**THE EFFECT OF MOTIVATION ON PROFESSIONAL DEVELOPMENT OF TEACHERS IN MINDAT TOWNSHIP, CHIN STATE, MYANMAR**

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**ABSTRACT**

The purpose of this research was to study the effect of motivation on professional development (PD) of teachers in Mindat township, Chin State. The objective of this paper was 1) to study the level of teacher’s motivation; 2) to study the level of teachers’ perception on professional development; 3) to examine the effect of motivation on professional development of teachers. The sample of this paper was 168 teachers from 7 schools in Mindat township, Chin State. The research instrument was survey questionnaires. The data was analyzed with percentage and frequency for general information, mean and standard deviation for the level of teachers’ motivation and the level of teachers’ perception on PD. Simple Regression Analysis was used to examine the effect of motivation on PD of teachers. It was found that teachers’ motivation was high level with the mean score 3.91. The level of teachers’ perception on PD was rated at high level with the mean score 4.12. The SRA result found that there was statistically significant effect of motivation on teacher’s professional development with the coefficient of determination (R2 = .391) with the teachers’ motivation measured that 39% influence on professional development.

KEY WORDS: MOTIVATION, PROFESSIONAL DEVELOPMENT, TEACHER, PUBLIC SCHOOL, MINDAT TOWNSHIP

**INTRODUCTION**

In education, professional development is highly recognized as an essential to the improvement of organizational and national performance. Professional development is an outgoing educational program such as training and support activities. Professional development takes aim to encourage learning and to develop teachers’ professional knowledge, skills and values. Only then the teachers can educate their students more effectively.

It is important to ensure that teachers are motivated for their personal professional development because it is vital to managing their performance. If teachers can access to continuous studying opportunities and professional development resources, they would be better equipped to be effective teachers. Professional development provides not only new teachers but also veteran teachers to develop their skills and help to feel confident in the classroom.

National Education Strategic Plan (NESP 2016-2021) was launched by the Ministry of Education aiming to create an approachable, reasonable and well-organized national education system within the next five years. The MOE (Ministry of Education) promised to reach the NESP goals at the end of the 2020-2021. There are three main reasons for these goals and the second main reason is teacher professional development and teachers play a main role in implementation of NESP reforms.

Teachers play the significant part in the basic education sub-sector to introduce the new curriculum successfully, to adopt new cooperative pedagogy and to apply a new assessment system. So, Myanmar government and Non-Government Organizations in Myanmar is endeavoring to expand all features of the whole quality in education by means of the teacher development according to the new policy of MOE to make profit in the area of teachers and teaching skills.

Some countries are struggling with how to arrange qualified and experienced teachers in remote, rural areas. Currently, the MOE is facing a number of challenges in developing qualified teachers to all schools, especially schools in remote areas.

Mindat is a township located in the Southern Chin State of Myanmar. It is 557 km far from Yangon. Mindat is the only major town in the southeastern part of the township with 46 villages. Compare to the capital city like Yangon, the educational management in rural area is more challenging especially in the development of the professions. HTET, 2014 claimed that the teachers in rural area face more challenging and less opportunity in their personal development and insufficient training for their professional development.

During the curriculum reforming period, the introduction of a new basic education curriculum requires a quality and effective in-service training programs which will be able to educate all teachers in Myanmar on how to integrate new materials and effectively apply the necessary changes in pedagogy.

**RESEARCH QUESTIONS**

1. What was the level of teachers’ motivation in Mindat township, Chin State, Myanmar?
2. What was the level of teachers’ perception on professional development in Mindat township, Chin State?
3. What was the effect of teachers’ motivation on professional development in public school of Mindat township, Chin State?

**RESEARCH OBJECTIVES**

1. To study the level of teacher’s motivation in Mindat township, Chin State, Myanmar.
2. To study the level of teachers’ perception on professional development in Mindat township, Chin State, Myanmar.
3. To examine the effect of motivation on professional development of teachers in Mindat township, Chin State, Myanmar.

**RESEARCH HYPOTHESIS**

This research concentrated on teachers’ motivation on professional development in the area of teaching-learning, in-service training and workshop and study group. The researcher hypothesized that teachers’ motivation is effective factors for professional development in public schools of Mindat township, Chin State, Myanmar.

