

Abstract

The objectives of this research were: to describe the process of innovation decision of quality assurance, and to explain the innovation decision using teacher and school level variables. Sample comprised 303 primary schools in educational region one, 1,848 school committees, and 2,130 teachers. Questionnaires were used to collect data. Variables were grouped according to the level of data analysis. The first level called the teacher level variable, it consisted of: gender, age, years of teaching, level of education, communication behavior, perception of innovation quality, knowledge of innovation, persuasion to innovation, acceptance of innovation, implementation of innovation. The school level variables consisted of: gender of the school committee, age of the school committee, education level of the school committee, and the opinion leadership of the school committee. Data analysis was multilevel technique.

The result revealed the followings. Teachers acquired four steps of innovation decision. The highest step they had was the acceptance of innovation, then the persuasion to the innovation, the implementation of the innovation, and lastly the knowledge of the innovation. The important explanatory variables at school level were the opinion leadership of the school committee. The important explanatory variables at the teacher level were: the perception of the innovation quality, and the communication behavior.

Combining the results from both quantitative and qualitative analysis, two success factors for quality assurance work in primary school were: the worm, supportive, cooperative, participatory climates at all level such as: community-school, administrators-teachers, and teacher-student. The second factor was attitude toward innovation and skills of the innovation.

Suggestions were provided for the National Primary Education Commission, the educational region, the school, and the teacher.