

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

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
In EDUCATIONAL ADMINISTRATION  
Graduate School of Education  
ASSUMPTION UNIVERSITY OF THAILAND  
2016

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**I.D. No. 5719495**



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**By:** Htu Hkawng

**Field of Study:** EDUCATIONAL ADMINISTRATION

**Thesis Advisor:** DR. JEROME BANKS

---

**Accepted by the Graduate School of Education, Assumption University in Partial**

**Fulfillment of the Requirements for the Master Degree in Education**

**Thesis Examination Committee**

.....  
(Dr. Sangob Laksana)

**Dean of the Graduate School of Education**

..... **Chair**

(Dr. Watana Vinitwatanakhun)

..... **Advisor**

(Dr. Jerome Banks)

..... **Faculty Member**

(Dr. Yan Ye)

..... **External Expert**

(Asst. Prof. Dr. Wichuda Kijtorntam)

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**(Dr. Sangob Laksana)**

**Dean of the Graduate School of Education**

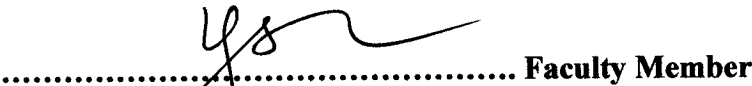
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 **Advisor**

**(Dr. Jerome Banks)**

 **Faculty Member**

**(Dr. Yan Ye)**

 **External Expert**

**(Asst. Prof. Dr. Wichuda Kijtorntham)**

## **ABSTRACT**

**I.D. No.:** 5719495

**Key Words:** Demographic profile, Teachers perception, Professional Learning Community,  
Lai Za High School

**Name:** Htu Hkawng

**Thesis Title:** THE RELATIONSHIP OF TEACHERS' PERCEPTIONS TOWARDS THE  
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**Thesis Advisor:** DR. JEROME BANKS

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The purpose of this study was to determine the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

A total of ninety full time teachers from Lai Za high school, participated in this study. This research was done using the Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised as a major research instrument for data collection. The researcher used the assessment to identify the teachers' demographic factors, and determine the relationships of teachers' perceptions towards the Professional Learning Community in Lai Za high school. The collected data was analyzed using mean and standard deviation, frequency, percentage and Pearson Product Moment Correlation Coefficient.

While the researcher hypothesized that there was a significant relationship between teachers' perceptions towards the Professional Learning Community and their demographic factors: age,

educational background, teaching experience, and training experience at Lai Za High School, the findings showed that there was no significant relationship between teachers' perceptions towards the Professional Learning Community according to the demographics.

Although the research showed that there was no significant relationship between teacher's perceptions to the Professional Learning Community (PLCs) according to their demographics, it 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.

The researcher recommends that administrators and teachers at Lai Za High School receive training on implementing Hord's 5 dimensions of PLC's. More specifically, the researcher recommends that teachers receive training on collaboration techniques, cooperative work ethic and shared learning and knowledge. Finally, the researcher recommends that future researchers do additional studies in multiple schools using diverse demographic factors.

**Field of Study:** M.Ed (Educational Administration) **Student's signature**.....

**Graduate School of Education** **Advisor's signature** .....

**Academic Year** 2016

## ACKNOWLEDGEMENTS

This thesis could not have become a reality without the kind support and help of many individuals. I would like to extend my sincere thanks to all of them.

First and foremost, I would like to praise and thank to our God Almighty for the blessing he gave me, of strength, peace of my mind and good health that I needed to complete this research.

I would like to express my gratitude to the Prospect Burma Scholarship Program for their financial support. I have been able to do my Master's program abroad and accomplish it because of their great support.

I would like to express my heartfelt thanks to my major advisor, Dr. Jerome Banks for his continuous support of my master's thesis, for his patience, motivation, kindness and immense knowledge. I would not have been able to complete my thesis without his help.

I would also like to express my deepest appreciation to my committee members, Dr. Watana Vinitwatanakhun who is the chairperson and program director for the Educational Administration, for her encouragement, caring and kindness. I have received a lot of support from her from the beginning of my Master's journey to the end; I have been very lucky to have her as my program director.

I would like to express my special thanks to Dr. Yan Ye, for her excellent guidance, constructive comments as well as for providing necessary guidelines regarding this research. Whenever I had questions about my thesis, she helped and guided me without hesitation as my co-advisor. Then, I would like to express my sincere thanks to Asst. Dr. Wichuda Kijthorntham for her insightful comments and encouragement. I could not have done my thesis without all of the above peoples support, encouragement and help.

I am very grateful to Mr. Nikorm Ford-K wan (Academic Staff) and Mrs. Niti Sampat (Secretary) from the Graduate School of Education for their help with all my academic work.

Furthermore, I would like to give special thanks to the three experts, Daw Roi Nau, Mr. Tu Hkawng and Mr. Zau Lawt, who translated my questionnaire from English to Burmese. I would like to express special gratitude to my mentor Mrs. Sarah Sekhran Sharma who helped and encouraged me academically and personally with great care and warmth.

I would like to thank all my friends from ABAC and my hometown for supporting, praying, encouraging and helping in different ways with their best wishes.

Finally, my deep appreciation goes to my beloved family. I am here because of my family's great support financially and spiritually. Without their support, I would not have been able to do my Master's degree. My families prays, encouragement, kindness and love allowed me to be here. Finally, I am grateful to my spouse Mr. Gum San who always stands with me in every situation by praying for me.

Htu Hkawng

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will cover the background of the study, problem statement, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definition of terms, and the significance of the study.

#### **Background of the Study**

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, 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).

According to DuFour, DuFour & Eaker (2006), the Professional Learning Community is a group of educators who meet regularly, sharing knowledge and skills, and who work collaboratively and harmoniously to improve teaching skills and the performance of students.

According to Speire (2011), for the last 20 years, educators have been promoting Professional Learning Communities on an international level as a solution to improving K-12 academic achievement. In brief, the Professional Learning Community focuses on quality teaching that results in students' successful learning. Quality teaching is strengthened and increased through continuous professional learning, and the Professional Learning Community setting promotes this adult learning.

It is vital that there is support from the school administration to be able to participate in the Professional Learning Community. According to Hord and Sommers (2015), the participation of the principal and other campus leaders is important to effect change. It is with this premise that we attempt to marry research and practice, to make schools learning places for educators and students through Professional Learning Communities. Fullan (2001) suggested that it is very important that the leadership in an organization is strong so that it can provide better support to the staff while allowing them a greater role of contributing to the decision making in the school. Strong leadership will lead to a better result. Therefore, it is important that principals and teachers, both formal and informal, are essential in moving the school into professional learning communities.

On a national level, teaching in Myanmar has a long way to go in establishing the Professional Learning Community objectives. According to the researcher's experience, teacher trainings are provided to teachers every summer. However, there is no priority given to collaborative learning, cooperative working styles and joint discussions about the teaching plans amongst the teachers. Rather, the school system encourages individual work because the teaching style is teacher centered. For example, one teacher has taught the same subject for many years. So much so, that some of the teachers can teach their lesson by heart. This does not encourage critical thinking and collaborative learning.

To understand why the teaching methods in Myanmar are the way they are, we have to understand the political situation in Myanmar. The researcher had taught at the Lai Za School for ten years when the school started to receive displaced students due to the political crisis. As a result, there was an over population of students and not enough resources. The worst problem was there were not enough teachers and teachers did not have time to develop the Professional Learning Community objectives. In this kind of situation, if the school had the Professional Learning Community, teachers might have been able to support each other better and would have received better support from the administration. As it stood, teachers did not have any support and teachers were struggling within their current system.

### **Statement of the Problem**

According to an article published in Educational World about why Professional Learning Communities fail, the implementation of Professional Learning Community is often easier said than done. The reasons being, lack of access to timely data to make instructional decisions, poor infrastructure, lack of time for teacher involvement and ownership of the process and a culture of competition rather than collaboration. According to the researcher, the lack of Professional Learning Community being implemented in Lai Za high school are a result of these issues, which effects the ability of the teachers to perform their job effectively, effects student outcomes and achievement, as well as the overall academic growth of the school. The goal of this research is to gain a better understanding as to why it is so difficult to implement the Professional Learning Community objectives in Lai Za High School.

Through this research the researcher will aim to understand the teachers' perceptions towards the Professional Learning Community and if there is a relationship between the perceptions and the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.

It is the experience of the researcher that teachers at Lai Za High School find it hard to implement PLC's because Lai Za High School does not currently have guidelines to support Professional Learning Community objectives. By identifying the reasons, behind the Professional Learning Community not being implemented in Lai Za High School, the researcher hopes to provide the school with a better understanding of the issues that it faces, so that it can overcome them in the future with the possibility of providing a roadmap for implementing the Professional Learning Community objectives in the school.

### **Research Questions**

1. What are the teachers' demographic factors including age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar?
2. What are the level of teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar?
3. Is there any relationship between the level of teachers' perceptions towards the Professional Learning Community according to their demographic factors age, education background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar?

### **Research Objectives**

1. To survey the teachers' demographic factors including age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.
2. To determine the level of teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.

3. To determine the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

### **Research Hypothesis**

There is a significant relationship between the level of teachers' perceptions towards the Professional Learning Community and their demographic factors: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.

### **Theoretical Framework**

In this study, the researcher will use Hord's model (1997), as well as Olivier, Hipp & Huffman (2012) revised Professional Learning Community assessment based on Hord's model (1997).

Hord's model covers five dimensions of the Professional Learning Community, which are Shared and Supportive Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions.

The first one is Shared and Supportive Leadership, which is the joint sharing of power and authority between administrators and faculty to make decisions. The Principal invites faculty and staff to contribute to the decision making process on all levels.

The second dimension is Shared Values and Vision where the focus is on student centered learning which is supported by continual teacher learning. Also in this dimension, administration and faculty share an unwavering commitment to student learning that is consistently displayed through the faculty's work.

The third dimension is Collective Learning and its application which focuses on, the community receiving training to support student learning. Training is essential for the betterment of both staff and students alike.

The fourth dimension is Shared Personal Practice, where the community shares feedback and provides support to benefit the teaching staff and the organization.

The fifth dimension is Supportive Conditions which focuses on providing structural and relational factors. Structural factors include time, place to meet, resources and policies. Relational factors include providing support for interpersonal development, open communication and respect.

### **Conceptual Framework**

This research aimed to identify the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors from Lai Za high school in Kachin state, Myanmar.

The following Figure 1 shows the conceptual framework of this study that includes demographic factors representing age, educational background, teaching experience, and training experience. There are five dimensions of the Professional Learning Community which include: Supportive and Shared Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions.

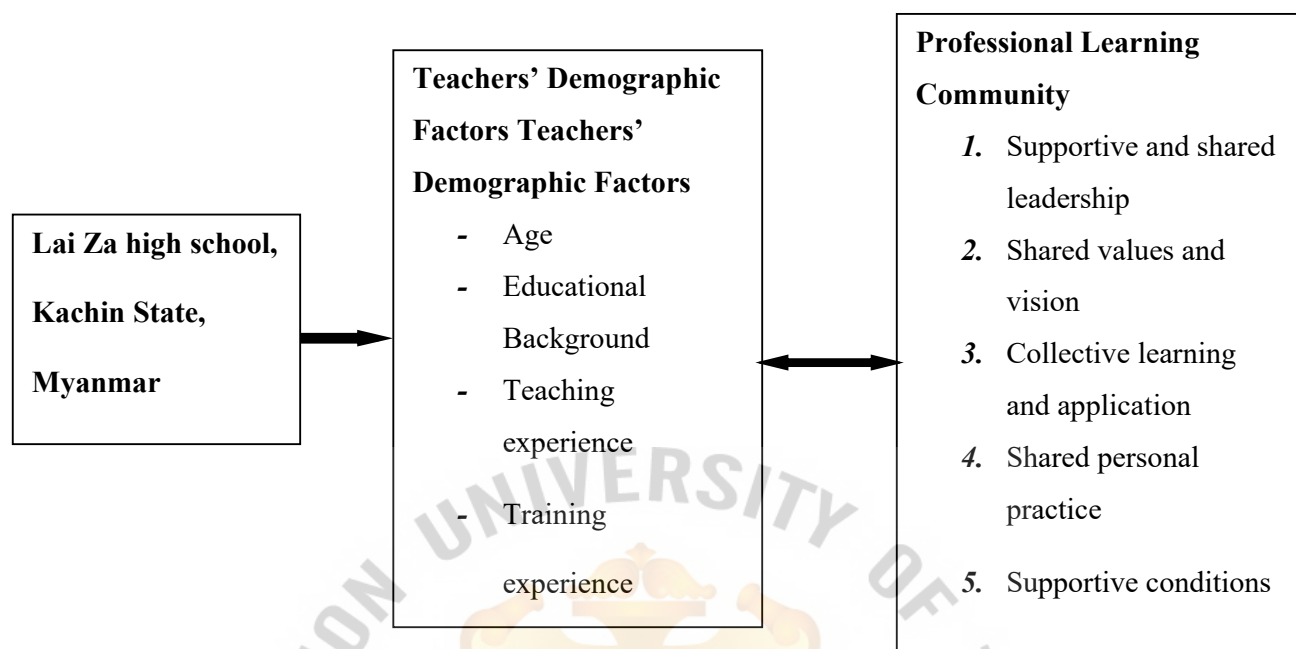


Figure 1: Conceptual Framework

#### Scope of the Study

This study was conducted at the Lai Za High School in Lai Za Township, Kachin State, Myanmar. The researcher identified five dimensions of the Professional Learning Community which include Supportive and Shared Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions at Lai Za high school in Lai Za Township, Kachin State, Myanmar.

In this study, the researcher conducted the research at the Lai Za High School in Kachin State, Myanmar, and the respondents were 90 full time teachers from academic year, June, 2015 to March, 2016.

### Definitions of Terms

**Demographic factors** refer to the teacher's age, educational background, teaching experience and training experience from Lai Za High School, Kachin State, Myanmar

- **Age** refers to the age of teachers at Lai Za High School in Kachin State, Myanmar.

The four age groups of teachers that were used in the questionnaire were: (1) 18 to 29, (2) 30 to 39, (3) 40 to 49, (4) 50 and above.

- **Educational background** refers to the level of education of teachers from Lai Za High School. The educational background of teachers used in the questionnaire were: (1) High school, (2) Distance learning, (3) Bachelors' degree, and (4) Masters' degree.

- **Teaching experience** refers to how many years teachers from Lai Za High School have been teaching in that school. The teachers' teaching experience used in the questionnaire was: (1) 1 to 3 years, (2) 4 to 6 years, (3) 7 to 9 years, (4) 10 and above.

