

# **INVESTIGATING THE KNOWLEDGE, VALUE AND EFFORT OF TEACHER EDUCATORS FROM EDUCATION COLLEGES IN MYANMAR CONCERNING CONTINUOUS PROFESSIONAL DEVELOPMENT**

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## **Abstract**

The major purpose of this study is to investigate teacher educators in the Education Colleges (ECs) in Myanmar on their knowledge concerned with their fields of studies, their values and their effort in performing their educational tasks. On the other hand, this study is to enlighten the importance of Continuous Professional Development (CPD) and arouse those teacher educators to make effort for their professional development (PD). Based on the theories and research papers concerning CPD, analyzing the problems, developing the research questions, preparing questionnaires, collecting data, analyzing information and interpreting the collected data were systematically done. By using the random sampling method 4 ECs (Thingangyun, Pathein, Taunggoo, and Hlegu) were chosen to be investigated. The result supposed that teacher educators can describe what CPD is in their own words, currently they are conducting CPD activities, they have positive attitude towards CPD, most of those have future plan to conduct PD activities, although they have some drawback and barriers, they have desire to implement by observing others' performances, accepting suggestions and reflecting themselves. It is hoped that this research can directly support teacher educators of Education Colleges, especially on how they can improve their PD. It is also hoped to support not only for staff development but also for producing qualified teachers.

**Keywords:** professional (PD), continuous professional development (CPD), teacher education (TE), continuous professional development activities

## **Introduction**

The PD of teachers is a central concern for quality education and must be linked to all areas of teacher education and educational research. In order to improve the quality of teachers, it must ensure that teachers initially receive a good TE. In this sense, EC is the initial source for pre-service teachers.

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Therefore, ECs must ensure that student teachers receive a good teacher education which can provide them knowledge, skill and attitude to prepare their work as teachers. Therefore, the quality assurance of teacher educators becomes a critical role in our country.

### **Purpose of the study**

The major purpose of this research study is to investigate the knowledge, value and effort of teacher educators of Education Colleges in Myanmar. Specifically, this study is to investigate

- How much extent teacher educators understand about CPD?
- What kinds of activities they conduct for CPD? ,and
- How is their attitude towards CPD?

### **Research hypothesis**

- Teacher educators of Education Colleges can describe CPD in their own words.
- Most teacher educators participate in CPD activities.
- Those teacher educators have the positive attitude towards CPD.

### **The Scope of the study**

Teacher educators of 4 Education Colleges namely Thingangyun EC, Pathein EC, Taunggoo EC, and Hlegu EC were surveyed in CPD awareness, value and future plan. Teacher educators from those ECs had to answer a questionnaire which consisted of five sections such as section 1- Background information of teacher educator, section 2- CPD understanding, section 3- CPD activities, section 4- Value on CPD and section 5- Future plan for conducting CPD. Some of the questions are necessary to give text response. (Questionnaire is attached in appendix 1)

### **Definition of Key Terms**

**Professional Development – Professional Development** is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. (Speck, M & Knipe , C .(2005)

**Continuous Professional Development** - The maintenance and enhancement of knowledge, expertise and competence of professional throughout their careers to a plan formulated with regard to the needs of the professional, the employer, the profession and society. (Madden and Mitchell,1993, p.12)

**Teacher Professional Development - Teacher professional development** means teachers' learning, how they learn to learn and how they apply their knowledge in practice to support pupil learning (Avalos.B, 2011)

**Teacher education and teacher educator- Teacher education or Teacher training** refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages: Initial teacher training/education; Induction; Teacher development or continuing professional development. ("teacher education" Definitions.net. 2018)

## **Review of Related literature**

A search was conducted of the subject pedagogy using the terminologies such as teacher education, continuous professional development, and teacher professional development. Books and articles that dealt with those terms were selected.

## **Professional development**

**Myanmar's National Education Law** also states "The objectives of national education are as follows: To produce good physically, mentally, morally, socially and psychologically well-developed citizens with critical thinking skills...." (Chapter -2) and "The Ministry of Education shall produce teachers who value the languages , literature, culture, arts, traditions, and historical heritages of all ethnic groups in the nation and who have the ability to guide the development of all ethnic groups and the modern development of the nation....." (Chapter 5)

**The National Education Law** legislates that all teachers need to be qualified: it defines a teacher as an ‘educator who has qualifications for serving at a specified level of education.’ Under the law, ‘the Ministry and related ministries shall specify the duties and rights of teachers’ and ensure ‘there shall be no discrimination among the teachers in any subjects at each education level.’ They are also listed as responsible arranging for upgrading teachers’ quality and giving them international exposure’.

The role education is expected to play in the nation’s social and economic development is emphasized by its centrality to these wider reforms as expressed in a number of key policy documents. These are:

- The 30-Year Long-Term Education Development Plan (2001-2031) which aims to ‘uplift national education through a series of reform programmes including up-grading the teaching-learning processes and the teacher education system;
- The Framework for Economic and Social Reforms (FESR) 2012-2015) which set out the government’s priority policies; upgrading teacher training and addressing teacher remuneration,

**The National League for Democracy’s 2015 Election Manifesto** confirms the new government’s intention to continue focusing on teacher education to ensure a good education system.

Myanmar’s **Teacher Competencies Standard Framework (TCSF)** has been developed by a respected and committed group of national professional education experts. UNESCO through the DFAT Australian and funded Strengthening Teacher education in Myanmar (STEM) project, provided technical assistance to the Working Group inline with the projects aim to support the Ministry of Education to improve the quality of teachers and teaching in Myanmar. Myanmar’s TCSF can be used to

- Provide clear direction to policy makers, curriculum developers and teachers on what constitutes professional practice and expected pedagogical content knowledge;
- Guide the revision and on-going monitoring of teacher training programmes, including the development of a curriculum framework;

- Help assess pre-service teacher training graduates to ensure they meet minimum standards for accreditation;
- Strengthen peer mentoring and instructional supervision by teacher educators, education supervisors, school heads and classroom teachers, and,
- Establish a clear path for merit-based teacher placement and career advancement, shifting performance evaluations from educational background and years of teaching to observable performance and competency to support students' learning.

The framework is for all teachers at various stages of their professional development including Principals of Education Colleges and schools, Deans of Faculties of Education, and curriculum developers in universities, colleges, teacher training providers.

The teacher competency standards refer to the expectations of teachers' knowledge, skills, and attributes and required levels of performance at various stages of their teaching career and are organized in four domains.

- Professional knowledge and understanding
- Professional skills and practices
- Professional values and dispositions
- Professional growth and development

Among those, domain -4 incorporates teachers' habits, motivation and actions related to their ongoing learning and professional improvement. The areas of competence specific to this domain relate to teachers capacity for: reflective practices, collaborative learning and initiative for research culture.

