wallestein (1971 : 256) defined "Satisfaction" as happy feelings occurring when one achieves his goals, it's the psychological process which was invisible but his human behaviour could be observed. Factors and causes influencing satisfaction should be studied.

Strauss and Sayles (1960 : 119-121) said "Job satisfaction means the staff has satisfied feelings of working and willingly to proceed such work to achieve their goals. Staff became satisfactory when he could get materials as well as psychological responses as the fundamental needs.

Yoder (1959 : 445) said "Job satisfaction refers to the overall feeling of any staff expressed like or dislike towards his work in any levels.

In conclusion, we could say that feelings, attitude of anyone towards his job relating to the components or factors affected satisfactory feeling at work like work environments, benefits, etc.

## **2.2 The relationship between satisfaction and job tasks**

Papawadi Duljinda (2530) reported the results from the organization related to job satisfaction as follows :

1. Turnover: the ratio between satisfaction and turnover in term of negative that means the more job satisfaction increased the less turnover decreased.

2. Absence : the relation between absence and job satisfaction becomes negatively that refers to the high job satisfaction occurs and staff absence decreases.

3. Staff health : Dissatisfaction could lead staff into poor emotional feeling condition, which turns into weak health, stress and frustration and might be heart attack, or the other diseases. The social pressure in the organization might come from

- Uncertainty from the supervisor' s expectation.
- Over responsibility within limited time.
- Poor relationship with the supervisors and colleagues.
- Over responsibility on proficiency.
- No involvement with job tasks under one's responsibility.

The above 3 results could discourage the staff advancement or encourage staff' recession. When he got bad attitude or low satisfaction towards jobs he concerned with, the enterprises or the organization would not be able to move forward because a lot staff were absent, turnover could effect directly towards producing, financial consuming, time consuming, high recruiting pay, etc.

The firm would face over financial pay, recruiting cost and training budget. Apart from recession behaviour, staff who bear the low satisfactory level, usually become aggressive, which this behaviour could reflect the intended making mistakes, reveal government secrets as well as labour union like strike, and passive behaviour. This might be linked to colleagues, or family. Aggressiveness would become the obstacle

and decrease team working. The rate of pay sounds very low and could be linked to robbery.

Chanchai Arjin-sa-majan (1992) revealed the feedback of satisfaction or the relationship between satisfaction and job tasks . This could be divided as following :

1. Work outcome : Staff with positive feeling causes higher achievement and better quality
2. Resign : staff with low satisfaction and quit the job would influence the growth of the firm.
3. Absence : satisfaction aspect is highly related to job tasks. Unsatisfactory staff may always ask for leave. Too much absence and resignation might effect the growth of the tasks and search for someone to replace him.

### **2.3 Trends and theories of job satisfaction**

Locke (1976 : ref.Benjart Uthispan,2542 : 21-22) provided 9 factors effecting satisfaction as follows:

1. Job tasks is the first factor effecting staff feeling of satisfying or dissatisfying which means the staff will perceive high level of satisfaction if he likes that job. Furthermore, the nature of work which is challenging will attract the staff and this will encourage him to learn the new things. The amount of tasks as well as the level of difficulty would effect the staff interests. When the staff feels successful, he'd love to proceed such work happily.
2. Benefit is anther remarkable factor effecting the staff. The reasonable benefit and welfare could greatly respond the staff needs. The staff in the same position must get the same pay and benefits equally.
3. Opportunity for Advancement influences directly staff satisfaction. Staff look forward to seeing their progress and advancement in their career.
4. Acceptance from the high authority as well as colleagues could be another factor effecting staff satisfaction. Awarding should be given and announced as this is the way to motivate the staff to devote himself on work and will result in satisfaction.

5. Compensation including social welfare is the factor that could encourage or discourage staff satisfaction. Since staff would expect to get fringes when he works with any office.

6. Environments like location, workload, holiday, instruments or equipment could effect staff satisfaction directly. This could help staff to work more and harder.

7. Supervisor or Chief is another factor to create staff satisfaction. When he gets supervision from the supervisor or receive any memo or administrative policy , he usually perceives satisfaction feeling in any level

8. Co-workers are also the factor effecting staff satisfaction. When they help and support each other, the atmosphere at work would be positive. They all satisfy with what they are.

9. Organization and Management including policies is effecting strongly staff satisfaction. As this refers to company plans which lead to staff satisfaction because staff usually think about the policies of the company, then consider what to do.

According to Ebru kaya (1995: 4-5), his research revealed that

1. Age was the factor directly effected job satisfaction. From various studies in many countries found that senior staff perceived high satisfied than the young staff as well as discovered that age related to job satisfaction.

2. Need for motivation and supporting factor did not vary to gender.

3. Job satisfaction and job devotion effected each other and strongly effected job itself.

4. Insufficient education, inappropriate cruising staff, lack of communication were associated to job satisfaction negatively.

5. Opportunity to administrate, to make decision, autonomous were related to job satisfaction positively.

6. Factors related to job tasks like creativity, responsibility, proficiency, and acceptance influenced job satisfaction.

However, some researches stated that age, experiences, educational level, salary and gender were not related to job satisfaction while some found out that experiences

encouraged higher satisfaction. Some supported the above studies and some said that gender influenced satisfaction as well.

Herzberg, et al., (1974 : 71-74) studied “Attitude towards job” by interviewing engineers and accountant around 200 at Pittsburgh, US. He discovered factors effected satisfaction and dissatisfaction towards job could be divided into two groups as follows :

1. Satisfies or Motivator Factors aimed at improving or developing the task atmosphere in a better manner. There were 6 components like:

- 1.1 Achievement
- 1.2 Recognition
- 1.3 Work-itself
- 1.4 Responsibility
- 1.5 Advancement

2. Dissatisfies or Hygiene Factors aimed to develop the organization in a better manner. There were 5 components like :

- 2.1 Policy and Administration
- 2.2 Supervision
- 2.3 Salary
- 2.4 Interpersonal Relation
- 2.5 Work Condition

## **2.4 Education Reform**

The main goal of Constitution and the Act of educational policy 1999 is to develop Thai society to become the society of knowledge as well as to reach the economical system for Thai equality in educating and training through long life. This intellectual knowledge would bring Thai citizen could work and earn themselves. Education developing the nation, people and job tasks is the main responsibility of the ministry of education which would turn the policy into the reality. The annual budget of 2003 ministry of education issued the policy, planning and emphasis points to respond the government. (Ministry of education, 2001 Conference on Education

Reform, journal 24 December at Royal River Hotel, Bangkok) This could be drawn into 4 parts as follows :

1. Qualitative Education : Emphasize on developing and utilizing curriculum, national assessment to gain higher achievement in the areas of mathematics, sciences, language and basic IT, developing teachers, administrative staff and the concerns, education institutes assessment, drug prevention and gambling in schools.

2. Education Equality : Everyone could have the opportunity to study equally by emphasis on education reform which could promote and support everyone for every educational level including handicapped, disability and gifted people.

3. Regions, Arts, Cultures and Sports : This emphasized on integrating religions, arts and cultures in learning process to solve the crisis moral problems.

4. Administrative Management : This emphasized on budget administrating to PBB, education database, staff data, IT system and decentralization.

### **Guidelines of Education Reform: Ministry of Education**

Ministry of Education (1999, ref. Saowalak Jetjamnong, 2002 : 15-17) reported that

#### 1. Goals

- Education reform would appropriate with the Act of educational policy and future prospect. It emphasizes on developing quality education, especially student centred.

- Education reform aims to develop the quality learners and this will happen when teaching methodology reform, curriculum reform, teaching profession reform including educators and administration as well as management reform.

- Education reform starts from class to class. Each school would develop from time to time and in time would take place over the country.

#### 2. Learners' characteristics in schooling

Creativity, good moral, ethics, well-balanced among physical body, mind and social relation, able to live independently as well as co-operating with the others creatively.

### 3. Main components of Schooling

#### 3.1 Factors

The leader with good vision, strong administrative board, qualitative teacher staff to manage teaching-learning process, appropriate teaching media and equipment for class, community assistance as well as local knowledge, various curriculums which respond to the learners' needs and society.

#### 3.2 Process

Plan to develop the institute as well as teaching methodology, especially child-centred. Teaching-learning process is provided according to the needs of learners and community. Safe climate is provided for study, education assessment is a must, personnel development for both administrators and teachers is continuous, grade transferring and learning experience, follow up system are under school review. School report could be presented in public and informed the outcome to the community.

#### 3.3 Output

Students must be in high standard of international level. Classroom must be quality standard.

### 4. Guidelines to Education Reform

In order to achieve the goals, 4 main parts of education reform are grouped as the following :

1.1 School and education institute reform

1.2 Teacher and educator reform

1.3 Curriculum and teaching methodology reform

1.4 Educational Administrative Management reform

According to Teacher and educator reform, there are some details as follows : (Siripen Saomanee, 2000: 13-15) Reform the system of producing, recruiting and developing teachers in the both public and private institutes, including developing administrators and educators continuously by

1. To enhance teachers and administrators' responsibility in working seriously.
2. To assess teachers advancement through their efficient work from students quality and support them to do research work along with teaching in class.
3. To allow every teacher to develop and improve themselves continuously according to the society and technology changing, at least they should get training once for every 2 years from the ministry of education, departments as well as any institutes both government and private and should be given certificate too. Participating with any conference is one of the responsibilities for the supervisor to consider as a part of teacher's tasks as well.
4. Teachers are able to select lesson plans or apply them for students appropriately and focus on students know how to and develop themselves through their lives obviously.
5. Teachers in any departments of ministry of education could teach both inside and outside the school more than 1 but under the supervisor's consideration and would get extra pay. This would be included in teacher's folio. Teacher's experience would be considered for defining salary of the new teacher.
6. Qualification and local intellectual, local teacher, the expert from private sectors and the retired are allowed to work in schools, ministry of education and receive the proper pay.
7. To solve insufficient number of teachers by appointing the new ones according to the human resource plan of each school, decentralize teachers and decrease the temporary assisted teachers.
8. To adjust the teaching staff structure in ministry of education for the progress of career ladder between teaching staff and administrative staff for the career pattern obviously. However, it would be flexible and able to replace each other, especially the advancement of the teachers. Teacher and administrator manuals are provided.
9. To accredit the standard of teaching career, which is under the consideration of the educational council, teacher committee and teacher colleges, this involves the law and career development as well as the teaching permit.
10. Welfare and benefit reform for every teacher level in order to provide higher quality living reinforcement, job security including development of the salary

structure, and other welfare. This aims to promote teachers who work in the remote area or the teacher who's dealing with many classes.

11. To develop recruiting or selecting new students system for teacher institutes and develop curriculum including teaching process to produce teachers in general teaching and specific one for the lab. This would produce the graduate teachers who bear not only the proficiency of analysis, synthesis, but also ethics and morality. This includes recruiting the new teacher staff system which the institute has to proceed under the regulations of the ministry of education. This should not provide or handle with the teachers from private sector during the academic year

12. Rapidly develop educational administrators through creative thinking, intellectual and administrating as well as managing skills to develop quality schools and educational institutes according to the changing world.

13. Every supervisor from various departments has to work together and follow up academic reports.

## 5. Strategic issues for Educational Reform

### 5.1 Decentralization

Educational institutes can administrate autonomously and consider school activities independently. They have to response education management for learners and appropriate to the community. Decrease central offices in supervising, co-operating, promoting policies; educational standard plan education resources, follow-up and support the procedure of the institutes.

### 5.2 Strategic issues

Prepare and manage strategic issues to develop every sector from ministry, department, division, province/district up to schools as the significant tools for education reform.

### 5.3 Opportunity to get involvement

Every sector from government, private, local and enterprises could share the responsibilities and work together or form the committee to proceed education reform in the society and community.

#### 5.4 Education Assurance

Provide education assurance, supervision, control, examining and quality assessment, and then reports to the public.

#### 5.5 Learner's centred

Everyone is able to get schooling, managing education system appropriately to learners' condition, develop teachers' roles to promote learning widely and perfectly.

### 6. Education Reform process in schools

6.1 Appoint School boards

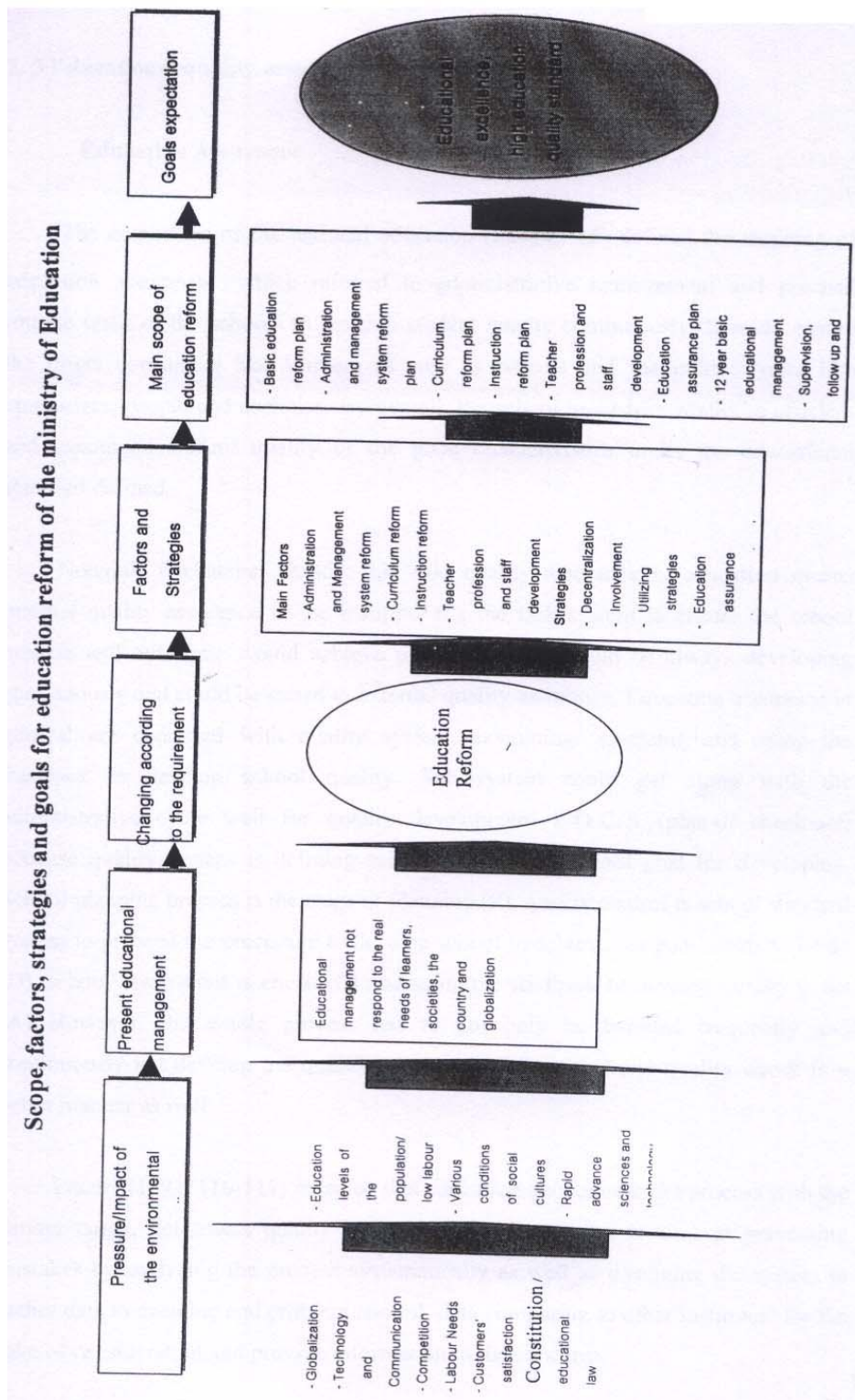
6.2 Prepare need analysis to develop

6.3 Plan to develop schools

6.4 Follow the action plan

6.5 Report the progress in public

6.6 Asset and develop the plan continuously



## **2. 5 Educational quality assurance policy of the government**

### **Education Assurance**

The committee of the national education (2544<sub>n</sub> : 15) defined the meaning of education assurance which referred to administrative management and proceed routine tasks of the schools to develop student quality continuously. It could ensure the direct consumers like learners as well as parents and the indirect ones like enterprises, people and societies. By overall, the school procedure would be efficient and encourage student quality or the good characteristics under the educational standard defined.

