

# **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**

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**Abstract:** 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 was gathered using the research instrument, 5 Likert scaled questionnaire that consisted of two parts; Part I investigated the participants' demographics and Part II compared the teachers' perceptions. The data collected from the survey was analyzed by descriptive statistics; Frequency & Percentage, Mean, Standard Deviation and comparative analysis; 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 findings revealed no significant differences, it gave some ideas to create a professional development encompassing teachers' multiple viewpoints in order to professionally organized learning environment where teachers' wants, needs meet and it will make the students learn successfully.

**Keywords:** Demographic Profile (gender, age, grade level currently teaching and years of teaching experience), Teachers' Perception, School's Professional Development, No. 26 Basic Education High School.

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