- **Training Experience** refers to the training received from Kachin Educational department and from other organizations. The teacher's training experience used in the questionnaire were: (1) No training, (2) Child-Centered Approach (CCA) only, (3) Child-Centered Approach (CCA) and Reading Writing for Critical Thinking (RWCT), (4) Child-Centered Approach (CCA) and Reading Writing for Critical Thinking (RWCT), and other training.

**Lai Za High School** refers to the high school in Lai Za Township which is controlled by the Education Department of Kachin Independence Organization, Kachin State, Myanmar.

**Perceptions** refers to the teachers understanding of the Professional Learning Community.

**Professional learning community** refers to a group of educators (or) teachers who are learning and working together continually to discuss and solve issues on how to help their students excel academically. There are five dimensions which are included.

- ***Supportive and Shared Leadership*** refers to the role of principal in a supportive role which supports shared responsibility and encourages advice from teachers while providing opportunities fairly for all teachers. In part II of the questionnaire, question number 1 to 11 determined the Supportive and Shared Leadership.
- ***Shared Values and Vision*** refers to decisions being made amongst the teaching staff focusing on shared values and a shared vision. A collaborative process is used to develop the shared values and shared vision. Policies and programs that are developed are created with the school and values in mind. The shared values support norms of behavior that also effect the decisions made about teaching and learning. In part II of the questionnaire, question number 12 to 20 determined the Shared Values and Vision.
- ***Collective Learning and Application*** refers to teachers working collaboratively to improve knowledge, skills and strategies that can be applied on the job. The teachers work together to come up with solutions for dealing with a diverse student body that have multiple needs. In part II of the questionnaire, question number 21 to 30 determined the Collective Learning and Application.
- ***Shared Personal Practice*** refers to Staff members working together to share learning, observe peers and offer encouragement. They also collaboratively review student work to improve instructional practices and the student learning, for the benefit of the school. In part II of the questionnaire, question number 31 to 37 determined the Shared Personal Practice.
- ***Supportive Conditions*** refers to both relationship and structure. The relationship refers to the relationship of the teachers and students that should be built on trust and respect. The structure refers to time given to the teaching staff for collective learning,

and collaborative and shared practice. In part II of the questionnaire, question number 38 to 52 determined the Supportive Conditions.

### **Significance of the Study**

There has been no previous research done on this topic at Lai Za High School, Kachin state, Myanmar. Lai Za High School is one of the largest schools under the education department of Kachin Independence Organization. The researcher believes that this research will greatly benefit all of the schools in the education department of KIO. This research will provide positive advantages for all schools.

First, the proposed study will raise general awareness about the reality of the Professional Learning Community at Lai Za High School in Kachin state, Myanmar.

Secondly, this study will be useful for the teachers; every teacher will get a better understanding on how important the Professional Learning Community is to improve student learning, to self-evaluate on performance and targeted initiatives, and be able to understand how to work collaboratively with other teachers and the administration.

Thirdly, it is hoped that the findings will help regional education administrative officers, principals and school board committee members of Lai Za High School to better understand how the Professional Learning Community can support the learning environment at the school. This will lead to the administration being able to create and encourage teachers to improve their learning practices. Moreover, regarding the teachers' perceptions from Lai - Za High School, the organization (Kachin Independence Organization, Education Department) would realize the needs of teachers, which may help them to consider and provide workshops regarding collaborative learning, cooperative working and shared knowledge.

Finally, the researcher believes that this study will be supportive to future researchers who are interested in the Professional Learning Community. In Myanmar, it is difficult to

find research resources and so this research will greatly benefit many people in the educational community from this region.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

In this chapter, the researcher will do a review of the related literature which serves as the theoretical foundation of this study and is a detailed description of the conceptual framework used in this study as follows;

- Defining the Professional Learning Community
- Hord's Five dimensions of the Professional Learning Community Model
  - Supportive and shared leadership
  - Shared values and vision
  - Collective learning and application
  - Shared personal practice
  - Supportive conditions
- Other related theories of the Professional Learning Community
- Previous studies on the Professional Learning Community
- Historical Background of Lai Za high school, Kachin State, Myanmar
- School's situation in Professional Learning Community at Lai Za High School
- Summary

#### **Defining Professional Learning Community**

According to Hord, Roussin & Sommers (2012), Professional Learning Community centers on quality teaching that results in students' successful learning. Quality teaching is strengthened and increased through continuous professional learning, and the Professional Learning Community setting promotes this adult learning. Understanding the purpose of a Professional Learning Community is foundational to its creation and support.

In fact, According to DuFour, DuFour & Eaker (2006) a PLC, is a group of educators who meet regularly, sharing knowledge and skills, and who work collaboratively and harmoniously to improve teaching skills and the performance of students. Additionally, Provini (2012) stated that a Professional Learning Community represents the act of transforming custom, law or pattern of behavior into an institution that focuses on constant improvement in staff performance as well as student learning. According to Reichstetter (2006) he defined the Professional Learning Community as one where teachers work together collaboratively towards a common goal and vision, to better support the learning objectives of the students in the school. Lieberman (1995a) recommended teacher learning contexts that include the support of colleagues in a professional community that is nurtured and developed not only within but outside the school.

According to Astuto et al., (1993) there are two professional communities of educators: learning communities of teachers and students (and among students) both within and outside the classroom, and the stakeholder community. Astuto and colleagues labeled the professional community of learners as the teachers in a school and its administrators who continuously seek and share learning, and act on their learning. The goal of their actions is to enhance their effectiveness as professionals for the students' benefit; thus, this arrangement may also be termed communities of continuous inquiry and improvement.

Bolam et al., (2005) expressed the broader concept of a Professional Learning Community as when teachers and other school personnel work together collaboratively and effectively with a clear and strong focus on learning as well as to raise the standard of the school's overall capacity. Furthermore, effective Professional Learning Communities build the necessary professional skills and capacity in order to generate and support sustainable developments and change. According to DuFour (2004), the foundation of professional learning communities are the expansion of teachers' cooperative work which focuses on

enhancing the abilities to deal with the complicated work of teachers and helping students to narrow the gaps in learning in order to achieve their learning goals. Accordingly, PLCs should pay more consideration to learning, not teaching.

Dufour (2004) stated that to create a Professional Learning Community, one must meet the following criteria: focus on learning versus teaching, work collaboratively, and hold ones' selves to be accountable for results. Dufour (2004) and, Hord (2009) also stressed that a learning community is one in which members study multiple sources of student data to determine areas in which students are and are not performing well. The latter condition is the students to which painstaking attention must be given. After the team prioritizes the student's needs, the team should work together to develop strategies. MacMullen (1996) concluded that the entire school staff and the whole high school department has the responsibility for developing the vision, understanding the mission and building learning communities through school reform.

### **Hord's Five Dimensions of the Professional Learning Community Model**

Hord's model of Professional Learning Community focuses on five dimensions. These dimensions are Supportive and Shared Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions. According to Hord (2004), these dimensions are not isolated but are intertwined. Each dimension affects the others in a variety of ways. The explanation of the five dimensions is shown below.

### ***Supportive and Shared Leadership***

In the past, teachers have depended on administrators to make key decisions for the school (DuFour, 2004), but this type of practice limits collaboration and Professional Learning Community development (Donahoe, 1993). According to Hord and Sommers (2008), it is hard for both principal and staff to change from a hierarchical decision making leadership to a shared role in leadership. Traditionally, the staff have been used to the top down approach where the principal makes all the decisions and may feel intimidated about sharing in the decision making process.

Supportive and Shared leadership is a joint sharing of power and authority between administrators and faculty to make decisions. It is a change from the usual hierarchy where teachers teach, students learn, and principals make decisions. Kleine-Kracht (1993).

This change in hierarchy means that it is no longer a top down approach but one where everyone needs to contribute. This new relationship changes the dynamic between the administrators and teachers getting them to work as a team, and to take responsibility for the outcomes of their decisions. Learning together, the school is better able to deal with problems and build a stronger school.

Louis and Kruse (1995) identified the supportive leadership of principals as one of the necessary human resources for restructuring staff into school-based professional communities. Prestine (1993) defines characteristics of principals in schools that undertake school restructuring as a willingness to share authority, the capacity to facilitate the work of staff, and the ability to participate without dominating. The Professional Learning Community structure in a school is one of continuous adult learning, strong collaboration, democratic participation, consensus about the school environment and culture, and how to attain it.

Prestine (1993) also said, administrators as well as teachers should be learners who question, investigate and find solutions for school improvement. This democratic system of problem solving empowers both administration and staff to feel confident about sharing ideas in order to come up with the best decisions needed to build a strong school. The administrators, the teachers and the students benefit from this.

Implementing the Professional Learning Community for Supportive and Shared Leadership is a journey. However, the benefits at the end of the journey are collaboration, collegiality, community cooperation, communication and interdependence. Interdependence is something that develops from trust and respect. As faculty work together to create a shared organization, they are better able to create continuous meaningful conversations that will lead to better decision making that benefits the students and the school. According to Wheatley (2000), implementing the Professional Learning Community in a school can provide a strong support system where people working together will get more done than if they work alone.

Finally, Wheatley also believed, when the system works together as a whole then everyone in the school feels connected around a central purpose and this creates a synergy that carries the schools forward.

### ***Shared Values and Vision***

In this dimension, the focus is on student centered learning which is supported by continual teacher learning. Administration and faculty also share an unwavering commitment to student learning that is consistently displayed through the faculty's work. The goals of this dimension is necessary for creating and sustaining successful Professional Learning Community (Blankstein, 2004; DuFour & Eaker, 1998).

Louis & Kruse (1995) defined Shared Values and Vision as an essential part of the Professional Learning Community, where the teachers focus on the students, creating a learning environment that supports the students' capabilities and their academic achievement.

In this Professional Learning Community, each staff member has a shared responsibility to create a shared value and vision for the school. The talents of each of the staff are brought together to be shared with the group for the benefit of a high quality learning environment for all students (Brandt, 1995).

According to Hord et al. (2015), a shared vision is a mental image of what is important to the organization and its individuals. Such an image should catalyze the individuals to work toward the image in order to realize their vision.

Once the values and vision are decided upon, it is the principal's duty to remind the staff over the course of the year about this future goal. Continuous reminders of the vision should be visible to everyone around the school. This shared picture of the future creates commitment to the vision from the staff.

According to Isaacson & Bamberg (1992), sharing vision is not just agreeing with a good idea; it is a particular mental image of what is important to an individual and to an organization. Staff are encouraged not only to be involved in the process of developing a shared vision but to use that vision as a guidepost in making decisions about teaching and learning in the school.

The benefits of shared values and vision are reduced isolation of teachers, better informed and committed teachers, and the academic improvement of students. This is seen as a strong staff development approach and a powerful strategy for school change and improvement (Hord, 1997).

The additional benefits are embedded in the day-to-day actions of the school staff, wherein the learning community engages and develops the commitment and talents of all individuals in a group effort that pushes for learning of high intellectual quality. These values then create the norms of self-awareness, self-critical analysis, and increasingly effective

professional organization, utilizing the commitment of its members to seek ongoing renewal and improvement (Sirotnik, 1999; Little, 1997).

### ***Collective learning and Application***

This dimension focuses on the community receiving training to support student learning. It requires that school staff at all levels are engaged in processes that collectively seek new knowledge amongst staff, and apply that learning to solutions that address students' needs.

According to Hord (2004), staff spend time assessing whether they have been effective and decide what they need to learn to become more effective in their efforts to help students become successful learners. In order to do this teachers integrate their new learning into the teaching plans and activities as well as their administrative practices. Using this new plan, the teachers implement their new knowledge into the classroom. The process is cyclical. After the implementation of new knowledge into the classroom, the teachers once again evaluate, revise, strengthen and make changes to their new approach. This cyclical process is continuous (Hord & Sommer, 2015).

This reflection cycle is important to implementing the new approach successfully. According to Hord et al, (2012), a learning organization is a space where people can feel confident in sharing their ideas and concerns, and reflecting on their implementation of their new knowledge in the classroom. Hord et al, (2012) also looked at a learning organization as a place where collective aspiration is set free, and where people are continually learning how to learn together.

In schools, the learning community is represented by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995). Sergiovanni (1994) referred to these collaborations as “inquiry” and believes that as principals and teachers collaborate to ask questions, they create community. The use of

Inquiry helps in multiple ways, to overcome gaps caused by various specializations of grade level and subject matter, to push discussion between teachers about what is important, and promotes understanding and appreciation for the work of others. In addition, inquiry helps build connections between principals and teachers both as a special group and through a set of shared ideas. “Inquiry, in other words, helps principals and teachers become a community of learners” (Sergiovanni, 1994).

The benefits of collective learning and application are the collaboration that come out of principals and teachers working together to better the curriculum for the benefit of the students. This system has forced schools to look at what they are teaching, how they are teaching it and how students are doing. Faculty members must cooperate and work together in order to improve the curriculum, instruction and finally students’ scores. When a gap in training is identified the teachers are sent for additional training to close this gap. Their new knowledge is then implemented back in to the school.

#### ***Shared personal practice***

In this dimension the community shares feedback and provides support to benefit the teaching staff and the organization. According to Midgley and Wood (1993), the teachers also need an environment that values and supports hard work, the acceptance of challenging tasks, risk taking, and the promotion of growth. Teachers evaluating each other, is part of a process of “peers helping peers” where teachers visit each other’s classroom, often to observe, take notes, and discuss what they saw with the teachers they have visited. This peer coaching can only be done if there is mutual respect and trust among staff members. This is often the last dimension to be implemented because it takes a long time to build trust between staff members.

Building respect and understanding is one of the basic requirements to build this dimension. If teachers are successful in building mutual respect and collaborative

relationships then they will be able to help, support, and trust each other. According to Wignall (1992), once teachers build a relationship, they will be more willing to discuss issues and share both success and failure in the implementation of their teaching. They will also be more supportive of each other in a teaching capacity.

To get to a level of trust where teachers feel confident enough to share their failings as well as their successes is a difficult process. A possible way to overcome the implementation of this dimension is to set ground rules for sharing between staff. This gives the teachers some choices as to how and what they are willing to share. This also helps with the trust building process.

Once trust is built and the teachers act with mutual respect, the benefits are invaluable. Sharing then becomes the norm, teachers learn from each other and the school grows together for the benefit of the students (SEDL, 2000).

### ***Supportive Conditions (Relationships & Structures)***

This dimension focuses on providing structural and relational factors. Structural factors such as time, place to meet, resources and policies, and relational factors such as providing support for interpersonal development, open communication and respect. According to Hord (2004), supportive conditions determine when, where, and how the staff regularly come together as a unit to do the learning, decision-making, problem solving, and creative work that characterize a Professional Learning Community. In order for this dimension to work well, there should be structural conditions such as shared leadership, collective learning and shared practice.

According to Louis & Kruse, (1995), physical factors that support learning communities have been identified as, time to meet and talk, small size of the school and physical proximity of the staff to one another, teaching roles that are interdependent, communication structures, school autonomy, and teacher empowerment. According to Boyd

(1992), additional physical factors include the availability of resources, schedules and structures that reduce isolation, policies that provide greater autonomy, foster collaboration, provide effective communication, and provide for staff development.