**Anne Campbell, et al.:** pointed out in “**Practitioner Research and Professional Development in Education**” is that the professional development of teachers has become a high profile, politically ‘hot’ issue. All teachers are required to engage in professional development; to identify, document, record and evaluate it. (p-13). In England, more recent policies aimed at moving professional development funding to schools that individual schools and classrooms are to become ‘learning communities’ and the main, key, future sites of professional development. (p-14).

## **Reflective Practice and professional development**

The book “**Reflective practice for Educators (Professional Development to Improve Student learning)**” written by Karen F. Osterman and Robert B. Kottkamp is about reflective practice, a meaningful and effective professional development strategy. The authors stated that reflective practice depends on careful observation and data-based analysis of practice as well as experimentation with new ideas and new strategies.(p-vi)The author also pointed out that reflective practice is a professional development strategy: it is also a problem-solving strategy. It is about individuals working with others to critically examine their own practice to resolve important problems. (p-21) Reflective practice leads to real professional development, where deep personal learning actually takes place.(p181) Those who participate in reflective practice become more comfortable empowering others. They began to see connections where they had seen none before. They began to realize that they could make a difference. As professionals come to understand themselves better, they have a better understanding and appreciation for others- colleagues and students. In sum, reflective practice is an empowering and motivational process because it responds to basic human needs for competence, autonomy, and relatedness. The central reflective process of communication and collaboration are empowering. They enable individuals to be more effective, to assume greater responsibility for their own performance and learning, and to work more closely and more productively with others in the workplace. When individuals are more effective, they enable organizations to be more effective. (p-188)

**Marilyn Cochran-Smith** viewed teachers as **reflective practitioners** and she described in her book is that experienced as well as prospective teachers are expected to function as reflective practitioner, work collaboratively in learning communities, and demonstrate that their teaching leads to increased student achievement. (Cochran-Smith,2006, p-27)

## CPD activities

Different terminologies are used to describe the CPD activities in different research papers. In an initial survey by **SAQA-FPI**, the terms formal and informal are used to categorize CPD activities as shown in the following table. (SAQA-FPI, 2015)

| <b>Formal CPD activities</b> | <b>Informal CPD activities</b> |
|------------------------------|--------------------------------|
| Verifiable CPD               | Unverifiable CPD               |
| Verifiable CPD               | Non-verifiable                 |
| Verifiable                   | Self-directed                  |
| Structured activities        | Unstructured activities        |
| Accredited activities        | Accredited activities          |
| Learning activity            | Learning activity              |
| Live training events         | Self study                     |
| Structured CPD hours         | Unstructured CPD hours         |
| Courses                      | Normal daily work              |
| Active activities            | Passive activities             |
| Class contact                |                                |
| Structured activities        | Work-based activities          |
| Learning event               |                                |
| Training event               |                                |
| Developmental activities     | Word-based activities          |
| Conferences                  | Conferences                    |
| Workshops                    | Workshops                      |
| Mentorship                   | Mentorship                     |
| Lecturing                    | Lecturing                      |
| Seminars                     | Seminars                       |

The CPD Research Project was launched in late 2010 by Amanda Rosewarne with the support of Kigston University Business School. Recognising a lack of independent research within the area of CPD and lifelong learning the project has primarily focused on exploring three core areas: Individual perceptions of CPD, The effectiveness of CPD schemes and activities and The organizational benefits of CPD. The research has incorporated various quantitative and qualitative research streams and more information can be found at [www.cpdresearch.com](http://www.cpdresearch.com). The survey was available

online through the later part of 2011. It was advertised to the Association of Project Management's membership and advertised on the website, as a voluntary and confidential survey.

**In that survey,** different terms for CPD activities were used as follow.

|   |
|---|
| <ul style="list-style-type: none"> <li>- Taking part in an online discussion forum</li> <li>- Acquiring knowledge from browsing on the internet</li> <li>- Listening to relevant work live</li> <li>- Signing into online web seminars</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Keeping a reflective diary over an extended period of time</li> <li>- Reflective discussions with colleagues as part of a formal development review process</li> <li>- Reflective discussions with colleagues that are informal but relevant to my role</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Technical training e.g. courses where I am learning new software or applications</li> <li>- Working towards a vocational qualification sponsored by my employer</li> <li>- Working towards a vocational qualification that I am paying for myself</li> </ul>         |
| <ul style="list-style-type: none"> <li>- Membership of committees at my place of work</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Keeping a portfolio record of CPD activities I have undertaken</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Regular reading of journals and books relevant to my organization</li> <li>- Problem solving in groups for specific challenges or issues</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Authorship of technical papers</li> <li>- Authorship of articles for online or trade publications</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Part time teaching related to my sector</li> <li>- Other personal activities outside of work</li> <li>- Preparing and delivering presentations</li> <li>- Formal distance and open learning courses</li> <li>- Attending relevant conferences or seminars</li> </ul> |
| <ul style="list-style-type: none"> <li>- Acting as a coach or mentor for a colleague</li> <li>- Been coached or mentored by a professional</li> </ul>   |

**Smith** (2003) pointed out that these various kinds of learning activities differ, however, in their impact on teacher educators. Research-related activities in particular, such as self-study and inquiry, are often seen as



important activities when it comes to the advancement of one’s professional development and the innovation of teaching practices.

### **Research Method**

This study is aimed to investigate the teacher educators in the Education Colleges in Myanmar on their knowledge concerned with their fields of studies, their values and their effort in performing their educational tasks by using the descriptive research.

#### **Research design and procedure**

##### **Descriptive research design**

By using a questionnaire, teacher educators in four Education Colleges were surveyed.

**Table 1: Population and Sample Size**

|             | Number of respondents (n=193) |    |    |                    |    |    |       |    |    |              |    |    | Total |     |     |
|-------------|-------------------------------|----|----|--------------------|----|----|-------|----|----|--------------|----|----|-------|-----|-----|
|             | lecturer                      |    |    | Assistant Lecturer |    |    | Tutor |    |    | Demonstrator |    |    |       |     |     |
|             | M                             | F  | T  | M                  | F  | T  | M     | F  | T  | M            | F  | T  | M     | F   | T   |
| Thingangyun | 1                             | 15 | 16 | 3                  | 19 | 22 | 3     | 21 | 24 | 1            | 4  | 5  | 8     | 59  | 67  |
| Pathein     | 0                             | 12 | 12 | 0                  | 10 | 10 | 0     | 13 | 13 | 1            | 2  | 3  | 1     | 37  | 38  |
| Taunggoo    | 1                             | 10 | 11 | 1                  | 11 | 12 | 3     | 15 | 18 | 1            | 3  | 4  | 6     | 39  | 45  |
| Hlegu       | 1                             | 14 | 15 | 0                  | 16 | 16 | 1     | 10 | 11 | 0            | 1  | 1  | 2     | 41  | 43  |
|             | 3                             | 51 | 54 | 4                  | 56 | 60 | 7     | 59 | 66 | 3            | 10 | 13 | 17    | 176 | 193 |

**Note:** n= number, M= male, F= female, T= total

Under the supervision of the Principle of Thingangyun Education College, a set of questionnaire was prepared during August, 2017. In order to get validity for the questionnaire, a pilot test was conducted to some teacher educators from Thingangyun Education College in the late of October, 2017 and modified it. Finally, a set of questionnaire composed of five sections could be developed. After getting the permission from the Principles of selected ECs, the researcher started the survey in first and second weeks of December, 2017. For Thingangyun and Hlegu ECs, the survey was conducted by the researcher, however, for other two ECs, questionnaire papers were sent

by post. After collecting all questionnaires, data entry, interpretation and report writing were started during February, 2018.

