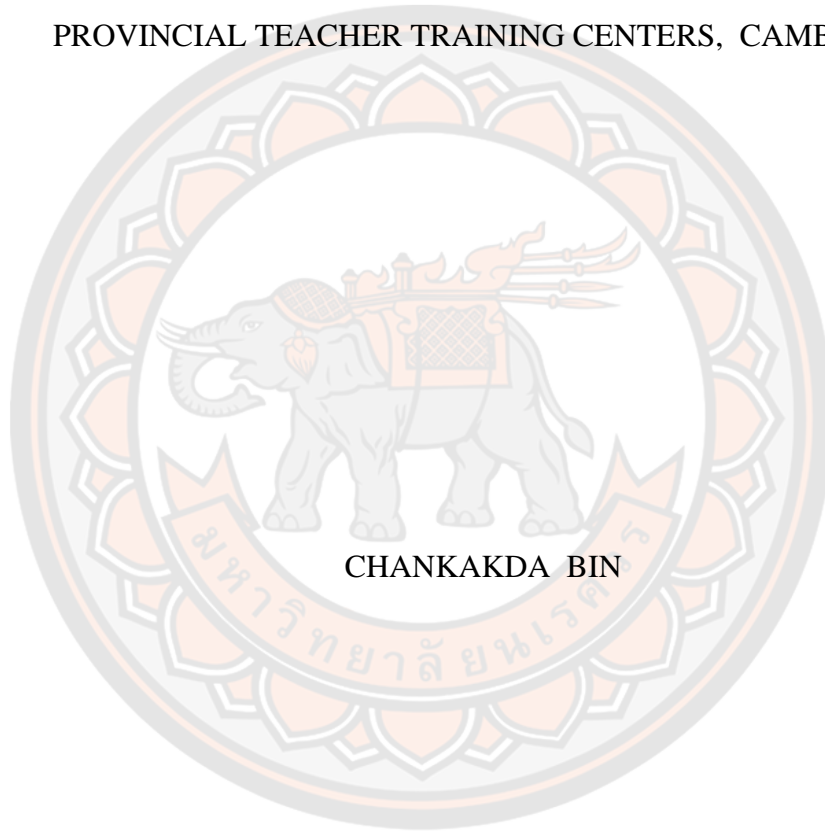




THE STATES AND GUIDELINES OF TEACHER DEVELOPMENT PROCESS IN  
PROVINCIAL TEACHER TRAINING CENTERS, CAMBODIA



CHANKAKDA BIN

A Thesis Submitted to the Graduate School of Naresuan University  
in Partial Fulfillment of the Requirements  
for the Master of Education in Educational Administration

2021

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Thesis entitled "The States and Guidelines of Teacher Development Process in  
Provincial Teacher Training Centers, Cambodia"

By CHANKAKDA BIN

has been approved by the Graduate School as partial fulfillment of the requirements  
for the Master of Education in Educational Administration of Naresuan University

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### ABSTRACT

The objectives of this study were: (1) to study the states and compare the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia, (2) to compare the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia as classified by gender of teacher-trainers and level of degree, and (3) to study the guidelines of the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia. The study used both quantitative and qualitative methods to gather data which were issued to statistical analyses.

Step 1: Studying the states of the teacher development process in Provincial Teacher Training Centers, Cambodia used 168 teacher-trainers who worked in 9 provincial teacher training centers as the sample which were selected by the random sampling method. The research instrument was the questionnaire with a 5 rating scale. Data analysis was used by statistical techniques which were frequency, percentage, and mean by T-test and F-test.

Step 2: Studying guidelines of the teacher development process in Provincial Teacher Training Centers, Cambodia by interviewing 3 experts in the educational field with a semi-structured or opened-ended question. After data collection was accomplished, content analysis was also used to examine the data and given in a descriptive format.

The findings were as follows:

1. The result showed that the overall level of state of the respondents on the teacher development process was at often level and the result showed that the overall differences in gender of teacher-trainers and level of degree had no significant difference.

2. Guidelines of the teacher development process in PTTCs have been founded essentially to develop teacher trainers. The study had 4 aspects (Need Assessment, Construct the Program, Implement, and Evaluate) for enhancing the teacher development.



