

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

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Abstract : The purpose of this study was to determine the teachers' perception towards Internal Quality Assurance (IQA) Assessment at program level and relationship with the teachers' demographic factors: age, educational qualification, years of service in school, and academic rank in two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, and to compare teachers' perception towards internal quality assurance system according to teachers' gender. Two set of questionnaires were used to conduct this study: Questionnaires for teachers' demographic profile and Questionnaires for Internal Quality Assurance (IQA) Assessment at Program Level. 95% of the questionnaires were returned valid and data were analyzed by frequency, percentage, mean, standard deviation, and Pearson's Product Moment Correlation Coefficient (r). The findings of objectives were that the teachers' perception towards total internal quality assurance system based on fifteen components was at low level. Therefore, there was no significant difference between male teachers and female teachers' perception towards internal quality assurance system according to teachers' gender. There was no significant relationship between internal quality assurance system at program level and other teachers' demographic factors. Since all the significant values were bigger than .05 at the significant level. The study recommended that school's principals and board committee members should pay more attention to focus on IQA strategic planning and implementation process in order for promoting schools' quality.

Keywords: Internal Quality Assurance, Assessment, Teachers' perception, Teachers' Demographic profiles, Kachin, Myanmar

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Introduction

Quality Assurance is an integral part of daily work performance of all kinds of educational institutions. Through sharing, understanding and applying standards and expectations, it helps to enhance standards and expectations, and levels of consistency among teachers and schools. In the educational setting, not only at national level but also at institution level and school program level, nowadays, several researchers agree that it becomes vitally crucial to apply and practice quality assurance system for the academic achievement of individual student and the ongoing progress of schools.

Especially, the policy and practices of quality assurance system at the program level in a school is very important to ensure making a progress of individual student's academic achievement. Including principal, administrators and teachers have to participate in the implementation process of quality assurance system. It is called internal quality assurance system. In the Myanmar educational context, there has no practicing both internal quality assurance assessment and external quality assurance assessment in any levels of education system. And there is neither public organization nor non-government organization for educational quality assurance system practice. Hence, this reason encourages the researcher to access internal quality assurance assessment at program level at two Secondary High Schools in Kachin Special Region.

Objectives

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

Literature Review

Quality as a concept is considered as baseline standard in education which can be measured in a scale of reference. It is an expression of standard or how certain set of standards in education can be achieved. Quality can be described as standards of something as compared to other things that is the degree of goodness or excellence. Quality pervades every aspect of the activities undertaken in the process of education

and the wide array of beneficial results of educational activities on both individual learners and the wider society. The human factor is the most important component of the quality system, with a significant contribution to the success of continuous quality improvement program. Quality should be an integral part of the organization's culture. Developing quality culture requires a change in attitudes, skills and abilities of the actors of the system.

Internal Quality Assurance is kind of a buzzword among many higher education institutions (Boele, 2007). As defined by in the study conducted by Martin and Stella (2007), IQA is referred to “the policies and mechanisms implemented in an institution or program to ensure that it is fulfilling its own purposes and meeting the standards that apply to higher education in general or to the profession or discipline in particular”.

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

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

1. Ongoing monitoring of the performance of the internal audit activity;
2. Chronological self-assessment or assessments by other persons within the organization with sufficient knowledge of internal audit practices.

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

Conceptual Framework

The following Figure 2 shows the conceptual framework of this study that includes demographic profiles of teachers and factors of internal quality assessment at program level. Since the researcher wants to know the relationship between teachers’