## **Research Findings**

### **Section 1. Background information**

Totally, Lecturers (n=54, 28%), assistant lecturer (n= 60, 31%), tutor (n=66,34%) and demonstrators (n=13,7%) participated in the surveyed. The majority of the respondents was female (n=176, 91%). 71 out of 193 respondents have over 25 years of teaching services (37%) and 44 out of total respondents have under 5 years of teaching services (23%) The detail information is described in the following tables.

**Table 2: Number of respondents (by gender)**

|             | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------|-------------|---------------|--------------|
| Thingangyun | 8           | 59            | 67           |
| Pathein     | 1           | 37            | 38           |
| Taungoo     | 6           | 39            | 45           |
| Hlegu       | 2           | 41            | 43           |
| n           | 17          | 176           | 193          |
| %           | 9%          | 91%           | 100%         |

**Table 3: Number of respondents (by position)**

|                    | <b>n</b>   | <b>%</b>    |
|--------------------|------------|-------------|
| Lecturer           | 54         | 28%         |
| Assistant lecturer | 60         | 31%         |
| Tutor              | 66         | 34%         |
| Demonstrator       | 13         | 7%          |
| <b>Total</b>       | <b>193</b> | <b>100%</b> |

**Table 4: Number of respondents (by total services)**

| <b>Total teaching experiences/ECs</b> | <b>under 5 yr</b> | <b>6yr-10yr</b> | <b>11 yr-15yr</b> | <b>16 yr-20yr</b> | <b>21yr-25</b> | <b>Over 25 yr</b> | <b>total</b> |
|---------------------------------------|-------------------|-----------------|-------------------|-------------------|----------------|-------------------|--------------|
| Thingangyun                           | 18                | 6               | 16                | 1                 | 4              | 22                | 67           |
| Pathein                               | 9                 | 1               | 9                 | 1                 | 1              | 17                | 38           |
| Taungoo                               | 11                | 5               | 11                | 2                 | 2              | 14                | 45           |
| Hlegu                                 | 6                 | 2               | 13                | 2                 | 2              | 18                | 43           |
| n                                     | 44                | 14              | 49                | 6                 | 9              | 71                | 193          |
| %                                     | 23%               | 7%              | 25%               | 3%                | 5%             | 37%               | 100%         |

**Section 2- CPD understanding**

For question 1 in section 2, 96 out of 193 responded “yes” but 86 out of 96 (90% ) gave text responses and 53 out of 86 (62%) gave the relevant responses. Looking from the view of the total respondents, the relevant responses were 27%. The detail information was described in table 5 & 6.

**Table 5: Part 2- CPD Understanding, Question 1**

| <b>Q -1. Do you know what CPD is? If yes, please describe it.</b> |          |
|---|----------|
| <b>Answer</b>   | <b>%</b> |
| Yes   | 49.7%    |
| No  | 6.7%     |
| unsure  | 43.5%    |
| <b>Total</b>  | 100%     |

**Table 6: Part 2, CPD Understanding , Question 1, relevancy of text response**

| <b>Q -1. Do you know what CPD is? If yes, please describe it.</b> |              |                 |                      |                            |
|---|--------------|-----------------|----------------------|----------------------------|
| <b>ECs</b>  | <b>Total</b> | <b>Yes</b>      | <b>Text response</b> | <b>Relevant</b>            |
| Thingangyun   | 67           | 42              | 35                   | 23                         |
| Pathein   | 38           | 12              | 12                   | 7                          |
| Taungoo   | 45           | 21              | 20                   | 14                         |
| Hlegu   | 43           | 21              | 19                   | 9                          |
|   | 193          | 96 (out of 193) | 86 (out of 96)       | 53 (out of 86)             |
|   |              | 50%             | 90%                  | 62% (of text response)     |
|   |              |                 |                      | 27% (of total respondents) |

Some of the relevant text responses are as follows.

- Learning continuously, lifelong learning
- The process of making effort to promote our knowledge, skill and practice for community development
- Creating learning opportunities
- Learn and innovate continuously
- Making effort for the quality improvement
- Learning continuously for effective teaching learning
- PD is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher
- Attending workshop and sharing knowledge, reading related books, access educational information by using several media, lesson study
- Transmission knowledge to new generation and sharing something new techniques what we've learned
- Continuously making effort for teacher education development and assessing it.

For question 2 in section 2, 150 out of 193(77.7%) said they are currently conducting CPD activities. Respondents didn't need to give text response for this question but it can be counter checked with the responses of section 3. The detail information for question 2 is described in table 7.

**Table 7: Part 2- CPD Understanding, Question 2**

| <b>Q -2. Currently, are you conducting any CPD activities?</b> |       |
|--|-------|
| Answer   | %     |
| Yes  | 77.7% |
| No   | 7.3%  |
| unsure   | 15.0% |
| Total  | 100%  |

For question 3, 34.2% of total respondents (66 out of 193) chose answer "yes", 85% of those (56 out of 66) gave text response and 29% of

those (16 out of 56) could relevantly write the require answer. But, only 8% of total respondents know how teacher competencies are described in TCSF.

**Table 8: Part 2- CPD Understanding, Question 3**

| <b>Q -3. Do you know how it was described for CPD in teacher competence standard framework (TCSF)? If yes, please state it.</b> |          |
|---|----------|
| <b>Answer</b>   | <b>%</b> |
| <b>Yes</b>  | 34.2%    |
| <b>No</b>   | 10.9%    |
| <b>Unsure</b>   | 54.9%    |
| <b>Total</b>  | 100%     |

**Table 9: Part 2. Cpd Understanding, Question 3, relevancy of text responses**

| <b>Part 2, CPD Understanding (total respondents-193)</b>  |              |                 |                      |                                  |
|---|--------------|-----------------|----------------------|----------------------------------|
| <b>Q -3. Do you know how it was described for CPD in teacher competence standard framework (TCSF)? If yes, please state it.</b> |              |                 |                      |                                  |
|   | <b>total</b> | <b>yes</b>      | <b>text response</b> | <b>relevant</b>                  |
| Thingangyun   | 67           | 29              | 26                   | 6                                |
| Pathein   | 38           | 10              | 7                    | 3                                |
| Taungoo   | 45           | 14              | 12                   | 3                                |
| Hlegu   | 43           | 13              | 11                   | 4                                |
|   | 193          | 66 (out of 193) | 56 (out of 66)       | 16 (out of 56)                   |
|   |              | 34%             | 85%                  | 29% (of total text response)     |
|   |              |                 |                      | <b>8% (of total respondents)</b> |

Some of the text responses are as follows.