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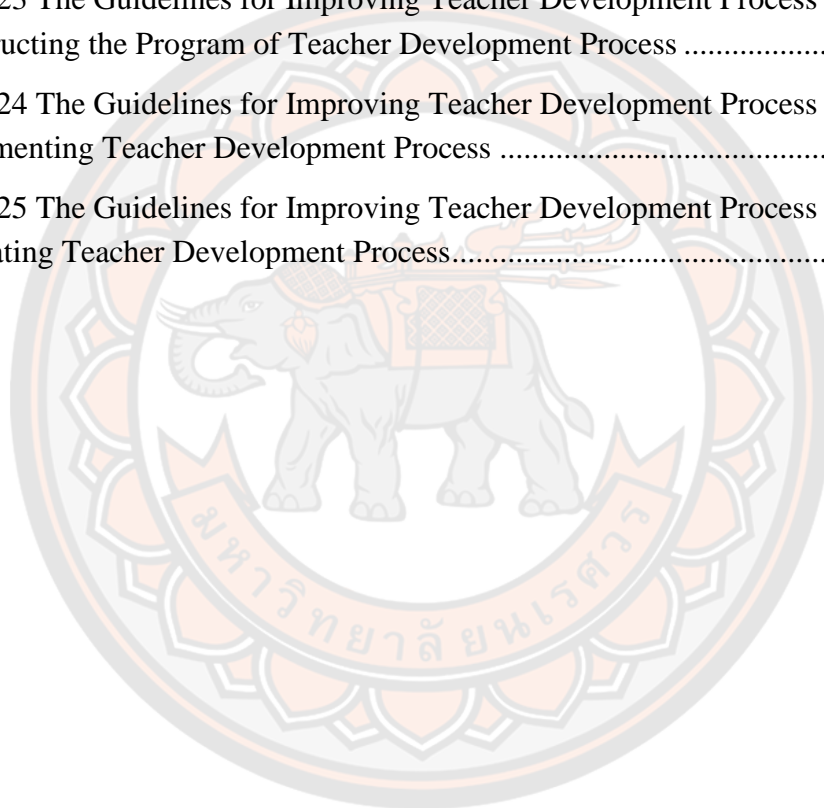
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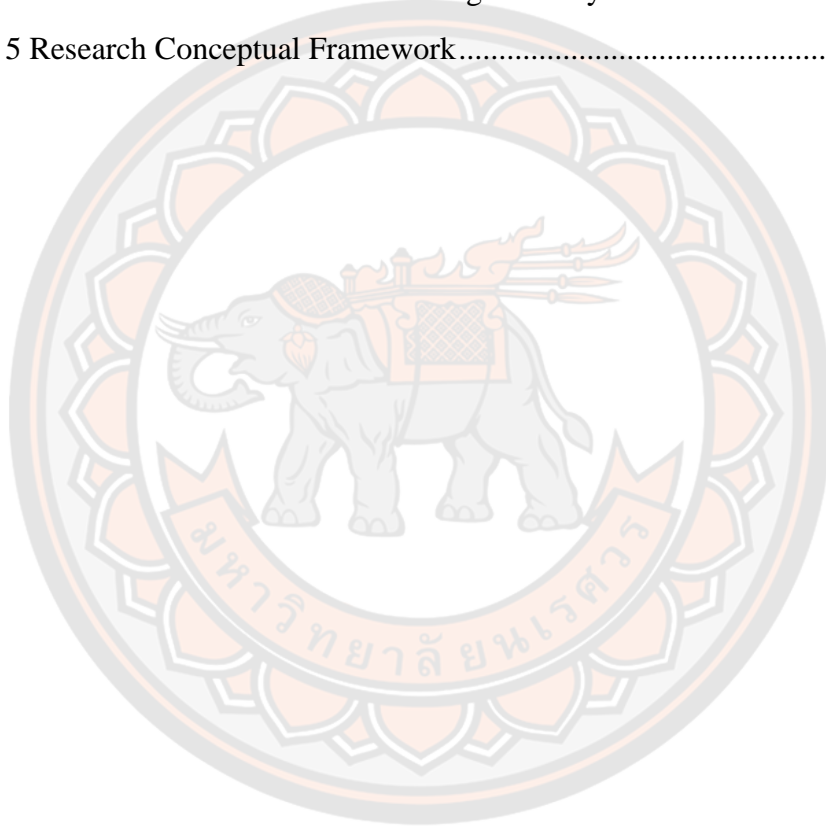
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## ABBREVIATION

HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information Communications Technology
IT	Information Technology
JICA	Japan International Cooperation Agency
LCD	Liquid Crystal Display
MoEYS	Ministry of Education, Youth and Sport
NGO	Non-Government Organization
NIE	National Institute of Education
NST	National Selection Test
PSTTC	Pre-School Teacher Training Center
PTTC	Provincial Teacher Training Center
RTTC	Regional Teacher Training Center
TTC	Teacher Training Center/College
TTD	Teacher Training Department
TPAP	Teacher Policy Action Plan

# CHAPTER I

## INTRODUCTION

### **Rationale of the Study**

Education is self-empowerment. It keeps us aware of our given surrounding as well as the rules and regulations of the society we're living in. More than these, Education is an important asset which makes an individual able to compare the positive and negative things in life. It is by means of acquiring education that one can shape his/her future in a better way. Education is real important factor in human life, because if you get the knowledge about certain thing, you will be able make a better decision. (Bhat, 2014).

The reforming of the public education system of Cambodia started in 1979 after it was almost destroyed under the government of Democratic Kampuchea. In 1979 until 1981 teachers were selected and trained for two weeks, four weeks and six weeks. Teachers were recruited from educated people, including small amounts of teachers, who had survived the almost 4 years of Khmer Rouge government. These teachers started schools again and began to educate children by following the traditional saying that, "The more learned people teach the less learned ones". After the reforming, education system in Cambodia contains 6 years of primary school, 3 years of secondary school, and 3 years of high school. Cambodia has also proved significant progress in terms of operate to higher education as a result from expansion of basic education services. Beside these education levels, Cambodia also has a specific kind of education for students who graduated high school and want to be a teacher. There are 26 teacher training centers in the Kingdom and they train 4 different levels of teacher such as pre-school teacher, primary school teacher, secondary school teacher and high school teacher (Prigent, 2016).

All of these organizations are public institutions, as stated in Article 20 of the Laws on Education (2007), which specifies that the state is responsible for teacher education. Provincial Teacher Training Centers (PTTC) are 18 of them, and they are responsible for training chosen candidates to become primary school teachers. Another six facilities were established to educate secondary school teachers and are

known as Regional Teacher Training Centers (RTTC). The National Institute of Education (NIE) is in charge of high school teacher training. The Preschool Teacher Training Center educates preschool instructors (PSTTC). There is no educational institution that can prepare instructors in higher education. Before they are formally assigned as teachers, they usually take a recruiting exam and work for a one-year probationary term (No, & Heng, 2017).

After Pol Pot regime failed in 1979, Cambodia government worked quickly to rebuild the education system. Teacher Training Centers (TTCs) contain and educate four levels of teacher with slightly different entry qualifications set by MoEYS for Teacher National Selection Test. Preschool Teacher Training Center (PSTTC) trains and educates passed candidates to be preschool teachers, Provincial Teacher Training Centers trains and teaches the succeed candidates to be primary school teachers, Regional Teacher Training Centers (RTTCs) train and produce the lower secondary teachers. These 3 centers demand all students complete 2 years of training which normally known as 12+2 (high school + 2). Another one is National Institute of Education (NIE) instruct and education passed candidates holding bachelor degree to be upper secondary teachers with 1year training program that is recognized as Bachelor+1 (Tandon, & Fukao, 2015).

HRM is also an important role for education system and educational organizations. It is a process of bringing people and organizations together to achieve the goals. Human Resource Management (HRM) involves all management decisions and practices that directly affect or influence the people, or human resources, who work for the organization. In recent years increased attention has been devoted to how organizations manage human resource. This increased attention comes from the realization that an organization's employees enable an organization to achieve its goals and the management of these human resources is critical to an organization, success. Even though, Human Resource Management is very helpful and used in every organization all over the world; there can be little doubt that in the 21<sup>st</sup> century human resource management faces some of the greatest challenges since its definition as a separate staff function almost a century ago. This renewed power stems from numerous influences, such as the changing nature of the economy and governmental-legal influences, new organizational forms, global competition, changing employee

expectations, and the increased feeling that organizations are vehicles for fulfilling societal goal. Some of the major factors that have forced human resource management to be transformed from the narrowly defined specialty to a more strategic function are discussed in the sections that follow (Fisher, Schoenfeldt, & Shaw).