Nonglak Wichatchai (2545 : 12) said quality assurance in education means internal quality assurance in the institute. It's the task system to ensure the school process and out come would achieve the goals. This would be always developing continuously and could be suited to external quality assurance. Education assurance in general are consisted with quality system, examining/ assessing and using the feedback to develop school quality. The system could get along with the administrative cycle well for quality development P-D-C-A (plan-do-check-act) because quality system is defining school standard or school goal for developing. School planning process is the stage of planning (P), quality control is school standard system to proceed the procedure to develop school to achieve the goal seems to be do (D), school assessment is check (C) and using the feedback to develop quality is act (A) However, the whole process has to not only be handled frequently and continuously but develop the quality system, quality control and quality check in a better manner as well.

Frazier (1997: 116-117) revealed that education assurance is the process with the certain target, not assess quality after ending such process. It aims at preventing mistakes by analyzing the process systematically as well as designing the system to gather data to examine and problem control, data comparing to other institutes' for the sake of consideration and provide information to the concerns.

Hence, education assurance refers to planning systems and managing systems of the persons who concern themselves with managing educational responsibility which ensure consumers that such schools provide the obvious educational guidelines and educational development as well as getting along with policies and strategic points of the government efficiently, and aim to develop learners quality as mentioned in the curriculum and direct to the social needs. There are 3 systems in education quality as follows : Quality Control, Quality Audit and Quality Assessment which work together with administrative cycle for education development P-D-C-A too.

According to Doctor Ampon and et. (2546 : 8-10 ) Education Assurance can be divided into 2 types:

**1. International Standard System** : it is the standard system which has been analyzed, studied and utilized , then reported to the public. This is well-known in industrial production and service like QC, TQM, ISO 9000, etc. This could be grouped into 7 systems as following :

1.1 Accreditation : It is the oldest system which has been applied in many countries. Thailand has also used this system to certify private higher education level for 20 years. Certifying educational status is the system which could be examined and recommend educational standard. This would be proceeded by the external auditors directly. The external auditors would develop criteria or benchmarks to assess institutes if they follow such criteria, they will be recommended but if not, such institute would not be recommended.

1.2 Quality Audit : It is the English ideal as the education assurance system of United Kingdom and becomes popular and acceptable among the world higher education institutes. It is the system to study quality assurance to advise, not rewarding nor punishing. If any institute owns good system of quality assurance, the auditors or examiners from the central department would report to the public by emphasizing Peer Review. Quality Audit is the main duty of higher education department that examines higher educational institutes if they own proper quality control development.

### 1.3 Total Quality Management (TQM)

The great successful quality administration in business area which could respond to consumers' satisfaction in term of quality is the great effort to use this system to apply in education through 3 main parts like 1. Customer Focus 2. Process Improvement and 3 Total Involvement.

1.4 Quality Control (QC) This system was developed in Japan after World War 2. In the Japanese growth era this system could change Japan into powerful country in economics. The main approaches of this system are as follows :

1.4.1 Every member must be conscious to solve problems together by scientific method.

1.4.2 Work system must be qualitative and effective by group working called quality group.

1.4.3 The progressive work must always solve problems.

1.4.4 Quality comes from creating and interfering in the work procedure.

1.4.5 Group work must be systematic and enhance group harmony.

1.4.6 Activities participating could not only exchange ideas or experiences by reinforce knowledge each other as well.

1.5 Quality Administrative System: This is the international standard system, which is the quality administrative system for foundation level. It aims to provide quality system equally among companies and organizations all over the world. For Thailand, the Institute of Standard Industrial Product provided the certificate for ISO 9000.

1.6 Performance Indicators (PI) : The development and progress of Information Technology as well as Information Management system could apply statistical data and benefit indicators from the base of statistical amount more by proficiency measurement of various educational institutes like :

1.6.1 Financial indicators or the security of the organization

1.6.2 Research and fund to research indicators for investigation proficiency

1.6.3 Student and graduate indicators to reveal quality

1.7 Quality Assessment: This is another system to assess the quality teaching-learning management directly, including collecting teaching-learning information and academic achievement. This would lead to the answer of each subject or curriculum that should be improved or not and how to develop such program properly.

## **2. Applied standard system**

It is the quality administration that departments organizations or educational institutes applied such international standard system to appropriate with philosophy, visions, objectives, environments, administration, social needs or staff needs but the system to apply the standard quality must be reliable and able to examine as well as refer to. This must be accepted by the professionals, experts and quality assurance representatives or from those vocational areas.

In short, education assurance in Thailand is operated by applied standard system and aims at maintaining quality products or students of schools under the social needs.(Ampon, 2546 :10)

## **Goals for education Quality Development**

Developing educational quality assurance should begin with setting the child quality that how the child quality need is. Educational concerns like academic department, general education department, the national institute of primary education as well as the institute of promoting assessment quality and national education standard, the national education committee work co-operating to manage educational standard aspects and indications for education standard for primary education level, early secondary level and higher secondary level (Songsri Toonthong, 3-4)

Education standard aspects could be divided as the following :

1. Production standard aspect: It is the learner's characteristics according to curriculum objectives that refer to Thai characteristics needs.

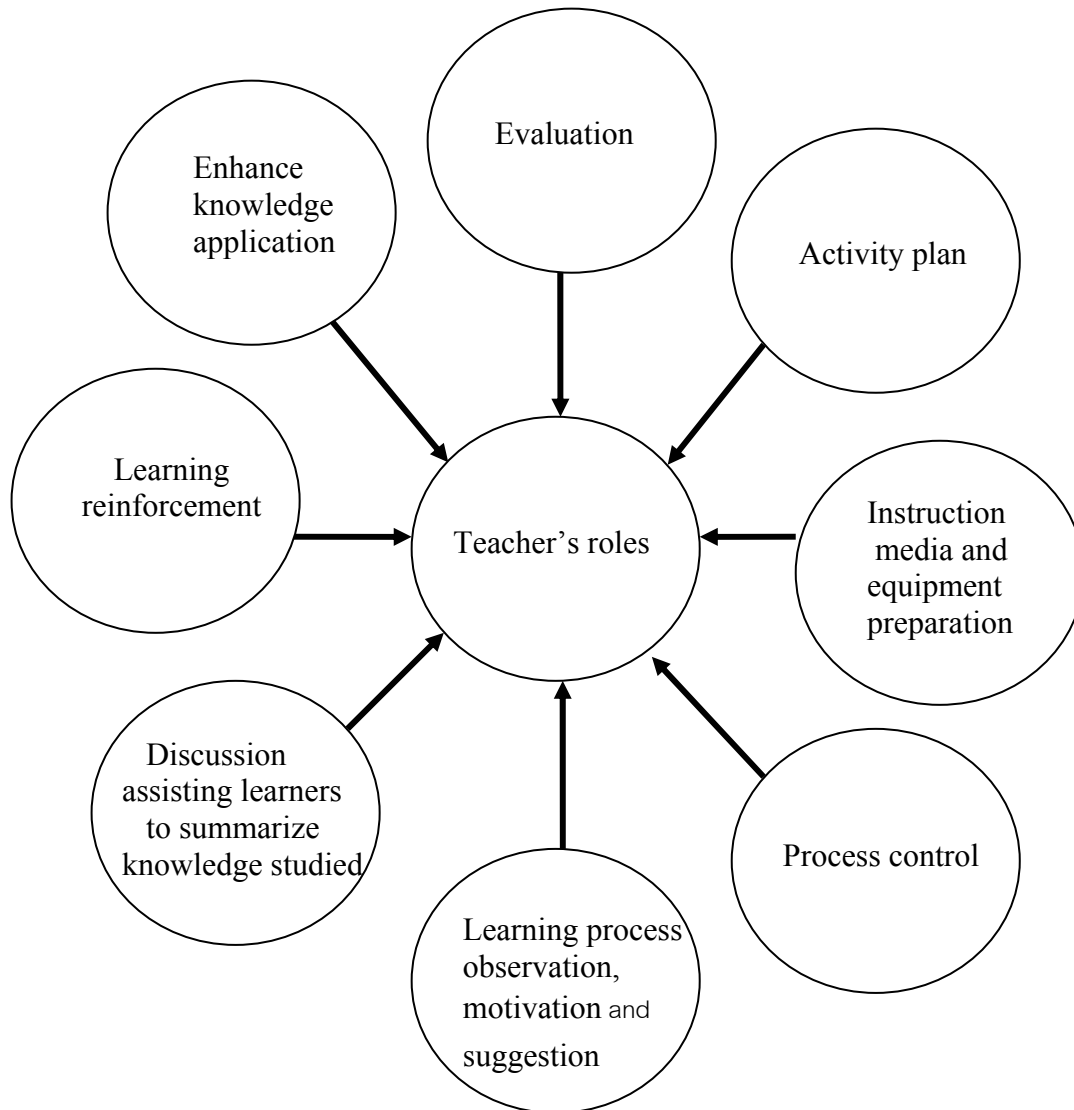
2. Process standard aspect: This refers to administrative process, managing teaching-learning activities or managing system or the procedure to develop learners to achieve the curriculum objectives.

3. Factor standard aspect : Human resource, equipment, media, budget, location and technology are necessarily provided under mentioned in the curriculum and this encourages learners' characteristics needs.

### **Education Quality Assurance Approach**

General Education Department explained that education assurance is the educational process to ensure and encourage satisfaction for the learners, parental, community and society that the graduate would be qualified education standard and accepted in the society. According to the following main approaches (education assurance sheets : general education department book 1 : 5-7)

1. Child's centred Development : It aims at learner's centred learning all for the great advantage in term of long life education. Managing education must motivate, support and encourage students to develop themselves potentially and qualitatively to become the important resource not only to develop economics and society but also earn their lives happily and work co-operating to develop creatively



**Diagram: Teacher's roles for learner centered**

2. School-Based Management (SBM) This approach aims to provide schools empowerment to administrate education service. Schools are the productive centred where could produce qualitative learners. Schools as the bases for administrative management could assist higher effective administrating to develop academic achievement, increase responsibility to supervise and develop schools, community and society more empowerment to work together for the quality education standard.

3. Participation & collaboration : This approach focuses on All for Education. Schools are the public service which every member in the community must share his responsible duty to proceed at the highest manner. Everyone in the society has to participate and collaborate to handle quality education like they own such education business and this could lead to develop quality education which is accepted in the society.

4. Decentralization of Education: It aims to share educational responsibility to stakeholders who are close to students like school, parental, community and society. Decentralization approach could encourage them to realize the education advantages and the effectiveness, thus, co-working would be helpful to respond to their needs and aims at developing quality education and acceptance in the community and society at last.

5. Accountability : This approach aims to encourage authorities responsibilities to manage education for the society and could be checked or examined by higher authority, parental group, community itself to assure and ensure quality education in the society.

### **Education foundation quality system**

Academic department (2524) explained quality assurance for education foundation as follows :

1. Education quality of quality assurance emphasize on satisfaction for the consumers both inside and outside

- Internal quality means knowledge, potential and good characteristics of learners that encourage satisfaction in every production process to the next every educational level.

- External quality means satisfaction on economics and society at the majority. This refers to knowledge, potential and the necessity characteristics of learners to maintain their living and to survive to secure economics, politics, and national cultures to join business competition and technology at the regional and world market.

2. Education quality assurance is the administrative management through systems of the institute and becomes the strategic points to plan and prevent problems first, not solve such sudden problems.

3. Education quality assurance could convince the security on the academic base which could be examined and checked, the analysis process and measurement could be conducted under scientific proof.

4. Assessment, Evaluation and Measurement aims to bring back the feedback to plan for quality development continuous, not rewarding nor punishing.

5. Quality design (curriculum and lesson plan) and process (methodology, curriculum administration, teachers and educators) are the crucial components to develop rewarding or punishing.

6. Education quality assurance mainly emphasizes on increasing knowledge, skills and confidence for staff both inside and outside the school to develop involvement opportunity effectively and efficiently.

7. Education quality assurance vitally focuses on interrelationship in the organization among every educational department level as well as work co-operating with every organization within educational district of the province.

8. Leadership and administrator supervision as well as decentralization proper responsibility are the crucial factors of quality assurance.

### **Quality assurance approach in foundation school**

Academic department (2544) indicated quality assurance system in the school are as following :

#### **1. Administrative system and Information Technology Management.**

It is the task that every institute has to study and review the management system to respond the act of national education, how to adjust organizations appropriately. Information Technology focuses on recording, collecting information and analyze such data systematically. This information or data would become the great evidence of teachers and concerns, including the students' performance either

individually or by the group or at any level. This information would reveal not only the strength, weak points of each school but also problem needed to solve.

## **2. Education standard**

This focuses on students' achievement which get along well with curriculum and educational policies of the nation. Education management has been provided to develop students at the foundation level as well as respond to the local needs. It is very necessary for the institute and community to work co-operating and issue education standard as the objective to develop our students.

## **3. Plan to develop quality education**

Planning is the significant part of quality education as it will reflect the school performance directly. The plan will reflect the overall pictures of the school according to the time management like 1 year, 2 year or 3 years. This plan must include goals, strategies, and obvious approach to work with both long plan and temporary plan. This will lead to educational administration, evaluation and measurement as well as teacher training or the concerns to develop learners to reach the education standard. Every concern must be careful and serious to work.

The plan has been managed to provide education system, evaluation and measurement to assist students to reach their higher achievement. The annual plan has been consisted with professional developing plan for teachers and staff, budgeting, time and responsibility and this will be considered by every concern who understand the real situation of education atmosphere, not only problems but obstacles in community as well as social needs too. This plan must be daily improved and reviewed at the end of the semester, then develop the plan for the better sake of quality education.

**4. Proceed the action plan.** This part must be carefully conducted by continuous supervision and frequently record the performance.

**5. Examine and review.** It is the heart of internal quality assurance which aims to examine and review the effectiveness of educational process like how to do and

what the result is. It achieves the educational goals or not. The vision, action plan, the progress of the learners and academic learners' achievement will be assessed and reviewed. This will focus on assessment only.

**6. Education assessment.** Students from primary level of P.3, P.6 and higher secondary level of M.6 of every school will have to be assessed through the core courses and the quality of good students by using standardized tests which are conducted by the central department and educational districts. This will compare the result to the standard criteria and increase quality of that school.

**7. Annual quality education report.** It is like a responsible duty of schools to report the progress of school procedure, the result of quality development to the public like parental in the community and society.

**8. Maintain quality control continuously.** This is another system part of internal quality control. according to the feed back, it will be assessed and developed the quality control system.

### **Quality Assurance Process**

Quality assurance could be divided into 3 main parts (Am-roong Chantawanit 2542: 88-89 ) as follows :

1. Quality control. It is the approach for education quality which could be done under

1.1 Set the standard criteria for production, factors and process.

1.2 Develop to standard refers to educational factors to be developed like teacher, administrator, supervisor as well as supporting education which promotes education management

2. Quality Audit and Intervention. It is the process or guidelines to develop quality education. These are

2.1 Internal Audit by assessing the progress of school management

2.2 External Audit

### 2.3 Quality Intervention to examine the quality of the school

3. Quality Assessment. It is the process to assess education quality according to education standard and they are

3.1 External school review

3.2 Accreditation

3.3 Total quality assessment

These three steps are the interrelation process which effect each other. They can be conducted during quality controlling activities and quality assessing activities.

### **Teacher and Quality Education Assurance**

Roong Kawdang (2544 : 94-96) provided teacher's roles to proceed internal and external education assurance as follows :

1. Study education standard and curriculum carefully. If possible, he should study all the entire units of each semester or academic year.

