

Classroom Teachers' Attitudes Towards Change and Implementation of Democratic Education Environment in Basic Education High Schools, Kamayut Township, Yangon Region

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Abstract

This study aims to investigate the classroom teachers' attitude towards change and implementation of democratic education environment at classroom level and to find out the differences of the level of classroom teachers' attitude towards change and implementation on democratic education environment in terms of the participants' age, qualification, years of service and position. In this study, questionnaire survey was conducted to collect the required data. The instrument is validated by teacher educators' review. According to the major finding of this study, it was found that most of classroom teachers had strong positive attitude towards change. And then, most of classroom teachers could often implement democratic education environment at classroom level. Their implementation of democratic education environment was moderately high. The classroom teachers' attitudes towards change were significantly and moderately positive correlated with the implementation of democratic education environment. Thus, they would implement well democratic education environment at classroom level if classroom teachers were open to change. There was low positive correlation between decision-making and classroom teachers' attitudes towards change. Also, the classroom teachers' attitudes towards change were significantly and moderately positive correlated with curriculum-instruction and relations with students and parents in a democratic manner.

Key words: Attitude towards Change, Classroom Teacher, Democratic Education Environment

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