Term Human Resource Development is relating to some HRM functions, so it is a relatively modern term as the best means to prepare staff and organization based on activities (organizational development, career development, and training and development). Thus, human resource development is a part of HRM and it is the important strategies of the company due to playing role in improving employees' behaviors, and general performance to individuals and organization. In fact, Human recourse development activities are interrelated activities significantly (Alhalboosi, 2018).

Nadler has proposed in 1970 that HRD is a series of organized activities conducted within a specific time and designed to produce behavioral change. In 1976, another author Craig also stated that HRD focuses on the central goal of developing human potential in every aspect of life-long learning. In 1991, Garavan defined HRD is the strategic management of training, development and management/professional education intervention, so as to achieve the objectives of the organization while at the same time ensuring that the full utilization of the knowledge in the detail and skills of the individual employees (McGuire, & Jorgensen, 2011).

Based on other research (Alhalboosi, 2018) have found that a proper HRD has limitless benefits to the organization such as making employees more competent by developing new skills, professional knowledge and attitude of the employees in the organization. More than these, with a proper HRD program, employees have more committed to their works and responsibilities. All employees are assessed on their basis performance by an acceptable performance appraisal system. One more thing HRD can produce the environment of trust and respect in the organization. HRD can help the acceptability toward change, so employees will have better problem-solving capabilities, access to the organization proficiency, increase the quality and efficiency, promote the growth, individual development and merge people into the jobs or business.

### **Statement of the Problem**

Teacher is a human resource, and according to the human resource management strategy, human resources have to be developed, which is what we call Human Resource Development (HRD). Teacher Training Department (Ministry of Education, 2019) have defined teacher development concerns and problems in Cambodia include a lack of ability in conducting teacher education programs (curriculum, settings, inadequate staff members), as well as management and leadership roles in planning, monitoring, and evaluating teacher performance. Moreover, the infrastructural shortages and financial problem are still the obstacle for construction or revolution for some TTCs. Recruitment and placement are also the challenging because of some rural and remote areas have been difficult to recruit or place anyone there. Moreover, in some TTCs, teacher-trainers have limited classroom teaching experience and lack of ICT technical staffs to update the system for managing staff and teacher-trainees.

No, & Heng (2017) have conducted a survey report about teachers and teaching profession in Cambodia and found that Teachers in Cambodia have received minimal attention despite the necessity of professional development. In-service training is not provided in a systematic manner in the country. Donor-driven or NGO-driven professional development programs are often not focused on their requirements. If a group trying to promote gender equity in Cambodia wants to achieve its own objectives, it works with some MoEYS departments to give training courses for teachers so that they may apply what they learn to minimize gender disparities in education. Some dedicated instructors spend their own funds to further their study at private higher education institutes. However, after receiving training there, they are dissatisfied since they are unable to advance in terms of money and position. Because Article 20 of the Education Law stipulates that all educational personnel must acquire their training at MoEYS-approved schools, this is the case. As a result, the ministry will not accept any training provided by instructors outside of public Teacher Training Centers (TTCs). The TTC, on the other hand, lacks the resources and expertise to give in-service training to current instructors. Furthermore, the TTCs do not currently have an in-service training program.



Based on the goals for the academic in Education Congress Ministry of Education (2019), cooperated with Japan International Cooperation Agency (JICA) to select and send teacher trainers and education officers to pursue Master Degrees in Science, Math and Curriculum Development in Japan. They are expected to come back and work in the Institute of Pedagogy; Upgrade 12+2 training program for basic education teachers, who will be teaching in colleges, as the credit-based training program, develop syllabus for 12+4 training program and the fast-track program towards Bachelor degree; Keep training pre-school and primary teachers who possess upper secondary education certificate to transform them as basic education teachers; Continue to strengthen the capacity of directors/deputy directors of teacher training colleges, pre-schools, primary schools and secondary schools; and upgrade qualification of teacher trainers in Teacher Training Institutions.

### **Research Questions**

1. What is the state of teacher development process in PTTCs
2. Are any differences of teacher development process in PTTCs classified by gender of teacher-trainers and level of degree?
3. What are the guidelines for improving teacher development process development in PTTCs?

