ABSTRACT

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Key Words: DEMOGRAPHIC PROFILE, TEACHERS’ PERCEPTION, SCHOOL’S PROFESSIONAL DEVELOPMENT, NO. 26 BASIC EDUCATION HIGH SCHOOL

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Thesis Title: A COMPARATIVE STUDY OF TEACHERS’ PERCEPTIONS TOWARDS SCHOOL’S PROFESSIONAL DEVELOPMENT ACCORDING TO THEIR DEMOGRAPHICS AT NO. 26 BASIC EDUCATION HIGH SCHOOL IN MANDALAY, MYANMAR

Thesis Advisor: DR. YAN YE

The main purpose of this study was to compare the significant differences in the teachers’ perceptions towards school’s professional development according to their demographics: age, grade level currently teaching and years of teaching experience at No. 26 Basic Education High School in Mandalay, Myanmar.

The participants of this study were 96 teachers from No. 26 Basic Education High School at Mandalay, Myanmar during the academic year 2015-2016. This study was designed as quantitative and comparative study. Data in this study was gathered using the research instrument which was the questionnaire with 5 Likert scale that consisted of two parts; Part I investigated the participants’ demographics and Part II compared the teachers’ perception that was adapted from Williams (2014)
based on Thomas R. Guskey’s (2000) *Five Levels of Professional Development Evaluation model*. The data collected from the survey was analyzed by descriptive statistics; Frequency & Percentage, Mean, Standard Deviation and comparative study; One-Way Analysis of Variance (ANOVA).

The transformed data of this study showed that teachers from No. 26 Basic Education High School, Mandalay had “positive” perceptions towards their school’s development activities. However, the comparative analysis described that there were no significant differences in the teachers’ perceptions towards school’s professional development according to their demographics: age, and grade level currently teaching and years of teaching experience at No. 26 Basic Education High School in Mandalay, Myanmar.

Though the research findings revealed no significant differences with positive teachers’ perceptions, it would give some ideas to create a professional development encompassing teachers’ multiple viewpoints. In order to organize better professional development in the future, the school administrator should prepare the development activities at more convenient time with resources and topic that matches the teachers’ needs. Value and practice the evaluation in every school development process with effective principal leadership at school. In this way, professionally organized learning environment where teachers’ wants, needs meet could be created and it will make the students learn successfully.

**Field of Study:** Educational Administration

**Student’s signature**

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**Graduate School of Education**

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