- CPD in TCSF
  - o Professional knowledge and understanding
  - o Professional skill and practice
  - o Professional value and attitude
  - o Professional development

- CPD in TCSF
  - o Subject matter skill
  - o Applying relevant teaching methodology in line with the current situation
- CPD in TCSF
  - o Subject matter skill
  - o Lesson planning skill
  - o Teaching aids applying skill
  - o CCA teaching skill
  - o Assessment skill
  - o Positive attitude
- CPD in TCSF
  - o Creativity
  - o Problem solving skill
  - o Communication and collaboration skill

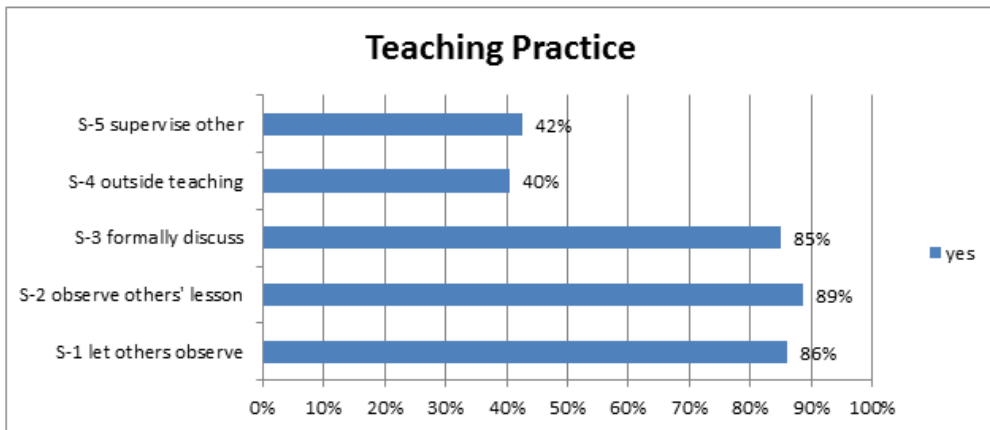
### **Section -3. Engagement in CPD activities**

Totally, 20 statements concerning CPD activities were given in section 3 and it could be divided into 5 categories such as teaching practice, participating in school activities, attending courses or seminars, reflective practice and knowledge acquisition.

| Categories                          | Section 3. Do you participate in the given CPD activities?             | yes |     |
|-------------------------------------|--|-----|-----|
|                                     |  | n   | %   |
| Teaching practice                   | S-1 letting others observe my teaching in the classroom                | 166 | 86% |
|                                     | S-2 observing others' lesson   | 171 | 89% |
|                                     | S-3 formal discussion with colleagues                                  | 164 | 85% |
|                                     | S-4 outside teaching   | 78  | 40% |
|                                     | S-5 supervising other  | 82  | 42% |
| Participating in school activities  | s-6 participating in the activities of school council                  | 188 | 97% |
|                                     | S-7 participating in problem solving                                   | 174 | 90% |
|                                     | S-8 participating in setting school's policy, vision, mission or rules | 132 | 68% |
| Attending courses for further study | S-9 trying to sit entrance exam  | 87  | 45% |
|                                     | S-10 attending courses conducted by department                         | 168 | 87% |
|                                     | S-11 attending courses conducted in foreign country                    | 18  | 9%  |
|                                     | S-12 attending conference, seminars or workshop related with my work   | 148 | 77% |
| Reflective practice                 | S-13 keeping records as portfolio                                      | 164 | 85% |
|                                     | S-14 reflecting on my work done  | 190 | 98% |
| Knowledge acquisition               | S-15 reading books   | 190 | 98% |
|                                     | S-16 seeking knowledge from internet                                   | 164 | 85% |
|                                     | S-17 observing displays and competitions                               | 148 | 77% |
|                                     | S-18 participating in competition                                      | 124 | 64% |
|                                     | S-19 writing articles and being published                              | 18  | 9%  |
|                                     | S-20 writing and reading research papers ,                             | 112 | 58% |

Concerning teaching practice, over 85% of respondents said that they let the colleagues observe their teaching in the classroom and also they observe their colleagues' teaching. 85% of all respondents said that they formally discuss about lesson observation. For the statement "outside teaching", 40% of total participants chose "yes" and 42% said they supervise others' teaching .

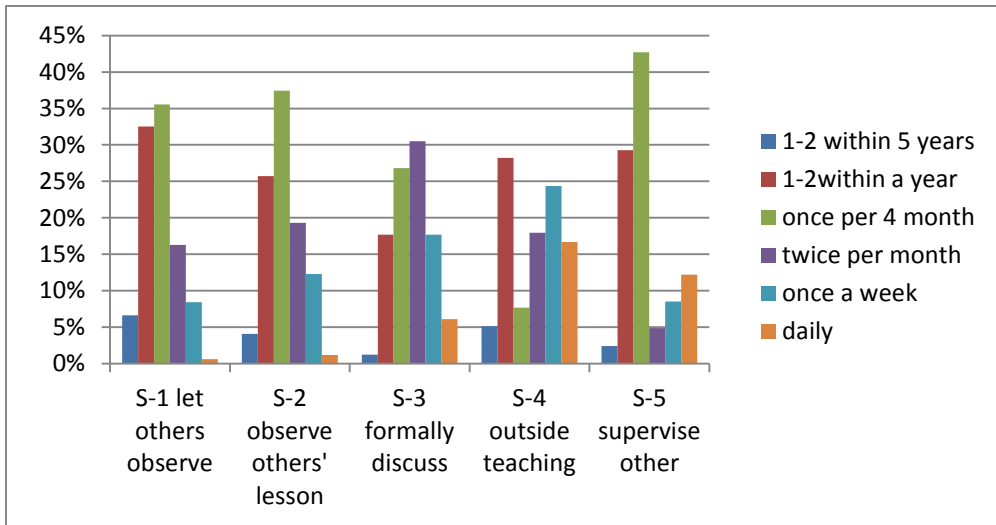
**Graph 1.1: Section 3, Teaching practice (statement 1-5)**



Over 40% of respondents who chose yes for statement 5 said that they supervise other's teaching once per month. Similarly, over 35% of respondents who chose yes for statement 1 and 2 said that they let others observe their teaching and they observe others' teaching once per month. The detail information can be seen in graph 1.2.

