

A study of Primary Teachers' Perceptions and Practices on Peace Education in Myanaung Township, Ayeyarwady Region

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Abstract

The major purpose of this study is to explore the primary teachers' perceptions and practices on Peace Education in Myanaung Township, Ayeyarwady Region. Research Design was descriptive. Quantitative and qualitative research methods were used in this study. A total of 258 teachers from Basic Education Schools in Myanaung Township were selected as participants in this study. Two sets of questionnaires were used to collect the data in this study. There are 56 five-point Likert scale items for both questionnaires about teachers' perceptions and practices on Peace Education. The expert review was conducted by eight experienced educators to obtain the content validity for questionnaires. Descriptive Statistics, independent samples *t*-tests, one way ANOVA, and Pearson correlation were used to analyze data in this study. Overall mean scores of primary teachers' perceptions and practices on Peace Education were 4.43 and 4.53. According to this study, a significant difference was found between primary teachers' perceptions and practices of peace education grouped by school grade-A, B, C, and D. Accordingly, it was found that there is the significant relationship among the school grade, teachers' perceptions and practices on Peace Education. Moreover, the Pearson correlation revealed that there is a significant relationship between teachers' perceptions and teachers' practices on peace education. However, significant differences were not found in primary teachers' perceptions and practices on Peace Education by teachers' age, gender, qualification, and teaching service. Based on the results of the categories of teachers' perceptions and practices on Peace Education, suggestions and discussions were given in this study.

Keywords: Peace, Peace Education, primary teachers, teachers' perceptions, practices

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