Factors Affecting Teachers' Readiness for Change

Shwe Ye Phyo[1] and Khin Mar Ni[2]

Abstract

The aims of this research are to identify the level of teachers' readiness for change, to investigate the variations in teachers' readiness for change regarding their personal factors, and to identify the context factors affecting teachers' readiness for change. Mixed method was used in this study. A total of 235 teachers from 4 Basic Education High Schools and 10 Basic Education High Schools (Branch) in Min Bu Township, Magway Region were selected by using purposive sampling method. A set of questionnaires and open-ended questions were used to collect the required data. The internal consistency (Cronbach's alpha) of the whole scale of the instrument was 0.94. Descriptive statistics, independent samples t test, one-way ANOVA, Games-Howell post hoc test, Pearson product moment correlation, and multiple regression analysis were applied to analyze the data. The level of teachers' readiness for change was moderately high (Mean=4.03, SD=0.38). There was no significant variation in their readiness for change regarding their gender, age, academic qualification, position, total service years and total service years at current school. The results of multiple regression analysis indicated that organizational culture was the best predictor, change history the second predictor, and organizational trust the third predictor (R^2=.44, F (3,231) = 59.57).

Key word: Readiness for change

1. MEd Second Year Student, EAS-10, Department of Educational Theory and Management, Yangon University of Education
2. Professor and Head, Dr., Department of Educational Theory and Management, Yangon University of Education