

A Study of Self-Directed Learning Readiness of Teachers In Basic Education High Schools

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Abstract

The aims of this study are to investigate readiness levels of teachers for self-directed learning and to study the variations of teachers' readiness in self-directed learning according to their personal factors. By using proportional stratified sampling method, 83 senior teachers, 130 junior teachers and 57 primary teachers from Seven Basic Education High Schools, Myeik Township, Tanintharyi Region were selected as sample. A set of questionnaire, open-ended questions and interviews were used to collect the required data. The internal consistency (Cronbach's Alpha) of the questionnaire was 0.94. Descriptive statistics, independent samples *t* test, and one-way ANOVA were used to analyse the data. The research findings indicated that the teachers had high level in all three dimensions of self-directed learning readiness_self-management (Mean=4.05), self-monitoring (Mean=4.12) and motivation (Mean =4.29). Then, they also have high level in self-directed learning readiness (Mean =4.15). Moreover, it was found that there were no significant differences in self-directed learning readiness of teachers according to their gender, age, qualification and position groups.

Key words: self-directed learning, self-directed learning readiness

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