**LITERATURE REVIEW**

The term “professional development “from American Federation of Teachers was stated to a permanent process of personal and joint examination and advancement practice. It should authorize educators to make complex decision; to detect and resolve problems; and to link up practice, theory, and student outcomes.

Guskey (2000) outlined the definition of professional development as the courses and events designed to develop educators’ professional knowledge, attitudes, and skills, from that they could enhance student learning. True professional development was a purposeful process, directed by an obvious vision of purpose and planned objectives.

According to Speck & Knipe (2005), professional development has a definition of skills and knowledge achieved for not only personal progression but also career development. Professional development included all kinds of learning potentials, extending from college degrees to formal coursework, seminars, conferences and informal learning approaches put in practice.

Different researches define continuous professional development in various strategies. Yet they state the same idea in that teachers tend to enhance their personal and professional potentials, to advance their knowledge, skills and practice, agency improving like students and organizations development and to lead their empowerment through a planned, continuous and lifetime process are term as “continuous professional development” (Padwad and Dixit, (2011)p.7).

Teachers’ continuous professional development is taking part in several educations areas to expand the efficacy of knowledge, skills and attitudes with self-education. (Glatthorn, 1995, Ganser, 2000) mentioned that CPD can be either formal or informal in that teachers obtain enlarged experiences during their training and they receive progression in their profession.

Schulze and Steyn (2003) stated that administrators or managers must have awareness of the concept of motivation to realize individuals’ manner which assists to cause their followers to do action. Broussard and Garrison (2004) noted that motivation is the trait that causes to act or not to act something. Motivation was also referred by means of an action categorized by willingness and volition. Higgins (1994), explained motivation as an internal drive to satisfy an unsatisfied need.

According to Herzberg (1966), motivation is attitude on the profession as a whole; employees have abundant of characteristics that concern with attitudes on their job such as the type of work they presented, their manager, assistants, and their salary. Robbins, et al (2001) mentioned that only when employees’ need is satisfied, they may make additional struggle concerning with fulfilling the institutional aspirations. Thus, motivation can be said as a need-satisfying process. Belle (2007), explained teacher motivation as the teacher’s willingness or desire to reach the purposes of the school as an association.

Relating with motivation theories, there have various major theoretical approaches that focus on Professional Development of teachers in public schools such as teaching-learning, workshops and study groups, in-service training, and internship. The researcher presents these approaches to motivation hear and their relevance of teachers’ motivation to professional development.

Human need is the most important factor in professional development process. People should know the need of change to develop themselves professionally and they will realize their motivation to achieve new knowledge, skills, and attitudes.

McClelland’s Theory of Needs is also accepted as acquires needs theory or the learned theory. It is another content theory developed by McClelland around 1961 and it proposed that human is motivated by their need for achievement, power, and affiliation. It was known as acquires needs theory since David McClelland studied that needs of various individuals, and classified them as either being achievement, power, or affiliation. In short, the concept of this theory is important for leaders to motivate their followers. If the employers want to motivate their employees fulfil their tasks, the above factors need to be applied to satisfy the employees’ needs in the organization.

The researcher chooses McClelland’s Theory of Needs, achievement, affiliation and power as mediatization in this research to investigate. Since, the study intends to focus on teachers’ perception and teachers’ motivation on PD and to support the township education authorities to recognize motivation level of teachers in public school. To take action the NESP, teaching and learning, the reforms on teacher training (in-service training, workshop and study group) and their motivation on PD is need to carry out efficiently to promote public schools’ teachers’ motivation level.

Janelle, (2018) stated that teachers must have a multiple of professional development skills including specialized subject knowledge and experience to be a professional educator. Moreover, with the speedy improvement in utilizing of technology in their daily life that have impact on the method of educators’ teaching. Modern educators must be proficient in both basic skills and new skill sets. Janelle noted that teachers as continuous learners and teaching is a lifetime process of learning. There is always something to learn for every teacher. The world is constantly altering together with the curriculum and educational technology. So, it is very important for teachers to stay with it. A teacher will always be an effective, successful if one is always eager to go extra mile to learn.

Meke, (2013) mentioned that teachers’ motivation affects teachers’ morality and the influences to make decision on should they implement the things that they learnt from CPD training or not so teachers’ motivation is very crucial. Also, it seems to be ineffective to implement the things they learnt in CPD training at the classroom level because of lack of motivation in teachers due to the payments that teachers were given during CPD training and the lack of good conditions of service such as comfortable accommodation, wage and promotion. Teachers cannot concentrate on the training and acquire the knowledge and skills that they need if their welfare is not being support. Indeed, the teacher must be motivated to consign seriously themselves in implementing the materials that they learnt from CPD training.