A significant issue that teachers run into is the physical structure of time. Time can be both a barrier and a supportive factor. The time that is required for working together may be in conflict with school rules and regulations, and parent and educator expectations. Often times the school has to make changes to the schedule to allow for staff meeting time dedicated to collective inquiry and learning.

According to Louis & Kruse (1995), individuals in a productive learning community must be willing to accept feedback and work toward improvement. As mentioned in shared personal practice, building respect and trust among teachers at the school level and district level takes many years of work. In order for this dimension to work, respect and trust among staff is essential for school growth and change. Boyd (1992) also identified human factors necessary for school change, such as positive teacher attitudes toward schooling, students' heightened interest in and engagement with learning; norms of continuous critical inquiry and continuous improvement, widely shared vision or sense of purpose, norm of involvement in decision-making, collegial relationships among teachers, positive, caring student-teacher-administrator relationships, and a sense of community in the school.

Principals are essential in helping build positive attitudes and relationships among staff. They can do this by providing social activities for staff to get to know each other and build trust. This development of relationships also creates a caring environment. According to Hord & Sommer (2012), trust provides the basis for giving and accepting feedback in order to work toward improvement. Building trust is a goal requiring substantial time and activities provided to individuals that enable them to experience the trustworthiness of colleagues and for the individual to extend or become trustworthy to complete the cycle.

The benefits of supportive conditions are widely shared vision or sense of purpose, norm of involvement in decision-making, collegial relationships among teachers, positive, caring student-teacher-administrator relationships, and a sense of community in the school.

Establishing a Professional Learning Community within a school does not occur quickly or spontaneously. During the eighties, Rosenholtz (1989) brought teachers' workplace factors into the discussion of teaching quality, maintaining that teachers who felt supported in their own ongoing learning and classroom practice were more committed and effective than those who did not receive such confirmation. It requires dedicated and intentional effort on the part of the administrator and the professional staff. Each dimension develops at its own pace, many times overlapping with other dimensions (Morrissey, 2000).

### **Other Related Theories**

There have been several other related theories developed around the Professional Learning Community. Two other well-known theorists are Richard DuFour and Peter Senge.

#### ***Senge Model (1997)***

According to Senge (1997), as part of PLCs teachers are always trying to expand their knowledge to create a better learning environment for the students. Through the supportive network of PLCs teachers feel comfortable enough to share their teaching process with each other, and as a result learn from each other.

Senge, like Hord came up with five dimensions in Learning Organizations. These are Shared Vision, Mental Model, System Thinking, Personal Mastery, and Team Learning.

#### ***Shared Vision***

Senge's version of Shared Vision is the 'telling, selling, testing, consulting and finally co-creating of the vision'. Telling is when the organization provides a vision of the future. They

then try to sell the vision to the staff to see who is committed. After that they test whether the members support the vision and then consult with the staff to build a stronger vision.

Consulting leads to co-creating where the staff work together to build a future vision that everybody believes in. After the vision is developed, it needs to be maintained and recollected by all the staff, so that people feel a sense of belonging and togetherness (Senge, 2006).

### *Mental Model*

Senge's Mental Model says that we should have openness and honesty with ourselves and with others. People should be required to practice listening instead of making judgments and asking questions before taking action. The more openness that is upheld, the members of the group feel safe enough to say what they feel. It includes the ability to carry on significant conversations that balance both questioning and support, where people share their own thinking successfully and make their thinking open to the guidance of others. How we think defines our vision of the world as well as how we act (Senge, 1990).

### *Systems Thinking*

Systems thinking is how we see the connection and link between relationships not as independent items but rather as interdependent. This process looks at understanding the interdependent relationships of the systems. Charting and examining the interdependent relationship helps to track important factors such as input, processes, output and outcomes that may not be revealed otherwise (Senge, 1997). System thinking and system dynamics recognizes that organizations are like giant networks of interconnected nodes. Changes, planned or unplanned in one part of the organization can affect other parts of the organization with surprising, often negative consequences.

### *Personal Mastery*

According to Senge (1997), Personal Mastery is mastering the underlying principles that bring about the results that we desire, and doing the work with little conscious effort. Personal mastery is an ongoing process. As part of that process one looks at what is important and then assesses the current situation and what one can do to improve their learning to take steps towards their vision. Senge sees personal mastery as the cornerstone of the learning organization, since an organization's commitment to and capacity for learning can be no greater than that of each individual member. Personal mastery entails a commitment to continuous learning at all levels of the organization.

### *Team Learning*

Team learning happens when there is a clear, sharing of information and feedback, followed by shared ideas and problem solving (Senge, 1997). People learn to ask questions that enhance learning, as they feel confident to say what they think and how they feel. They think as a group with the shared vision. Senge believes this is the most difficult discipline and takes the longest to develop. It is on a qualitatively deeper level than simple team work or working in teams. It is getting to know how to create a space where people are able to relax, work hard, have fun, and creatively produce. There are three necessary ingredients for team learning to happen. They are the need to think insightfully about complex issues so that teams may learn how to tap the potential for many minds to become more intelligent than one mind, the need for innovative, coordinated action, and the ability to encourage and stimulate learning in other teams.

Senge's methodology follows along the lines of Hord, where shared mission, vision, values and beliefs are essential in bringing people together for a common goal. Team learning

also follows along the line of Hord's "peers helping peers" and developing trust to be able to learn together effectively.

### ***DuFour's model***

According to DuFour and Eaker (2005), the Professional Learning Community model includes a Shared mission, vision and values, Shared inquiry, Collaborative team work, Action-oriented, and the commitment to academic achievement for the students.

DuFour believed that these characteristics of the Professional Learning Community were dependent on each of the previous characteristics and this therefore is cyclical in nature.

DuFour believed that the main focus of Professional Learning Community was the development of shared vision, and goals. He believes that if all the stakeholders have a shared mission, vision and goals then you can create a collaborative culture that benefits student learning. Teachers play an important part through the use of collective inquiry. This leads to learning by doing, which is essential to continuous learning. The overall results and significant changes lead to the ability to foster discussions about results and next steps (DuFour, et al., 2008).

DuFour (2005) showed a connection between improvement in student performance in schools as a result of using Shared Vision of Leadership, where each member of the teaching-learning community contributed, and where teachers collectively planned activities and then reflected together upon completion.

Dufour (2005) also followed Hord's model of giving importance to a Shared Mission, Vision and Values, and Collaborative Teamwork, where the focus is the betterment of staff, students and the school as a whole.

### ***Previous Studies on Professional Learning Community***

There have been several studies done in relation to the Professional Learning Community model. Four of these studies are listed below.

Blacklock (2009) completed a study on the development of the five dimensions of the Professional learning Community model in five economically disadvantaged and diverse Texas elementary schools which showed improvement in students' achievement over five years.

The purpose of Blacklock's study was to ascertain the level of development of the five dimensions in improving the Texas elementary school. Blacklock (2009) looked at the similarities and differences existing between schools using Hord's five dimensions of the Professional Learning Community model. These are Shared and supportive leadership, Shared values and vision, Collective learning and the application of learning, Shared personal practice and Supportive conditions (collegial relationships and structures).

Blacklock (2009) methodology was a mixed method approach that used a questionnaire, individual principal and teacher's interviews and school performance documents to collect data. The questionnaire data was analyzed using descriptive and analytical statistics and the interviews were reviewed by identifying and noting emergent patterns and themes. The findings of the study were very positive. The schools were given the highest performance rating in 2008 after implementing Professional Learning Community. Blacklock (2009)'s study suggested that the culture of these schools is based on trust and mutual respect and their success is due to collaboration, collegiality and collective learning of the staff. The staff of the school are focused on student learning. The researcher also found the principals at these schools showed supportive behavior to their staff.

Stamper (2015), did a study on Teacher and Principal Perceptions of Professional Learning Communities in Kentucky Schools in USA. The focus of the study was to better

understand teacher and principal perceptions of the five dimensions of professional learning communities as identified by Hord.

The finding of Stamper (2015), showed that there was a difference in perception of how well these dimensions were being implemented in the schools. The principals appeared to be more positive and saw less problems with the implementation of Professional Learning Community in the school than the teachers. For example the principals seemed to believe that the teachers were part of the decision making process at the school, but the teachers did not agree to the extent of the principals. Principals also seemed to believe that there were a lot of opportunities for teachers to collaborate, evaluate and support each other's teaching practice. Not as many teachers were convinced that this was true.

In addition Stamper (2015), showed that teacher's believed that not enough money was being put into supporting Professional Learning Community, and more time should be allocated for teacher meetings and collaboration. Without scheduled timings, there was no additional time in a day to implement Professional Learning Community.

Speier (2011), did a study on Teachers' Perceptions of the relationship between principals' support and perceived effectiveness of Professional Learning Communities in Arizona, USA.

The purpose of Speier's study was to understand teachers' perceptions of the relationship between principal support and the effectiveness of using Professional Learning Community. It was hypothesized that strong use of Professional Learning Community would improve students' achievement. Two main areas of principal support were reviewed. These were teacher empowerment and resources needed for Professional Learning Community. Also reviewed were two sub-variables Professional development and shared leadership. Speier (2011) looked at teachers' perceptions in 21 schools with over 700 teachers.

Speier's (2011), design used was quantitative, and the method used was a correlational, likert-scale survey. The summary of finding showed that there was a strong positive correlation between teachers' perceptions of principals' support of teacher empowerment and resources, and how well Professional Learning Community worked in a school. The study showed that it is very important to replace top down, centralized school cultures with a shared leadership environment in order for Professional Learning Community to work effectively.

Sompong et al, (2015) did a study on the development of the Professional Learning Communities in primary schools. The objectives of the study were to look at the current situation and needs for Professional Learning Community in primary schools, in Thailand. Sompong et al, (2015) also aimed to develop a model for creating Professional Learning Communities and to study the findings of developing Professional Learning Communities based on a model related to knowledge, comprehension, and competency in developing Professional Learning Communities, teaching behavior and students' quality.

Sompong et al, (2015) chose three primary schools using 7580 participants. The research instrument used for collecting data was a questionnaire that had three parts. The first part was a checklist using demographic data and school data, the second part included interviews and the third part was open-ended questions.

The research findings of Sompong et al, (2015), showed that Professional Learning Communities in schools will help teachers work towards self-development. Sompong et al, (2015) also found that teaching behavior changed as teachers gave more importance to preparing students. Sompong et al, (2015) believed that since teachers could help other teachers there was no need to go outside the schools for training. Sompong et al, (2015) also found that schools would need to move away from a top down model to a more collaborative approach.

### ***Historical Background of Lai Za High School, Kachin State, Myanmar***

According to the Lai Za High School record book (2010), there are eight major ethnic groups in the States of Myanmar. Each of these ethnic groups have their own school system, where they teach in their own dialect. Kachin is one of the major ethnic groups in Myanmar. The researcher conducted the research at Lai Za High School in Myanmar which is one of the biggest schools in the area. It is situated in Lai Za Township in the Eastern part of Kachin State, which is in the border area of Myanmar and China, and is under the control of the Kachin Independence Organization (KIO).

The record book states that Lai Za High School was established in 1974 as a primary school with around 15 students. In 1977, it became a middle school and the number of students went up to 180. Ten years later, in 1987, the school had to be closed due to the civil war that erupted between KIO and the Burmese Tatmadaw. As a result of the civil war internally displaced people fled to the Lai Za Township to seek refuge. In 1988, The Education Department of KIO tried to set up 3 schools for internally displaced students from different places. By 1989, Lai Za High School changed from a middle school to a high school to accommodate over a thousand internally displaced students who were banned from attending the Burmese Government's schools.

In 1994, a ceasefire agreement was reached between KIO and the Burmese Government. One of the greatest benefits of that agreement was that the students from KIO had a chance to take the matriculation examination just like in the government school in Myikyina which is the capital of Kachin State. Civil war broke out again in 2011 between KIO and the Burmese Tatmataw and the ceasefire agreement ended. When the ceasefire ended between the KIO and the Burmese government, their educational affiliation also terminated and students could no longer go and take the matriculation examination (Lai Za High School record book, 2010).

Currently, the school is being run by Mrs. Ja Mai, who has dedicated her efforts to the overall improvement of the school, since 2013. According to (2015-2016) academic year book, there are 90 teachers, and over 1871 students. The school uses the same curriculum as the government schools, with two extra subjects; Kachin literature and English grammar which are taught in all schools from KIO. A standardized examination is given in Grade 5, Grade 9, and Grade 11 which is held by the Education Department of KIO. Since 2011, hundreds of internally displaced people (IDP) have had to move to the Lai Za Township due to the conflict between KIO and the Burmese military. This has affected the schools greatly. Displaced people meant displaced students, adding to an already stressed school and teachers (Lai Za High School record book, 2010).

### ***Situation of Professional Learning Community at Lai Za High School***

According to the researcher, there are several barriers to practicing the five dimensions of the Professional Learning Community at Lai Za High School. While the school's principal and teachers are familiar with the concepts of the Professional Learning Community they have not found an effective way of changing the system to implement them.

The researcher understands that one of the major barriers to implementing the Professional Learning Community in Lai Za High School, is the ongoing political situation between the KIO and the Burmese government. Thousands of students have been displaced over the years to Lai Za Township. Lai Za High School has taken on a lot of those students. The stress of displaced students on the school and teachers has been very tough. There is lack of infrastructure that has been set up in the school to receive displaced students. It falls on the teachers to do their best to integrate these new students into the classroom during the semester. There is not enough extra effort made to catch the students up with the curriculum as the teachers do not have time.

The researcher had been teaching at the school for ten years when the school started to receive displaced students. Due to the over population of students, there was not enough resources and not enough teachers.

According to the researcher, teachers do have training and workshops once a year. The training is in the Child-Centered approach, and Reading, Writing and Critical thinking. Occasionally workshops are provided for Principal training, and Teaching methodology. Even if teachers wish to work collaboratively there is not much time to do this. In the researcher's experience, teachers did try to share teaching methods and classroom related problems. However, much more will have to be done to make the concepts of Professional Learning Community a part of the system, and also a priority at the school.

The researcher concludes that culturally implementing the Professional Learning Community is also a problem in the school. The Principal is highly respected and cannot be seen as an equal. The teachers look to the Principal for vision, values and beliefs, and all other decision making.

According to the Kachin culture, it is hard to give feedback on performance to each other. There is very little motivation for teachers to implement Professional Learning Community objectives within the current system, although it may offer them better support from the administration once implemented.

The researcher feels that if the administration could implemented Professional Learning Community objectives in the school, teachers might be able to support each other better and received better support from the administration during the most difficult times. As it stands, teachers are struggling to deal with the issues within their current system.