### **Research Objectives**

1. To study the state of teacher development process in the PTTCs.
2. To compare the teacher development process in PTTCs classified by gender of teacher-trainers and level of degree.
3. To study the guidelines for improving teacher development process in PTTCs.

### **Significance of the Study**

This research is expected to provide an effective HRD process for:

1. School administrators to study, analyze the problems and construct the developing program for teacher-trainers' capacities in order to produce good human resource for input.

2. Provincial Teacher Training Centers (PTTCs) in Cambodia to manage, develop the human resource and adopt it in the HRD process.
3. Can be an aid or information for further research in related field.

## **Scope of the Study**

### **1. Scope of Content**

This study is focused on Human Resource Development (HRD) process for teacher-trainers in PTTCs Cambodia including need assessment, construct the program, implement, and evaluate.

### **2. The Population and Sample**

The sample of this research study are calculated with Yamane's formula, and uses 168 teacher-trainers of 9 PTTCs Cambodia, which are selected by using stratified random sampling for data collection and 3 experts by purposive sampling method.

### **3. Variable**

#### **3.1 Independent variable**

##### 3.1.1 Gender:

- 1) Male
- 2) Female

##### 3.1.2 Level of Degree:

- 1) High School
- 2) Bachelor's Degree
- 3) Master's Degree

**3.2 Dependent variable:** States and Guidelines of Teacher Development Process in Provincial Teacher Training Centers, Cambodia:

- 3.2.1 Need Assessment
- 3.2.2 Construct the program
- 3.2.3 Implement
- 3.2.4 Evaluate

## Definition of Terms

**1. Teacher Development:** is the improvement of teacher's live, capacities for inquiry, development of expertise and competences in personal and professional life.

**2. Provincial Teacher Training Centers (PTTCs):** is the educational training centers for producing primary school teachers. There are 18 PTTCs in the kingdom.

**3. Human Resource Development (HRD):** refer a customary of procedure and strategic actions designed by an organization to deliver employees with the opportunities to learn essential skills to achieve current and future task requirements (Werner & DeSimone, 2011). HRD has 4 process such as analyze, construct, implement, and evaluate.

**3.1 Need Assessment:** refer to a process by which an organization's HRD needs are identified and articulated. It is the starting point of the HRD and training process.

**3.2 Construct the program:** refer to designing the objectives, content, method and schedule for the training or HRD program after completing the analyzing.

**3.3 Implement:** is the third part of the process training and HRD programs. Effective HRD program implementation needs extensive planning, as well as innovation and adaptability.

**3.4 Evaluate:** refer to the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.

## Research Hypotheses

1. The respondents of different gender would have different thought on the state of human resource development process in PTTCs.

2. The respondents having different level of degree would have different thought on the state of human resource development process in PTTCs.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this study, the researcher used concepts, theories, publications, and other related research as guides to explore the following topics:

1. Education in Cambodia
2. Teacher Standard in Cambodia
3. Teacher National Selection Test
4. Requirements to be a teacher in Cambodia
5. Teacher Training in Cambodia
6. Provincial Teacher Training Centers (PTTCs)
  - 6.1 Mission of Provincial Teacher Training Centers
  - 6.2 Structure of Organization in PTTCs
  - 6.3 Curriculum
  - 6.4 Facilities of Provincial Teacher Training Centers (PTTCs)
7. Human Resource Management (HRM)
8. Process of Human Resource Management
9. Human Resource Development (HRD)
10. Framework or Process of Human Resource Development
11. Related Research

#### **Education in Cambodia**

The education system in Cambodia has been in place since at least the thirteenth century. Traditionally, Cambodian education was only available to the male population and took place at Wats (Buddhist Monasteries). Basic literature, religious foundations, and living skills such as carpentry, artistry, craftwork, construction, and playing instruments were all part of the instruction. When Cambodia was a French colony, this 'traditional' schooling was gradually altered (1863-1953). Along with traditional schooling, the French implemented a formal education system influenced by a Western educational model built during the independence period (1960s). The school system faced a long-term crisis throughout the civil conflicts that followed,

and it was utterly destroyed during the Red Khmer dictatorship (1970s). Between 1980s and 1990s, education was reconstructed from almost 'nothing' and has been gradually developed until now (Bookbridge, 2012). At the moment, formal education is defined as six years of primary school (grades 1 to 6) starting at the age of five or six. Following that are three years of lower secondary general education (grades 7–9), three years of upper secondary general education (grades 10–12), and three years of higher education (grades 13–18) (World Bank, 2018). The education of teachers is the other component. This permits students who have finished grade 12 to seek teacher certification at either provincial or regional teacher training institutions (for primary school teachers) (for lower secondary school teachers) (Bookbridge, 2012).