Hayes Mizell (2010) affirmed the main reason that professional development is matter because the effective professional development has huge impact on students. If teacher involve in effective professional development emphasizing on the necessary skills by addressing students’ chief learning challenges, student learning and achievement can be enhanced. School-based professional development supports teachers in evaluating data of achievement in student within the academic year to be able to find learning issues, effective solutions immediately and to utilize the solutions they find for meeting the needs of students promptly. When the professional development is carried out before classes start or after the classes end, it can also be valuable. Teachers can have the advantage mostly from learning setting in which they can utilize the things they learnt immediately— in the school where they are working.

**RSEARCH METHODOLOGY**

This study had been conducted with quantitative method. The survey questionnaires were applied to collect data to study the level of teachers’ motivation and to examine the effect of teachers’ motivation on professional development activities of public schools in Mindat township, Chin State.

This study had been carried out in Mindat township, Chin State. The population of this study were all of teachers in 7 public schools in Mindat township, Chin State. According to the report in 2018-2019 academic year, there were 178 teachers working in 7 public schools in Mindat township, Chin State.

Researcher used the Taro Yamane formula in determining the sample from the population to minimize the sample of this study. The sample size was calculated by using formula supported by Yamane (1968) with 95% confidence level and a margin of error 5%. The simple random sampling method was applied to get the number of sample teachers by drawing lot to answer questionnaire from each school.

**Part 1** of the questionnaire were intended to measure General information of teachers such as gender, age, education level, teaching experience and working position.

**Part 2:** Confidence and participation in different motivation: achievement, affiliation and power. The questionnaire consisted of 21 items covering three components of McClelland’s Need theory (achievement, affiliation and power)

**Part 3:** Perception towards the professional development: Teaching Learning, In-service training, Workshop and study group. The questionnaires were modified to include three aspects of professional development activities and consists of 21 items.

**Part 4:** Two open-ended questions were designed to get the respondent’s opinions towards professional development.

The researcher analyzed the reliability value by means of Cronbach’s Alpha Coefficient. When the reliability of all items was equal to or higher than 0.7, the instruments could be assumed suitable for using in real collection of data.

The data was electronically process to interpret and proceed through statistical analysis by using computer program as following procedures:

1. General information of teachers in each school under Mindat township were analyzed based on descriptive analysis- Frequency and Percentage.
2. The level of teachers’ motivation and the level of perception on professional development was described by descriptive analysis-Mean and Standard deviation.
3. Simple Regression Analysis (SRA) was adopted to examine the effect of motivation on professional development of teachers in Mindat township, Chin state, Myanmar.

**RESULTS**

In this study, the data for the general information of the respondents were interpreted with frequencies (n) and percentages (%). The majority of respondents 145 (86.3%) were female and 23 (13.7%) were male. The majority of teachers were 35.7 % within the age of 36-45 years; the lowest group was in the age less than 26 years with (8.3%).

The findings in term of Educational Level, most of the teachers (32.7%) hold bachelor degree; only 7.1% of teachers hold Master degree. 6% of teachers had certificate of finishing basic education.

The majority of teachers 74 (44%) had the working experience more than 16 years. The least popular group of teachers were 25 (14%) of them with the working experience for 6-10 years.

There were 70 (41.7%) of teachers who teach lower secondary, the least respondents were only 5 (3%) who teach local language.

The overall level of Teachers’ motivation was at high level with mean score of 3.91. In the motivation components, the result revealed that the achievement was ranked the high level with the highest mean score of 3.94 and power components was at the high level with the lowest mean score of 3.88.

Results show that teachers’ perception on overall professional development was at the high level with the mean score of 4.12. In three professional development aspects, “Teaching-Learning” was at the high level with the highest mean score of 4.18. “Workshop and study group” was the high level with the lowest mean score of 4.04.

Most of the teachers believed that professional development is important because they can upgrade the effectiveness of teaching, many teachers supposed that professional development can enhance experiences and knowledge of teachers. Some teachers assumed that they could have an opportunity to exchange and opinions through in-service training, workshop and study group. So, there should be work shop and study group once a week among teachers such as every Friday in each school. Only a few teachers thought professional development might help to be able to identify the needs of teachers and schools and very few have others opinion.