2. Plan the lessons and include objective behaviors after ending the course. It might be Gantt Chart.

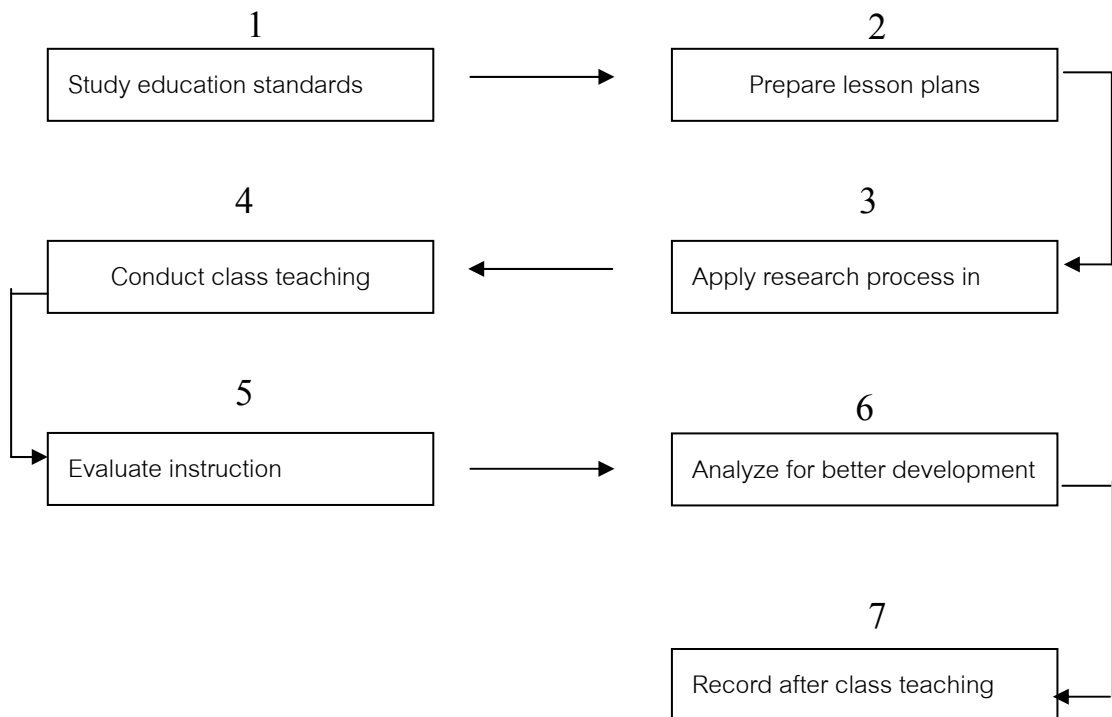
3. Action research should be conducted during the class.

4. Conduct teaching process like the facilitator by providing students to learn more

5. Evaluation and measurement through students' achievement.

6. Study analysis to search for the weak and strong points in order to develop the better teaching process.

7. Record daily class is the great tool to reflect the picture of the class that we success or face the problems. What the teacher advise or idea for the next class. The record will reveal everything in class obviously, especially the new teacher who could record in computer. Recording after class is very helpful for the teacher to proceed the next class effectively and efficiently.



**Diagram: Instruction Procedure**

## 2.6 Related researches

### Related studies regarding teacher's satisfaction

Suwan Pootiwanit (2541) conducted the research entitled job satisfaction and factors effecting job satisfaction of in service staff at ministry of education. The result could be concluded as follows :

1. In-service staff at the central department of ministry of education perceived job satisfaction at the moderate level.

2. Factors effecting job satisfaction of in-service staff at the central department of ministry of education were consisted of 5 factors like scope of work, salary and benefits, policy and administration, advancement as well as work condition respectively.

Yongyut Pakdeemonkol (2540) conducted a study of job satisfaction of teachers at Police school, Regional Police school 7, Na Khorn Phatom, the results were :

1. The major respondents are male, aged 30, under- graduate level, experiences 1-4 years, status : the ranker.

2. Satisfaction level was found at moderate level. There were 9 aspects : Policy and administration aspect, Salary and benefit aspect, co-worker relation aspect, work condition aspect, task success aspect, acceptance aspect, Job characteristic aspect, responsibility aspect and advancement aspect.

3. Gender, age, education level, work duration, and ranking of teachers at Police school, Regional Police school 7, Na Khorn Phatom relating to job satisfaction was discovered significantly differences within 9 aspects as follows :

- Gender effected job-satisfaction significantly difference at 0.05 level with 5 aspects: i.e. satisfaction with Policy and administration aspect, work condition aspect, acceptance aspect, job characteristic aspect and responsibility aspect.

- Work duration also effected job-satisfaction significantly difference at .05 level with 3 aspects: i.e. Satisfaction with policy and administration aspect, co-worker relation aspect, and job characteristic aspect.

- Age and ranking effected job-satisfaction significantly difference at 0.05 level with 2 aspects as follows : Satisfaction with salary and benefit aspect, responsibility aspect

- While education levels were not significantly different at 0.05 level.

Tewee Bunjab (2540) studied factors effecting job satisfaction of private school teachers, Bangkok-Yai district, Bangkok and the result could be drawn that job satisfaction of private school teachers, Bangkok-Yai district, Bangkok perceived high level of job satisfaction within 4 factors namely satisfaction with institute/organization factor, job characteristic factor, success factor and factor of co-worker relation. They also considered moderate level of satisfaction within 8 factors i.e. responsibility factor, salary and benefit factor, acceptance factor, policy and administration of school factor, authority management of administrators factor, advancement factor and relationship with administrators factor.

### **Related review with quality assurance**

Chainarong Kongwattana (2546) investigated roles of teachers dealing with quality assurance at technical college district 6 and found that

1. Teachers dealing with quality assurance at technical college district 6 in overall were at moderate level.

2. Teachers with below 10 years experience and with more than 10 years experience dealt with quality assurance in overall without significantly different.

Sirinuch Seniwong Na Ayuthaya (2545) studied teachers' satisfaction towards quality assurance in the central colleges district, ministry of public health, the results revealed that job satisfaction of teachers in overall stated at moderate level. According to each factor of satisfaction, they were: teachers considered the area of preparation and reporting factor at the high level. 4Factors influencing teachers' satisfaction towards quality assurance were found positively namely quality process control, benefits from quality assurance, interrelation during quality assurance process, environmental condition during quality assurance process. Whereas negative variable was skills and proficiency in dealing with quality assurance, These 5 factors could assess job satisfaction of teachers relating to quality assurance at 67.40 %

Sukanya Pupilkok (2543) conducted a study on Procedure of teaching-learning quality assurance under the policy of education assurance in primary schools, Loei province. The results were discovered that

1. Regarding teaching-learning standard, primary teachers understood and realized quality assurance of the national primary education of Loei province within 10 standard criteria in overall at high level. Some standard criteria were found at moderate level of understanding i.e. the 8 standard criteria : managing teaching-learning for students to develop their proficiency and aptitude by focusing on weak and strong points individually, the 5 standard criteria : managing teaching-learning related to the community, nature and environment, the 3 standard criteria : managing teaching-learning to provide self-study of the students, the 2 standard criteria : managing teaching-learning for students to learn how to think, practice and self-

assess, and the 1 standard criteria : planning the teaching-learning according to the curriculum, learners' needs and local requirements.

2. Problems and obstacles during quality assurance in overall were found at moderate level. But considering each part, it revealed that the less problem standard criteria were found at the 7 standard criteria : teaching-learning climate to promote students' learning happily and successfully as well as the 6 standard criteria : managing teaching-learning by enhancing them moral, ethics and good habitual characteristics.

Astria (1999) studied the effectiveness of quality assurance system and development plan of the state of Illinois towards teachers' attitude to prepare developing school plan at Chicago. It aimed to study the effectiveness of quality assurance system and development plan of the state of Illinois towards governmental teacher's attitude to prepare developing school plan of Illinois. This based on fundamental changing organization theory and motivation theory as attitude was the main factor of the both theories, attitude was thus the vital factor to develop schools and the finding revealed that teachers' attitude towards quality assurance and development school plan of Illinois was found good.

Hence, the study of school teachers' satisfaction towards their job according to quality assurance, the researcher has operated independent variables namely personal-data like gender, age, working experience, salary, level of teaching primary or secondary and lesson plan while other variables, i.e. school teachers' satisfaction under the government policies which evaluate the following cases namely: 1. Establishing Organizational and Administrative System, 2. Working Conditions, 3. Learner-Centered Activities, 4. Leadership and Proficiency in Administrative Management, 5. Teachers' Proficiency and 6. Learners' Development.

## **CHAPTER 3**

### **METHODOLOGY**

This survey research was conducted by using questionnaires as a tool to gather data for studying teachers' satisfaction with their tasks according to the educational quality assurance of the government.

#### **3.1 Population**

**3.1.1 Teachers were selected from four public secondary schools in the Thonburi region as follows:**

Thonburi region:

- Suksanari School
- Wat Intaram School
- Mathayom Wat Daokhanong School
- Thonburiworatapeepalaruk School

**3.1.2 Teachers were selected from two private secondary schools at Thonburi region as follows:**

Thonburi region:

- Santacruz Convent School
- Sang Arun School

### 3.2 Size of the population

<b>Schools</b>	<b>Number of Staff</b>
1. Public Secondary Schools	
Thonburi region:	
- Suksanari School	154
- Wat Intaram School	88
- Mathayom Wat Daokhanong School	69
- Thonburiworatapeepalaruk School	80
2. Private Secondary Schools	
Thonburi region:	
- Santacruz Convent School	42
- Sang Arun School	16
<b>Total</b>	<b>449</b>

### 3.3 Sample

225 respondents were selected by random sampling, so 225 questionnaires were utilized for this investigation.

### 3.4 Random sampling

225 samples were drawn from 50% of the population as follows :

### Population and Sample structure

Schools	Population	Sample
1. Public Secondary Schools		
Thonburi region :		
Suksanari School	154	77
Wat Intaram School	88	44
Mathayom Wat Daokhanong School	69	35
Thonburiworatapeepalaruk School	80	40
2. Private Secondary Schools		
Thonburi region :		
Santacruz Convent School	42	21
Sang Arun School	16	8
<b>Total</b>	<b>449</b>	<b>225</b>

Hence, the comparative study of teacher satisfaction with educational quality assurance in public and private secondary schools case study for the Thonburi region, Bangkok needed at least 225 samples.

### 3.5 Instruments for Data Collection

#### Tools

In this present study, questionnaires were used to measure satisfaction with questions which can be grouped into three parts as follows:

Part 1 questions collected the **bio-data** of the respondents such as gender, age, experience, etc.

Part 2 questions dealt with factors related to satisfaction with the educational quality assurance policy. This could be measured by rating scale and be divided into the following six main areas:

- The first area regarded the organization's management and administrative system.
- The second area was concerned with the atmosphere at the schools.
- The third area dealt with whether the teaching methodology was student-centered.
- The fourth area related to leadership and proficiency in administration.
- The fifth area asked about the teachers' intellectual development.
- The last area dealt with how to develop students.

Part 3 consisted of opened - end questions for suggestions and advice on how to develop the teaching-learning tasks effectively and efficiently as well as how to achieve higher teacher satisfaction.

### **Scoring of the data**

The score data of this study used the Likert Scale to measure teacher satisfaction and could be divided into 5 levels as follows:

Highest	scored	5
High	scored	4
Unsure	scored	3
Low	scored	2
Lowest	scored	1

The criteria of satisfaction levels could be categorized into three groups. The researcher gathered raw data which could be grouped into three groups by Highest score – Lowest score

### **Numbers of group**

Thus, the levels of teacher satisfaction could be divided into three groups as follows:

The first group: the lowest score

The second group: the median score

The third group: the highest score

### **3.6 Construction of the questionnaire**

Study the content from textbooks, journals and research relating to teacher satisfaction.

1. Study disciplines and regulations to construct the tools from the theories as well as related studies.
2. Limit the study and the guidelines of the questionnaire to cover the objectives of the study.
3. Construct the tools to study teacher job satisfaction under the policy of educational quality assurance including grading
4. Present the questionnaire to the examiners for them to check and correct.
5. Then this questionnaire was rechecked, its language polished and its validity was judged by experts. The researcher took this questionnaire to the examiners again for a final check.

### **3.7 Description of the questionnaire**

The experiments were conducted as follows:

1. Content validity was considered by an expert.
2. Reliability values were found by Cronbach Alpha-Coefficient at 0.7 in terms of organization management, school climate, teaching methodology as being student-centered, leadership and proficiency of administrative management, teachers' intellectual development and developing students.

### **3.8 Collection of the Data**

The questionnaires were given to public secondary school teachers and private secondary school teachers. On the basis of the responses, the researcher was able to gather 213 of the 225 by herself.

### **3.9 Data Analysis**

After collecting the data, the researcher modified the raw data into figures and code and then utilized the SPSS program for this research.

### **3.10 Statistical Techniques Employed**

1. Percentage, Mean, Standard Deviation were employed to explain the personal-data of the sample.
2. Chi-square was calculated to analyze factors relating to teacher satisfaction.
3. T - test was used to compare the teachers' satisfaction levels.

## **CHAPTER 4**

### **RESULTS**

In the present study of teacher's job satisfaction in accordance with educational quality assurance of the government policy, the researcher collected data by questionnaires given to a sample of secondary school teachers both in the public and private sectors. Data collected were analyzed by SPSS/PC+ to find out statistical values as follows:

4.1 Factors of Establishing Organizational and Administrative System, working conditions, Learner-centered activities, Leadership and proficiency in administrative management, Teachers' proficiency, Learners' development and job satisfaction of secondary schools both in public and private sectors.

4.2 Relationship between personal factors and job satisfaction of secondary school teachers both in public and private sectors by chi – square.

4.3 Comparative analysis between the levels of job satisfaction of secondary school teachers both in public and private sectors by t – test.

4.4 Suggestions relating to job satisfaction in secondary schools with the educational quality assurance policy

#### **4.1 General characteristics of the sample**

Personal data of the respondents was analyzed by frequency, percentage, means and standard deviation as shown in the following tables

Table No. 1 shows the sample structure

**Gender:** Samples were mostly female (with 165 or 77.5% of the respondents). The number of male respondents was 48 (22.5%).

**Age:** The largest age group in the sample was between 45-54 years old for 116 respondents (54.58%). The next largest age groups were between 35–44 years old for 54 respondents (25.3%), between 25-34 years old and over 55 years old for 17 respondents each (8.0%). The smallest age group was under 25 years old for 9 respondents (4.2%).

**Work experience:** The largest group of respondents had teaching experience between 21–30 years (a total of 117 respondents or 54.9%). The next largest groups had work experience between 11–20 years (44 respondents or 20.7%), work experience between 1 – 10 years for (11 respondents or 5.1%) and work experience between 41-50 years (1 respondent or 0.5%). The average work experience was 20.82 years. The least work experience was 1 year while the greatest work experience was 43 years.

**Salary:** The largest group of respondents earn a monthly salary between 25,001 - 30,000 baht (66 respondents or 31.0%). The next largest groups were for monthly salaries between 10,001 - 15,000 baht (46 respondents or 21.6%), monthly salaries between 20,001 - 25,000 baht (38 respondents or 17.8%), monthly salaries between 5,000 - 10,000 baht (20 respondents or 9.4%), monthly salaries between 15,001 - 20,000 baht (18 respondents or 8.5%), monthly salaries between 30,001 - 35,000 (13 respondents or 6.1%) and a monthly salary greater than 35,000 baht (1 respondent or 0.5%). The average income of the respondents was 20,524.57 baht, with the lowest income being 6,320 baht while the highest income was 37,000 baht.