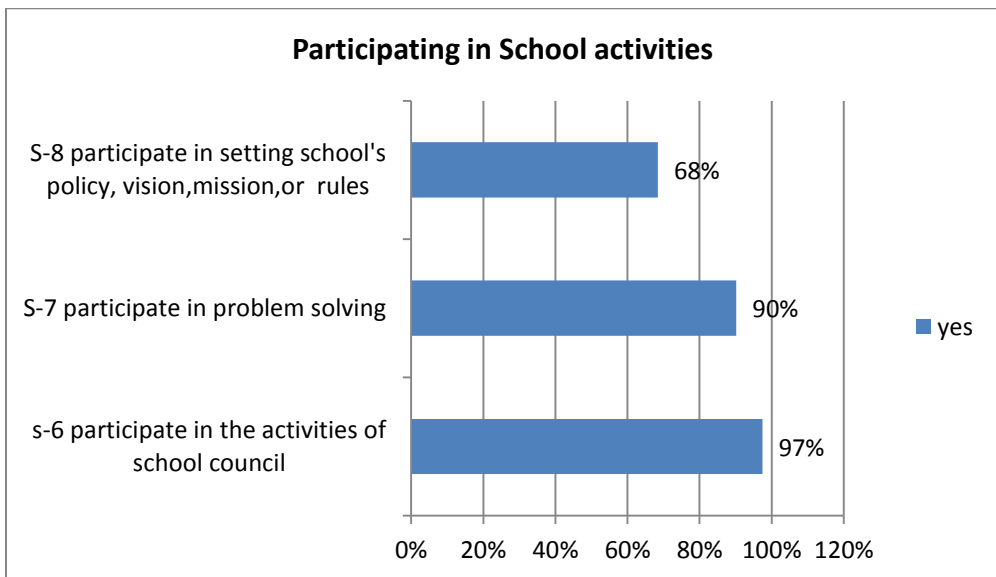


**Graph 1.2. Section 3, Teaching practice (statement 1-5)**



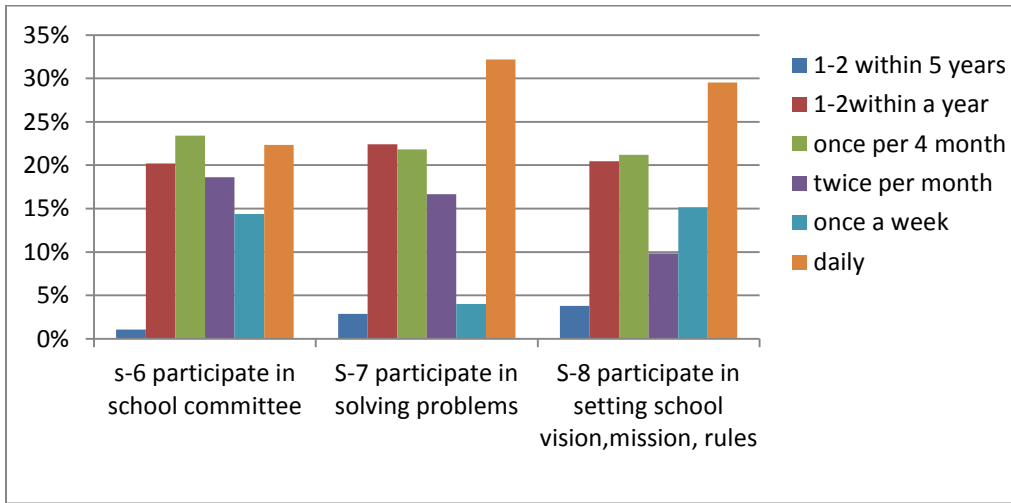
The statements concerning participating in school activities, over 90% of total respondents said that they participate in the activities of school council and in solving problems emerged in school and nearly 70 % answered that they involved in setting school policy, rules, vision or mission.

**Graph 2.1: Section 3. Participating in school activities (statement 6-8)**



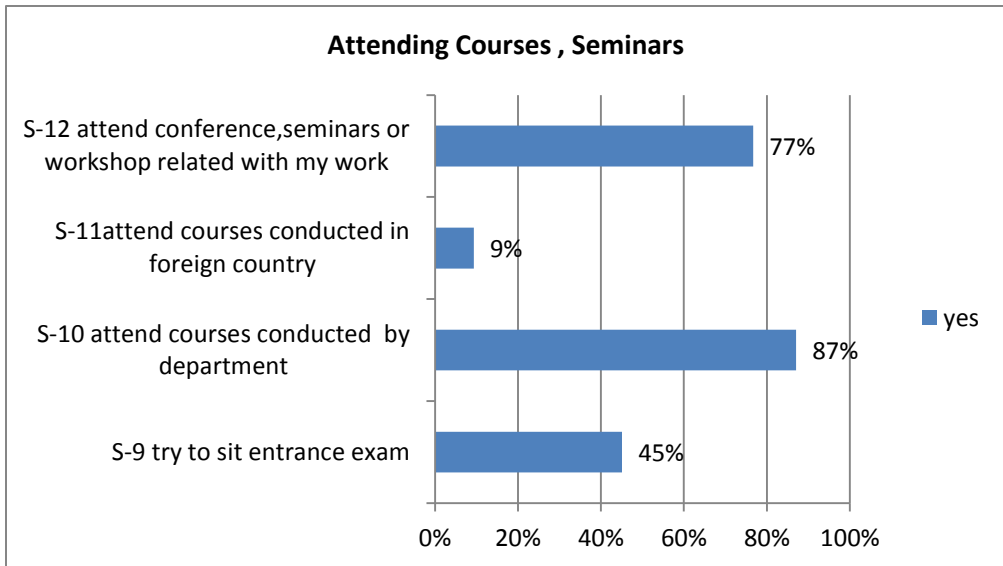
Around 30% of the respondents who chose “yes” for statement 7 & 8 said that they conduct those activities daily. Detail information for statement 6 to 8 is shown in graph 2.2.

**Graph 2.2- Section 3. Participating in school activities (statement 6-8)**

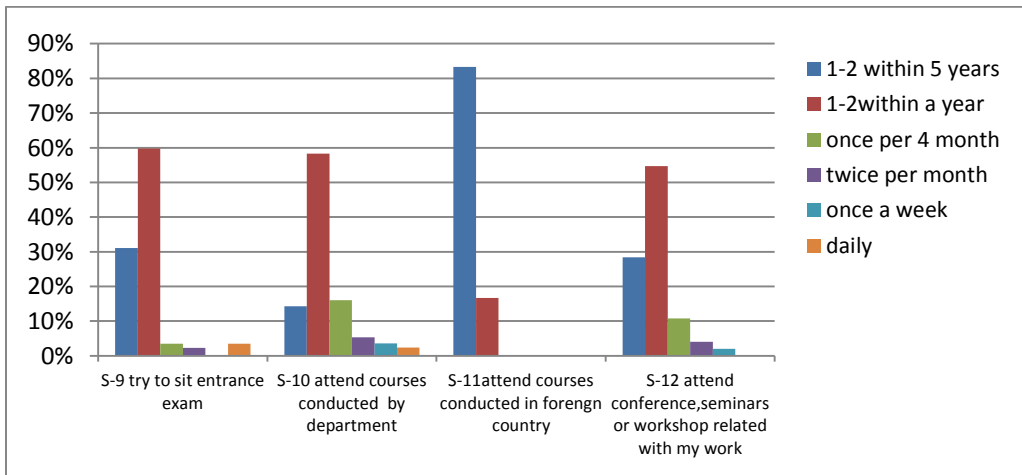


For the statements about attending courses or seminars, over 75% of those participants attend courses conducted by the department and attend conference, workshop or seminar related with their work. 45% of total respondents mentioned that they try to sit entrance examination for further study and only 9% said that they got chance to attend courses conducted in foreign countries. The detail information are shown in graph 3.1 and 3.2.

