THE RELATIONSHIP OF TEACHERS’ PERCEPTIONS TOWARDS THE PROFESSIONAL LEARNING COMMUNITY ACCORDING TO THEIR DEMOGRAPHIC FACTORS AT LAI ZA HIGH SCHOOL, KACHIN STATE, MYANMAR

Htu Hkawng

Jerome Bank

Abstract: The purpose of this study was to determine the relationship of teachers’ perceptions towards the Professional Learning Community according to their demographic factors of age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar. Ninety full time teachers from Lai Za high school, participated in this study and the researcher identified the teachers’ demographic factors, and determined the relationships of teachers’ perceptions towards the Professional Learning Community in Lai Za high school. While the researcher hypothesized that there was a significant relationship between teachers’ perceptions towards the Professional Learning Community and their demographic factors the findings were inconclusive but provided some insights into why the relationship between these two factors are not significant. In order for PLCs to work in Lai Za High School, many of the problems currently facing the school will have to be addressed.

Keywords: Demographic Profile, Teachers Perception, Professional Learning Community, Lai Za High School.

Introduction
We all know that the purpose of schools is student learning, and that the most important influence on student learning is teacher quality. Based on that, continuous Professional Learning through the Professional Learning Community (PLC) is one of the most crucial factors effecting teacher quality in schools. According to Pruitt and Robert (2003), the Professional Learning Community is one that promotes and values learning as an ongoing, active collaborative process between teachers, students, staff, principals, parents, and the school community to improve the quality of learning and life within the school. Developing schools where every aspect of the community supports learning and provides help to everyone who comes into contact with the school to contribute to the learning community is an important concept. “Learning is not an add on to the role of teaching professional, it is a habitual activity where the group learns how to learn together continuously” (Hord, 2009, p 40).

1 M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand puttulasang@gmail.com
2 Ph.D., Lecturer, Graduate School of Human Sciences, Assumption University, Thailand. dr.banks.edu@gmail.com