**Teaching level:** 37.1% or 79 respondents work at the early secondary level.

32.4% or 69 respondents work at the higher secondary level

30.5% or 65 respondents work at both levels

**Table 1:** Number and percentage of sample structure

<b>Personal data</b>	<b>Number</b>	<b>Percentage</b>
<b>Total :</b>	<b>213</b>	<b>100.00</b>
1. Gender		
1) Female	165	77.5
2) Male	48	22.5
2. Age		
1) Under 25 years	9	4.2
2) 25 – 34 years	17	8.0
3) 35 – 44 years	54	25.3
4) 45 – 54 years	116	54.5
5) Over 55 years	17	8.0
3. Work experience		
1) 1 – 10 years	39	18.3
2) 11 – 20 years	44	20.7
3) 21 – 30 years	117	54.9
4) 31 – 40 years	11	5.1
5) 41 – 50 years	1	0.5
X=20.82 S.D.=8.563	Missing = 1	0.5
MAX=43 MIN=1		
4. Salary		
1) 5,000 – 10,000 baht	20	9.4
2) 10,001 – 15,000 baht	46	21.6
3) 15,001 – 20,000 baht	18	8.5
4) 20,001 – 25,000 baht	38	17.8
5) 25,001 – 30,000 baht	66	31.0
6) 30,001 – 35,000 baht	13	6.1
7) 35,000 baht +	1	0.5
X=20,524.57	Missing = 11	5.1
S.D.=7498.381		
MAX=37,000 MIN= 6,320		

<b>Personal data</b>	<b>Number</b>	<b>Percentage</b>
5. Teaching level		
5.1 Early secondary school	16	45.7
5.2 Higher secondary school	5	14.3
5.3 Both	14	40

Factors of Establishing organizational and administrative system, Working conditions, Learner-centered activities, Leadership and proficiency in administrative management, Teachers' proficiency, Learners' development and job satisfaction of secondary schools both in the public and private sectors.

The researcher studied education standards for quality assessment regarding factors of Establishing organization and administrative system, Working conditions, Learner-centered activities, Leadership and proficiency in administrative management, Teachers' proficiency, Learners' development and job satisfaction of secondary schools both in the public and private sectors by items of each factor. Scores were ranked by X, S.D., MIN and MAX to conclude each factor as follows:

#### **4.1.1 Establishing organizational and administrative system factor**

**1 – 8 : Items of establishing organizational and administrative system factor (Table 2). Eight questions were considered as follows:**

Question 1: "The institute has clearly established an organizational/administrative system." It was found that 63.80% or 136 respondents had a high satisfaction level, 16.90% or 36 respondents had the highest satisfaction level, 16.40% or 35 respondents had a moderate satisfaction level and 2.80% or 6 respondents had a low satisfaction level.

Question 2: "The institute has a philosophy, development plan and constitution to proceed and has met objectives to evaluate school tasks properly." It was shown

that 112 respondents (52.60%) had satisfaction at a high level, 54 respondents (25.40%) had satisfaction at the highest level, 43 respondents (20.20%) had satisfaction at a moderate level, 3 respondents (1.40%) perceive satisfaction at a low level and only 1 respondent (0.50%) had satisfaction at the lowest level.

Question 3: “The institute has followed the provided action plan.” It was revealed that 52.60% or 112 respondents had a high satisfaction level, 23.90% or 51 respondents had the highest satisfaction level, 21.60% or 46 respondents had a moderate satisfaction level, while low and lowest satisfaction levels were shown by two groups of 0.90% or 2 respondents.

Question 4: “The institute has promoted teamwork.” It was found that 102 respondents (47.90%) had satisfaction at a high level, 59 respondents (27.70%) had satisfaction at a moderate level, 45 respondents (21.10%) had satisfaction at the highest level, 5 respondents (2.30%) had satisfaction at a low level and 2 respondents (0.90%) had satisfaction at the lowest level.

Question 5: “The institute has supervised, followed up, and assessed job tasks to compare to objectives continuously.” It was revealed that 46.00% or 98 respondents had a high satisfaction level, 35.20% or 75 respondents had a moderate satisfaction level, 12.70% or 27 respondents had the highest satisfaction level, while 4.70% or 10 respondents had a low satisfaction level and 1.40% or 3 respondents had the lowest satisfaction level.

Question 6: “The institute has a complete and accurate information technology system that can be operated immediately and which meets the institute’s needs.” It was found that 42.70% or 91 respondents had a high satisfaction level, 37.60% or 80 respondents had a moderate satisfaction level, 11.70% or 25 respondents had the highest satisfaction level, 6.60% or 14 respondents had a low satisfaction level and 1.40% or 3 respondents had the lowest satisfaction level.

Question 7: “The institute has recorded and reported job assessment.” It was shown that 99 respondents (46.5%) had satisfaction at a high level, 67 respondents (31.50%) had satisfaction at a moderate level, 32 respondents (15.00%) had satisfaction at the highest level, 13 respondents (6.10%) had satisfaction at a low level and 2 respondents (0.90%) had satisfaction at the lowest level.

Question 8: “The institute has used the information and results from the assessment to make decisions and develop tasks continuously.” It was revealed that 45.50% or 97 respondents had a high satisfaction level, 38.00% or 81 respondents had a moderate satisfaction level, 8.00% or 17 respondents had the highest satisfaction level, 7.50% or 16 respondents had a low satisfaction level and 0.90% or 2 respondents had the lowest satisfaction level.

**Table 2:** Establishing organizational and administrative system.

Items of Establishing Organizational and Administrative System factors	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question No.1	16.9 (36)	63.8 (136)	16.4 (35)	2.8 (6)	- (0)	3.95	0.667
Question No.2	25.4 (54)	52.6 (112)	20.2 (43)	1.4 (3)	0.5 (1)	4.01	0.746
Question No.3	23.9 (51)	52.6 (112)	21.6 (46)	0.9 (2)	0.9 (2)	3.98	0.761
Question No.4	21.1 (45)	47.9 (102)	27.7 (59)	2.3 (5)	0.9 (2)	3.86	0.806
Question No.5	12.7 (27)	46.0 (98)	35.2 (75)	4.7 (10)	1.4 (3)	3.64	0.816
Question No.6	11.7 (25)	42.7 (91)	37.6 (80)	6.6 (14)	1.4 (3)	3.57	0.836

Items of Establishing Organizational and Administrative System factors	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question No.7	15.0 (32)	46.5 (99)	31.5 (67)	6.1 (13)	0.9 (2)	3.69	0.835
Question No.8	8.0 (17)	45.5 (97)	38.0 (81)	7.5 (16)	0.9 (2)	3.52	0.787

Questions No. 1 to 8 for the establishing organizational and administrative system factors had a maximum score of 40 and a minimum score of 13. The average was 30.21. These scores could be categorized into 3 levels of satisfaction, namely high satisfaction, moderate satisfaction and low satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 140 respondents (65.70%) had a moderate satisfaction level, while 61 respondents (28.70%) had a high satisfaction level and 12 respondents (5.60%) had a low satisfaction level. Without considering the moderate satisfaction level, it revealed that high satisfaction was perceived by 28.7% and low satisfaction was perceived by 5.60%. (Table 3)

**Table 3:** Scoring of establishing organizational and administrative system factor.

Scoring levels of respondents Satisfaction in respect to establishing organizational and administrative system	N	Percentage
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total scores of 13–22)	12	5.6
Moderate level (Total scores of 23–32)	140	65.7
Maximum level (Total scores of 33–42)	61	28.7
X=30.21 S.D.=5.135 MAX=40 MIN=13		

#### **4.1.2 Working conditions**

**9–12: Items under Working conditions factor (Table 4). Three questions were considered as follows:**

Question 9: “The institute has a syllabus and appropriate curriculum content to meet the educational goals and needs of learners as well as the community.” It was found that 110 respondents (51.60%) had a high satisfaction level, 72 respondents (33.80%) had a moderate satisfaction level, 24 respondents (11.30%) had the highest satisfaction level, 6 respondents (2.80%) had a low satisfaction level and only 1 respondent (0.50%) had the lowest satisfaction level.

Question 10: “The institute has provided appropriate teaching – learning media to support education.” It was shown that 90 respondents (42.30%) had a high satisfaction level, 87 respondents (40.80%) had a moderate satisfaction level, 22 respondents (10.30%) had the highest satisfaction level and 14 respondents (6.60%) had a low satisfaction level.

Question 11: “The institute has provided the school promotional information for mutual understanding between the school staff and the community for work cooperation.” It was found that 90 respondents (42.30%) had a moderate satisfaction level, 86 respondents (40.40%) had a high satisfaction level, 23 respondents (10.80%) had the highest satisfaction level, 11 respondents (5.20%) had a low satisfaction level and only 3 respondents (1.40%) had the lowest satisfaction level.

**Table 4:** Number and percentage for working conditions factor

Items of working conditions	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question No.9	11.3 (24)	51.6 (110)	33.8 (72)	2.8 (6)	0.5 (1)	3.70	0.722
Question No.10	10.3 (22)	42.3 (90)	40.8 (87)	6.6 (14)	- (0)	3.56	0.766
Question No.11	10.8 (23)	40.4 (86)	42.3 (90)	5.2 (11)	1.4 (3)	3.54	0.809

Questions No. 9 to 11 for the working conditions factors had a maximum score of 15 and a minimum score of 6. The average was 10.81. These scores could be categorized into 3 levels of satisfaction, namely high satisfaction, moderate satisfaction and low satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 143 respondents (67.20%) had a moderate satisfaction level, 51 respondents (23.90%) had a low satisfaction level and 19 respondents (8.90%) had a high satisfaction level. Without considering the moderate satisfaction level, it was revealed that low satisfaction was perceived by 23.90% and high satisfaction was perceived by 8.9%. (Table 5)

**Table 5:** Scoring of working conditions factor

Scoring levels of respondents satisfaction in respect of work condition system	N	Percentage
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total scores of 6–9)	51	23.9
Moderate level (Total scores of 10–13)	143	67.2
Maximum level (Total scores of 14–17)	19	8.9
X=10.81 S.D.=1.920 MAX=15 MIN=6		

### **4.1.3 Learner-centered activities**

**12–20: Items of Learner-centered activities factor (Table 6). Nine questions were considered as follows:**

Question 12: “The institute has provided various teaching methodologies in accordance with the nature of the learners and in response to the learners’ needs.” It was found that 103 respondents (48.40%) had a high satisfaction level, 68 respondents (31.9%) had a moderate satisfaction level, 35 respondents (16.40%) had the highest satisfaction level, and 7 respondents (3.30%) had a low satisfaction level.

Question 13: “The institute has provided teaching – learning activities to motivate learners to analyze, synthesize, create, do problem solving and make decisions.” It was found that 99 respondents (46.50%) had a high satisfaction level, 80 respondents (37.60%) had a moderate satisfaction level, 22 respondents (10.30%) had the highest satisfaction level, 11 respondents (5.20%) had a low satisfaction level and only 1 respondent (0.50%) had the lowest satisfaction level.

Question 14: “The institute has provided teaching – learning activities to motivate learners to study and search for the answers as well as to do self – study.” It was found that 104 respondents (48.80%) had a high satisfaction level, 78 respondents (36.60%) had a moderate satisfaction level, 24 respondents (11.30%) had the highest satisfaction level, and 7 respondents (3.30%) had a low satisfaction level.

Question 15: “The institute has brought local intellect, technology and appropriate media to apply in teaching learning” It was found that 91 respondents (42.70%) had a moderate satisfaction level, 84 respondents (39.40%) had a high satisfaction level, 23 respondents (10.80%) had a low satisfaction level, 12 respondents (5.60%) had the highest satisfaction level and only 3 respondents (1.40%) had the lowest satisfaction level.

Question 16: “The institute has provided activities for learners to practice and promote moral lessons and ethics.” It was found that 122 respondents (57.30%) had a high satisfaction level, 55 respondents (25.80%) had the highest satisfaction level, 33 respondents (15.50%) had a moderate satisfaction level and 3 respondents (1.40%) had a low satisfaction level.

Question 17: “The institute has provided activities for learners to develop their appreciation of music, the arts and sports.” It was found that 114 respondents (53.50%) had a high satisfaction level, 54 respondents (25.40%) had the highest satisfaction level, 38 respondents (17.80%) had a moderate satisfaction level and 7 respondents (3.30%) had a low satisfaction level.

Question 18: “The institute has promoted democracy during group work and responsibility in group tasks.” It was found that 126 respondents (59.2%) had a high satisfaction level, 43 respondents (20.20%) had a moderate satisfaction level, 37 respondents (17.40%) had the highest satisfaction level and 7 respondents (3.30%) had a low satisfaction level.

Question 19: “The institute has continuously assessed the development of learners through various methods.” It was found that 117 respondents (54.90%) had a high satisfaction level, 60 respondents (28.20%) had a moderate satisfaction level, 31 respondents (14.60%) had the highest satisfaction level and 5 respondents (2.30%) had a low satisfaction level.

Question 20: “The institute has provided activities to encourage learners to respect their schools and attend classes regularly.” It was found that 97 respondents (45.50%) had a high satisfaction level, 71 respondents (33.30%) had a moderate satisfaction level, 24 respondents (11.30%) had the highest satisfaction level and 21 respondents (9.90%) had a low satisfaction level.

**Table 6:** Number and percentage of Learner-centered activities factor

Items of Learner- centered activities factor	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question 12	16.4 (35)	48.4 (103)	31.9 (68)	3.3 (7)	- (0)	3.78	0.754
Question 13	10.3 (22)	46.5 (99)	37.6 (80)	5.2 (11)	0.5 (1)	3.61	0.761
Question 14	11.3 (24)	48.8 (104)	36.6 (78)	3.3 (7)	- (0)	3.68	0.715
Question 15	5.6 (12)	39.4 (84)	42.7 (91)	10.8 (23)	1.4 (3)	3.37	0.806
Question 16	25.8 (55)	57.3 (122)	15.5 (33)	1.4 (3)	- (0)	4.08	0.683
Question 17	25.4 (54)	53.5 (114)	17.8 (38)	3.3 (7)	- (0)	4.01	0.752
Question 18	17.4 (37)	59.2 (126)	20.2 (43)	3.3 (7)	- (0)	3.91	0.708
Question 19	14.6 (31)	54.9 (117)	28.2 (60)	2.3 (5)	- (0)	3.82	0.700
Question 20	11.3 (24)	45.5 (97)	33.3 (71)	9.9 (21)	- (0)	3.58	0.818

Questions No. 12 to 20 for the learner-centered activities factor had a maximum score of 45 and a minimum score of 19. The average was 33.83. These scores could be categorized into 3 levels of satisfaction namely the high satisfaction, moderate satisfaction and low satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 133 respondents (62.40%) had a moderate satisfaction level, 57 respondents (26.80%) had a high satisfaction level and 23 respondents (10.80%) had a low satisfaction level. Without considering the moderate

satisfaction level, it revealed that high satisfaction was perceived by 26.80% and low satisfaction was perceived by 10.80%. (Table 7)

**Table 7:** Scoring of learner-centered activities factor

Scoring levels of respondents satisfaction in respect of learner-centered activities	Number	Percentage
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total score of 19–27)	23	10.8
Moderate level (Total score of 28–36)	133	62.4
Maximum level (Total score of 37–45)	57	26.8
X=33.83 S.D.=5.320 MAX=45 MIN=19		

#### 4.1.4 Leadership and proficiency in administrative management

**21–23: Items of Leadership and proficiency in administrative management factor (Table 8). Three questions were considered as follows:**

Question 21 : “The administrators have a vision for educational management in a changing world and society.” It was found that 110 respondents (51.60%) rated their satisfaction level as high, 55 respondents (23.80%) rated their satisfaction level as moderate, 31 respondents (14.60%) rated their satisfaction at the highest level, 12 respondents (5.60%) rated satisfaction level as low and only 5 respondents (2.30%) rated their satisfaction at the lowest level.

Question 22: “The administrators have shown leadership, good human - relationships and acceptance of others” It was found that 97 respondents (45.50%) rated their satisfaction level as high, 62 respondents (29.10%) rated their satisfaction level as moderate, 40 respondents (18.80%) rated their satisfaction at the highest level, 8 respondents (3.80%) rated their satisfaction level at the lowest level and only 6 respondents (2.80%) rated their satisfaction level as low.

Question 23: “The administrators use democratic principles in dealing with their subordinates.” It was found that 99 respondents (46.50%) rated their satisfaction level as high, 66 respondents (31.00%) rated their satisfaction level as moderate, 29 respondents (13.60%) rated their satisfaction at the highest level, 14 respondents (6.60%) rated their satisfaction level as low and only 5 respondents (2.30%) rated their satisfaction at the lowest level.

