

Pre-service Teachers' Perceptions of Teacher Competency Standards for Upper Secondary Teachers

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Abstract

This study aimed to study pre-service teachers' perceptions of teacher competency standards for upper secondary teachers. A mix-methods design (the Exploratory Design) was used. The survey questionnaire was developed by the results of focus group interview and review of literature. The reliability coefficient (Cronbach alpha) resulted from pilot study was .923. Pre-service teachers (N=240) were used as samples of this study. Exploratory factor analysis, Independent Sample t test and One-Way ANOVA were used to analyze the data. Factors concerning pre-service teachers' perceptions of teacher competency standards for upper secondary teachers were pedagogical knowledge and practices, professional knowledge and understanding, interpersonal skills, professional values and dispositions, classroom management, professional development and professional reflective practices. There were no significant differences between the groups of male and female, between the groups of pre-service teachers enrolled in 2013 and 2016 and among the groups of specializations.

Key words: teacher competency standards

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