### *Summary*

Overall, this chapter has shown the importance of understanding the nature of the Professional Learning Community, its characteristics and the steps needed to implement it. In order to do so, educators need to look at what is working, and what is not working for districts, schools, educators, parents and students. Moving forward, school leaders should be well-versed in the steps for implementation of Professional Learning Community, but also understand the barriers that come with implementing them.

Other related theories such as Senge and Dufour, gives insight into additional ways to look at how Professional Learning Community can be implemented effectively.

Looking at other related studies provides a window into how PLC's can be implemented successfully given the right circumstances. Texas primary schools benefited greatly over the period of five years after the implementation of PLC's in their school system. (Blacklock, 2009). However this case took place in a first world country where political conflict is not an issue.

Speier (2011), showed how there is a strong positive correlation between teachers' perceptions of principals' support of teacher empowerment and resources, and how well the Professional Learning Community worked in a school. The study also showed that it is very important to replace top down, centralized school cultures with a shared leadership environment in order for Professional Learning Community to work effectively.

Sompong et al, (2015) showed that teaching behavior changed in primary schools as teachers gave more importance to preparing students. The researcher also showed that teachers who shared teaching methods could help train each other. Furthermore, the researcher found that schools would need to move away from a top down model to a more collaborative approach. Sompong's study gives hope to developing countries where there are

a large number of barriers preventing the Professional Learning Community objectives being implemented in schools.

Understanding the history of the situation in Myanmar, puts the issues facing the Professional Learning Community in context. Also understanding the individual problems that each school faces, also puts the barriers to implementing Professional Learning Community objectives in context.

The next chapter of this study provides a description of the methods used to collect data using the Professional Learning Community questionnaire based on Olivier, Hipp & Huffman (2012). Chapter III will help structure the findings that follow in Chapter IV on teachers' perceptions of their Professional Learning Community experiences.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will cover the research methodology which includes research design, population and sample, research instrument, collection of data, data analysis and summary of the research process.

#### **Research Design**

This research aimed to identify the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors including age, educational background, teaching experience and training experience at Lai Za high school, under the Kachin Independence Organization in the Kachin state, Myanmar.

This research was designed as a quantitative and relationship study using the Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised as a major research instrument for data collection. The researcher used descriptive statistics and correlation methods to identify the teachers' demographic factors, and determine the relationships of teachers' perceptions towards the Professional Learning Community in Lai Za high school.

The questionnaire was divided into two parts: (I) Demographic Profiles of Teachers age, educational background, teaching experience and training experience and part (II) Professional Learning Community Assessment – Revised.

#### **Population**

The target population for this study was all full time teachers from Lai Za High School in Kachin state, Myanmar. The participants were ninety teachers who are working at Lai Za High School in the academic year 2016-2017.

**Table 1: The Number of Teachers from Lai Za High School**

| Teaching Level | Number of Teacher |
|----------------|-------------------|
| Primary Level  | 45                |
| Middle Level   | 30                |
| High Level     | 15                |
| Total          | 90                |

### Research Instrument

The researcher used the following instrument in order to successfully accomplish the research objectives by collecting data. The questionnaire consisted of two parts which addressed three research questions; which are 1) What are the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar? 2) What are the teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar? 3) Is there any relationship between teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar?

In part I of the questionnaire the demographic profile of teachers consisted of 4 items, to identify how the teachers related to the five dimensions of PLCs. The researcher adapted part I of the questionnaire from Nway (2011) and Nega Kashay's (2012). Teachers' demographic factors in Lai Za High School are: (1) age, (2) educational background, (3) teaching experience, and (4) training experience. More details of the part I questionnaire are shown in Table 2 below.

**Table 2: Breakdown of survey questions (Demographic Profiles of Teachers)**

| Demographic Profiles of Teachers | Survey questionnaire | Range   |
|----------------------------------|----------------------|---|
| Age                              | 1                    | (1) 18 to 29, (2) 30 to 39, (3) 40 to 49, (4) 50 and above.   |
| Educational Background           | 2                    | (1) High School, (2) Distance learning, (3) Bachelor's degree, and (4) Master's degree.   |
| Teaching Experience              | 3                    | (1) 1 to 3 years, (2) 4 to 6 years, (3) 7 to 9 years, (4) 10 and above.   |
| Training Experiences             | 4                    | (1) No training, (2) Child-Centered approach (CCA) only, (3) Child-Centered Approach (CCA) and Reading Writing for Critical Thinking (RWCT), (4) and other trainings. |

Part II of the questionnaire included the five dimensions of the Professional Learning Community Assessment – Revised 52 items which are adopted from Olivier, Hiff & Huffman, (2010) to determine teachers' perceptions towards the Professional Learning Community at Lai Za High School in Kachin state, Myanmar.

Olivier, Hipp & Huffman (2012) created the questionnaire based on Hord's five dimensions of the Professional Learning Community. The questionnaire was divided into six sections which are Shared and Supportive Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice, Supportive Conditions-Relationships,

and Supportive Conditions-Structure. The questionnaire consisted of statements about practices that can occur in schools.

Additional details of the part II questions of the PLCs are shown in Table (3) below.

**Table 3: Breakdown of Survey Questions for Professional Learning Community**

| No. | Five Dimensions of PLCs                             | Numbers of Questionnaire |
|-----|---|--------------------------|
| 1   | Shared and supportive leadership                    | 1 – 11                   |
| 2   | Shared values and vision                            | 12 – 20                  |
| 3   | Collective learning and application                 | 21 – 30                  |
| 4   | Shared personal practice                            | 31 – 37                  |
| 5   | Supportive condition (Relationships and Structures) | 38 – 52                  |

Table 4 shows the details that are related to the scores and ranges, based on Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised and is based on a Likert-scale survey response scale, including 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 4 = Strongly Agree (SA).

**Table 4: Score and Interpretation for the Level of teachers' perceptions on the Professional Learning Community**

| Arrangement Level | Score | Scale       | Interpretation |
|-------------------|-------|-------------|----------------|
| Strongly disagree | 1     | 1.00 – 1.50 | Very Low       |
| Disagree          | 2     | 1.51 – 2.50 | Low            |
| Neutral           | 3     | 2.51 – 3.50 | Moderate       |
| Agree             | 4     | 3.51 – 4.50 | High           |
| Strongly Agree    | 5     | 4.51 – 5.00 | Very High      |

### Validity and Reliability of the Instrument

In this study, the researcher used Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised as a major research instrument for this study. The validity of the questionnaire was confirmed by Speire (2011) and Stamper (2015) who also used this questionnaire for conducting their research and the questionnaire has been used many times by Olivier, Hiff & Huffman themselves.

The reliability of this questionnaire Cronbach's Alpha Coefficient of Professional Learning Community of Speire (2011) showed especially for 5 dimensions is 0.89. Alpha Coefficients of each dimensions and overall are showed in Table 5. Meanwhile, this study found that overall Cronbach's Alpha of the questionnaire were 0.86, which was regarded as reliable.

**Table 5: Alpha Coefficients of Five Dimensions (Professional Learning Community)**

| Five dimensions of PLC                                       | Cronbach's Alpha |
|--|------------------|
| Shared and Supportive Leadership                             | 0.94             |
| Shared Values and Vision                                     | 0.92             |
| Collective Learning and Application                          | 0.91             |
| Shared Personal Practice                                     | 0.87             |
| Supportive Conditions (Relationships and Structures average) | 0.85             |
| Overall average  | 0.89             |

### Translation of the Instrument

The questionnaire was translated from English to Burmese in order to help teachers from Lai Za High School understand more easily. For the translation process, the researcher requested three Master holders who have a strong background in English to Burmese

language translation skills, to check and approve the translation accuracy. The questionnaire translation approval forms of the three Master holders were attached in the appendices.

### **Collection of Data**

The researcher aimed to identify the teachers' perceptions toward the Professional Learning Community, at Lai Za High School, Kachin State, Myanmar and also to determine the relationship of teachers' perceptions to the Professional Learning Community according to the teachers' demographic factors. To be able to conduct and achieve the objectives, first, the researcher requested permission from the principal of the Lai Za High School.

After getting permission from the principal, the researcher went back to the Lai Za Township, Kachin State, Myanmar to discuss the objectives of the research with the teachers from Lai Za High School, Kachin State, Myanmar. On 16th June, 2016, the researcher distributed a total of 90 survey questionnaires to the teachers and collected the questionnaires on 18th June, 2016. The researcher was able to get all 90 surveys back from the teachers, yielding a 100% return rate. The researcher started to correlate the results on the 15<sup>th</sup> of July, 2016, after coming back from Myanmar.

### **Data Analysis**

In this study, all the collected data was statistically calculated and analyzed. The following statistical methods was utilized for each objective:

For research objective one, Frequency and Percentage were used to identify the demographic factors of teachers such as age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.

For research objective two, Mean and Standard Deviations were used to determine the teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.

For research objective three, Pearson Product Moment Correlation was used to determine the relationship of the teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.



### Summary of the Research Process

**Table 6: Summary of the Research Process**

| <b>Research Objectives</b>  | <b>Source of Data or Sample</b>                                     | <b>Data Collection Method</b>  | <b>Data Analysis</b>               |
|---|---|--|------------------------------------|
| To survey the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.  | 90 full –time teachers at Lai Za High School, Kachin State, Myanmar | Questionnaire<br>Part I-<br>Demographic factors; age, educational background,                                | Frequency and Percentage           |
| To determine the level of teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.   |   | teaching experience, training experience   | Mean and Standard Deviation        |
| To determine the relationship between the level of teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar. |   | Par II-<br>Professional Learning Community Teachers' perceptions towards the Professional Learning Community | Pearson Product Moment Correlation |

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents all the research findings and an interpretation of the data collected from 90 teachers in Lai Za High School, Kachin State Myanmar, and all questionnaires were returned. The research questionnaire was used to analyze each objective and the research hypothesis. They are as follows:

1. To survey the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.
2. To determine the level teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.
3. To determine the relationships of teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

#### Research Objective 1

Research objective one was to survey the teachers' demographic factors including: age, educational background, work experience, and training experience in Lai Za High School, Kachin state, Myanmar.

**Table 7: Age groups of Teachers from Lai Za high school**

| <b>Ages</b>       | <b>Number</b> | <b>Percentage</b> |
|-------------------|---------------|-------------------|
| 18 – 29 years old | 34            | 37.8              |
| 30 – 39 years old | 42            | 46.7              |
| 40 – 49 years old | 14            | 15.5              |
| <b>Total</b>      | <b>90</b>     | <b>100</b>        |

Table 7, lists four groups of teachers' aged: 18-29 years, 30-39 years, 40-49 years, 50 and above years. The findings of the age-grouped table have shown that the highest percentage of teachers aged 30-39 years was 46.7%, and the second highest percentage was of 18-29 year olds, which was 37.8%. The lowest percentage of teachers aged 40-49 years was 15.5%, and there were no teachers whose age was between 50 and above. Therefore, according to the research findings, the majority of teachers were between 30-39 years old at Lai Za High School, Kachin state, Myanmar.

**Table 8: Educational Background of Teachers from Lai Za high school**

| <b>Educational Background</b> | <b>Number</b> | <b>Percentage</b> |
|-------------------------------|---------------|-------------------|
| High School                   | 50            | 55.5              |
| Distance Learning             | 8             | 8.9               |
| Bachelor's Degree             | 32            | 35.6              |
| <b>Total</b>                  | <b>90</b>     | <b>100</b>        |

Table 8 lists four types of educational backgrounds of teachers. These are High school, Distance Learning, Bachelor's degree and Master's degree. The findings from the teacher's educational background table have shown that 50 teachers were high school

teachers, which was 55.5% of the target group and the highest percentage. Thirty two teachers (35.6%) were Bachelor's Degree holders, which was the second highest percentage, and 8 teachers (8.9%) were distance learning. There were no Master's degree teachers teaching in Lai Za High School.

**Table 9: Number of Years of Teaching Experience - Teachers from Lai Za high school**

| Teaching Experience | Number    | Percentage |
|---------------------|-----------|------------|
| 1 – 3 years         | 11        | 12.2       |
| 4 – 6 years         | 21        | 23.3       |
| 7 – 9 years         | 15        | 16.7       |
| 10 and above years  | 43        | 47.8       |
| <b>Total</b>        | <b>90</b> | <b>100</b> |

Table 9 lists the number of years of teaching experience of the targeted group of teachers from Lai Za High School. The research findings showed the highest percentage of teachers had between 10 and above years of teaching experience at 47.8%. The second highest percentage was 21 teachers who had between 4 and 6 years of teaching experience at 23.3%. The lowest percentage group was 11 teachers who had between 1 to 3 years at 12.2%, and finally, the second lowest percentage group was 15 teachers who had between 7 to 9 years at 16.7%.

**Table 10: Training Experience of Teachers from Lai Za High School**

| <b>Training Experience</b> | <b>Number</b> | <b>Percentage</b> |
|----------------------------|---------------|-------------------|
| No Training                | 1             | 1.1               |
| Only CCA                   | 39            | 43.3              |
| Both CCA and RWCT          | 16            | 17.8              |
| CCA, RWCT and others       | 34            | 37.8              |
| <b>Total</b>               | <b>90</b>     | <b>100</b>        |

Table 10 lists the types of training experience that the target group of teachers received. The training categories were, No Training, Only Child-Centered Approach (CCA), Child-Centered Approach (CCA) and Reading Writing for Critical Thinking (RWCT), and CCA, RWCT and others. The research findings showed that the highest percentage of teachers' training experience group was 39 teachers who took only the Child-Centered Approach (CCA) training at 43.3%. The second highest percentage was 34 teachers who took the Child-Centered Approach (CCA), the Reading Writing for Critical Thinking (RWCT) and others training at 37.8%. The lowest percentage was only 1 teacher who had no training experience at 1.1%, and the second lowest percentage was 16 teachers who took both the Child-Centered Approach (CCA) and the Reading Writing for Critical Thinking (RWCT) at 17.8%.

### **Research Objective 2**

Research objective two was to determine the teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.

In order to determine the teachers' perception towards the Professional Learning Community (PLC) in Lai Za high school, the researcher used the second part of the research

questionnaire, which listed 52 items from Hord's five dimensions. The five dimensions are; Supportive and Shared Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions.