**Table 8:** Number and percentage of Leadership and proficiency in administrative management factor

Items of Leadership and proficiency in administrative management	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question 21	14.6 (31)	51.6 (110)	25.8 (55)	5.6 (12)	2.3 (5)	3.70	0.870
Question 22	18.8 (40)	45.5 (97)	29.1 (62)	2.8 (6)	3.8 (8)	3.73	0.927
Question 23	13.6 (29)	46.5 (99)	31.0 (66)	6.6 (14)	2.3 (5)	3.62	0.885

Questions No. 21 to 23 for the Leadership and proficiency in administrative management factor had a maximum score of 15 and minimum score of 3. The average was 11.06. These scores could be categorized into 3 levels of satisfaction, namely the high satisfaction, moderate satisfaction and low satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 157 respondents (73.70%) had a moderate satisfaction level, 43 respondents (20.20%) had a high satisfaction level and 13 respondents (6.10%) had a low satisfaction level. Without considering the moderate satisfaction level, it revealed that high satisfaction was observed at 20.20% and low satisfaction was observed at 6.10%. (Table 9)

**Table 9:** Scoring of leadership and proficiency in administrative management factor

<b>Scoring levels of respondents satisfaction in respect of leadership and proficiency in administrative management</b>	<b>N</b>	<b>Percentage</b>
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total scores of 3–7)	13	6.1
Moderate level (Total scores of 8–12)	157	73.7
Maximum level (Total scores of 13– 7)	43	20.2
X=11.06 S.D.=2.491 MAX=15 MIN=3		

#### 4.1.5 The teachers' proficiency factor

**24–27: Items of the teachers' proficiency factor (Table 10). Four questions were considered as follows:**

Question 24: "Teachers understand the goal of the curriculum and the educational target." It was found that 122 respondents (57.30%) had a high satisfaction level, 55 respondents (25.80%) had a moderate satisfaction level, 33 respondents (15.50%) had the highest satisfaction level and 3 respondents (1.40%) had a low satisfaction level.

Question 25: "Teachers understand the curriculum development, planning and the learner-centered approach." It was found that 117 respondents (54.90%) had a high satisfaction level, 61 respondents (28.60%) had a moderate satisfaction level, 32 respondents (15.00%) had the highest satisfaction level and 3 respondents (1.40%) had a low satisfaction level.

Question 26: "Teachers understand the methods for assessing the teaching-learning process and using the results to improve educational quality." It was found that 131 respondents (61.50%) had a high satisfaction level, 54 respondents (25.40%) had a moderate satisfaction level, 25 respondents (11.70%) had the highest satisfaction level and 3 respondents (1.40%) had a low satisfaction level.

Question 27: “Teachers are working in their fields of study.” It was found that 143 respondents (67.10%) had a high satisfaction level, 35 respondents (16.40%) had a moderate satisfaction level, 34 respondents (16.00%) had the highest satisfaction level and only 1 respondent (0.50%) had a low satisfaction level.

**Table 10: Number and percentage of the teachers’ proficiency factor**

Items of the teachers’ proficiency factor	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question 24	15.5 (33)	57.3 (122)	25.8 (55)	1.4 (3)	- (0)	3.87	0.674
Question 25	15.0 (32)	54.9 (117)	28.6 (61)	1.4 (3)	- (0)	3.84	0.684
Question 26	11.7 (25)	61.5 (131)	25.4 (54)	1.4 (3)	- (0)	3.84	0.634
Question 27	16.0 (34)	67.1 (143)	16.4 (35)	0.5 (1)	- (0)	3.99	0.587

Questions No. 24 to 27 for the teachers’ proficiency factor had a maximum score of 20 and minimum score of 10. The average was 15.53. These scores could be categorized into 3 levels of satisfaction, namely the high satisfaction, moderate satisfaction and a low satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 136 respondents (63.80%) had a moderate satisfaction level, 44 respondents (20.70%) had a low satisfaction level and 33 respondents (15.50%) had a high satisfaction level. Without considering the moderate satisfaction level, it revealed that low satisfaction was observed by 20.70% and high satisfaction was observed by 15.50%. (Table 11)

**Table 11:** Scoring of the teachers' proficiency factor

<b>Scoring levels of respondent's satisfaction in respect of teachers' proficiency factor.</b>	<b>N</b>	<b>Percentage</b>
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total scores of 10–13)	44	20.7
Moderate level (Total scores of 14–17)	136	63.8
Maximum level (Total scores of 18–21)	33	15.5
X=15.53 S.D.=2.246 MAX=20 MIN=10		

#### 4.1.6 Learners' development factor

**28–46: Items of the learners' development factor (Table 12). 29 questions were considered as follows:**

Question 28: "Students are self-responsible in following regulations and religious rules." It was discovered that 118 respondents (55.40%) rated their satisfaction level as high, 72 respondents (33.80%) rated their satisfaction level as moderate, 14 respondents (6.60%) rated their satisfaction at the highest level and 9 respondents (4.20%) rated their satisfaction level as low.

Question 29: "Students are honest." It was discovered that 105 respondents (49.30%) rated their satisfaction level as high, 88 respondents (41.30%) rated their satisfaction level as moderate, 12 respondents (5.60%) rated their satisfaction at the highest level and 8 respondents (3.80%) rated their satisfaction level as low.

Question 30: "Students are kind, generous and show concern for others." It was discovered that 112 respondents (52.60%) rated their satisfaction level as high, 72 respondents (33.80%) rated their satisfaction level as moderate, 19 respondents (8.90%) rated their satisfaction at the highest level and only 10 respondents (4.70%) rated their satisfaction level as low.

Question 31 : “Students are economical.” It was discovered that 99 respondents (46.50%) rated their satisfaction level as moderate, 81 respondents (38.00%) rated their satisfaction level as high, 23 respondents (10.80%) rated their satisfaction level as low, 9 respondents (4.20%) rated their satisfaction at the highest level and only 1 respondent (0.50%) rated their satisfaction at the lowest level.

Question 32: “Students can distinguish data, compare them and draw conclusions.” It was discovered that 105 respondents (49.30%) rated their satisfaction level as moderate, 72 respondents (33.80%) rated their satisfaction level as high, 25 respondents (11.70%) rated their satisfaction level as low, 10 respondents (4.70%) rated their satisfaction at the highest level and only 1 respondent (0.50%) rated their satisfaction at the lowest level.

Question 33: “Students can assess valuable data, consider good and bad points, indicate causes, search for answers, select methods and do problem - solving as well as make decisions calmly and appropriately.” It was discovered that 107 respondents (50.20%) rated their satisfaction level as moderate, 73 respondents (34.30%) rated their satisfaction level as high, 23 respondents (10.80%) rated their satisfaction level as low and 10 respondents (4.70%) rated their satisfaction at the highest level.

Question 34: “Students show creativity and imagination in prediction and goal definition.” It was discovered that 98 respondents (46.00%) rated their satisfaction level as moderate, 76 respondents (35.70%) rated their satisfaction level as high, 24 respondents (11.30%) rated their satisfaction level as low and 15 respondents (7.00%) rated their satisfaction at the highest level.

Question 35: “Students have academic achievement in experiencing group / subject group / core courses not below standard criteria.” It was discovered that 101 respondents (47.40%) rated their satisfaction level as moderate, 73 respondents (34.30%) rated their satisfaction level as high, 21 respondents (9.90%) rated their satisfaction level as low and 18 respondents (8.50%) rated their satisfaction at the highest level.

Question 36: “Students use language well to communicate.” It was discovered that 113 respondents (53.10%) rated their satisfaction level as moderate, 81 respondents (38.00%) rated their satisfaction level as high, 12 respondents (5.60%) rated their satisfaction at the highest level and 7 respondents (3.30%) rated their satisfaction level as low.

Question 37: “Students are enthusiastic in learning from various sources.” It was discovered that 103 respondents (48.40%) rated their satisfaction level as moderate, 78 respondents (36.60%) rated their satisfaction level as high, 22 respondents (10.30%) rated their satisfaction level as low and 10 respondents (4.70%) rated their satisfaction at the highest level.

Question 38: “Students enjoy reading and studying in libraries both inside and outside of schools.” It was discovered that 88 respondents (41.30%) rated their satisfaction level as moderate, 76 respondents (35.70%) rated their satisfaction level as high, 25 respondents (11.70%) rated their satisfaction level as low, 21 respondents (9.90%) rated their satisfaction at the highest level and 3 respondents (1.40%) rated their satisfaction at the lowest level

Question 39: “Students themselves can correctly draw main points from learning and experience.” It was discovered that 103 respondents (48.40%) rated their satisfaction level as moderate, 68 respondents (31.90%) rated their satisfaction level as high, 26 respondents (12.20%) rated their satisfaction level as low and 16 respondents (7.50%) rated their satisfaction at the highest level.

Question 40: “Students can work systematically and efficiently.” It was discovered that 115 respondents (54.00%) rated their satisfaction level as moderate, 69 respondents (32.40%) rated their satisfaction level as high, 17 respondents (8.00%) rated their satisfaction at the highest level and 12 respondents (5.6%) rated their satisfaction level as low.

Question 41: “Students are intelligent, diligent and careful in working and developing tasks; and are proud of their work as well as able to work happily.” It was discovered that 108 respondents (50.70%) rated their satisfaction level as moderate, 73 respondents (34.30%) rated their satisfaction level as high, 18 respondents (8.50%) rated their satisfaction at the highest level and 14 respondents (6.60%) rated their satisfaction level as low.

Question 42: “Students can work in group effectively.” It was discovered that 90 respondents (42.30%) rated their satisfaction level as high, 89 respondents (41.80%) rated their satisfaction level as moderate, 23 respondents (10.80%) rated their satisfaction at the highest level and 11 respondents (5.20%) rated their satisfaction level as low.

Question 43: “Students show a good attitude towards honest work.” It was discovered that 123 respondents (57.7%) rated their satisfaction level as high, 66 respondents (31.00%) rated their satisfaction level as moderate, 20 respondents (9.40%) rated their satisfaction at the highest level and only 4 respondents (1.90%) rated their satisfaction level as low.

Question 44: “Students are lively, and have good relations with teachers, classmates and others.” It was discovered that 130 respondents (61.00%) rated their satisfaction level as high, 44 respondents (20.70%) rated their satisfaction at the highest level, 38 respondents (17.80%) rated their satisfaction level as moderate and only 1 respondent (0.50%) rated their satisfaction level as low.

Question 45: “Students understand and recognize the dangers of narcotics and drugs. They stay away from them.” It was discovered that 122 respondents (57.30%) rated their satisfaction level as high, 67 respondents (31.50%) rated their satisfaction at the highest level, 22 respondents (10.30%) rated their satisfaction level as moderate and only 2 respondents (0.90%) rated their satisfaction level as low.

Question 46: “Students appreciate and participate in activities in arts, music and sports.” It was discovered that 119 respondents (55.90%) rated their satisfaction level as high, 67 respondents (31.50%) rated their satisfaction at the highest level, 25 respondents (11.70%) rated their satisfaction level as moderate and only 2 respondents (0.90%) rated their satisfaction level as low.

**Table 12:** Number and percentage of learners’ development factor

Items of learners’ development factor	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question 28	6.6 (14)	55.4 (118)	33.8 (72)	4.2 (9)	- (0)	3.64	0.669
Question 29	5.6 (12)	49.3 (105)	41.3 (88)	3.8 (8)	- (0)	3.57	0.660
Question 30	8.9 (19)	52.6 (112)	33.8 (72)	4.7 (10)	- (0)	3.66	0.707
Question 31	4.2 (9)	38.0 (81)	46.5 (99)	10.8 (23)	0.5 (1)	3.35	0.747
Question 32	4.7 (10)	33.8 (72)	49.3 (105)	11.7 (25)	0.5 (1)	3.31	0.756
Question 33	4.7 (10)	34.3 (73)	50.2 (107)	10.8 (23)	- (0)	3.33	0.730
Question 34	7.0 (15)	35.7 (76)	46.0 (98)	11.3 (24)	- (0)	3.38	0.778
Question 35	8.5 (18)	34.3 (73)	47.4 (101)	9.9 (21)	- (0)	3.41	0.782
Question 36	5.6 (12)	38.0 (81)	53.1 (113)	3.3 (7)	- (0)	3.46	0.655
Question 37	4.7 (10)	36.6 (78)	48.4 (103)	10.3 (22)	- (0)	3.36	0.730
Question 38	9.9	35.7	41.3	11.7	1.4	3.41	0.873

Items of learners' development factor	Satisfaction					Value	
	Highest	High	Moderate	Low	Lowest	X	S.D.
Question 39	(21) 7.5	(76) 31.9	(88) 48.4	(25) 12.2	(3) -	3.35	0.790
Question 40	(16) 8.0	(68) 32.4	(103) 54.0	(26) 5.6	(0) -	3.43	0.721
Question 41	(17) 8.5	(69) 34.3	(115) 50.7	(12) 6.6	(0) -	3.45	0.742
Question 42	(18) 10.8	(73) 42.3	(108) 41.8	(14) 5.2	(0) -	3.59	0.751
Question 43	(23) 9.4	(90) 57.7	(89) 31.0	(11) 1.9	(0) -	3.75	0.645
Question 44	(20) 20.7	(123) 61.0	(66) 17.8	(4) 0.5	(0) -	4.02	0.637
Question 45	(44) 31.5	(130) 57.3	(38) 10.3	(1) 0.9	(0) -	4.19	0.648
Question 46	(67) 31.5	(122) 55.9	(22) 11.7	(2) 0.9	(0) -	4.18	0.663
	(67)	(119)	(25)	(2)	(0)		

Questions No. 28 to 46 for the learners' development factor had a maximum score of 95 and minimum score of 42. The average was 67.82. These scores could be categorized into 3 levels of satisfaction, namely the high satisfaction, moderate satisfaction and less satisfaction levels. This was considered by mean, S.D., MAX and MIN. It was found that 135 respondents (63.40%) had a moderate satisfaction level, 40 respondents (18.80%) had a low satisfaction level and 38 respondents (17.80%) had a high satisfaction level. Without considering the moderate satisfaction level, it revealed that low satisfaction was observed by 18.80% and high satisfaction was observed by 17.80%. (Table 13)

**Table 13:** Scoring of learners' development factor.

<b>Scoring levels of respondent's satisfaction in respect of learners' development.</b>	<b>N</b>	<b>Percentage</b>
<b>Total</b>	<b>213</b>	<b>100.00</b>
Minimum level (Total score of 42–59)	40	18.8
Moderate level (Total score of 60–77)	135	63.4
Maximum level (Total score of 78–95)	38	17.8
X=67.82 S.D.=10.593 MAX=95 MIN=42		

#### **4.2 Relationship between personal factors and job satisfaction of secondary school teachers in both the public and private sectors by chi – square.**

**Analyzing the relationship between the scores of job satisfaction of teachers and their personal data factors revealed the following : (Table 14)**

- Gender has no relationship with job satisfaction of secondary school teachers
- Age has positive significant relationship with job satisfaction of secondary school teachers at 0.05 level in the dimensions of learners' development, the teachers' proficiency and learner-centered activities as it was found between 0.00 - 0.04.
- Work experience has no relationship with job satisfaction of secondary school teachers
- Salary has positive significant relationship with job satisfaction of secondary school teachers at 0.05 level in the dimensions of leadership and proficiency in administrative management and the teachers' proficiency.
- Teaching levels show positive significant relationship with job satisfaction of secondary school teachers at 0.05 level in the dimensions of learner- centered activities and leadership and proficiency in administrative management

**Table 14:** Relationship between personal data and job satisfaction of secondary school teachers

<b>Personal data of secondary school teachers</b>	<b>Pearson Chi - square</b>	<b>P-value</b>
1. Gender		
- Establishing Organizational and administrative system.	0.38	0.06
- Working conditions	0.24	0.18
- Teachers' proficiency	0.23	0.31
- Learners' development	0.41	0.51
- Learner-centered activities	0.31	0.59
- Leadership and proficiency in administrative management	0.21	0.59
2. Age		
- Learners' development	0.75	0.00**
- Teachers' proficiency	0.48	0.01**
- Learner-centered activities	0.61	0.04**
- Working conditions	0.43	0.09
- Leadership and proficiency in administrative management	0.47	0.13
- Establishing Organizational and administrative system	0.55	0.54
3. Work experience		
- Learner' s centered activities	0.59	0.14
- Learners' development	0.70	0.15
- Working conditions	0.39	0.33
- Leadership and proficiency in administrative management	0.43	0.44
- Establishing Organizational and administrative system	0.54	0.67
- The teachers' proficiency	0.31	0.98

<b>Personal data of secondary school teachers</b>	<b>Pearson Chi - square</b>	<b>P-value</b>
4. Salary		
- Leadership and proficiency in administrative management	0.56	0.05**
- Teachers' proficiency	0.53	0.05**
- Learners' development	0.77	0.21
- Learner-centered activities	0.67	0.26
- Working conditions	0.46	0.44
- Establishing Organizational and administrative system	0.63	0.70
5. Teaching levels		
- Learner-centered activities	0.49	0.05**
- Establishing Organizational + administrative system	0.48	0.05**
- Leadership and proficiency in administrative management	0.37	0.08
- Learners' development	0.58	0.13
- Teachers' proficiency	0.31	0.32
- Working conditions	0.28	0.40

\*\* P-value = less than 0.05

#### **4.3 Comparative analysis between the levels of job satisfaction of secondary school teachers in both the public and private sectors by t – test.**

##### **4.3.1 Significant differences between job satisfaction of secondary school teachers in both the public and private sectors by through independent variables by t - test. (Table 15)**

It was found that job satisfaction of secondary school teachers from public and private schools and leadership and proficiency in administrative management were significantly different at 0.05 level while the rest of the four factors,

namely Establishing Organizational and administrative system, working conditions, Learner-centered activities and teachers’ proficiency were not significantly different.

