

Teacher Educators' Perceptions on Challenges of Online Teachers' Professional Development

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Abstract

The general objective of this research is to study teacher educators' perceptions on challenges of online teachers' professional development in Education Degree Colleges, Yangon Region. The specific objectives are to study the levels of teacher educators' participations in online teachers' professional development, to study the variations of teacher educators' participations in online teacher professional development according to their personal factors, to study the levels of teacher educators' perceptions on challenges of online teachers' professional development and to study the variations of teacher educators' perceptions on challenges of online teachers' professional development according to their personal factors. Both quantitative and qualitative methods were used in this study. Questionnaire was used as an instrument to collect the data. The reliability coefficient (Cronbach's alpha) of the whole questionnaire was 0.91. In quantitative method, a total of 108 teacher educators were selected as samples by using simple random sampling. Open-ended and interview questions were used as a qualitative study. Fifteen teacher educators were selected as interviewees by using simple random sampling. Descriptive statistics, Independent Samples *t* test, One-way Analysis of Variance, Post Hoc Multiple Comparison Tests were used. In this study, teacher educators' participations are moderately low in online teachers' professional development and they had moderately low level of challenges according to the mean values.

Key words: professional development, challenges of online teacher professional development

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