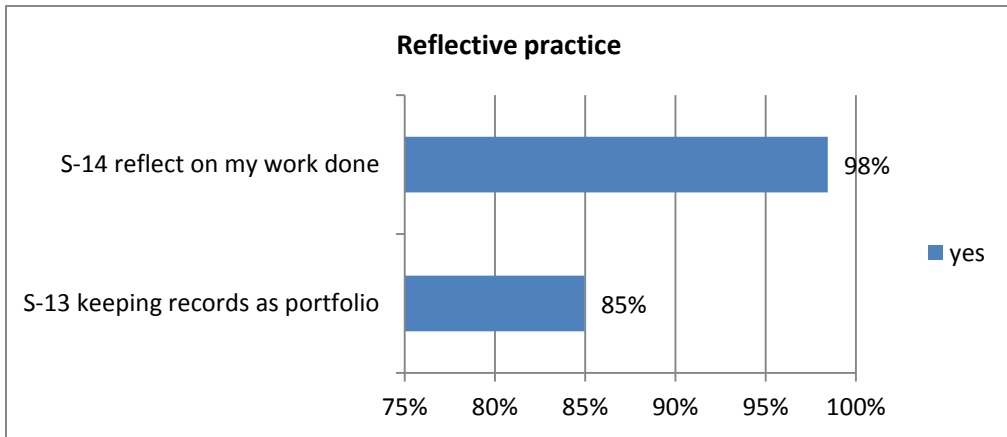
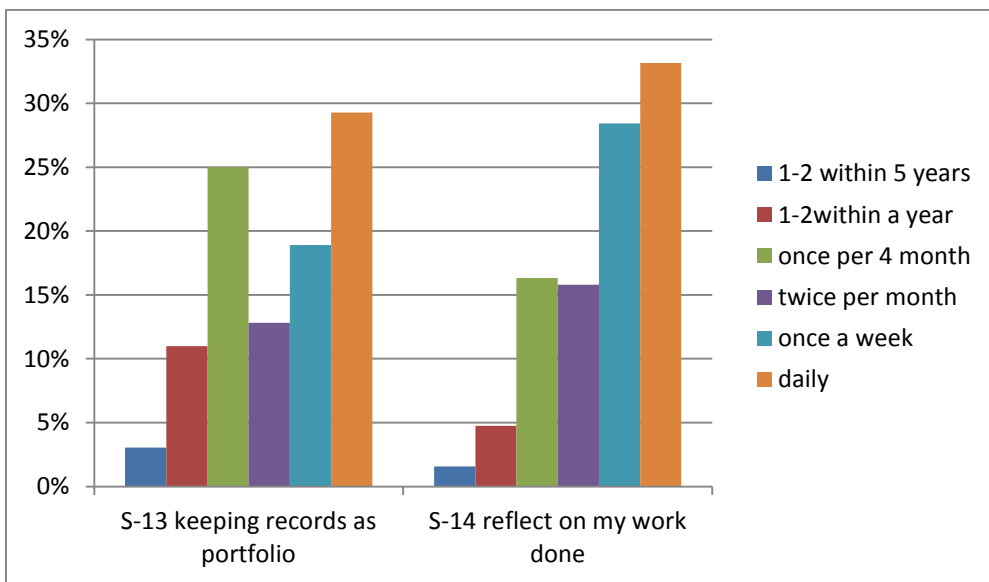
**Graph 3.1. Section 3, Attending Courses, seminars (statement 9-12)**



**Graph 3.2: Section 3, Attending Courses, seminars (statement 9-12)**

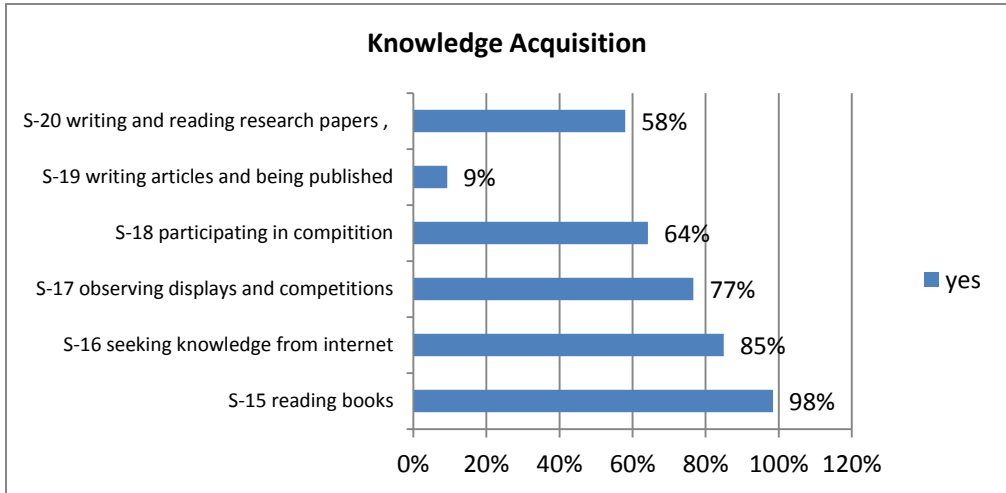


For the category 3, over 80% of those participants chose “yes” for the activities about keeping records as portfolio and reflect on their work done and over 25% of those respondents said that they do those activities everyday.