**Table 15:** Significant differences between job satisfaction of secondary school teachers in both the public and private sectors by through independent variables by t - test.

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>S.D.</b>	<b>t – test</b>	<b>P – value</b>
<b>Total</b>	<b>213</b>				
<b>1. Establishing Organizational and administrative system</b>				-1.129	0.260
- Public school teachers	184	30.05	5.03		
- Private school teachers	29	31.21	5.76		
<b>2. Working conditions</b>				0.251	0.802
- Public school teachers	184	10.82	1.95		
- Private school teachers	29	10.72	1.73		
<b>3. Learner-centered activities</b>				-1.770	0.078
- Public school teachers	184	33.58	5.33		
- Private school teachers	29	35.45	5.03		
<b>4. Leadership and proficiency in administrative management</b>				-4.286	0.000**
- Public school teachers	184	10.78	2.41		
- Private school teachers	29	12.83	2.32		
<b>5. The teachers’ proficiency</b>				0.022	0.982
- Public school teachers	184	15.53	2.22		
- Private school teachers	29	15.52	2.47		
<b>6. Learners’ development</b>				3.483	0.001**
- Public school teachers	184	67.04	10.79		
- Private school teachers	29	72.76	7.74		

\*\* P-value = less than 0.05

#### **4.4 Suggestions relating to job satisfaction of secondary schools with educational quality assurance policy**

The researcher collected suggestions from various open-ended questions, particularly the similar suggestions which could be summarized as follows:

Extra factors supporting job satisfaction of school teacher towards quality assurance of the government were: modern equipment and high technology which could be operated conveniently all of the time, sufficient budget to be utilized appropriately, promoting teachers to work at their highest potential, sufficient time to prepare lesson plans in teaching, providing activities development, proper parental assistance, administrator support, good co-workers, and coordination, nice welfare, obviously good systems, real work assessments (not just documents), teacher involvement in school plans as well as understanding, supporting and focusing from the government towards teachers and students.

Regarding Obstacles/hardships that decrease teacher's satisfaction with the quality assurance policy were: inefficient teaching media, overload, no skills in teaching, and a decreasing staff with more work to do. Many difficulties were from work proceeding, students without parental care, teachers unable to adjust to sudden changes, incomprehension, worry, unhappiness, and lack of cooperation from the community.

External factors affecting students were: video game centers near school, conflicts with co-workers, lack of cooperation, insufficient teaching equipment, improper ratio of teachers to students (1 teacher: 45 students), irresponsible teachers, too many indication standards, difficulty in interpreting and no real assistance from the government. Other suggestions to increase job satisfaction of school teachers under the educational quality assurance program were more teacher training for quality assurance, government controlled policies or regulations to decrease social problems, no media and advertising to deceive kids, enhancing ethics and morals from the family, community and society, understanding school problems, knowing objectives/goals clearly, closer control, administrator support, and stopping threats such as a 5% decrease in staff that discourages teachers. But it should consider other teacher tasks.

## **CHAPTER 5**

### **DISCUSSIONS**

The investigation of job satisfaction of teachers in accordance with educational quality assurance of the government policy aims to study the levels of teacher satisfaction in accordance with educational quality assurance of the government policy, to investigate factors relating the levels of teacher satisfaction as well as to compare the levels of teacher satisfaction between public and private secondary schools. The 225 samples were selected from the Thonburi region only. This survey research was conducted by using questionnaires and the raw data was analyzed with the SPSS software. The statistical techniques of Mean, Percentage, and Standard Deviation were used to conduct social research while chi-square was used to study factors relating the levels of satisfaction and the t-test was employed to compare levels of job satisfaction.

#### **5.1 Discussion**

The objectives of this study of job satisfaction of secondary school teachers in accordance with educational quality assurance of the government policy were as follows:

1. To study the levels of satisfaction of teachers according to quality assurance of the government policies.
2. To study factors or areas relating to the levels of satisfaction of teachers under the tasks of quality assurance of the government policies.
3. To compare levels of satisfaction of secondary school teachers both in the public and private schools in accordance with quality assurance of the government policies.

The results of the study are as follows :

### **Objective 1**

The first objective was to study the levels of satisfaction of teachers according to quality assurance of the government policies. It was discovered that respondents from both the public and private secondary schools had moderate to high levels of satisfaction with the factors of establishing organizational and administrative system, learner-centered activities, as well as leadership and proficiency in administrative management. In contrast, the factors of working condition, teachers' proficiency and learners' development were found to give moderate to low levels of satisfaction in both teacher groups. This is similar to the study of Tevee Bunchan (2540) who studied factors effecting teachers' satisfaction at private schools in the Bangkok-Yai region, Bangkok. This study revealed that teachers at private schools at Bangkok-Yai region, Bangkok had a moderate level of satisfaction with eight factors, namely job-responsibility, income and benefits, acceptance, policy and school administration, administration authority, job advancement and relations with administrators. Sininut Seniwong Na Ayuthaya (2545) also studied job satisfaction of teachers under educational quality assurance of colleges in Affiliated Central Region, Ministry of Public Health and revealed that overall teachers' satisfaction was rated at a moderate level. In addition, Sukanya Pupilkok (2543) conducted her research entitled "Management of educational standard in accordance with quality assurance of primary schools, Lei province". This research found that the sample population had a moderate level of understanding with respect to Standard 8 "Educational management to develop students' proficiency, individual aptitude by reinforcing the strong points and correcting the weak points", Standard 5 "Educational management relating natural community and environment", Standard 3 "Educational management to promote self study of students", Standard 2 "Educational management to enhance students to think, practice, assess and improve themselves" and Standard 1 "Educational planning according to curriculum and local students' needs".

### **Objective 2**

This objective was to study factors or areas relating to the levels of satisfaction of teachers under the tasks of quality assurance of the government policies.

Age: The factor of age was associated with job satisfaction of teachers in accordance with quality assurance of the government with respect to learners' development, teachers' proficiency and learner-centered activities. This finding is supported by Ebru Kaya's investigation that age was another factor relating to job satisfaction.

Salary: The factor of salary was related to job satisfaction of teachers in accordance with quality assurance of the government with respect to leadership and proficiency in administrative management and teachers' proficiency. These results are similar to those of Suwan Puwanit (2541) who studied job satisfaction and the factors affecting job satisfaction of the in-service staff at the Ministry of Education. The five factors affecting job satisfaction were the nature of tasks, salary and benefits, policy and administration, advancement, and working conditions. Locke (1976) said that the factor that most affected satisfaction was income and benefit because if he earned an appropriate income or benefit, he would be satisfied with that job. Furthermore, he said that the same pay should be given if the same tasks are done. However, this is in contrast with the study of Ebru Kaya (1995) which was reported that pay or wage did not relate to job satisfaction. Herzberg, et al. (1974) studied a staff's attitude toward their jobs and revealed that salary was a factor which could lead to dissatisfaction within the staff too.

Teaching levels: It was discovered that factor of teaching level was related to job satisfaction of teachers in accordance with quality assurance of the government with respect to learner-centered activities as well as establishing organizational and management in administrative system.

### **Objective 3**

This objective was to compare levels of satisfaction of secondary school teachers both in the public and private schools in accordance with quality assurance of the government policies.

It was found that teachers with different status (public vs. private school) showed different levels of job satisfaction with respect to leadership and proficiency in administrative management as well as learners' development.

## **CHAPTER 6**

### **SUMMARY AND SUGGESTION**

#### **6.1 Summary of the methodology**

The present investigation entitled “Job Satisfaction of School Teachers towards Quality Assurance of the Government Policy” aims to study the levels of satisfaction of secondary school teachers. The information collected by the study can be used as guidelines for administrators from both government and private schools to strive for more effective management, to give positive reinforcement to the staff and to motivate them to work happily and efficiently.

The investigator collected data by questionnaires which consisted of three parts. The first part collected the personal data of the respondents. The second part studied factors relating job satisfaction. The third part consisted of open ended questions regarding suggestions for developing more effective and efficient work for teachers. The investigator herself collected data with the cooperation with the schools. 213 out of 225 samples were gathered for the study. The results showed that secondary school teachers from both public and private schools had a moderate to high level of satisfaction with the factors of establishing organizational and administrative system, learner-centered Activities, as well as Leadership and Proficiency in Administrative Management. However, the factors of Working Conditions, teacher’s proficiency and learner’s development were perceived at a low to moderate level of satisfaction.

From the personal data of the respondents from the two groups, it was revealed that gender and work experience were not related to job satisfaction in every aspect. But the age variable was positively related to job satisfaction with respect to learner’s development and the Learner-Centered Activities, while the salary variable was positively associated with satisfaction with respect to Leadership and Proficiency in Administrative Management as well as teacher’s proficiency. The teaching level

variable was positively associated with job satisfaction with respect to the Learner-Centered Activities and Establishing Organizational and Administrative System. Regarding significant differences among the two groups of teachers with various aspects, it was discovered that secondary school teachers of public and private schools had significantly different levels of satisfaction (at the 0.05 level) with respect to Leadership and Proficiency in Administrative Management. But for the other four aspects, namely Establishing Organizational and Administrative System, working conditions, Learner-Centered Activities, and teacher's proficiency, no significant difference was found.

Nevertheless, many suggestions from the respondents from the two groups can be drawn as following: Factors enhancing teacher's satisfaction were equipment and modern technology which could be conveniently operated, sufficient and appropriate budget for financing administration, promoting teachers to work at their high potential, providing for teacher preparation, school-supported activities for students, parents who properly assist school activities, administrators who always take care of school activities. Other factors for increased teacher satisfaction include good co-workers, good cooperation in working, good welfare and benefits, clear and obvious policies, assessments from the real situation and not just from documents, encouraging teachers to make the school plans reality, understanding to follow the plans and an increased government focus on the teacher – learner' s importance.

Obstacles and hardship which decreased teacher's satisfaction according to quality assurance of the government were: insufficient teaching-learning media, teacher work overloads, insufficient number of teachers, teachers having to play many roles in class, parents not looking after their kids, teachers not able to adapt themselves to sudden changes, incomprehension, worries about the job, unhappiness and no quality tasks, and a lack of cooperation from the community. External factors affecting students are: too many game shops for students during school that are close to schools, a lack of cooperation between staff and administrators, co-workers' unwillingness to work, inappropriate equipment and inefficient staff, too large of a student-teacher ratio in each class (such as 45 students: 1 teacher), students not being self-responsible, too many standard indications which were very difficult to interpret, and a lack of sincere help for teachers from the government.

The other suggestions to increase job satisfaction of teachers under the quality assurance of government policy for teachers and schools were arranging more in-service training for quality assurance, policy control or decreasing social problems through various media, enhancing moral and ethics through family level to community and society, understanding school problems, knowing objectives/goals clearly, closer control, administrator support, and stopping threats such as a 5% decrease in staff that discourages teachers. But it should consider other teacher tasks.

## 6.2 Recommendations

### 6.2.1 Suggestions from the results

The results showed that factors of personal data of respondents from both public and private schools, namely gender, age, work experience, salary and teaching levels were associated with job satisfaction.

**Age:** The age of teachers was related to job satisfaction of secondary school teachers under quality assurance of the government policy with respect to learner's development, teacher's proficiency and the learner-centered approach. So the administrators of schools should provide more training courses to reinforce the need for the staff to work professionally. This should be done continuously using such techniques as academic seminars, task presentations, new methodologies, etc. Students should also be allowed to apply such new training towards daily classes. Supervision should be implemented and this comes from teachers and supervisors from the ministry working together. This then could improve students' performance to achievement. Sa-ngad (Academic department. 2539) stated four objectives of supervision, such as:

1. To develop human and staff, which are the guides to assist staff in the organization to work more effectively.
2. To develop job tasks which are a creative method for the staff to work efficiently.
3. To co-ordinate. This means to promote usual understanding individually and among the group.

4. To reinforce and empower. This is needed to build confidence and comfort during the job.

Supervisors might be appointed from administrators, assistants, heads of departments, school boards, etc. (Sangworn Ngad-Krathog, 2541 39-40). The main objective of supervision is to develop persons to work at a high level.

**Salary:** The result showed that the salary of secondary school teachers was related to job satisfaction of teachers towards quality assurance of the government policy with respect to leadership and administrative potential, and teacher's proficiency. In order to develop motivation and reinforcement to meet the high teacher's satisfaction, administrators must dare to make decisions appropriately based on job tasks first and on person second. Penalties and rewards should be considered carefully. Good communication between staff and administrators was another main point to develop because this could increase the quality of the job tasks as well.

Whaley (1998) studied the influence of good communication between administrators and teachers in increasing job satisfaction. The study found that there is a rather high association between feedback, reward, and support, and teacher satisfaction. This is because teachers themselves received feedback or quality tasks from the administrators and this could encourage job satisfaction. Apart from this, teachers would gain satisfaction when they receive rewards after completing such tasks. When administrators provided opportunities to listen to and advise teachers, teachers eventually felt satisfied with their jobs.

Whaley also explained that factors from administrators and parents affected the job satisfaction of teachers in addition to good communication between teachers and administrators, which provides feedback, reward, and support. This was similarly supported by the study of Hom (1998) which was concerned with realistic job expectations towards satisfaction and organization relation. The results revealed that many factors positively influenced job-satisfaction, particularly met expectations. Problem-focus coping and the potential benefit from fairness consideration directly influenced organization relation.

**Teaching level:** The results showed that teaching level was related to job satisfaction of secondary school teachers towards quality assurance of government policy with respect to the learner-centered approach and establishing organizational and administrative system. Thus, schools should prepare policies systematically, especially in establishing an organizational and administrative system that is practical and convenient to utilize, and is appropriate for each class level. These policies should be flexible, developed and improved according to the learner's and the community's needs in a changing society, by focusing on the learner-centered approach. This could be considered through the following: (Pimpan Dechakub, 2544 : 8)

1. Instructors prepare for the assimilation of the new knowledge.
2. Instructors encourage learners to apply process skills like the thinking process, the group process and self-study.
3. Instructors encourage learners to participate in classroom activities through intellectual, physical, emotional and social means, including interaction with living and non-living things such as books, places, computers, etc.
4. Instructors develop a harmonious school climate, both physically and emotionally, for the sake of learning. This enhances happy learning.
5. Instructors provide evaluation and measurement for the learners through all areas of the teaching-learning process by accurate assessment.
6. Instructors show learners how to apply their lessons to daily life.
7. Instructors change their roles to be a facilitator who can work as 1) the presenter, 2) the observer, 3) the asker, 4) reinforcer, 5) the director, 6) the reflector, 7) the atmosphere organizer, 8) the organizer, 9) the guide, 10) the evaluator, 11) the appraiser, and 12) the coach.