**Table 11: Teachers' perceptions towards the Professional Learning Community at Lai Za high school**

| No | Five Dimensions of PLC              | Mean        | SD          | Interpretation level |
|----|-------------------------------------|-------------|-------------|----------------------|
| 1. | Supportive and Shared Leadership    | 2.50        | 0.31        | Low                  |
| 2. | Shared Values and Vision            | 2.38        | 0.08        | Low                  |
| 3. | Collective Learning and Application | 2.37        | 0.12        | Low                  |
| 4. | Shared Personal Practice            | 2.30        | 0.15        | Low                  |
| 5. | Supportive Conditions               | 2.25        | 0.20        | Low                  |
|    | <b>Total</b>                        | <b>2.36</b> | <b>0.09</b> | <b>Low</b>           |

Table 11 lists the five dimensions of PLC's and the results found from data collected of Teachers' perceptions towards the Professional Learning Community at Lai Za High School. The overall mean score of the teachers' perceptions towards the Professional Learning Community based on Hord's five dimensions were 2.36, in the scale of 1.51- 2.50. The mean standard deviation was .09. According to the criteria of interpretation, it means that the teachers' perceptions towards the Professional Learning Community at Lai Za High School was regarded as low. According to the findings, the research found all Hord's dimensions to be low.

### Research Objective 3

Research objective three was to determine the relationship of teachers' perceptions towards the Professional Learning Community and their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

According to this objective, Pearson Product Moment Correlation was used to analyze the relationship of teachers' perceptions towards the Professional Learning Community and their demographic factors: age, educational background, teaching experience and training experience.

**Table 12: Correlation of teachers' perceptions towards Professional Learning Community and their Age at Lai Za High School, Kachin state, Myanmar.**

|                     | Professional Learning Community |
|---------------------|---------------------------------|
| Age                 |                                 |
| Pearson Correlation | .091                            |
| Sig. (2-tailed)     | .393                            |
| N                   | 90                              |

Table 12 demonstrates the relationship between the teachers' perceptions towards the Professional Learning Community and teachers' Age in Lai Za High School. According to the findings from the data analysis of this study, it was shown that the Professional Learning Community with their age, since Pearson correlation  $r$  was .091 and  $p$ -value was .393, which was bigger than the .05 level of significance. Therefore, there was no significant relationship between the Professional Learning Community and the teachers' ages at Lai Za High School in Kachin State, Myanmar.

**Table 13: Correlation of teachers' perceptions towards Professional Learning Community according to their Educational Background at Lai Za High School, Kachin state, Myanmar.**

|                        |                     | Professional Learning Community |
|------------------------|---------------------|---------------------------------|
| Educational Background | Pearson Correlation | .018                            |
|                        | Sig. (2-tailed)     | .869                            |
|                        | N                   | 90                              |

Table 13 showed the relationship between the teachers' perceptions of the Professional Learning Community and teachers' educational background. According to the findings from the data analysis of this study in the above table, it was shown that the Professional Learning Community with their educational background, since p-value was .869, which is larger than the .05 level of significance. Therefore, this result was interpreted as there was no significant relationship between the Professional Learning Community and the educational background of teachers in Lai Za high school, Kachin State, Myanmar.

**Table 14: Correlation of teachers' perceptions towards the Professional Learning Community and their teaching experience at Lai Za High School, Kachin state, Myanmar.**

|                     |                     | Professional Learning Community |
|---------------------|---------------------|---------------------------------|
| Teaching Experience | Pearson Correlation | .097                            |
|                     | Sig. (2-tailed)     | .364                            |
|                     | N                   | 90                              |

Table 14, showed that the relationship between the teachers' perceptions of the Professional Learning Community and teachers' teaching experience. According to the findings from the data analysis of this study, it was shown that the Professional Learning Community with their teaching experience, since p-value was .364, which is bigger than the .05 level of significance. Therefore, there was no significant relationship between the Professional Learning Community and teaching experience at Lai Za High School in Kachin state, Myanmar.

**Table 15: Correlation of teachers' perceptions towards the Professional Learning Community and their training experience at Lai Za High School, Kachin state, Myanmar.**

|                     |                     | Professional Learning Community |
|---------------------|---------------------|---------------------------------|
| Training Experience | Pearson Correlation | .005                            |
|                     | Sig. (2-tailed)     | .964                            |
|                     | N                   | 90                              |

Table 15 demonstrated the relationship between the teachers' perceptions towards the Professional Learning Community and training experience. According to the findings from the data analysis of this study, it was shown that the Professional Learning Community with teacher training experience, since p-value was .964, which is bigger than the .05 level of significance. Thus, there was no significant relationship between the Professional Learning Community and teacher training experience at Lai Za High School in Kachin state, Myanmar.

## CHAPTER V

### CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief overview of the study including the research objectives, hypothesis and research methodology. It will also include findings and conclusions from the study, as well as recommendations to the school and the future researchers.

#### Overview of the study

The purpose of this study was to survey the demographic factors of teachers, as well as to gain a better understanding of teachers' perceptions towards the Professional Learning Community in Lai Za High School, Kachin State, Myanmar. The purpose was to identify the relationship between teachers' perceptions towards the Professional Learning Community and teachers' demographic factors of age, educational background, teaching experience and training experience. A total of 90 survey questions were distributed to 90 teachers in Lai Za High School and all 90 respondents (100%) returned the survey questions.

There were three objectives in this study. They were:

4. To survey the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.
5. To determine teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar.
6. To determine the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

The researcher hypothesized that, there was a significant relationship between teachers' perceptions towards the Professional Learning Community and their demographic factors: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar.

This research was designed as a quantitative and relationship study using the Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised as a major research instrument for data collection. The researcher used mean, standard deviation, frequency, percentage and Pearson's Product Moment Correlation Coefficient to identify the teachers' demographic factors, and determine the relationships of teachers' perceptions towards the Professional Learning Community in Lai Za High School.

The questionnaire was divided into two parts: (I) Demographic Profiles of Teachers age, educational background, teaching experience and training experience and part (II) Professional Learning Community Assessment – Revised.

In part I of the questionnaire the demographic profile of teachers consisted of 4 items, to identify how the teachers related to the five dimensions of PLCs. The researcher adapted part I of the questionnaire from Nway (2011) and Nega Kashay's (2012).

In Part II the study used the Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised as a major research instrument for data collection.

### **Findings of the study**

#### **1. Teachers' Demographic factors:**

**1.1 Age:** 34 teachers were aged between 18 – 29 years old (37.8%), 42 teachers were aged between 30-39 years (46.7%), 14 teachers were aged between 40-49 years (15.5%), and there were no teachers aged between 50 and above.

**1.2 Educational Background:** There were 50 teachers who had graduated with a high school degree at 55.5%. There were 8 teachers with a distance learning degree at 8.9%. There were 32 teachers who had a Bachelor's degree at 35.6% and there were no Master's degree teachers.

**1.3 Teaching Experience:** The research finding showed that 11 teachers had 1-3 years of teaching experience (12.2%), 21 teachers had 4-6 years of teaching experience (23.3%), 15 teachers had 7-9 years of teaching experience (16.7%), and 43 teachers had 10 and above years of teaching experience (47.8%)

**1.4 Training Experience:** 1 teacher had no training experience (1.1%), 39 teachers had Only CCA or Child Centered Approach (43.3%), 16 teachers had Both CCA and RWCT – Child Centered Approach and Reading Writing for Critical Thinking (17.8%) ,and 34 teachers had CCA, RWCT and Others — Child Centered Approach and Reading Writing for Critical Thinking and Others (37.8%).

## **2. The teachers' perceptions towards the Professional Learning Community at Lai Za High School.**

The findings showed that teachers' perceptions towards the Professional Learning Community at Lai Za High School, based on Hords' five dimensions. The total mean scores of Supportive and Shared Leadership were 2.50, The total mean scores of Shared Values and Vision were 2.38, The total mean scores of Collective Learning and Application were 2.37, the total mean scores of Shared Personal Practice were 2.30 and the total mean scores of Supportive Conditions were 2.25.

### **3. The relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors at Lai Za High School.**

According to the findings, a significant relationship was not found between the teachers' perceptions towards the Professional Learning Community according to their demographic factors. The p-value between Professional Learning Community and their age group was 0.393, the p-value between Professional Learning Community and their educational Background was 0.869, the p-value between the Professional Learning Community and their teaching Experience was 0.364, and the p-value between their training experience was 0.964 respectively.

#### **Conclusion**

**The following conclusions were found from the findings of this study.**

#### **1. Teachers' Demographic factors:**

**Age:** The majority of teachers were aged between 30-39 years and the lowest percentage of teachers were aged 40-49 years. There were no teachers whose ages were between 50 and above. This indicated that there are a lot of young teachers teaching at the school.

**Educational Background:** The majority of teachers' educational backgrounds were high school while small numbers of teachers' educational backgrounds were distance learning. There were no Master's degree teachers. This indicated that quite a few of the teachers may have started teaching straight out of high school.

**Teaching Experience:** The research findings showed that most teachers had 10 and above years of teaching experience and a small number of teachers had 10 years and below of

teaching experience. This indicated that teachers at Lai Za high school had a lot of teaching experience.

**Training Experience:** Most of the teachers' training experiences included the Child-Centered Approach (CCA) training, the second highest one was the Child-Centered Approach (CCA), the Reading Writing for Critical Thinking (RWCT) and other training, the third highest one was both the Child-Centered Approach (CCA) and the Reading Writing for Critical Thinking (RWCT) and the lowest one was no training experience. This indicated that these teachers had a lot of training experience.

## **2. The teachers' perceptions towards the Professional Learning Community at Lai Za High School.**

The overall total mean score of the teachers' perceptions towards the Professional Learning Community were low.

## **3. The relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors at Lai Za High School.**

All the significant values were bigger than the .05 level of significance. Therefore, there was no relationship between teachers' perceptions towards the Professional Learning Community and demographic factors of teachers in this study.

## Discussion

### **1. What are the teachers' demographic factors including: age, educational background, teaching experience, and training experience at Lai Za High School, Kachin State, Myanmar?**

**Age:** The data shows that the majority of teachers were aged between 30-39 years, and the lowest percentage of teachers were aged 40-49 years, and there were no teachers whose age was between 50 and above.

According to the researcher experience, a possible reason for having fewer teachers aged 40-49 and no teachers aged over 50 is likely due to the lack of pension provided in the Kachin Educational Department, under the Kachin Independence Organization. Interestingly, teachers working in Kachin Educational Department can start teaching after high school, so a majority of younger teachers between 30-39 years.

**Educational Background:** The data shows that the highest level of teachers' educational background was high school, and the lowest percentage was distance learning teachers. There were no Master's degree teachers.

The majority of teachers at Lai Za High School have a high school diploma. There are several reasons for this. Depending on the teacher's educational background, they are assigned to teach a certain level. Teachers with a high school diploma teach at the primary school level, teachers with a bachelor's degree teach at the middle school and high school level, and those with a distance learning diploma are assigned to teaching based on teaching experience. There is a larger need for Primary school teachers in Lai Za High School, as the majority of the students are at the Primary and Middle School level. This is because students transfer out of Lai Za High School after the primary or middle school level to complete a Myanmar government matriculation exam required to enter High School.

The Kachin Educational Department also offers teaching opportunities straight out of high school, which is a good option for many people and thus the majority of teachers have just a high school diploma.

**Teaching Experience:** The data shows that the highest level of teaching experience was 10 and above and the lowest one was 1-3 years at. This could be because a lot of teachers take a teaching job straight out of high school. So by the time they are 30-39 years old, they already have over 10 years of teaching experience.

The findings also show that the teachers with the least amount of experience have only 1-3 years of experience. There are only 11 of these teachers at Lai Za High School, and are likely to be the youngest teachers at the school.

**Training Experience:** The data shows that the highest level of training experience was the Child-Centered Approach (CCA) training, and the lowest one was no training experience.

There is NGO called Shalom Foundation that provides Child-Centered Approach (CCA) training to all teachers at Lai Za High School. Another Non-Governmental Organization called Thinking Class Foundation provides Reading, Writing for Critical Thinking (RWCT) for middle and high school level teachers only. Considering the number of Primary School teachers and that all teachers at Lai Za high school get CCA training, it makes sense that the findings shows that the majority of teachers at Lai Za High school have received just CCA training.

As Training is required for all teachers, there are no teachers without some kind of training experience.

## **2. What are the teachers' perceptions towards the Professional Learning Community at Lai Za High School, Kachin State, Myanmar?**

In order to determine the teachers' perception towards the Professional Learning Community (PLC) in Lai Za high school, the researcher used the second part of the research questionnaire, which listed 52 items from Hord's five dimensions. The five dimensions are; Supportive and Shared Leadership, Shared Values and Vision, Collective Learning and Application, Shared Personal Practice and Supportive Conditions.

**Supportive and Shared Leadership** is the first of Hord's five dimensions. Supportive and Shared Leadership refers to the role of principal in a supportive role which supports shared responsibility and encourages advice from teachers while providing opportunities fairly for all teachers.

According to the findings, the interpretation of the perception of teachers towards Hord's Supportive and Shared Leadership is low. The researcher believes that this could be due to the Principals being viewed with respect and that teachers could possibly feel uncomfortable sharing in the decision making processes at the school.

In contrast, Stamper (2015), did a study on Teacher and Principal Perceptions of Professional Learning Communities in Kentucky Schools in USA. The focus of the study was to better understand teacher and principal perceptions of the five dimensions of professional learning communities (PLCs) as identified by Hord.

Stamper (2015) findings for teacher's perceptions towards Supportive and Shared Leadership using Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised was moderate. Stamper's (2015) results showed that the participating teachers reported that staff used multiple data sources when making decisions about teaching and learning, by reporting the highest mean value of this "staff members use multiple sources

of data to make decisions about teaching and learning.” Teachers expressed positive agreement.

The results from Stamper (2015) showed responses from schools that already have a Professional Learning Community infrastructure in place, thus the results were more positive than Lai Za High School.

**Shared Values and Vision** is the 2<sup>nd</sup> of Hord’s five dimensions. This refers to decisions being made amongst the teaching staff focusing on shared values and a shared vision. A collaborative process is used to develop the shared values and shared vision. Policies and programs that are developed are created with the school and values in mind. The shared values support norms of behavior that also effect the decisions made about teaching and learning.

According to the findings, the interpretation of the perception of teachers towards Hord’s Shared Values and Vision is low.

It is the researcher’s experience that the teachers prefer to focus on students learning, and making sure all the students pass their exams, rather than focus on Shared Values and Vision.

In contrast to the findings at Lai Za High School, Stamper’s findings for teacher’s perceptions towards Shared Values and Vision using Olivier, Hiff & Huffman, (2010) Professional Learning Community Assessment – Revised was moderate.

Stamper’s (2015) findings were from schools that all had PLC’s in place already. Stamper (2015) showed that “decisions are made in alignment with the school’s values and vision” as the second highest statement. Data collected by this statement also reported that 64% of respondents reported agree and 23% reported strongly agree with a combined 87% suggesting positive agreement.

**Collective Learning and Application** is the 3<sup>rd</sup> of Hord's five dimensions. This refers to teachers working collaboratively to improve knowledge, skills and strategies that can be applied on the job. The teachers work together to come up with solutions for dealing with a diverse student body that have multiple needs.