According to the education strategy plan, the MoEYS and development partners have made substantial progress, including enhancing equality access at all levels, particularly throughout the nine years of basic education, by generating favorable conditions. These conditions have allowed disadvantaged children to study, as well as the development and growth of public institution governance and urgent needs, as well as an increase in the number of scholarships available to impoverished students. The Ministry of Education and Youth Services (MoEYS) paid close attention to the implementation of measures to improve the quality and responsiveness of education services, particularly the reform of the secondary school certificate examination and all types of examinations, as well as the promotion of professional teacher training, capacity development, and staff motivation. The management of educational services has also become more efficient and effective. Another significant success of the MoEYS was the adoption and execution of education, youth, and sport reforms in line with the government's reform agenda during the fifth mandate. In 2014, eight reforms were enacted, and from 2015 to 2018, 15 reforms were adopted (MoEYS, 2019b).

## **Teacher Standard in Cambodia**

Cambodia's teacher standards, formally approved in 2010 by MoEYS (MOEYS, 2019a), comprise 4 domains. Each domain contains several standards requiring observable competencies and behaviors that positively impact student learning and what a teacher should know and be able to do in order to develop professional teaching. More than these, (Tandon & Fukao, 2015) also mentioned that the teacher standards were created to achieve the goals in all basic education schools in Cambodia: guide teacher training program reform; help assess teacher training center graduates to confirm their performance meet the standard. These conditions can be used to assess teacher performance, evaluation and planning by following:

### **1. Professional Knowledge**

#### 1.1 Knowledge of Students

1.1.1 Know students (learning needs, capacity, academic backgrounds and attitude to learning).

1.1.2 Know clearly about family status and factors (e.g., gender, social & economic backgrounds, disability and ethnicity) that affects their studying, and how to resolve those issues.

#### 1.2 Knowledge of content

1.2.1 Pay attention on national educational policies, national education goals and purposes of general education.

1.2.2 Understand the way to prepare a lesson plan.

1.2.3 Understand curriculum content and be able to explain and teach subject content well.

1.2.4 Understand how to merge the content from one subject to another so students gain transferable skills and have more willing to learn.

#### 1.3 Knowledge of student learning

1.3.1 Understand educational context of classroom and community.

1.3.2 Understand how students learn.

1.3.3 Understand differences in student skills, learning speed and learning styles.

## **2. Professional Practice**

### **2.1 Planning and Assessment of Learning Outcomes**

2.1.1 Prepare correct and effective lesson plans, teaching curriculum, and assessment of learning outcomes.

2.1.2 Prepare teaching and learning materials to achieve student learning outcomes.

2.1.3 Use a variety of appropriate ways for assessing student learning.

2.1.4 Follow up student participation and maintain records of student progress.

2.1.5 Give feedback to students, parents or guardians about the development of student knowledge, skills and attitudes.

### **2.2 Learning Environment**

2.2.1 Provide safe learning environment and encourage all students to learn.

2.2.2 Help students to become increasingly responsible for their own learning.

2.2.3 Participate in school development to support learning and welfare of students and colleagues.

### **2.3 Teaching Strategies**

2.3.1 Use a range of teaching methods to facilitate student learning and to meet MoEYS Curriculum Standards.

2.3.2 Meet student learning styles and needs through suitable implementation of various teaching methods.

2.3.3 Prepare and give students opportunities for learning about problem resolution as well as critical and creative thinking.