### **Goals for the learners**

1. Learners should be able to assimilate knowledge and develop inventions by themselves.
2. Learners should know how to use process skills such as the thinking process and self-study.
3. Learners should be involved in classroom participation and interaction.

4. Learners should be happy learning.
5. Learners should be able to apply their lessons to daily life.

Because of the different social status between the two groups (public and private), the levels of satisfaction were found to be different with respect to leadership and Proficiency in Administrative Management as well as Learners' Development. From the study of effectiveness in using teachers, macro qualitative analysis (Academic Department, 2539) revealed that teachers from various school departments had different effectiveness depending on the institutes from which they graduated. Hence, various school departments had different processes in developing teachers' proficiency, and supervision and tasks assessment had different effects on the teachers' satisfaction. This investigator, thus, would like to suggest to administrators from both public and private schools that more training courses for knowledge development and potential development in schools should be provided. Apart from this, another job policy that would improve teachers' work is for administrators to allow their teachers to participate in preparing contents, teaching methodology and evaluating their teaching. This would directly affect teachers' satisfaction and teachers' acceptance of every working process in schools, including the benefits teachers receive from their job tasks.

#### 6.2.2 Suggestions under policy

1. The needs and goals of administrators, teachers and schools are the main guidelines for developing education. Policies should be clear and obvious to apply to real situations and should sometimes be flexible in order for the smooth working continuously.
2. Standard indications and assessment should be understood and accepted by every unit in order to prevent conflicts that might arise during the procedure.
3. Training should be provided to motivate the staff to understand and become involved with job tasks, policies and action plans appropriately.

### **6.3 Suggestions for further studies**

1. The present investigation aimed at studying job satisfaction of teacher groups from both secondary public and private schools in the Thonburi region only. The study should cover other educational regions or increase the number of samples to include teachers from Bangkok Metropolitan region as well. The results could be used to compare the similarities and differences between them and could be applied in managing standard indications under quality assurance of the government in the future.

2. This study showed that teacher's job satisfaction with respect to working conditions, teachers' proficiency and learners' development was at a moderate to lower level in both public and private secondary schools. So it is necessary to use this result in a future study to determine the cause of this low satisfaction level.

3. Apart from a sample of teachers, other samples should be studied from groups such as educational administrators and staff concerning quality assurance to know their satisfaction level.

4. More questionnaires should be prepared than the number of participants in the study because some questionnaires were lost or found to be incomplete after they were collected.

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## **APPENDIX**

เล่มที่ ๑๑๖ ตอนที่ ๗๔ก

ราชกิจจานุเบกษา

๑๙ สิงหาคม ๒๕๖๒



พระราชบัญญัติ  
การศึกษาแห่งชาติ  
พ.ศ. ๒๕๖๒

ภูมิพลอดุลยเดช ป.ร.  
ให้ไว้ ณ วันที่ ๑๔ สิงหาคม พ.ศ. ๒๕๖๒  
เป็นปีที่ ๕๔ ในรัชกาลปัจจุบัน

พระบาทสมเด็จพระปรมินทรมหาภูมิพลอดุลยเดช มีพระบรมราชโองการโปรดเกล้าฯ ให้ ประกาศว่า

โดยที่เป็นการสมควรให้มีกฎหมายว่าด้วยการศึกษาแห่งชาติ

พระราชบัญญัตินี้มีบทบัญญัติบางประการเกี่ยวกับการจำกัดสิทธิและเสรีภาพ ของบุคคล ซึ่งมาตรา ๒๙ ประกอบกับมาตรา ๕๐ ของรัฐธรรมนูญแห่งราชอาณาจักรไทยบัญญัติให้กระทำได้ โดยอาศัยอำนาจตามบทบัญญัติแห่งกฎหมาย

จึงทรงพระกรุณาโปรดเกล้าฯ ให้ตราพระราชบัญญัติขึ้นไว้โดยคำแนะนำและยินยอมของ รัฐสภา ดังต่อไปนี้

มาตรา ๑ พระราชบัญญัตินี้เรียกว่า "พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. ๒๕๖๒"

มาตรา ๒ พระราชบัญญัตินี้ให้ใช้บังคับตั้งแต่วันถัดจากวันประกาศใน ราชกิจจานุเบกษา เป็นต้นไป

มาตรา ๓ บรรดาบทกฎหมาย กฎ ข้อบังคับ ระเบียบ ประกาศ และคำสั่งอื่น ในส่วนที่ได้บัญญัติไว้แล้วในพระราชบัญญัตินี้ หรือซึ่งขัดหรือแย้งกับบทแห่งพระราชบัญญัตินี้ ให้ใช้พระราชบัญญัตินี้แทน

มาตรา ๔ ในพระราชบัญญัตินี้

"การศึกษา" หมายความว่า กระบวนการเรียนรู้เพื่อความเจริญงอกงาม ของบุคคลและสังคม โดยการถ่ายทอดความรู้ การฝึก การอบรม การสืบสานทางวัฒนธรรม การสร้างสรรค์จรรโลง ความก้าวหน้าทางวิชาการ การสร้างองค์ความรู้อันเกิดจากการจัดสภาพแวดล้อม สังคม การเรียนรู้ และปัจจัยเกื้อหนุนให้บุคคลเรียนรู้อย่างต่อเนื่องตลอดชีวิต

"การศึกษาขั้นพื้นฐาน" หมายความว่า การศึกษาก่อนระดับอุดมศึกษา "การศึกษาตลอดชีวิต" หมายความว่า การศึกษาที่เกิดจากการผสมผสาน ระหว่างการศึกษาในระบบ การศึกษานอกระบบ และการศึกษาตามอัธยาศัย เพื่อให้สามารถพัฒนาคุณภาพชีวิตได้อย่างต่อเนื่องตลอดชีวิต

"สถานศึกษา" หมายความว่า สถานพัฒนาเด็กปฐมวัย โรงเรียน ศูนย์การเรียนรู้ วิทยาลัย สถาบัน มหาวิทยาลัย หน่วยงานการศึกษาหรือหน่วยงานอื่นของรัฐหรือของเอกชนที่มีอำนาจหน้าที่ หรือมีวัตถุประสงค์ในการจัดการศึกษา

"สถานศึกษาขั้นพื้นฐาน" หมายความว่า สถานศึกษาที่จัดการศึกษาขั้นพื้นฐาน

"มาตรฐานการศึกษา" หมายความว่า ข้อกำหนดเกี่ยวกับคุณลักษณะ คุณภาพ ที่พึงประสงค์ และมาตรฐานที่ต้องการให้เกิดขึ้นในสถานศึกษาทุกแห่ง และเพื่อใช้เป็นหลักในการเทียบเคียง สำหรับการส่งเสริมและกำกับดูแล การตรวจสอบ การประเมินผล และการประกันคุณภาพทางการศึกษา

"การประกันคุณภาพภายใน" หมายความว่า การประเมินผลและการติดตาม ตรวจสอบ คุณภาพและมาตรฐานการศึกษาของสถานศึกษาจากภายใน โดยบุคลากรของสถานศึกษานั้นเอง หรือโดยหน่วยงานต้นสังกัดที่มีหน้าที่กำกับดูแลสถานศึกษานั้น

"การประกันคุณภาพภายนอก" หมายความว่า การประเมินผลและการติดตาม ตรวจสอบ คุณภาพและมาตรฐานการศึกษาของสถานศึกษาจากภายนอก โดยสำนักงานรับรองมาตรฐานและ ประเมินคุณภาพการศึกษาหรือบุคคลหรือหน่วยงานภายนอกที่สำนักงานดังกล่าวรับรอง เพื่อเป็น การประกันคุณภาพและให้มีการพัฒนาคุณภาพและมาตรฐานการศึกษาของสถานศึกษา

"ผู้สอน" หมายความว่า ครูและคณาจารย์ในสถานศึกษาระดับต่าง ๆ

"ครู" หมายความว่า บุคลากรวิชาชีพซึ่งทำหน้าที่หลักทางด้านการเรียน การสอนและการส่งเสริมการเรียนรู้ของผู้เรียนด้วยวิธีการต่าง ๆ ในสถานศึกษา ทั้งของรัฐและเอกชน

"คณาจารย์" หมายความว่า บุคลากรซึ่งทำหน้าที่หลักทางด้านการสอน และการวิจัยในสถานศึกษาระดับอุดมศึกษาระดับปริญญาของรัฐและเอกชน

"ผู้บริหารสถานศึกษา" หมายความว่า บุคลากรวิชาชีพที่รับผิดชอบการบริหาร สถานศึกษาแต่ละแห่ง ทั้งของรัฐและเอกชน

"ผู้บริหารการศึกษา" หมายความว่า บุคลากรวิชาชีพที่รับผิดชอบการบริหาร การศึกษานอกสถานศึกษาตั้งแต่ระดับเขตพื้นที่การศึกษาขึ้นไป

"บุคลากรทางการศึกษา" หมายความว่า ผู้บริหารสถานศึกษา ผู้บริหารการศึกษา รวมทั้งผู้สนับสนุนการศึกษาซึ่งเป็นผู้ทำหน้าที่ให้บริการ หรือปฏิบัติงานเกี่ยวกับการจัดกระบวนการเรียนการสอน การนิเทศ และการบริหารการศึกษาในหน่วยงานการศึกษาต่าง ๆ

"กระทรวง" หมายความว่า กระทรวงการศึกษา ศาสนา และวัฒนธรรม

"รัฐมนตรี" หมายความว่า รัฐมนตรีผู้รักษาการตามพระราชบัญญัตินี้

มาตรา ๕ ให้รัฐมนตรีว่าการกระทรวงการศึกษา ศาสนา และวัฒนธรรม รักษาการตามพระราชบัญญัตินี้ และมีอำนาจออกกฎกระทรวง ระเบียบ และประกาศ เพื่อปฏิบัติการตามพระราชบัญญัตินี้

กฎกระทรวง ระเบียบ และประกาศนั้น เมื่อได้ประกาศในราชกิจจานุเบกษาแล้วใช้บังคับได้

## หมวด ๖

## มาตรฐานและการประกันคุณภาพการศึกษา

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มาตรา ๔๗ ให้มีระบบการประกันคุณภาพการศึกษาเพื่อพัฒนาคุณภาพและมาตรฐานการศึกษาทุกระดับ ประกอบด้วย ระบบการประกันคุณภาพภายใน และระบบการประกันคุณภาพภายนอก

ระบบ หลักเกณฑ์ และวิธีการประกันคุณภาพการศึกษา ให้เป็นไปตาม ที่กำหนดในกฎกระทรวง

มาตรา ๔๘ ให้หน่วยงานต้นสังกัดและสถานศึกษาจัดให้มีระบบการประกันคุณภาพภายในสถานศึกษาและให้ถือว่าการประกันคุณภาพภายในเป็นส่วนหนึ่งของกระบวนการบริหารการศึกษาที่ต้องดำเนินการอย่างต่อเนื่อง โดยมีการจัดทำรายงานประจำปีเสนอต่อหน่วยงานต้นสังกัด หน่วยงานที่เกี่ยวข้อง และเปิดเผยต่อสาธารณชน เพื่อนำไปสู่การพัฒนาคุณภาพและมาตรฐานการศึกษา และเพื่อรองรับการประกันคุณภาพภายนอก

มาตรา ๔๙ ให้มีสำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา มีฐานะเป็นองค์การมหาชนทำหน้าที่พัฒนาเกณฑ์ วิธีการประเมินคุณภาพภายนอก และทำการประเมินผลการจัดการศึกษาเพื่อให้มีการตรวจสอบคุณภาพของสถานศึกษา โดยคำนึงถึงความมุ่งหมายและหลักการ และแนวการจัดการศึกษาในแต่ละระดับตามที่กำหนดไว้ในพระราชบัญญัตินี้

ให้มีการประเมินคุณภาพภายนอกของสถานศึกษาทุกแห่งอย่างน้อยหนึ่งครั้งใน ทุกห้าปีนับตั้งแต่การประเมินครั้งสุดท้าย และเสนอผลการประเมินต่อหน่วยงานที่เกี่ยวข้องและสาธารณชน

มาตรา ๕๐ ให้สถานศึกษาให้ความร่วมมือในการจัดเตรียมเอกสารหลักฐานต่าง ๆ ที่มีข้อมูลเกี่ยวข้องกับสถานศึกษา ตลอดจนให้บุคลากร คณะกรรมการของสถานศึกษา รวมทั้งผู้ปกครอง และผู้ที่มีส่วนเกี่ยวข้องกับสถานศึกษาให้ข้อมูลเพิ่มเติมในส่วนที่พิจารณาเห็นว่าเกี่ยวข้องกับการปฏิบัติการกิจของสถานศึกษา ตามคำร้องขอของสำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา หรือบุคคลหรือหน่วยงานภายนอกที่สำนักงานดังกล่าวรับรองที่ทำการประเมินคุณภาพภายนอก ของสถานศึกษานั้น

มาตรา ๕๑ ในกรณีที่ผลการประเมินภายนอกของสถานศึกษาได้ไม่ได้ ตามมาตรฐานที่กำหนด ให้สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา จัดทำข้อเสนอแนะการปรับปรุงแก้ไขต่อหน่วยงานต้นสังกัด เพื่อให้สถานศึกษาปรับปรุง แก้ไขภายในระยะเวลาที่กำหนด หากมิได้ดำเนินการดังกล่าวให้สำนักงานรับรอง มาตรฐานและประเมินคุณภาพการศึกษารายงานต่อคณะกรรมการการศึกษาขั้นพื้นฐานหรือคณะกรรมการการอุดมศึกษาเพื่อดำเนินการให้มีการปรับปรุงแก้ไข

## มาตรฐานการศึกษาเพื่อการประเมินคุณภาพ : ระดับการศึกษาขั้นพื้นฐาน

มาตรฐานการศึกษาเพื่อการประเมินคุณภาพภายนอกในรอบแรกตามมติคณะรัฐมนตรี กำหนดไว้ 14 มาตรฐาน 53 ตัวบ่งชี้ มีดังนี้ (สำนักงานคณะกรรมการการศึกษาแห่งชาติ สำนักนายกรัฐมนตรี, 2543 : 9 – 16)

### 1) มาตรฐานด้านผู้เรียน

#### มาตรฐานที่ 1 ผู้เรียนมีคุณธรรม จริยธรรม และค่านิยมที่พึงประสงค์ ตัวบ่งชี้

1. มีวินัย มีความรับผิดชอบ ปฏิบัติตนตามระเบียบและหลักธรรมเบื้องต้นของแต่ละศาสนา
2. ซื่อสัตย์สุจริต (และมีจรรยาบรรณในวิชาชีพ สำหรับระดับอาชีวศึกษา)
3. มีความเมตตา กรุณา เอื้อเฟื้อเผื่อแผ่ และเสียสละเพื่อส่วนรวม
4. ประหยัด (ใช้สิ่งของและทรัพย์สินทั้งของตนเองและส่วนรวม ตลอดจนทรัพย์สินสาธารณะ)

ทรัพย์สินสาธารณะ

อย่างประหยัดและคุ้มค่า)

#### มาตรฐานที่ 4 มีความสามารถในการคิดวิเคราะห์ คิดสังเคราะห์ มีวิจารณญาณ มีความคิดสร้างสรรค์ คิดไตร่ตรอง และมีวิสัยทัศน์

##### ตัวบ่งชี้

1. สามารถจำแนกประเภทข้อมูล เปรียบเทียบและมีความคิดรวบยอด
2. สามารถประเมินค่าความน่าเชื่อถือของข้อมูล รู้จักพิจารณาข้อดี-ข้อเสีย ความถูกต้อง-ผิด