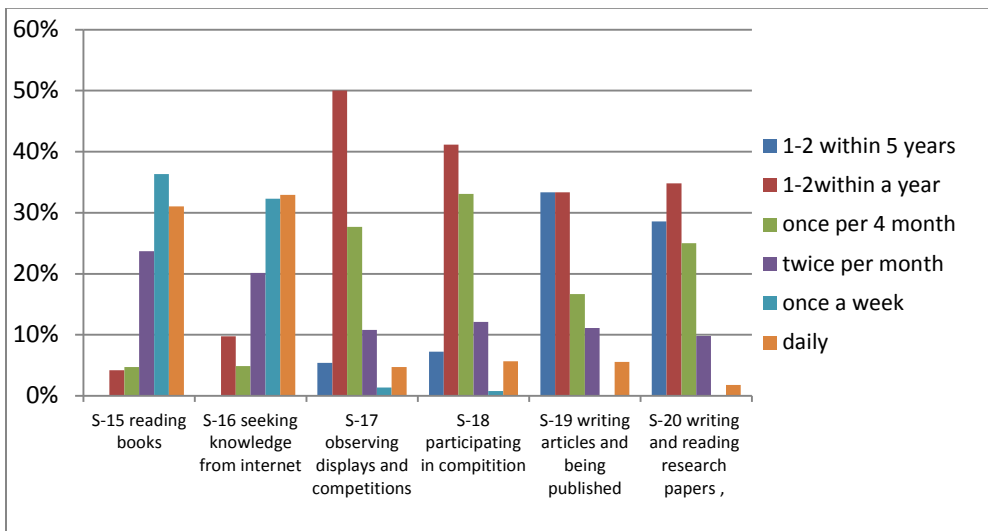
**Graph4.1: Section 3. Reflective practice (statement 13 & 14)****Graph4.2. Section 3. Reflective practice (statement 13 & 14)**

Regarding knowledge acquisition, most of the respondents said that they read books, seek knowledge from internet, observe teaching aids display and competition and participate in teaching aids competition. The detail information can be seen in graph 4.1 & 4.2.

**Graph 4.1: Section 3. Knowledge acquisition (statement 15-20)**



**Graph 4.2: Section 3. Knowledge acquisition (statement 15-20)**



**Section 4. CPD value**

Regarding how they value CPD, 3% (n=6) agree that doing for CPD is just wasting time, 34% (n=65) agree that there is no award for doing CPD, 6% (n=11) agree that there is no good result by doing CPD, 95% (n=183) agree

that doing CPD improve their expectation for work, 99% (n=191) agree that doing CPD support their capacity improvement and 96%(n=185) agree that doing for their CPD is also effective for their organization.

**Table 10: Section 4- CPD value**

| Section 4 CPD value |   |          |     |       |     |
|---------------------|---|----------|-----|-------|-----|
|                     |   | disagree |     | agree |     |
|                     |   | N        | %   | N     | %   |
| 1                   | doing for CPD is just wasting time                | 187      | 97% | 6     | 3%  |
| 2                   | no award for doing CPD                            | 128      | 66% | 65    | 34% |
| 3                   | no good result by doing CPD                       | 182      | 94% | 11    | 6%  |
| 4                   | doing CPD improve my expectation                  | 10       | 5%  | 183   | 95% |
| 5                   | doing CPD support my capacity improvement         | 2        | 1%  | 191   | 99% |
| 6                   | doing for my CPD is effective for my organization | 8        | 4%  | 185   | 96% |

### Section 5 future plan

Regarding future plan, 96% said that they have future plan. In view of their detail future plan , for the improvement of CPD ,91% of respondents will do by reflecting themselves, 88% by getting suggestion from others and self assessing, 84% by following the instruction or requirements of the organization, and 76% by observing how peers doing.

**Table 11.1: Section 5 Future plan for CPD**

| Q 1. Do you have any future plan for CPD? |     |
|---|-----|
| Yes                                       | 96% |
| No  | 4%  |

**Table 11.2: Section 5 Future plan for CPD**

| Q 2 what will you use for your future plan? |  |     |
|---|--|-----|
| 1   | observe how colleagues doing                   | 76% |
| 2   | suggestions of others                          | 88% |
| 3   | reflect myself                                 | 91% |
| 4   | instruction or requirements of my organization | 84% |
| 5   | self assessment                                | 88% |
| 6   | Other  |     |

Relating the drawback and barriers of their future plan, 62% mentioned money, 52% said it is unavailable the human resources who can give technical support for their future plan and 22% thought that there is a gap analysis on their prior capacity and requirements. The detail information is as follows.

**Table 11.3: Section 5 Future plan for CPD**

| <b>Q 3 drawback and barriers for your future plan</b> |  |     |
|---|--|-----|
| 1   | don't have enough time                                       | 39% |
| 2   | gap analysis on my prior capacity and requirements           | 22% |
| 3   | unavailable required resources                               | 48% |
| 4   | unavailable human resources who can give technically support | 52% |
| 5   | money  | 62% |
| 6   | difficult to go where workshops or seminar conducted         | 40% |
| 7   | other  |     |

### **Discussion, suggestion and conclusion**

#### **Discussion**

The research findings indicate that nearly half of the teacher educators in Education Colleges knew the terminology of CPD, however, only 27% of the participants could give the relevant text response and some of them could give detail explanation about what CPD is. Regarding question 2 in Section 2, the research findings show that nearly 80% of total respondents are currently carrying out CPD activities. Although TCSF is still in the developing process, 8% of total respondents could give the relevant text responses.

When the participants were asked if they did the given CPD activities in Section 3, most of them gave positive answers. It shows that their answers are consistent to each other. Most of the participants answered that they participated in the activities of lesson observation, reflection and discussion that support effectiveness in teaching, improvement in teaching skill, collaborative skills and reflective skills. It was good point.

Over 90% of the participants said that they were participating in the college activities. This also could advantage the PD. It is also an important point because individual development is as important as staff development for the development of an organization.

Teachers who work in Education Colleges, that produce good teachers should try to become life-long learners who continuously update their learning and make themselves improve in teaching. This research findings show that, 75% of the participants engage in attending trainings for further studies, workshops and educational seminars. The question that enquires if they try to sit for the entrance examination for further studies abroad, only 9% answered they did. It seems that teacher educators have very few chances to study abroad.

Relating to the question about the reflective practice that includes in the 21<sup>st</sup> century skills, EC teachers answered that they reflected their work and kept portfolio record. 85% of the participants answered that for their information and knowledge, they search internet and read books. 9% wrote articles and their work was published, 58% said they did research and research paper reading. Although inter Education College teaching learning material competition and action research competition are conducted yearly, only under 70% of those respondents want to compete in those contests.

According to the research findings, most of the participants did not agree the statement such as “doing CPD is just wasting time”, “no award for doing CPD” and “no good result by doing CPD and they agree that conducting CPD can improve their expectation, can support for their capacity improvement and is effective for their organization. Therefore, it can be said that EC teachers have positive attitude towards CPD.

Almost all respondents said that they have future plan to conduct CPD activities. They expressed that the drawbacks for realizing their future plan were money and technical assistance. 62% of teachers said they have financial problem for realizing their future plan whereas 52% mentioned technical assistance.

Concerning with teacher competencies, 22% of teachers answered that they did not have the capacity to know how much gap was there between their own competencies and the competencies that a teacher educator should have.



It can be believed that teacher educators are willing to try for their CPD even though they have these difficulties because they answered that for their improvement of PD, they would observe how their colleagues are doing, reflect themselves, ask suggestions from other, and follow the department instructions.

