

**ABSTRACT****I.D. No. : 5819459****Key Words: CONSTRAINTS, LEARNER AUTONOMY, KACHIN INSTITUTES  
TEACHERS, TEACHERS' BELIEFS, ELT****Name: MA SAU WAN****Thesis Title: AN INVESTIGATION OF KACHIN INSTITUTES TEACHERS'  
BELIEFS ABOUT LEARNERS AUTONOMY****Thesis Advisor: ASST. PROF. DR. ROSUKHON SWATEVACHARKUL**

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**Abstract**

This paper aims to investigate Kachin institutes teachers' beliefs about learner autonomy and to investigate their desirability to promote learner autonomy as well as to investigate the possible challenges to learner autonomy development.

The study took a form of an explanatory mixed methods design using a questionnaire to collect quantitative data, and semi-structured interview to gather qualitative data. The subjects were 92 Kachin institutes teachers from five different institutes such as Institute of Liberal Arts and Science (ILAS), Maija Yang College, Maija Yang Institute of Education (MIEd), Kachinland School of Arts and Sciences, Humanity Institute (KSAS) and Naushawng Development Institute (NDI). The 40 5-points Likert scale statements questionnaire consists of 7 domains: "importance of learner autonomy", "teachers' responsibilities", "students' willingness", "students' self-

confidence”, “students’ ability”, “constraints to autonomy development”, and “possibilities to fostering autonomy”.

The overall findings revealed that Kachin teachers are highly positive about learner autonomy with mean 3.66 (SD= 0.21). Investigation of each learner autonomy domain showed that every domain is at high level, except “students’ willingness”, “students’ self-confidence” and “students’ ability” which are at a moderate level. The findings also revealed that, on average, teachers hold positive desirability to promote learner autonomy, yet they revealed that there are three main constraints to learner autonomy development. Those are students-related, educational culture influence-related and teachers-related constraints.

The study provided implications and recommendations for educational administrators, teachers and researcher in order to apply the findings and to conduct further research on related issues, and teacher educational programs.

