

ABSTRACT

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Key Words: DEMOGRAPHIC PROFILE, TEACHER PERCEPTION, PROFESSIONAL DEVELOPMENT, NO.1 BASIC EDUCATION HIGH SCHOOL

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Thesis Title: A COMPARATIVE STUDY OF TEACHERS' PERCEPTIONS TOWARDS PROFESSIONAL DEVELOPMENT ACCORDING TO THEIR DEMOGRAPHICS AT NO.1, BASIC EDUCATION HIGH SCHOOL, BHAMAW, KACHIN STATE, MYANMAR

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The main purpose of this study was to compare the significant differences in the teachers' perception towards professional development according to their demographics (gender, age, grade level currently teaching and years of teaching experience) at No.1 Basic Education High School in Bhamaw, Kachin State, Myanmar. The total number of full-time teachers surveyed were 70, and they employed at No.1 Basic Education High School in Bhamaw, Kachin State, Myanmar during the academic year of 2018-2019. This study was designed as a quantitative and comparative study using a two-part questionnaire with a 5-point Likert scale; Part I investigated the teachers' demographics and Part II compared the teachers' perceptions which was adopted from Meagher (2011) with 16 items covering three dimensions. The data collected was analyzed using Descriptive statistics; *Frequency* and *Percentage*, *Mean* and *Standard Deviation* and for comparison, using the *Independent Samples t-Test* and *One-Way Analysis of Variance (ANOVA)*. Research objective one was to identify the teachers' demographics profile including their *age*, *gender*, *grade level currently teaching* and *years of teaching experience* at the respective school, while research objective two was to determine teachers' perceptions towards professional development.

Research objective three was to compare teachers' perception towards professional development according to their demographics at No.1, Basic Education High School (B.E.H.S) Bhamaw, Kachin State, Myanmar.

Although the findings illustrated that there were no significant differences of teachers' perceptions according to their demographics; it was identified that teachers thought professional development to be highly important for their career. As a result, to improve professional development, the school principal was recommended to improve the resources available for development activities which could be set at a more convenient time to match the needs of teachers. Furthermore, the principal was also recommended to recognize teachers' achievement by providing promotions and improving the work conditions of teachers. By providing for the needs of teachers, this might have a high perceptions on teachers' professional development.