About government support to develop teachers’ professional concerning with knowledge, skills and attitudes, 91 teachers believed the government should support enough teaching aids, 67 respondents suggested that there should be regular training to develop teachers’ professional and some participants responded that teachers should also be provided supports to be able to attend trainings such as daily allowance and enhance living standard of teachers. In training, the education psychology and educational theory should be included to train teachers for improving teachers’ attitude. Only 17 teachers recommended government should support and improve school's libraries and encourage reading to help in teachers’ profession and government should support IT training for teachers for helping in their teaching and planning lessons. Very few teachers suggested to provide more classrooms/buildings.

The findings showed that motivation rated at high level with professional development as .625. Consequently, it was an indication according to simple regression analysis to interpret the teacher’s motivation was the significant affective predictor of teacher’s professional development in public schools of Mindat township, Chin State, Myanmar.

The overall prediction of teachers’ motivation on teacher’s professional development with the coefficient of determination (R2 = .391) with the teachers’ motivation measured that 39% influence on professional development. The teacher’s motivation described the means of the variable in teachers’ professional development. Accordingly, the overall teacher’s meditation can be estimated 39% of teachers’ professional development of government schools’ teachers in Mindat township, Chin State, Myanmar.

Motivations described the significant effect on teachers’ professional development with the coefficient (β=44.613) with the highest significant level (p=0.000). It can be intended that the independent variable was not closely correlated to dependent variable. However, the independent variable could be significantly expected on dependent variable. Therefore, the simple regression analysis of overall teachers’ motivation on teachers’ professional development agree the estimation and significant effect of teachers’ motivation on professional development of public-school teachers in Mindat township, Chin State, Myanmar.

A simple linear regression was conducted to predict teachers’ professional development based on their motivation. A significant regression equation was found F: 106.638, p<.001 with an R Square .391 and Adjusted R Square .387. Teachers’ professional development is equal to 44.613+0.514 (Motivations). Therefore, teachers’ motivation is effective factors for professional development in public school of Mindat township, Chin State.

**DISCUSSION**

The research findings showed that overall level of perception on teaching learning was of highest level with the mean score of 4.18 and positively effect. Therefore, the confirmed of the study conducted by Zarrow, (2016) exactly claimed that to support and encourage student success, a teacher needs to create conditions and teachers’ professional development also need to be supported by school districts. Likewise, this study confirmed from the reviewed of the literature by Janelle (2018) stated that teachers must have a variety of professional development skills along with subject matter knowledge and experience to be able to an effective teacher. This research proved that most of the features of statements in the in-service training which show the level was high with the average of 4.15 mean score. The evidence indicated the findings was supported by Hismanoglu (2010) defined CPD as workshops, and in-service training in one circumstance and it can be noted as a progression in that teacher perform below administration for acquiring experiences in the other circumstance. This suggests that teacher should be included in-service training to gain experience. This finding also proved statement of Padwad and Ditxit (2011), stated that CPD is a never ending and lifelong course to make progress not only in personality but also in professional abilities of an individual as it helps to expand their knowledge, skills and practice.

In general, teachers’ perception level on workshop and study group was significant effect with 4.04 mean score. It affirmed the former research showed that peer teacher professional development activities that can enhance results at the classroom level, the student level, personal level and to a lesser extent at the school level. (Thurlings & Brok, 2017).

The respondents assumed that in professional development, any factor could not be left behind, these factors were linked together. In-service training supported teaching-learning because the things that they learned in the training could be applied in their teaching-learning and teachers should be given feedback of their teaching from participating work-shop and study- group among teachers every Friday of the week. Therefore, these findings confirmed the previous study that asserted by Osman (2017), professional development opportunities are offered to teachers as means for them to develop their knowledge and teaching practices, with the hope of improving outcomes of students.

According to the findings about teachers’ opinion on government support, sufficient teaching materials and aids should be supported to develop teachers’ profession. Regular training for in-service teachers should be provided annually, government also should support daily allowance for teachers during training. To improve teachers’ professional government should enhance the living standard of teachers that could help teachers to upgrade the teaching and learning. Schools’ libraries should be updated with efficient books not only for students but also for teachers such as educational books and teaching pedagogy. Electronic devices, e-library, IT training and sufficient lab and computer and classrooms should also be supported by governments. By supporting these, teachers could be more motivated in their profession and it could be effective for teachers’ professional development.