### **Suggestions**

- Teacher educators should be encouraged to continue doing lesson study
- Teacher educators should be encouraged to do more educational research activities not only for competition purpose, also for their continuous learning
- There should be incentive for teacher educators to be motivated for doing CPD activities
- Teachers from the study fully aware of the importance of CPD, however, it still requires to have a concrete plan and enough support for EC teachers.
- More research is required to identify how to motivate teacher to continue for their CPD.

### **Conclusion**

Professional development is very important in every professional field. It can be said that professional development in teacher education is more important as Educational Faculties are the main source of producing good teachers who will cultivate good citizens of the country. In this regard, the quality of teacher educators becomes most important. What is more important is their professional development which keeps them upgrading their capacity in teaching. With this purpose, this research was conducted. As several studies pointed out, the responsibility of teacher education institutes is to encourage and steer the professional development of their staff. Regular staff meetings, lesson study, arranging feedback from supervisors, colleagues and students, and participating in school activities, are CPD activities conducted as routine works and are reasonably easy to implement. Although more research evidence is needed to know how teacher educators to be motivated for doing

CPD activities , it is hoped that this research can directly support teacher educators of Education Colleges how they can improve their PD. It is also hoped to support not only for staff development but also for producing qualified teachers for Myanmar.

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## Appendix 1

**Questionnaire for  
Investigating the knowledge, value and effort of teacher educators  
From Education Colleges in Myanmar concerning  
Continuous Professional Development**

**Section 1: : Background information**

1. Education College .....
2. Male or Female .....
3. Education Background.....
4. Your current position.....
5. Your total services (please  $\surd$  the relevant one)

| Under 5 yr | 6 -10 yr | 11-15 yr | 16 -20 yr | 21-25 yr | Over 25 yr |
|------------|----------|----------|-----------|----------|------------|
|            |          |          |           |          |            |

6. Your total services for current position (please  $\surd$  the relevant one)

| Under 1 yr | 1-5 yr | 6-10 yr | 11 -15 yr | Over 15 yr |
|------------|--------|---------|-----------|------------|
|            |        |         |           |            |

**Section 2: : CPD Understanding  
(please  $\surd$  the relevant answer)**

| 1 | Do you know what CPD is?    | Yes | No | Unsure |
|---|-----------------------------|-----|----|--------|
|   |                             |     |    |        |
|   | If yes, please describe it. |     |    |        |

| 2 | Currently, are you conducting any CPD activities? | Yes | No | Unsure |
|---|---|-----|----|--------|
|   |   |     |    |        |

| 3 | Do you know how it was described for CPD in teacher competence standard framework (TCSEF)? | Yes | No | Unsure |
|---|--|-----|----|--------|
|   |  |     |    |        |
|   | If yes, please state it.   |     |    |        |

**Section 3. CPD activities**

**(Please tick whether you are currently conducting the given CPD activities and rate it)**

|                                    | Section 3. Do you participate in the given CPD activities?             | no | yes                |                   |                  |                 |             |       |
|------------------------------------|--|----|--------------------|-------------------|------------------|-----------------|-------------|-------|
|                                    |  |    | 1-2 within 5 years | 1-2 within a year | once per 4 month | twice per month | once a week | daily |
| Teaching practice                  | S-1 letting others observe my teaching in the classroom                |    |                    |                   |                  |                 |             |       |
|                                    | S-2 observing others' lesson   |    |                    |                   |                  |                 |             |       |
|                                    | S-3 formal discussion with colleagues                                  |    |                    |                   |                  |                 |             |       |
|                                    | S-4 outside teaching   |    |                    |                   |                  |                 |             |       |
|                                    | S-5 supervising other  |    |                    |                   |                  |                 |             |       |
| Participating in school activities | s-6 participating in the activities of school council                  |    |                    |                   |                  |                 |             |       |
|                                    | S-7 participating in problem solving                                   |    |                    |                   |                  |                 |             |       |
|                                    | S-8 participating in setting school's policy, vision, mission or rules |    |                    |                   |                  |                 |             |       |
| Attending course for further study | S-9 trying to sit entrance exam  |    |                    |                   |                  |                 |             |       |
|                                    | S-10 attending courses conducted by department                         |    |                    |                   |                  |                 |             |       |
|                                    | S-11 attending courses conducted in foreign country                    |    |                    |                   |                  |                 |             |       |
|                                    | S-12 attending conference, seminars or workshop related with my work   |    |                    |                   |                  |                 |             |       |
| Reflective practice                | S-13 keeping records as portfolio                                      |    |                    |                   |                  |                 |             |       |
|                                    | S-14 reflecting on my work done  |    |                    |                   |                  |                 |             |       |
| Knowledge acquisition              | S-15 reading books   |    |                    |                   |                  |                 |             |       |
|                                    | S-16 seeking knowledge from internet                                   |    |                    |                   |                  |                 |             |       |
|                                    | S-17 observing displays and competitions                               |    |                    |                   |                  |                 |             |       |
|                                    | S-18 participating in competition                                      |    |                    |                   |                  |                 |             |       |
|                                    | S-19 writing articles and being published                              |    |                    |                   |                  |                 |             |       |
|                                    | S-20 writing and reading research papers ,                             |    |                    |                   |                  |                 |             |       |

**Section 4. CPD Value**

| Section 4 CPD value |   |                   |          |       |                |
|---------------------|---|-------------------|----------|-------|----------------|
|                     |   | Strongly disagree | disagree | agree | Strongly agree |
| 1                   | doing for CPD is just wasting time                |                   |          |       |                |
| 2                   | no award for doing CPD                            |                   |          |       |                |
| 3                   | no good result by doing CPD                       |                   |          |       |                |
| 4                   | doing CPD improve my expectation                  |                   |          |       |                |
| 5                   | doing CPD support my capacity improvement         |                   |          |       |                |
| 6                   | doing for my CPD is effective for my organization |                   |          |       |                |

**Section 5 Future plan for CPD**

|   |     |    |
|---|-----|----|
| Q 1. Do you have any future plan for CPD? | Yes | No |
|   |     |    |

|  |  |  |
|--|--|--|
| Q 2 what will you use for your future plan? Please tick. |  |  |
| 1  | observe how colleagues doing                   |  |
| 2  | suggestions of others                          |  |
| 3  | reflect myself                                 |  |
| 4  | instruction or requirements of my organization |  |
| 5  | self assessment                                |  |
| 6  | Other  |  |

|  |  |  |
|--|--|--|
| Q 3 which are the drawback and barriers for your future plan? Please tick. |  |  |
| 1  | don't have enough time                                       |  |
| 2  | gap analysis on my prior capacity and requirements           |  |
| 3  | unavailable required resources                               |  |
| 4  | unavailable human resources who can give technically support |  |
| 5  | money  |  |
| 6  | difficult to go where workshops or seminar conducted         |  |
| 7  | other  |  |