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

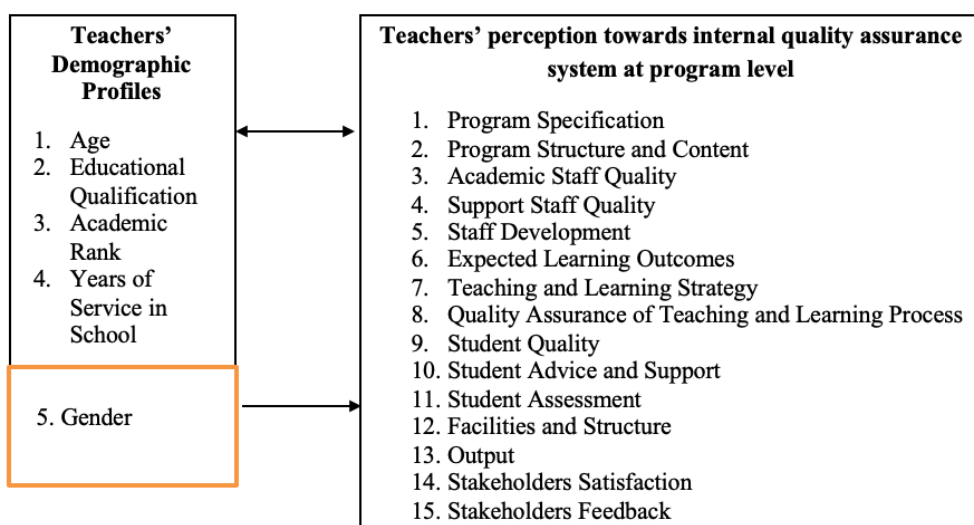


Figure 1: Conceptual Framework of this study

Methodology

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

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

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

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

The reliability coefficient Alpha of teachers' perception is 0.90. And the reliability coefficient Alpha of this study is .913.

Findings/Results

1. Teachers' Demographic factors:

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

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

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

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

1.5 Academic Rank: the percentage of Junior Assistant Teachers was 43% and Primary Assistant Teachers was 42.1%.

The percentage of Senior Assistant teachers was 11.4 %. And the percentage of principal and Assistant principal were 1.8 % respectively.

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

To identify the teachers' perceptions towards Internal Quality Assurance (IQA) in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar, each teacher was given a set IQA questionnaire and asked individual opinion on IQA. The over result of the teachers' perceptions on total IQA was at low mean score of 2.1923, and the standard deviation was .55578.

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

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

The significant between Total IQA and

- Age was .934,
- Educational Qualification significant was .370,
- Years of Service in school significant was .875,
- Academic Rank was .482 respectively.

All the significant values were bigger than significant point $p > .05$ level. Therefore, there was no relationship between teachers' demographic factors and Total IQA in this study.

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

To compare Teachers' perception towards internal quality assurance system according to teachers' gender, the independent sample t-test was utilized for analyzing the two variables. So, the findings on the independent sample t-test showed that there was no significant difference of teachers' perception towards the internal quality assurance system practice at two Secondary High Schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar according to teachers' gender. The independent sample t-test revealed that male teachers' perception towards the internal quality assurance system ($m = 2.1718$, $s = 54695$) did not differ from female teachers' perception ($m = 2.1947$, $s = 55942$) since $t(112) = -.134$, $p > 0.05$.

Discussion

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

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

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

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

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

2) Educational Qualification: Most of the teachers; 57 out of 120 graduated

just Diploma in Education from Teacher Training College in Kachin Special Region. And 55 teachers graduated just Bachelor Degree and study no longer anymore. Thus, it could be assumed that teachers could not have opportunity to learn higher education program for their professional development, and that they might have financial difficulty and other social-economic disturbances because they were living in Kachin Special Region which is near the Myanmar-China boarder in where the people were interested in just doing business and were not interested in supporting and encouraging for learning. They could not go out of this region to higher education because of family business situation. Most of the local teachers were appointed by regional education department.

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

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

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

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

Program Specification: Most of the teachers answered school's program

specification was at satisfactory level because these schools had been using state curriculum recommended by government. Besides, some teachers used program specification for their subjects respectively, and those program specifications were informative and communicated, but did not make available for stakeholders. On the other hand, there were a few teachers who used program specification to make their students' academic achievement to be able to continue as life-long learners. These two Secondary High Schools used the same curriculum set up by Myanmar Government.

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

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

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

Student Assessment: Student assessment methods that both Secondary High Schools used covered school entrance, their progress and exit tests. However, the assessment was criterion-referenced and used a variety of methods. It did not reflect

the expected learning outcomes and the content of the program. The criteria for assessment were not explicit and well-known. The assessment methods could not cover all the objectives of the curriculum but did to some extent. The standards applied in the assessment were not explicit and consistent. These problems happened to both schools the reason was that though the teachers knew student assessment methods, they could not apply them effectively because the students-teachers' ratio were excessive than it should have in a classroom.