2.3.4 Use of information and communications technology, if possible, to make teaching and learning more effective.

## **3. Professional Study**

### **3.1 Self-Learning**

3.1.1 Regularly evaluate own teaching and plan for personal professional development.

3.1.2 Develop IT knowledge and skills to be applied to teaching and learning.

3.1.3 Improve relationships with students, parents, colleagues and community.

### 3.2 Participation in Improving Teaching

3.2.1 Read professional education articles and do research to expand knowledge and improve teaching.

3.2.2 Interact with other teachers in professional learning activities.

## 4. Professional Ethics

4.1 Caring for students and working in the interests of students and society.

4.2 Demonstrate commitment and responsibility to the teaching profession.

4.3 Demonstrate a positive model of ethical behavior.

4.4 Interact with students, coworkers, and other members of the community with fairness and transparency.

In all Cambodian primary education, the teaching standards were created to achieve the following objectives: assist in the reform of teacher education programs; assist in the assessment of teacher training center graduates to ensure they fulfill minimal accreditation criteria; emphasize teacher technical meetings and increase peer mentorship and instructional supervision by school directors; and create a clear route for qualified teachers to be placed in positions of leadership and develop their careers, changing performance assessments away from educational background and years of teaching and toward observable performance and competency connected to student accomplishment (Tandon, & Fukao, 2015).

## Teacher National Selection Test

Every year, the Ministry conducts National Selection Test (NST) for graduated grade 12 and Bachelor level students. The candidates who interested in attending NST are becoming lager in number, but selection is highly competitive (Bunroeun, 2002). The main purpose of the test is to assess the level of basic academic achievement that applicants learned in universities and is required in lower and upper secondary schools as teachers. The examination is conducted simultaneously throughout the country by the participating national and local authorities, in cooperation with the



Teacher Training Department (TTD). Succeed candidates of NST are nominated as student-teachers and required to attend the training course for one or two years according to the certification. More than these, they must pass the final exam in order to get assignments of schools based on their assessment score and get schools near their home, because of the low compensation for teachers (Bunroeun, 2002).

### **Requirements to be a Teacher in Cambodia**

The requirement of selection trainees was established based on the educational qualification. The ministry also has set a higher standard for teachers: Bachelor degree + 1 or Bachelor of Education (Bunroeun, 2002).

**Table 1 Requirements to be a Qualified Teacher at Each Level in Cambodia**

<b>Level of Teaching</b>	<b>Educational Qualification</b>	<b>Pre-service Training</b>	<b>Total</b>
Pre-school Teachers	Upper secondary school (12)	2	12+2
Primary school Teachers	-	2	12+2
Lower secondary school teacher	-	2	12+2
Upper secondary school teacher	Bachelor Degree (16)	1	16+1

**Source:** Adapted from Bunroeun, 2002

### **Teacher Training in Cambodia**

TTC and RTTC programs have also been adjusted to match the requirements of the new national curriculum and the new textbook. In Primary TTC's, the subjects studied have been consolidated around four main subjects of the primary curriculum, Khmer language, Mathematics, Science and Social studies (Bunroeun, 2002).

In Cambodia, there are 24 teacher training centers. All of these organizations are public institutions, as stated in Article 20 of the Laws on Education (2007), which specifies that the state is responsible for teacher education. Provincial Teacher Training Centers (PTTCs) are 18 of them, and they are responsible for training chosen

candidates to become primary school teachers. Another six centers were established to educate secondary school teachers and are known as Regional Teacher Training Centers (RTTCs). The National Institute of Education (NIE) is in charge of high school teacher training. The Preschool Teacher Training Centers provide training for preschool instructors (PSTTCs) (UNESCO, 2006/7).

### **Provincial Teacher Training Centers (PTTCs)**

In Cambodia, Provincial Teacher Training Centers (PTTCs) are institutes which train primary school teachers. The chosen student-teachers will be taught using the 12+2 method, which entails a high school diploma plus two years of professional training. The number of people who can be chosen is restricted at MoEYS. Teacher-trainers are equally useful in assisting student-teachers in improving their learning. There is common thought that teacher-trainers have to act as model for student-teachers. Student-teachers can observe and learn good experience from what teacher-trainers have done through their routine. They are the coach in learning process, an educator, an organizer, an innovator, a member of school team, a partner to parents, member of educational community, a partner to the culture.