Thus, the proven of the findings was supported by Meke (2013), mentioned that teachers’ motivation affects teachers’ morality and the influences to make decision on should they implement the things that they learnt from CPD training or not so teachers’ motivation is very crucial. Also, it seems to be ineffective to implement the things they learnt in CPD training in the classroom due to lack of motivation in teachers due to the payments that teachers were given during CPD training and the lack of good situations in service like comfortable accommodation, wage and promotion. Teachers might not be able to focus during the training and acquire the knowledge and skills that they need if their welfare is not being support. Indeed, the teacher must be motivated to consign seriously themselves in implementing the materials that they learnt in CPD training. Thus, the government and education authority should realize the things that was needed to support to schools to promote teachers’ profession.

The results showed that motivation was significantly correlated with teachers’ professional development. Therefore, teachers’ professional development revealed that teachers’ motivation will possibly be interpreters. In consequence, the findings verified the previous study of Lauer Mann, Karabenick, Carpenter and Kuusinen (2017) mentioned in their research that motivation in selecting teaching as a profession, teacher self-efficacy, and feeling of individual responsibility for educational results each distinctively contributed to the prediction of professional commitment. Self-efficacy and personal responsibility facilitated the effects of motivation for teaching on professional commitment. So, teachers’ commitment to the profession can be influenced by motivations at an early stage of their career paths. Thus, the government should comprehend the importance of motivations which might help to make progress teachers’ professional development.

The result of this research also revealed the level of motivation in teachers that has the significant effect on teachers’ professional development. This study confirmed the findings of Meke. E. S (2013), mentioned that teachers’ motivation affects teachers’ morality and the influences to make decision on should they implement the things that they learnt from CPD training or not so teachers’ motivation is very crucial. This study findings also coincides with the findings of previous study by Karaaslan (2003) which mentioned that teachers accept most of the concepts which reflect the importance of professional development. Likewise, the findings partially support with the findings of Chanthavixay (2014) there was a positive towards motivators and hygiene factors were effective factors for teachers’ continuing professional development. Consequently, the findings verify study hypothesis: teachers’ motivation is effective factors for professional development in public schools of Mindat township, Chin State, Myanmar.

**CONCLUSIONS AND RECOMMENDATIONS**

The collected data were analyzed by using the computer program. In analyzing general information, the descriptive Analysis- Frequency and percentage were applied. The level of teachers’ motivation on teachers’ professional development was mentioned with Descriptive Analysis-Mean and Standard deviation. To explore the effect of teachers’ motivation on teachers’ professional development, Simple Regression (SRA) was adopted. The overall results of the study were recognized statistically positive of the effect of teachers’ motivation on teachers’ professional development. Moreover, the result also agreed with the hypothesis of the research teachers’ motivation is effective factors for professional development in public schools of Mindat township, Chin State, Myanmar.

According to the results, there was significant effect of Teachers’ motivation on teachers’ professional development. Among motivations, affiliation has the most significant effect than other two factors achievement and power.

The research recommended that professional development ought to be emphasized for the teachers in public schools.

* + Regular training for teachers should be implemented with daily allowance and supports to be able to attend trainings.
  + Teachers’ salaries and living standard of teachers such as accommodation and housing should be enhanced for their career and life.
  + Safety for teachers at remote areas also should be implemented effectively.

The recommendation for township education authority and principals are as follows:

* + Teachers need to be encouraged to do workshop and study group once a week in every school.
  + Sufficient classrooms and teaching aids should be supported.
  + The quality of schools’ libraries with necessary books should be updated for the development of teachers’ professional.
  + Educational journal, educational magazines and educational research papers are needed to support every month to improve knowledge, skills and attitude of the teachers.
  + Good facilities (computers, software, materials and equipment) were needed to provide sufficiently to get update information in planning lessons.

This study is emphasized on public schools’ teachers in a small city, further research should be focused not only on public schools’ teachers but also on private schools’ teachers and international schools’ teachers in big cities. Further research should also study the leadership style of principal and teachers’ motivation on their professional development with larger sample. There should be an extra qualitative study of leaders or principals’ motivation for planning professional development of teachers for more understanding and to measure better level.

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