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

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

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

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

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

Facilities and Infrastructure: There were not adequate classrooms for students

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

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

Staff Development Activities: The schools did not have a clear plan on the needs for training and development of both academic and support staffs. Besides, the training and development activities for both academic and support staff were not adequate to the identified needs. It can be assumed that both schools had limited budget for the whole year expenses.

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

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

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

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

Output: The pass rate was satisfactory and dropout rate was of acceptable level. Average time to graduate was satisfied but employability of graduates was not satisfied. The level of research activities by academic staff and students had no

satisfactory because they did not do any research for the school development and course-upgrading.

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

Regarding to the reasons for the findings of this study, why there were not positive outcomes for the teachers' perception towards Internal Quality Assurance System Assessment at Program Level at these two Secondary High Schools, the researcher found out some reasonable issues: The Regional Education Department (RED) could not support all kinds of facilities and infrastructure such as library, laboratory, ICT lab for the school's development, and even could not defray for the annual budget. The schools could not able to use enough deficits for the teaching-aid materials sufficiently.

And the two secondary high schools practice free-education system for all the students under the RED's instruction after occurring civil war. Hence, the two schools completely rely on RED's supporting. There could be some weaknesses between school and RED in confronting with the implementation process of IQA. RED could not check regularly school's expected learning outcomes, and could not make program specification, program structure and content up-to-date, and the school's academic board committee could not integrate their strategic plan of the school regularly. Especially, the Regional Education Department and school academic committee could not implement effective policy and give incentives for teachers to participate in the IQA implementation process. Because they might have financial crisis in the meantime of civil war that started since 2011.

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

According to research findings, The Pearson Chi-value between Total IQA and Age was 617.746 and significant was .934, Total IQA and Educational Qualification was 173.484 and significant was .370, Total IQA and years of service in school was 647.773 and significant .875, and Total IQA and academic rank was 336.582 and significant was .482 respectively.

All the significant values of teachers' demographic factors are bigger than significant level at .05. Therefore, there was no relationship between the teachers' perception towards Internal Quality Assurance (IQA) according to teachers' ages,

educational qualification, and years of service in education, and academic rank in two Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar. From the analysis of the survey, there were 89 teachers out of 114 from both schools who were between 26-40 age-group. And the majority of their years of service in schools were 1-15 years. Besides, 112 teachers' educational qualifications were just diploma in education and bachelor degree. 110 teachers' academic positions were P.A.T, J.A.T., and S.A.T.

Based on the finding of these four factors, teachers might have known about how to run IQA process in school, however, principals, academic staff and support staff could not engineer IQA system assessment at program level effectively and efficiently, because it could be assumed that there were several reasons.

The first reason would be that there might have the peccadillo of giving annual professional development trainings for teachers and other staff, and the second one could be lack of providing teaching resources and teaching-aid materials for each subject, the third one might be the insufficiency of regional educational department's financial supporting, and the fourth one would be the weakness of instructional leadership and school-based management system.

Besides, the fifth one could be the insufficient salary for teachers' family survival, and the sixth one could be the teachers' peccadillo in self-learning for individual professional development, in addition, the eighth one could be teachers' poor commitment in professional field, and the last one could be weakness at time-management in daily teaching routine.

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

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

According to research finding, there was no significant difference between male and female teachers' perception towards the internal quality assurance in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar.

There were some reasons. The researcher found out that most of the teachers from both these schools were from local region. And these regions were their native land, besides, they had same experiences in the professional field: their academic qualification were not different, and they did not have any opportunity to leave their

families and jobs, and to attend professional development and further study.

And the schools did not have adequate human resources, other resources that could enhance their knowledge and that could make their concepts change. All the teachers had to share the resources among them as much as they had. In addition, the school community could not support deficit for their study and even for the short course skill-building training to join in another city.

Hence, the male teachers and female teachers' perception towards the internal quality assurance in Secondary High schools in Laiza and Mai Ja Yang Townships, Kachin State, Myanmar were not significantly different.

To support the findings of this study, there is confirmation by the findings of other study. Mariam (2015) investigated the difference between gender's perceptions in the study of Academics coping with quality: a study of attitudes towards quality assurance in Georgian higher education.

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