According to the findings, the interpretation of the perception of teachers towards Hord's Collective Learning and Application is low. The researcher believes that this could be due to the lack of time teachers at Lai Za High School have available to do collaborative work. The school receives several displaced students from the conflict area bordering Kachin State every year. The teachers have to do everything in their power to integrate the students into the school, and make sure that they pass the final exam.

Even if teachers wish to do some of these activities listed in Collective Learning and Application, apart from lack of time, Lai Za High School does not have a library or internet to do their own research.

In contrast, when schools don't have such complex issues to deal with as in Kachin state, then the perception towards Collective Learning and Application are higher.

According to Stamper (2015), with reference to his findings of perception towards Collective Learning and Application, staff members sought to work together to gain knowledge, skills, and strategies and apply this new learning to their work.

It is clear from Stamper's data, that given the right circumstances, Collective Learning and Application can be a positive asset to a school.

**Shared Personal Practice** is the 4<sup>th</sup> of Hord's five dimensions. This refers to Staff members working together to share learning, observe peers and offer encouragement. They also collaboratively review student work to improve instructional practices and the student learning, for the benefit of the school.

According to the findings, the interpretation of the perception of teachers towards Hord's Shared Personal Practice is low. The researcher believes that this could be due to the lack of time to do anything other than teach the classes at Lai Za High School. It was the researcher's experience that the school had a Subject Matter Committee that never had time to meet. Providing feedback to each other is also culturally inappropriate in Kachin. According to Kachin culture only the Principal should be providing feedback to the teachers.

Stamper's research of teacher's perception towards Shared Personal Practice was moderate. In reference to staff members informally sharing ideas and suggestions for improving student learning 67% reported agree and 22% reported strongly agree.

**Supportive Conditions** is the 5<sup>th</sup> of Hord's five dimensions. This refers to both relationship and structure. The relationship refers to the relationship of the teachers and students that should be built on trust and respect. The structure refers to time given to the teaching staff for collective learning, and collaborative and shared practice.

According to the findings, the interpretation of the perception of teachers towards Hord's Supportive Conditions is low. The researcher believes that this is due to the lack of Professional Learning Community infrastructure set up at the school. As a result of the influx of displaced students from conflict areas, the teacher's main focus was to integrate the students into the school and ensure that they pass the exam. No priority was given to collective learning and collaborative practice. The teachers did receive training but were unable to implement the trainings in practice.

Also due to the constant influx of displaced students, planning for appropriate resources is a very difficult task. Currently the school has no library or computers to meet the needs of its students.

On the other hand, Stamper's (2015) research in reference to Supportive Conditions - Relationships showed that teachers in general in Kentucky Valley Educational Cooperative (KVEC) shared strong supportive relationships amongst themselves. Although the result was moderate, the staff found the school atmosphere to be a pleasant and a clean place to work.

### **3. What is the relationship of teachers' perceptions towards the Professional Learning Community and their demographic factors: age, educational background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar?**

In this study the researcher looked at the relationship of teachers perceptions towards the Professional Learning Community according to their demographics: : age, education background, teaching experience and training experience at Lai Za High School, Kachin State, Myanmar.

The researcher hypothesized that there was a significant relationship between teachers' perceptions towards the Professional Learning Community and their demographic factors. However the results of the study showed otherwise. In fact the results of the study showed that the relationship of teachers' perceptions towards the Professional Learning Community according to their demographic factors: age, educational background, teaching experience and training experience all had a value larger than the .05 level of significance. Thus, there was no significant relationship between the Professional Learning Community and the listed demographics.

The researcher believes there are several reasons for this. Even though teachers have training experience and teaching experience, there are no concrete guidelines available at the moment at Lai Za High School to implement Professional Learning Community objectives.

Myanmar has been experiencing an unstable political situation since the ceasefire between KIO and the Burmese government in 2011. The effect of that has been thousands of students have been displaced over the years to Lai Za Township. Lai Za High School has taken on a lot of those students. The stress of displaced students on the school and teachers has been very tough. There is lack of infrastructure that has been set up in the school to receive displaced students.

It is the responsibility of the teachers to integrate these new students into the classroom during the semester. It is nearly impossible to catch the students up with the curriculum as the teachers do not have time. The best the teachers can do is to prepare the students to pass their exams.

The researcher had been teaching at the school for ten years when the school started to receive displaced students. Due to the over population of students, there was not enough resources. The worst problem was there were not enough teachers and teachers did not have time to develop Professional Learning Community objectives. The teaching method of the school has been teacher-centered so that it is weak in collaborative practice. Rote learning is encouraged and the teachers often times produce memorized materials.

As shown in the findings the majority age group of teachers at Lai Za High School is quite young. (30-39). Even though the teachers are young and energetic, they are stretched to their limits when trying to deal with displaced students with few resources.

In the researcher's experience, teachers did try to share teaching methods and classroom related problems. However, much more will have to be done to make the concepts of the Professional Learning Community a part of the system, and also a priority at the school.

The researcher concludes that culturally implementing the Professional Learning Community is also a problem in the school. The staff is very used to a top down method where the Principal is highly respected and cannot be seen as an equal. The teachers look to the Principal for vision, values and beliefs, and all other decision making.

According to the Kachin culture, it is hard to give feedback on performance to each other. There is simply no motivation for teachers to implement Professional Learning Community within the current system, although it may offer them better support from the administration once implemented.

The researcher thinks that in this kind of situation, if the school had a Professional Learning Community, teachers might have been able to support each other better and would have received better support from the administration during the most difficult times. As it stands, teachers do not have much support and teachers are struggling within their current system.

In order for perceptions to change towards Professional Learning Community at Lai Za High School, more attention will need to be given to dealing with the issues currently facing the school. Only then can the Professional Learning Community be given priority.

## **Recommendations**

### **Recommendation for School Principals and Administrators**

The findings from the study showed that there is no significant relationship between teacher's perceptions towards the Professional Learning Community, according to their demographics.

The researcher understands that trying to implement Professional Learning Community in the current political situation, where students are displaced from conflict areas to Kachin Township is a huge obstacle to the implementations of Professional Learning Community in Lai Za High School.

The researcher also understands that trying to implement Hord's objective of Shared and Supportive Leadership as well as the other teachers' perceptions, as found on table 11 (chapter 4 findings), may be challenging to try to implement because of culture in Kachin State, Myanmar. In the Kachin culture, school administration is top down, where the principal makes all decisions related to the school and curriculum. The teachers could feel very uncomfortable being a part of that decision making process. However, the researcher still suggests that the School Administration and Principal provide opportunities to the teaching staff to participate in shared decision making for the benefit of the school.

There are however other dimensions from Hord's model that could be implemented to the benefit of the teachers. For example the school could provide training in the process of collaboration, cooperative work ethic and shared learning and knowledge. Teachers currently working at the school with a particular skill set could provide teacher training for other teachers at the school. This would also mean finding time for teachers to go through the required training.

It is vital that there is support from the school administration to be able to participate in the Professional Learning Community, according to Hord and Sommers (2015). If the entire school would be willing to go through training on the implementation of Hord's 5 dimensions of Professional Learning Community, the researcher believes that the school could choose to implement only what is possible now in the given political situation. This has potential to provide some valuable support to the current teaching staff. The training could also provide guidelines to building a more supportive infrastructure at the school.

### **Recommendations for Teachers**

The researcher recommends that all teachers at Lai Za High School go through training on the implementation of Hord's 5 dimensions of Professional Learning Community, with the idea that only certain parts of the Hord's dimensions may be able to be implemented at this time.

The researcher recommends that all teaching staff be more open to collaboration, cooperative work ethic and shared learning and knowledge. This means being more open to trying new methods through collaboration and shared knowledge for the benefit of the students and the school. Change is always difficult, but if implemented successfully could be a great resource for the current teaching staff. This is especially because of the lack of available resources at Lai Za High School, and the lack of a research library.

### **Recommendations for Future Researchers**

The results of this study will provide future researchers with a resource to do additional studies at the school. This study was done only in 1 school in Kachin State, Myanmar, and the researcher recommends that future research be done at other schools in the area.

The researcher suggests that since the relationship between the perception towards Professional Learning Community and the demographic factors of age, educational background, teaching experience and training experience are low at Lai Za High School, future researchers could look at teachers from a number of schools in the area, as well as use a more diversified group of demographics.

Finally, future studies would be valuable to improving the education system of Myanmar as a whole. Other schools that see that Professional Learning Community are benefiting one school, may choose to implement similar things themselves.

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**APPENDIX A**  
**The Questionnaire (English Version)**

**Part I: Information about the demographic profiles of the respondents.**

Directions: Please tick in the box ☒ according to what is true to you and fill in the following form.

1. Please specify your **age**.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> 18 - 29 | <input type="checkbox"/> 30 - 39      |
| <input type="checkbox"/> 40 - 49 | <input type="checkbox"/> 50 and above |

2. Please specify your **educational background**.

- |  |  |
|--|--|
| <input type="checkbox"/> High School     | <input type="checkbox"/> Distance Learning |
| <input type="checkbox"/> Bachelor degree | <input type="checkbox"/> Master Degree     |

3. Please specify your years of **teaching experience**.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 – 3 years | <input type="checkbox"/> 4 – 6 years  |
| <input type="checkbox"/> 7 – 9 years | <input type="checkbox"/> 10 and above |

4. Please specify the **training that you received**.

- ☐ No Training
- ☐ Child – Centered Approach only
- ☐ Child – Centered Approach (CCA) and Reading Writing for Critical Thinking (RWCT)
- ☐ Child – Centered Approach and Reading Writing for Critical Thinking (RWCT), and other trainings (Please write the trainings' name)

## Part II – Questions about the teachers' perceptions towards school's Professional Learning Community

Directions: Please read each statement. Tick ☒ the level of description which best describe your perceptions towards school's Professional Learning Community. Please tick only once for each item.

Scale: 1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

| STATEMENTS |  | SCALES |   |   |   |   |
|------------|--|--------|---|---|---|---|
|            | Shared and Supportive Leadership   | 1      | 2 | 3 | 4 | 5 |
| 1.         | Staff members are consistently involved in discussing and making decisions about most school issues. |        |   |   |   |   |
| 2.         | The principal incorporates advice from staff members to make decisions.                              |        |   |   |   |   |
| 3.         | Staff members have accessibility to key information.   |        |   |   |   |   |
| 4.         | The principal is proactive and addresses areas where support is needed.                              |        |   |   |   |   |
| 5.         | Opportunities are provided for staff members to initiate change.                                     |        |   |   |   |   |
| 6.         | The principal shares responsibility and rewards for innovative actions.                              |        |   |   |   |   |
| 7.         | The principal participates democratically with staff sharing power and authority.                    |        |   |   |   |   |
| 8.         | Leadership is promoted and nurtured among staff members.   |        |   |   |   |   |
| 9.         | Decision-making takes place through committees and communication across grade and subject areas.     |        |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 10 | Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority. |  |  |  |  |  |
| 11 | Staff members use multiple sources of data to make decisions about teaching and learning.  |  |  |  |  |  |

| STATEMENTS |  | SCALES |   |   |   |   |
|------------|--|--------|---|---|---|---|
|            | Shared Values and Vision   | 1      | 2 | 3 | 4 | 5 |
| 12         | A collaborative process exists for developing a shared sense of values among staff.                          |        |   |   |   |   |
| 13         | Shared values support norms of behavior that guide decisions about teaching and learning.                    |        |   |   |   |   |
| 14         | Staff members share visions for school improvement that have an undeviating focus on student learning.       |        |   |   |   |   |
| 15         | Decisions are made in alignment with the school's values and vision.   |        |   |   |   |   |
| 16         | A collaborative process exists for developing a shared vision among staff.                                   |        |   |   |   |   |
| 17         | School goals focus on student learning beyond test scores and grades.  |        |   |   |   |   |
| 18         | Policies and programs are aligned to the school's vision.  |        |   |   |   |   |
| 19         | Stakeholders are actively involved in creating high expectations that serve to increase student achievement. |        |   |   |   |   |
| 20         | Data are used to prioritize actions to reach a shared vision.  |        |   |   |   |   |

| STATEMENTS |  | SCALES |   |   |   |   |
|------------|--|--------|---|---|---|---|
|            | Collective learning and Application  | 1      | 2 | 3 | 4 | 5 |
| 21         | Staff members work together to seek knowledge, skills and strategies and apply this new learning to their work.        |        |   |   |   |   |
| 22         | Collegial relationships exist among staff members that reflect commitment to school improvement efforts.               |        |   |   |   |   |
| 23         | Staff members plan and work together to search for solutions to address diverse student needs.                         |        |   |   |   |   |
| 24         | A variety of opportunities and structures exist for collective learning through open dialogue.                         |        |   |   |   |   |
| 25         | Staff members engage in dialogue that reflects a respect for diverse ideas that lead to continued inquiry.             |        |   |   |   |   |
| 26         | Professional development focuses on teaching and learning.   |        |   |   |   |   |
| 27         | School staff members and stake holders learn together and apply new knowledge to solve problems.                       |        |   |   |   |   |
| 28         | School staff members are committed to programs that enhance learning.  |        |   |   |   |   |
| 29         | Staff members collaboratively analyze multiple sources of data to assess the effectiveness of instructional practices. |        |   |   |   |   |
| 30         | Staff members collaboratively analyze student work to improve teaching and learning.                                   |        |   |   |   |   |

| STATEMENTS |  | SCALES |   |   |   |   |
|------------|--|--------|---|---|---|---|
|            | Shared Personal Practice   | 1      | 2 | 3 | 4 | 5 |
| 31         | Opportunities exist for staff members to observe peers and offer encouragement.      |        |   |   |   |   |
| 32         | Staff members provide feedback to peers related to instructional practices.          |        |   |   |   |   |
| 33         | Staff members informally share ideas and suggestions for improving student learning. |        |   |   |   |   |
| 34         | Staff members collaboratively review student work to share and improve               |        |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | instructional practices.   |  |  |  |  |  |
| 35 | Opportunities exist for coaching and mentoring.  |  |  |  |  |  |
| 36 | Individuals and teams have the opportunity to apply learning and share the results of their practices. |  |  |  |  |  |
| 37 | Staff members regularly share student work to guide overall school improvement.                        |  |  |  |  |  |

| STATEMENTS |   | SCALES |   |   |   |   |
|------------|---|--------|---|---|---|---|
|            | Supportive Conditions – Relationships   | 1      | 2 | 3 | 4 | 5 |
| 38         | Caring relationships exist among staff and students that are built on trust and respect.                              |        |   |   |   |   |
| 39         | A culture of trust and respect exists for taking risks.   |        |   |   |   |   |
| 40         | Outstanding achievement is recognized and celebrated regularly in our school.   |        |   |   |   |   |
| 41         | School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.  |        |   |   |   |   |
| 42         | Relationships among staff members support honest and respectful examination of data to enhance teaching and learning. |        |   |   |   |   |

| STATEMENTS |  | SCALES |   |   |   |   |
|------------|--|--------|---|---|---|---|
|            | Supportive Conditions – Structures   | 1      | 2 | 3 | 4 | 5 |
| 43         | Time is provided to facilitate collaborative work.                         |        |   |   |   |   |
| 44         | The school schedule promotes collective learning and shared practice.      |        |   |   |   |   |
| 45         | Fiscal resources are available for professional development.               |        |   |   |   |   |
| 46         | Appropriate technology and instructional materials are available to staff. |        |   |   |   |   |
| 47         | Resources people provide expertise and support for continuous learning.    |        |   |   |   |   |
| 48         | The school facility is clean, attractive and inviting.                     |        |   |   |   |   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 49 | The proximity of grade level and department personnel allows for ease in collaborating with colleagues.   |  |  |  |  |  |
| 50 | Communication systems promote a flow of information among staff members.  |  |  |  |  |  |
| 51 | Communication systems promote a flow of information across the entire school community including: central office personnel, parents, and community members. |  |  |  |  |  |
| 52 | Data are organized and made available to provide easy access to staff members.  |  |  |  |  |  |