ระบุ

สาเหตุ-ผล ค้นหาคำตอบ เลือกริธีและมีปฏิภาณในการแก้ปัญหาและตัดสินใจได้

อย่างสันติ

และมีความถูกต้องเหมาะสม

3. มีความคิดริเริ่ม มีจินตนาการ สามารถคาดการณ์และกำหนดเป้าหมายได้

### มาตรฐานที่ 5 ผู้เรียนมีความรู้และทักษะที่จำเป็นตามหลักสูตร

#### ตัวบ่งชี้

1. มีผลสัมฤทธิ์ทางการเรียนในกลุ่มประสบการณ์/กลุ่มวิชา/หมวดวิชาที่สำคัญ ไม่  
ต่ำกว่าเกณฑ์

มาตรฐานขั้นต่ำ (คณิตศาสตร์ วิทยาศาสตร์ ภาษาไทย ภาษาอังกฤษ สังคมศาสตร์  
คอมพิวเตอร์ และวิชาเฉพาะสาขาสำหรับอาชีวศึกษา)

2. มีความสามารถในการใช้ภาษาสื่อสาร

มาตรฐานที่ 6 ผู้เรียนมีทักษะในการแสวงหาความรู้ด้วยตนเอง รักการเรียนรู้และพัฒนา  
ตนเองอย่างต่อเนื่อง

#### ตัวบ่งชี้

1. มีความกระตือรือร้น สนใจการเรียนรู้จากแหล่งต่าง ๆ รู้จักตั้งคำถามเพื่อหาเหตุ-ผล
2. รักการอ่าน สามารถใช้ห้องสมุด แหล่งความรู้และสื่อต่าง ๆ ทั้งในและนอกสถานศึกษา
3. สามารถสรุปประเด็นจากการเรียนรู้และประสบการณ์ได้อย่างถูกต้องด้วยตนเอง

มาตรฐานที่ 9 ผู้เรียนมีทักษะในการทำงาน รักการทำงาน สามารถทำงานร่วมกับผู้อื่นได้  
และมีเจตคติที่ดีต่ออาชีพสุจริต

#### ตัวบ่งชี้

1. สามารถทำงานตามลำดับขั้นตอนและผลงานมีประสิทธิภาพ
2. ขยัน อดทน ละเอียดรอบคอบในการทำงาน พัฒนางาน สามารถทำงานอย่างมีความสุข  
และภูมิใจในผลงานของตนเอง
3. สามารถทำงานเป็นทีม (ช่วยเหลือผู้อื่น ไม่เอาเปรียบ ให้ความร่วมมือ ยอมรับฟังความ  
คิดเห็น และความสามารถของผู้อื่น ร่วมรับผิดชอบผลงานของกลุ่ม)

4. มีเจตคติที่ดีต่ออาชีพสุจริต

มาตรฐานที่ 10 ผู้เรียนมีสุขนิสัย สุขภาพกาย และสุขภาพจิตที่ดี

#### ตัวบ่งชี้

1. มีน้ำหนัก ส่วนสูงตามเกณฑ์มาตรฐาน
2. มีสมรรถภาพทางกายตามเกณฑ์มาตรฐาน
3. ร่าเริงแจ่มใส มีมนุษยสัมพันธ์ที่ดีกับครู เพื่อนและบุคคลทั่วไป
4. รู้จักดูแลสุขภาพ และป้องกันตัวเองไม่ให้เกิดอุบัติเหตุ
5. มีความรู้ ความเข้าใจเกี่ยวกับโทษของสิ่งเสพติดและสิ่งมอมเมา ไม่เสพสิ่งเสพติด  
และปลอดจากสิ่งมอมเมา

**มาตรฐานที่ 12 ผู้เรียนมีสุนทรียภาพและลักษณะนิสัยด้านศิลปะ ดนตรี และกีฬา**  
**ตัวบ่งชี้**

1. มีความชื่นชมและร่วมกิจกรรมด้านศิลปะ ดนตรี และกีฬา

**2) มาตรฐานด้านกระบวนการ**

**มาตรฐานที่ 13 สถานศึกษามีการจัดองค์กร/โครงสร้างและการบริหารงานอย่างเป็นระบบ ระบบ ครบวงจร ให้บรรลุเป้าหมายการศึกษา**

**ตัวบ่งชี้**

1. มีการจัดองค์กร/โครงสร้างการบริหารชัดเจน
2. มีปรัชญา แผนพัฒนา/ธรรมนูญสถานศึกษา แผนการดำเนินงานของสถานศึกษา และตัวชี้วัดความสำเร็จ
3. มีการปฏิบัติตามแผน
4. ส่งเสริมการทำงานเป็นทีม
5. มีการนิเทศ ติดตาม ประเมินผลเปรียบเทียบกับเป้าหมายอย่างต่อเนื่อง
6. มีระบบข้อมูลสารสนเทศครบถ้วน ถูกต้อง ตรงกับความต้องการ และทันต่อการใช้งาน
7. มีการบันทึกและรายงานผลการประเมิน
8. มีการนำข้อมูลและผลการประเมินไปใช้ในการตัดสินใจและปรับปรุงงาน

**มาตรฐานที่ 14 สถานศึกษาส่งเสริมความสัมพันธ์และความร่วมมือกับชุมชนในการพัฒนาการศึกษา**

**ตัวบ่งชี้**

1. ผู้บริหารและครูสร้างความสัมพันธ์ที่ดีกับชุมชนในการร่วมกันจัดการศึกษา
2. มีการประชาสัมพันธ์เพื่อสร้างความเข้าใจให้บุคลากรในสถานศึกษา และชุมชนเห็นความสำคัญในการจัดการศึกษาร่วมกัน
3. มีการประชาสัมพันธ์กิจกรรมของสถานศึกษาต่อชุมชนอย่างสม่ำเสมอ
4. ผู้ปกครองและชุมชนเข้ามามีบทบาทในการพัฒนาการศึกษา

### **มาตรฐานที่ 18 สถานศึกษามีการจัดกิจกรรมและการเรียนการสอนโดยเน้นผู้เรียนเป็นสำคัญ** **ตัวบ่งชี้**

1. มีการจัดกิจกรรมการเรียนการสอนอย่างหลากหลาย เหมาะสมกับธรรมชาติและสนองความต้องการของผู้เรียน
2. มีการจัดกิจกรรมการเรียนการสอนที่กระตุ้นให้ผู้เรียนรู้จักคิดวิเคราะห์ คิดสังเคราะห์ คิดสร้างสรรค์ คิดแก้ปัญหาและตัดสินใจ
3. มีการจัดกิจกรรมการเรียนการสอนที่กระตุ้นให้ผู้เรียนรู้จักศึกษาหาความรู้ แสวงหาคำตอบและสร้างองค์ความรู้ด้วยตนเอง
4. มีการนำภูมิปัญญาท้องถิ่น เทคโนโลยี และสื่อที่เหมาะสมมาประยุกต์ใช้ในการจัดการเรียนการสอน
5. มีการจัดกิจกรรมเพื่อฝึกและส่งเสริมคุณธรรม และจริยธรรมของผู้เรียน
6. มีการจัดกิจกรรมการเรียนการสอนให้ผู้เรียนได้รับการพัฒนาสุนทรียภาพอย่าง ครบถ้วนทั้งด้านดนตรี ศิลปะ และกีฬา
7. ส่งเสริมความเป็นประชาธิปไตย การทำงานร่วมกับผู้อื่นและความรับผิดชอบต่อกลุ่มร่วมกัน
8. มีการประเมินพัฒนาการของผู้เรียนด้วยวิธีการที่หลากหลายและต่อเนื่อง
9. มีการจัดกิจกรรมให้ผู้เรียนรักสถานศึกษาของตน และมีความกระตือรือร้นในการไปเรียน

### **3) มาตรฐานด้านปัจจัย**

#### **มาตรฐานที่ 20 ผู้บริหารมีภาวะผู้นำ และมีความสามารถในการบริหารจัดการ** **ตัวบ่งชี้**

1. ผู้บริหารมีวิสัยทัศน์ในการจัดการศึกษาให้ทันกับการเปลี่ยนแปลง
2. ผู้บริหารมีความเป็นผู้นำ มีมนุษยสัมพันธ์และเป็นที่ยอมรับของผู้เกี่ยวข้อง
3. ผู้บริหารมีความเป็นประชาธิปไตย

**มาตรฐานที่ 22** ครูมีความสามารถในการจัดการเรียนการสอน อย่างมีประสิทธิภาพและเน้นผู้เรียนเป็นสำคัญ

ตัวบ่งชี้

1. ครูรู้เป้าหมายของหลักสูตรและเป้าหมายการจัดการศึกษา
2. ครูมีความรู้ความสามารถในการพัฒนาหลักสูตร จัดทำแผนและกระบวนการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ
3. ครูมีความรู้ความสามารถในการประเมินผลการเรียนการสอน และการนำผลการประเมินมาใช้พัฒนาคุณภาพ

**มาตรฐานที่ 24** ครูมีคุณวุฒิ/ความรู้ ความสามารถตรงกับงานที่รับผิดชอบ และมีครูเพียงพอ

ตัวบ่งชี้

1. ครูมีความถนัด/ความเชี่ยวชาญตรงกับงานที่ปฏิบัติ
2. มีจำนวนครูตามเกณฑ์

**มาตรฐานที่ 25** สถานศึกษามีหลักสูตรที่เหมาะสมกับผู้เรียนและท้องถิ่น มีสื่อการเรียนการสอนที่เอื้อต่อการเรียนรู้

ตัวบ่งชี้

1. มีหลักสูตรและเนื้อหาสาระของหลักสูตรที่เหมาะสม สอดคล้องกับเป้าหมายการศึกษา และความต้องการของผู้เรียนและท้องถิ่น
2. มีสื่อการเรียนการสอนที่เหมาะสมและเอื้อต่อการเรียนรู้

## Questionnaire

This questionnaire is being circulated to investigate job satisfaction in accordance with educational quality assurance under the title “teachers’ satisfaction with their tasks according to the educational quality assurance of the government.”

You are requested to answer and rate the following questions truthfully. All of your answers will be kept strictly confidential and will be utilized for research purposes only.

I am hoping for your valuable co-operation in this investigation. Thank you.

Sirirat Pamato  
Researcher

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**Instruction: This questionnaire is divided into three parts as follows:**

Part 1 : Questions concerning the respondents’ personal data.

Part 2 : Questions relating to teacher job satisfaction in accordance with educational quality assurance.

Part 3 : Open-ended questions relating to opinions or further suggestions for developing job effectiveness and efficiency to increase teacher satisfaction.

<b>Questions concerning the respondents' personal data</b>
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**Instruction: Please check the appropriate box or fill in the information about yourself.**

1. Gender

1. Female

2. Male

2. Age

1. Under 25 years

2. 25–34 years

3. 35–44 years

4. 45–54 years

5. Over 55 years

3. Work experience \_\_\_\_\_ year (s)

4. Salary \_\_\_\_\_ baht

5. Teaching level

1. Early secondary school

2. Higher secondary school

3. The both

**Part 2 Questions relating to teacher job satisfaction in accordance with educational quality assurance**

**Instruction : Please check in accordance with your satisfaction**

Educational Standard for Assessment		Your satisfaction with educational quality assurance				
		Highest	High	Moderate	Low	Lowest
	<b>Establishing Organizational and Administrative System.</b>					
1.	The institute has clearly established an organizational / administrative system.					
2.	The institute has a philosophy, development plan and constitution to proceed and has met objectives to evaluate school tasks properly.					
3.	The institute has followed the provided action plan.					
4.	The institute has promoted teamwork.					
5.	The institute has supervised, followed up, and assessed job tasks to compare to objectives continuously.					
6.	The institute has a complete and accurate information technology system that can be operated immediately and which meets the institute's needs.					
7.	The institute has recorded and reported job assessment.					

Educational Standard for Assessment		Your satisfaction with educational quality assurance				
		Highest	High	Moderate	Low	Lowest
8.	The institute has used the information and results from the assessment to make decisions and develop tasks continuously.					
9.	<b>Working Conditions</b> The institute has a syllabus and appropriate curriculum content to meet the educational goals and needs of learners as well as the community.					
10.	The institute has provided appropriate teaching – learning media to support education.					
11.	The institute has provided the school promotional information for mutual understanding between the school staff and the community for work cooperation.					
12.	<b>Learner-Centered Activities</b> The institute has provided various teaching methodologies in accordance with the nature of the learners and in response to the learners' needs					
13.	The institute has provided teaching – learning activities to motivate learners to analyze, synthesize, create, do problem solving and make decisions.					
14.	The institute has provided teaching – learning activities to motivate learners to study and search for the answers as well as to do self - study					
15.	The institute has brought local intellect, technology and appropriate media to apply to teaching - learning					
16.	The institute has provided activities for learners to practice and promote moral lessons and ethics.					
17.	The institute has provided activities for learners to develop their appreciation of music, the arts and sports.					
18.	The institute has promoted democracy during group work and responsibility in group tasks.					
19.	The institute has continuously assessed the development of learners through various methods.					

Educational Standard for Assessment		Your satisfaction with educational quality assurance				
		Highest	High	Moderate	Low	Lowest
20.	The institute has provided activities to encourage learners to respect their schools and attend classes regularly.					
<b>Leadership and Proficiency in Administrative Management</b>						
21.	The administrators have a vision for educational management in a changing world and society.					
22.	The administrators have shown leadership, good human - relationships and acceptance of others.					
23.	The administrators use democratic principles in dealing with their subordinates.					
<b>Teachers' Proficiency</b>						
24.	Teachers understand the goal of the curriculum and the educational target.					
25.	Teachers understand the curriculum development, planning and the learner- centered approach					
26.	Teachers understand the methods for assessing the teaching-learning process and using the results to improve educational quality.					
27.	Teachers are working in their fields of study.					
<b>Learners' Development</b>						
28.	Students are self - responsible in following regulations and religious rules.					
29.	Students are honest.					
30.	Students are kind, generous and show concerns for others.					

Educational Standard for Assessment		Your satisfaction with educational quality assurance				
		Highest	High	Moderate	Low	Lowest
31.	Students are economical.					
32.	Students can distinguish data, compare them and draw conclusions.					
33.	Students can assess valuable data, consider good and bad points, indicate causes, search for answers, select methods and do problem - solving as well as make decisions calmly and appropriately.					
34.	Students show creativity and imagination in prediction and goal definition.					
35.	Students have academic achievement in experiencing group / subject group / core courses not below the standard criteria.					
36.	Students use language well to communicate.					
37.	Students are enthusiastic in learning from various sources.					
38.	Students enjoy reading and studying in libraries both inside and outside of schools.					
39.	Students themselves can correctly draw main points from learning and experience.					
40.	Students can work systematically and efficiently.					
41.	Students are intelligent, diligent and careful in working and developing tasks; and are proud of their work as well as able to work happily.					
42.	Students can work in groups effectively.					
43.	Students show a good attitude towards honest work.					
44.	Students are lively, and have good relations with teachers, classmates and others.					
45.	Students understand and recognize the dangers of					

Educational Standard for Assessment		Your satisfaction with educational quality assurance				
		Highest	High	Moderate	Low	Lowest
	narcotics and drugs. They stay away from them.					
46.	Students appreciate and participate in activities in arts, music and sports.					

**Part 3 Open-ended questions relating to opinions or further suggestions for developing job effectiveness and efficiency to increase teacher satisfaction**

1. Factors affecting your satisfaction with the quality assurance policy are

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2. Obstacles / hardships that decrease your satisfaction with the quality assurance policy are

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3. Suggestions for increasing your satisfaction with the quality assurance policy in your school are

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## **BIOGRAPHY**

<b>NAME</b>	Ms.Sirirat Pamato
<b>DATE OF BIRTH</b>	27 October 1979
<b>PLACE OF BIRTH</b>	Bangkok, Thailand
<b>INSTITUTION ATTENDED</b>	Suksanari school, 1998 (Diploma in Arts – French) Bangkok University, 2002 (Graduate Diploma in Communication Arts) Mahidol University, 2005 (M.A. Public Administration)
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