**APPENDIX B**  
**The Questionnaire (Myanmar Version)**

အပိုင်း (၁) ဖြေဆိုသူနှင့် ပတ်သက်သည့် အချက်အလက်များ

လမ်းညွှန်- မိမိအတွက်မှန်ကန်သည့် အချက်အလက်များကို ☒ အမှတ်အသားပြုလုပ်၍ အောက် ပါ မေးခွန်းများကို ဖြေဆိုပါ။

၁။ ဖြေဆိုသူ၏ အသက်

☐ ၁၈ နှင့် ၂၉ ကြား      ☐ ၃၀ နှင့် ၃၉ ကြား

☐ ၄၀ နှင့် ၄၉ ကြား      ☐ ၅၀ နှင့် အထက်

၂။ ဖြေဆိုသူ၏ ပညာရေး

☐ အထက်တန်း      ☐ အဝေးသင်တက်ရောက်နေသူ

☐ ရိုးရိုးဘွဲ့      ☐ မဟာဘွဲ့

၃။ ဖြေဆိုသူ၏ စာသင်ကြားမှုအတွေ့အကြုံ

☐ ၁ နှစ် နှင့် ၃ နှစ်ကြား      ☐ ၄ နှစ် နှင့် ၆ နှစ်ကြား

☐ ၇ နှစ် နှင့် ၉ နှစ်ကြား      ☐ ၁၀ နှစ် နှင့် အထက်

၄။ ဖြေဆိုသူ တက်ရောက်ခဲ့သည့် သင်တန်းများ

☐ မရှိ

☐ ကျောင်းသားအခြေပြုသင်ကြားမှုစနစ် တစ်ခုတည်း (CCA)

☐ ကျောင်းသားအခြေပြုသင်ကြားမှုစနစ် (CCA) နှင့်  
ကျိုးကြောင်းဆက်စပ်တွေးခေါ်တတ်စေရန် အဖတ်နှင့် အရေး (RWCT)

☐ ကျောင်းသားအခြေပြုသင်ကြားမှုစနစ် (CCA)၊ ကျိုးကြောင်းဆက်စပ်တွေးခေါ်တတ်စေရန်  
အဖတ်နှင့်အရေး (RWCT) နှင့် အခြားသင်တန်းများ

အပိုင်း (၂) ကျောင်း၏ Professional Learning Community နှင့် ပတ်သက်သော ဆရာဆရာမများ၏ ထင်မြင်ယူဆချက်များ

လမ်းညွှန်- အောက်တွင်ဖော်ပြထားသော အကြောင်းအရာများနှင့် ပတ်သက်၍ မိမိတို့၏ ထင်မြင်ယူဆချက်များကို ☒ အမှတ်အသားများပြုလုပ်၍ ဖြေဆိုပါ။

သတ်မှတ်ချက်

၁ - လုံးဝသဘောမတူပါ

၂ - သဘောမတူပါ

၃ - ပုံမှန်

၄ - သဘောတူသည်

၅ - အလွန်သဘောတူသည်

| အကြောင်းအရာ  |   | သတ်မှတ်ချက်များ |         |         |        |              |
|--|---|-----------------|---------|---------|--------|--------------|
|  |   | ၁               | ၂       | ၃       | ၄      | ၅            |
| ခေါင်းဆောင်မှုမျှဝေခြင်းနှင့် အထောက်အပံ့ဖြစ်စေသော ခေါင်းဆောင်မှု |   | လုံးဝ သဘောမတူ   | သဘောမတူ | ပုံမှန် | သဘောတူ | အလွန် သဘောတူ |
| ၁  | ဝန်ထမ်းများသည် ကျောင်း၏အရေးကိစ္စများနှင့်ပတ်သက်၍ ဆွေးနွေးမှုများပြုလုပ်ခြင်းနှင့် ဆုံးဖြတ်ချက်များ ချရာတွင် စဉ်ဆက်မပြတ် ပါဝင်သည်။ |                 |         |         |        |              |
| ၂  | ကျောင်းအုပ်ကြီးအနေဖြင့် ဆုံးဖြတ်ချက်များချမှတ်ရာတွင် ဝန်ထမ်းများ၏ အကြံပြုချက်များကို ထည့်သွင်းစဉ်းစားပေးသည်။                      |                 |         |         |        |              |
| ၃  | ကျောင်းရှိဝန်ထမ်းများသည် အရေးကြီးသည့် သတင်းအချက်အလက်များအား သိရှိနိုင်သည်။  |                 |         |         |        |              |
| ၄  | ကျောင်းအုပ်ကြီးသည် အနာဂတ်တွင်   |                 |         |         |        |              |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | ဖြစ်ပေါ်လာနိုင်သည့်အခြေအနေပြသနာများအတွက် ကြိုတင်ပြင်ဆင်တတ်သူဖြစ်ပြီး ထောက်ပံ့ကူညီရန်လိုအပ်နေသည့် ကဏ္ဍများနှင့်ပတ်သက်၍ အရေးယူဖြေရှင်းမှုများ ပြုလုပ်တတ်သည်။ |  |  |  |  |  |
| ၅  | ဝန်ထမ်းများအနေဖြင့် အပြောင်းအလဲများ စတင်ပြုလုပ်နိုင်စေရန် အခွင့်အရေးများ ဖန်တီးပေးသည်။   |  |  |  |  |  |
| ၆  | ကျောင်းအုပ်ကြီးသည် သမရိုးကျမဟုတ်သော တီထွင်ကြံဆမှုများ လုပ်ဆောင်လာနိုင်စေရန် ဝန်ထမ်းများအား တာဝန်များကိုခွဲပေးခြင်းနှင့် ဆုချခြင်းများ ပြုလုပ်တတ်သည်။       |  |  |  |  |  |
| ၇  | ကျောင်းအုပ်ကြီးသည် ဝန်ထမ်းများအား လုပ်ပိုင်ခွင့်နှင့် အထူးအာဏာများကို ဒီမိုကရေစီနည်းလမ်းကျကျ မျှဝေသုံးစွဲခွင့်ပေးသည်။                                      |  |  |  |  |  |
| ၈  | ကျောင်းဝန်ထမ်းများအကြား ခေါင်းဆောင်မှုကို မွေးမြူ မြှင့်တင်ပေးသည်။   |  |  |  |  |  |
| ၉  | အတန်းလိုက်၊ ဘာသာရပ်လိုက် ထားရှိသော ကော်မတီဝင်များသည် ပြောဆိုဆွေးနွေးမှုများပြုလုပ်ပြီးမှ ဆုံးဖြတ်ချက်များချလေ့ရှိသည်။                                      |  |  |  |  |  |
| ၁၀ | ကျောင်းနှင့် တစ်နည်းနည်း ပတ်သက်ဆက်နွှယ်နေသူများမှ ကျောင်းသားများ၏ ၄ သင်ယူလေ့လာမှုအတွက် တာဝန်ယူမှုနှင့် တာဝန်ခံမှုများ စုပေါင်းပြုလုပ်ကြသည်။                |  |  |  |  |  |
| ၁၁ | ကျောင်းဝန်ထမ်းများသည် သင်ကြားမှုနှင့် သင်ယူမှုဆိုင်ရာ ဆုံးဖြတ်ချက်များချမှတ်ရာတွင် အချက်အလက်ပေါင်းစုံကို ထည့်သွင်းစဉ်းစားအသုံးပြု၍ ချမှတ်လေ့ရှိသည်။        |  |  |  |  |  |

| အကြောင်းအရာ   |  | သတ်မှတ်ချက်များ      |             |         |            |                     |
|---|--|----------------------|-------------|---------|------------|---------------------|
|   |  | ၁                    | ၂           | ၃       | ၄          | ၅                   |
| အားလုံးသဘောတူ တန်ဖိုးထားမှုစံနှုန်းများနှင့် ရှုပါရုံ |  | လုံးဝ<br>သဘော<br>မတူ | သဘော<br>မတူ | ပုံမှန် | သဘော<br>တူ | အလွန်<br>သဘော<br>တူ |
| ၁၂  | ဝန်ထမ်းများအားလုံးသဘောတူသော<br>တန်ဖိုးထားမှုစံနှုန်းတစ်ရပ်ပေါ်ထွက်လာစေရန်<br>အတူတကွ<br>ပူးပေါင်းလုပ်ဆောင်ကြသည်။  |                      |             |         |            |                     |
| ၁၃  | အားလုံးသဘောတူ တန်ဖိုးထားမှုစံနှုန်းများရှိခြင်းသည်<br>သင်ကြားမှုနှင့် သင်ယူမှုများဆိုင်ရာ ဆုံးဖြတ်ချက်များ<br>ချမှတ်ရာတွင် ဝန်ထမ်းများအား<br>တစ်လုံးတစ်ဝတ်သဘောတည်းဖြစ်စေသည်။ |                      |             |         |            |                     |
| ၁၄  | ဝန်ထမ်းများအားလုံးတွင် ကျောင်းသားများ၏<br>အမှန်တကယ်လေ့လာသင်ယူနိုင်မှုကို အဓိကထားသော<br>ကျောင်းပညာရေးတစ်ရပ် ပေါ်ပေါက်လာစေရန်<br>ရှုပါရုံရှိသည်။                               |                      |             |         |            |                     |
| ၁၅  | ကျောင်းမှ ချမှတ်လိုက်သော ဆုံးဖြတ်ချက်များသည်<br>ကျောင်း၏ တန်ဖိုးထားမှုစံနှုန်းများနှင့် ရှုပါရုံများနှင့်<br>ကိုက်ညီသည်။   |                      |             |         |            |                     |
| ၁၆  | ဝန်ထမ်းများအားလုံး သဘောတူသော ရှုပါရုံတစ်ရပ်<br>ပေါ်ထွက်လာစေရန်<br>အတူတကွပူးပေါင်းလုပ်ဆောင်ကြသည်။   |                      |             |         |            |                     |
| ၁၇  | ကျောင်း၏ ပန်းတိုင်မှာ ကျောင်းသားများ၏<br>စာမေးပွဲအမှတ်နှင့် အဆင့်များပေါ်တွင် အခြေမခံဘဲ<br>ကျောင်းသားများ အမှန်တကယ်<br>လေ့လာသင်ယူနိုင်မှုအပေါ်တွင် အခြေပြုထားသည်။            |                      |             |         |            |                     |
| ၁၈  | ချမှတ်ထားသောမူဝါဒများနှင့် လုပ်ဆောင်လျက်ရှိသော<br>လုပ်ငန်းအစီအစဉ်များသည် ကျောင်း၏ ရှုပါရုံနှင့်<br>ကိုက်ညီသည်။   |                      |             |         |            |                     |
| ၁၉  | ကျောင်းနှင့်တစ်နည်းနည်း<br>ပတ်သက်ဆက်နွှယ်နေသူများသည် ကျောင်းသားများ၏   |                      |             |         |            |                     |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | ပညာရေးနှင့် ပတ်သက်၍<br>မြင့်မားသည့်မျှော်လင့်ချက်များရှိသည်။  |  |  |  |  |  |
| ၂၀ | အားလုံးသဘောတူထားသည့်<br>ရူပါရုံအကောင်အထည်ပေါ်လာစေမည့်<br>ဆောင်ရွက်ချက်များကို ဦးစားပေးလုပ်ဆောင်နိုင်စေရန်<br>အချက်အလက်များ အသုံးပြုသည်။ |  |  |  |  |  |

| အကြောင်းအရာ   |   | သတ်မှတ်ချက်များ      |             |         |            |                     |
|---|---|----------------------|-------------|---------|------------|---------------------|
|   |   | ၁                    | ၂           | ၃       | ၄          | ၅                   |
| အတူတကွစုပေါင်းလေ့လာသင်ယူခြင်းနှင့်<br>လက်တွေ့အသုံးချခြင်း |   | လုံးဝ<br>သဘော<br>မတူ | သဘော<br>မတူ | ပုံမှန် | သဘော<br>တူ | အလွန်<br>သဘော<br>တူ |
| ၂၁  | ဝန်ထမ်းများသည် အသိပညာ၊ အတတ်ပညာများနှင့်<br>နည်းစနစ်အသစ်များအား အတူတကွ<br>ရှာဖွေလေ့လာသင်ယူကြပြီး လုပ်ငန်းခွင်ထဲတွင်<br>ပြန်လည်အသုံးပြုမှုများပြုလုပ်ကြသည်။   |                      |             |         |            |                     |
| ၂၂  | ဝန်ထမ်းများသည် မိမိတို့၏<br>ကျောင်းကြီးပိုမိုတိုးတက်ကောင်းမွန်လာစေရန်<br>အချင်းချင်းပူးပေါင်းဆောင်ရွက်ကြသည်။  |                      |             |         |            |                     |
| ၂၃  | ဝန်ထမ်းများသည် ကျောင်းသားများ၏<br>ကွဲပြားသောလိုအပ်ချက်များအတွက် အဖြေရှာရန်<br>အတူတကွအစီအစဉ်ဆွဲ၍<br>လက်တွဲလုပ်ဆောင်ကြသည်။                                    |                      |             |         |            |                     |
| ၂၄  | ပွင့်ပွင့်လင်းလင်းပြောဆိုဆွေးနွေးမှုများ ပြုလုပ်၍<br>အတူတကွလေ့လာသင်ယူနိုင်သော အခွင့်အရေးများနှင့်<br>အထောက်အပံ့များရှိသည်။                                  |                      |             |         |            |                     |
| ၂၅  | ဝန်ထမ်းများသည်<br>စဉ်ဆက်မပြတ်စူးစမ်းလေ့လာလိုစိတ်များ<br>ဖြစ်ပေါ်စေသော မတူညီသည့် အတွေးအခေါ်များအား<br>လွတ်လွတ်လပ်လပ် ပြောဆိုဆွေးနွေးမှုများ<br>ပြုလုပ်ကြသည်။ |                      |             |         |            |                     |
| ၂၆  | မွမ်းမံသင်တန်းများသည် သင်ကြားမှုနှင့်<br>သင်ယူမှုများနှင့် ပတ်သက်၍  |                      |             |         |            |                     |

|  |  |                      |             |         |            |                     |
|--|--|----------------------|-------------|---------|------------|---------------------|
|  | အဓိကအလေးပေးပြုလုပ်သည်။   |                      |             |         |            |                     |
| ၂၇                                     | ကျောင်းရှိဝန်ထမ်းများနှင့် ကျောင်းနှင့် တစ်နည်းနည်း ပတ်သက်ဆက်နွှယ်နေသူများသည် ပြဿနာများ ဖြေရှင်းရန် အသိပညာအချက်အလက်အသစ်များအား အတူတကွ လေ့လာ၍ ပြန်လည်အသုံးပြုမှုများပြုလုပ်ကြသည်။ |                      |             |         |            |                     |
| ၂၈                                     | ဝန်ထမ်းများသည် ကျောင်းသားများ ပိုမိုကောင်းမွန်စွာသင်ယူလေ့လာနိုင်ရန် အကူအညီပေးသော အစီအစဉ်များအား အဓိကထားလုပ်ဆောင်ကြသည်။   |                      |             |         |            |                     |
| ၂၉                                     | ဝန်ထမ်းများသည် သင်ကြားမှုနည်းစနစ်များ ထိရောက်မှုရှိမရှိအကဲဖြတ်ရန် အချက်အလက်ပေါင်းစုံကို အတူတကွ ခွဲခြမ်းစိတ်ဖြာ၍လေ့လာမှုများ ပြုလုပ်ကြသည်။  |                      |             |         |            |                     |
| ၃၀                                     | ဝန်ထမ်းများသည် သင်ကြားမှုနှင့် သင်ယူမှု ပိုမိုကောင်းမွန်လာစေရန် ကျောင်းသားများပြုလုပ်ထားသော စာများအား အတူတကွ ခွဲခြမ်းစိတ်ဖြာလေ့လာကြသည်။  |                      |             |         |            |                     |
|  |  | ၁                    | ၂           | ၃       | ၄          | ၅                   |
| တစ်ဦးချင်း လုပ်ဆောင်မှုများ ဖလှယ်ခြင်း |  | လုံးဝ<br>သဘော<br>မတူ | သဘော<br>မတူ | ပုံမှန် | သဘော<br>တူ | အလွန်<br>သဘော<br>တူ |
| ၃၁                                     | ဝန်ထမ်းအချင်းချင်း လေ့လာနိုင်၍ တစ်ဦးကိုတစ်ဦး အားပေးနိုင်သော အခွင့်အရေးများရှိသည်။  |                      |             |         |            |                     |
| ၃၂                                     | ဝန်ထမ်းများသည် သင်ကြားမှုနည်းစနစ်များနှင့် ပတ်သက်၍ အချင်းချင်း သုံးသပ်ချက်များ ဖလှယ်ကြသည်။   |                      |             |         |            |                     |
| ၃၃                                     | ဝန်ထမ်းများသည် ကျောင်းသားများ ပိုမိုကောင်းမွန်စွာလေ့လာသင်ယူနိုင်ရန်အတွက် အကြံဉာဏ်များ တစ်ဦးနှင့်တစ်ဦး ဝေမျှဖလှယ်ကြသည်။   |                      |             |         |            |                     |
| ၃၄                                     | ဝန်ထမ်းများသည် သင်ကြားမှုနည်းစနစ်များပိုမိုကောင်းမွန်လာစေရန်   |                      |             |         |            |                     |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | ရည်ရွယ်ချက်ဖြင့်<br>ကျောင်းသားများပြုလုပ်ထားသောစာများကို<br>အတူတကွပြန်လည်ကြည့်ရှုလေ့လာကြသည်။   |  |  |  |  |  |
| ၃၅ | ဝန်ထမ်းများအချင်းချင်း တစ်ဦးကိုတစ်ဦး<br>သင်ကြားပေးနိုင်သော အခွင့်အရေးများရှိသည်။   |  |  |  |  |  |
| ၃၆ | တစ်ဦးချင်းစီသော်လည်းကောင်း၊<br>အဖွဲ့နှင့်သော်လည်းကောင်း သင်ကြားမှုနည်းစနစ်များ<br>လက်တွေ့အသုံးပြု၍<br>ရလဒ်များအားပြန်လည်ဝေမျှနိုင်သော<br>အခွင့်အရေးများရှိသည်။       |  |  |  |  |  |
| ၃၇ | ဝန်ထမ်းများသည် ကျောင်းတစ်ကျောင်းလုံး<br>ပိုမိုတိုးတက်ကောင်းမွန်လာစေရန်<br>ကျောင်းသားများပြုလုပ်ထားသောစာများအား<br>တစ်ဦးနှင့်တစ်ဦးပုံမှန်ဝေမျှမှုများ လုပ်ဆောင်ကြသည်။ |  |  |  |  |  |

| အကြောင်းအရာ                            |   | သတ်မှတ်ချက်များ      |             |         |            |                     |
|--|---|----------------------|-------------|---------|------------|---------------------|
|  |   | ၁                    | ၂           | ၃       | ၄          | ၅                   |
| ထောက်ပံ့မှုအခြေအနေများ - လူမှုဆက်ဆံရေး |   | လုံးဝ<br>သဘော<br>မတူ | သဘော<br>မတူ | ပုံမှန် | သဘော<br>တူ | အလွန်<br>သဘော<br>တူ |
| ၃၈                                     | ယုံကြည်မှုနှင့် အပြန်အလှန်လေးစားမှုအပေါ်တွင်<br>အခြေခံထားသော တစ်ဦးအပေါ်တစ်ဦး<br>ဂရုတစိုက်ရှိသော ဆက်ဆံရေးမျိုး ဝန်ထမ်းများနှင့်<br>ကျောင်းသားကျောင်းသူများ အကြားတွင် ရှိသည်။ |                      |             |         |            |                     |
| ၃၉                                     | စွန့်စားမှုများ ပြုလုပ်ရန် တစ်ဦးပေါ်တစ်ဦး ယုံကြည်မှု၊<br>လေးစားမှုများရှိသည်။   |                      |             |         |            |                     |
| ၄၀                                     | အောင်မြင်မှုများအားအသိအမှတ်ပြု၍ အောင်ပွဲခံမှုများ<br>ကျောင်းအတွင်း ပုံမှန်ပြုလုပ်လေ့ရှိသည်။   |                      |             |         |            |                     |
| ၄၁                                     | ကျောင်းဝန်ထမ်းများနှင့် ကျောင်းနှင့် တနည်းနည်း<br>ပတ်သက်ဆက်နွှယ်နေသူများသည်<br>ကျောင်းယဉ်ကျေးမှုကို အပြောင်းအလဲပြုလုပ်ရန်<br>အစဉ်တစိုက်လက်တွဲကျိုးပမ်း လုပ်ဆောင်ကြသည်။      |                      |             |         |            |                     |
| ၄၂                                     | သင်ကြားမှုနှင့် သင်ယူမှုများ  |                      |             |         |            |                     |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | တိုးတက်ကောင်းမွန်လာစေရန်<br>အချက်အလက်များအား ရှိရှိသားသား<br>စစ်ဆေးလေ့လာမှုများ ပြုလုပ်သည်။ |  |  |  |  |  |
|--|---|--|--|--|--|--|

| အကြောင်းအရာ                        |  | သတ်မှတ်ချက်များ      |             |         |            |                     |
|------------------------------------|--|----------------------|-------------|---------|------------|---------------------|
|                                    |  | ၁                    | ၂           | ၃       | ၄          | ၅                   |
| ထောက်ပံ့မှုအခြေအနေများ - ပုံစံများ |  | လုံးဝ<br>သဘော<br>မတူ | သဘော<br>မတူ | ပုံမှန် | သဘော<br>တူ | အလွန်<br>သဘော<br>တူ |
| ၄၃                                 | စုပေါင်းလက်တွဲလုပ်ဆောင်နိုင်ရန် အချိန်များ<br>ဖန်တီးပေးသည်။  |                      |             |         |            |                     |
| ၄၄                                 | ကျောင်းအချိန်ဇယားသည်<br>စုပေါင်းလေ့လာသင်ယူနိုင်ရန်နှင့်<br>လက်တွဲလုပ်ဆောင်နိုင်ရန် အခြေအနေများ<br>ဖန်တီးပေးသည်။              |                      |             |         |            |                     |
| ၄၅                                 | မွမ်းမံသင်တန်းများပြုလုပ်နိုင်ရန်အတွက်<br>ငွေကြေးအရင်းအမြစ်များ ရှိသည်။  |                      |             |         |            |                     |
| ၄၆                                 | ဝန်ထမ်းများအတွက်သင့်လျော်သော နည်းပညာနှင့်<br>သင်ကြားမှုပိုင်းဆိုင်ရာပစ္စည်းများ ရရှိနိုင်သည်။                                |                      |             |         |            |                     |
| ၄၇                                 | စဉ်ဆက်မပြတ်လေ့လာသင်ယူမှုများ<br>လုပ်ဆောင်နိုင်ရန်အတွက် လူ့အရင်းအမြစ်များမှ<br>အထောက်အပံ့များပေးသည်။                          |                      |             |         |            |                     |
| ၄၈                                 | ကျောင်းရှိအဆောင်အအုံ ပစ္စည်းပစ္စယာများသည်<br>သန့်ရှင်း၍ အသုံးပြုချင်စိတ်ဖြစ်လာစေသည်။   |                      |             |         |            |                     |
| ၄၉                                 | အတန်းလိုက်၊ ဌာနလိုက်တာဝန်ရှိသူဝန်ထမ်းများသည်<br>လုပ်ဖော်ကိုင်ဖက်အချင်းချင်း အလွယ်တကူ<br>စုပေါင်းလက်တွဲလုပ်ဆောင်လာနိုင်စေသည်။ |                      |             |         |            |                     |
| ၅၀                                 | ဆက်သွယ်ရေးနည်းစနစ်များသည် ဝန်ထမ်းများအကြား<br>သတင်းအချက်အလက်များ အလွယ်တကူ<br>ရောက်ရှိစေနိုင်သည်။                             |                      |             |         |            |                     |
| ၅၁                                 | ဆက်သွယ်ရေးနည်းစနစ်များသည်<br>ဗဟိုရုံးရှိဝန်ထမ်းများ၊ မိဘများ၊<br>ကျောင်းနှင့်နီးစပ်ရာအသိုင်းအဝိုင်းအပါအဝင်                   |                      |             |         |            |                     |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | ကျောင်းတစ်ကျောင်းလုံးအတွင်း<br>သတင်းအချက်အလက်များ<br>အလွယ်တကူရောက်ရှိစေနိုင်သည်။                       |  |  |  |  |  |
| ၅၂ | အချက်အလက်များအား စနစ်တကျစီစဉ်ထားရှိ၍<br>ဝန်ထမ်းများအလွယ်တကူကြည့်ရှုအသုံးပြုနိုင်ရန်<br>စီစဉ်ထားပေးသည်။ |  |  |  |  |  |



## APPENDIX C


## Translation Approval Form (1)

**Survey Translation Approval Form**

- What do you think about the survey translation? Is the translation clear and enough to understand?  
 I think that the survey translation is very important to get the best result.  
 This translation is clear and enough to understand for Myanmar teachers who will answer these questions.
- Is there any phrase or grammar mistake in Myanmar translation version which might make teachers confused?  
 There is no phrase or grammar mistake in Myanmar translation version which might make teachers confused.
- Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.  
 There is no need to edit to make questionnaire clearer.

\* มหาวิทยาลัยอัสสัมชัญ \*  
 SINCE 1969  
 LABOR OMNIA VINCIT

Name: Daw L. Ro Nlae  
 Academic Rank: Senior Assistant Teacher  
 Highest Degree: M. Ed.  
 Field of Degree: Education  
 Work Position: Head of Board of study  
 Address: 82, Yangyauwng Cr. Myitkying

Signature:   
 Date: 8 / 6 / 2016

## Translation Approval Form (2)

### Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

Of course, I can clearly understand.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make teachers confused?

I've found no mistakes in Myanmar translation. I think (for sure) everyone can understand what the phrases are saying.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

I don't find any number to edit.

Names: TU HKNWANG  
Academic Rank: PhD Candidate  
Highest Degree: Master  
Field of Degree: Development Science  
Work Position: Researcher  
Address: 121/3, Pansorn Iture  
noo 2, Chang Phuek  
chiang Mai 50300  
Thailand.  
0845577237

Signature: TU HKNWANG

Date: 9 June 2016

PhD Candidate  
Khon Kaen University

### Translation Approval Form (3)

#### Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

It is clear enough to understand.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make teachers confused?

There is no grammar mistake in Burmese translation version.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

None.

Name: Mr. Zau Lawt (Zaw Lut)

Academic Rank:

Highest Degree: Master Degree

Field of Degree: Master of Art In International Development Studies

Work Position: Research Manager

Address: 603 Moo., 24, Doi Khau Khwai Rd., Tombon- Robvianng, Muang-Chaing Rai, 5700

Signature .....

Date 02/August/2016

## BIOGRAPHY

### Personal Profile

Name Htu Hkawng

Date of Birth 30.04.1984

Gender Female

Nationality Myanmar

Ethnicity Kachin

Religion Christian

### Educational Background

2004: Bachelor of Arts (Psychology)

### Current Study

**MED. EA** – Master's in Educational Administration (2016)

Assumption University, Hua Mak Campus, Bangkok, Thailand.

### Professional Training

2012 Certificate (Youth Capacity Building and Empowerment Six-month Internship

Program, Chiang Mai, Thailand

2010 (Jan) Reading & Writing for Critical Thinking (RWCT) Training in Lai Za,  
organized by Teacher Training Center for Burmese Teachers and the  
Education Department of Kachin Independence Organization (KIO)

- 2008(April) Child Centered Approach Training for Trainers (TOT), Myikyina, Kachin State, organized by Shalom Foundation and the Education Department of Kachin Independence Organization (KIO)
- 2007(May) Child Centered Approach Multiplier Training and assigned as Trainer, Lai Za, Kachin State, organized by Shalom Foundation and the Education Department of Kachin Independence Organization (KIO)
- 2004(April) Primary School Teacher's Training, Nang Zaw Yang, Kachin State, organized by the Education Department of Kachin Independence Organization (KIO)

### **Professional Experience**

- 2009 – 2013 Full time teacher in the Secondary School (Lai Za High School) in Lai Za
- 2001 – 2008 Full time teacher in the Elementary School (Lai Za Primary School) in Lai Za