#### **Mission of Provincial Teacher Training Centers**

To train teacher-trainees to have strong ability, good health, high professional conscience, good morality and virtue, so as to contribute to developing the quality education with a view to realizing the education goals of the Royal Government of Cambodia. According to Teacher Training Department report (Ministry of Education, 2010), PTTCs have distinct missions in order to meet the organization's objectives:

1. Providing high quality of training and professional teaching with the required skills and experience, which focuses on life skills, value and attitude, mutually cultural understanding, sustainable development and human development.
2. Strengthening participatory management approach to evaluate student-teachers' training and development needs to become a leading teacher training center.
3. Encouraging and promoting responsible attitudes and leadership qualities to all teacher-trainers, administrators and student-teachers to the need for personal and professional development.

4. Promoting a firm commitment to the teaching profession conduct, facilitating the development of ideals of love for loyalty to Cambodia.

5. Providing an appropriate environment for the on-going development and academic advancement of the center's staffs toward the achievement of individual and institutional vision.

### **Working Hours**

1. Administrative staffs work 2 shifts, morning and afternoon from Monday to Saturday (only morning).

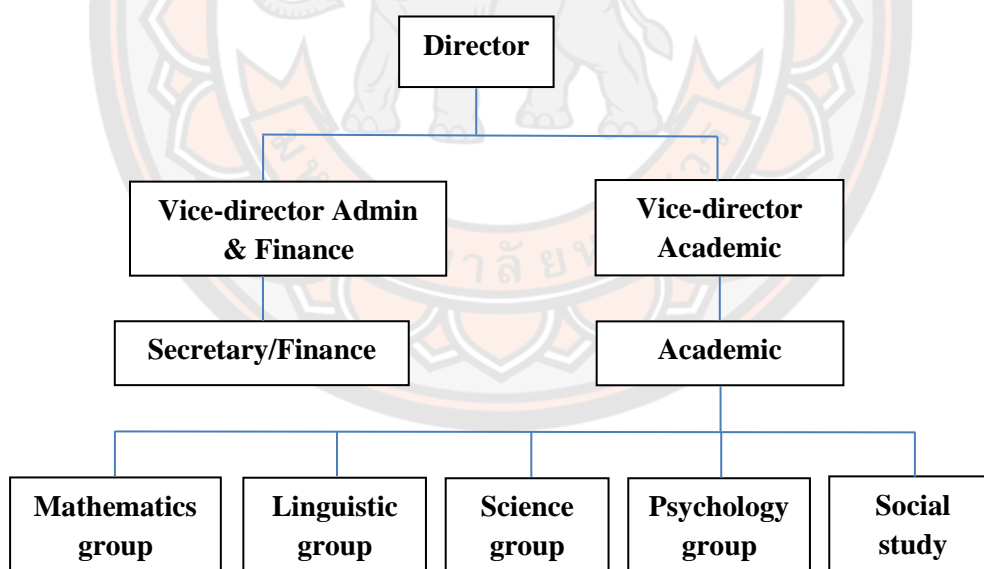
2. In the morning, the class starts at 7:00am to 11:00am

3. In the afternoon, the class begins from 2:00pm to 5:00pm

4. Teaching staffs are obliged to teach 14hours per week.

5. Teacher trainers who teach more than 14hours per week will get extra paid by hour depending on their degree and background.

### **Structure of Organization in Provincial Teacher Training Centers**



**Figure 1 Provincial Teacher Training Centers Organizational Structure**

Source: MoEYS (n/a)

### Curriculum

Teacher Training Department has designed the training curriculum for PTTCs (Ministry of Education, 2010). Student-teachers must complete five components of teacher training curriculum in order to obtain certificates.

1. Academic studies: upgrading the basic knowledge on mathematics and Khmer language.
2. Curriculum studies: teaching methods related to primary school education for all subjects.
3. Education studies: teaching psychology, pedagogy, school administration and professional moral.
4. Specialized education: teaching environment, hygiene, first aid, human rights, drawing, art, physical education, agriculture, workshop, music and handicraft.
5. Practicum: micro teaching practice (pedagogical drill, 3 hours per week) followed by teaching practicum in the classroom (Ministry of Education, 2010).

### Subjects and Credits

Teacher Training Department (TTD) also has constructed the study program including subjects and credits.

**Table 2 Subjects and Credits of Study Program**

Subjects	Credits
Psychology and Pedagogy	16
Skills for Administration and Library	2
Ethics and Moral Skills	3
Khmer Language	9
Mathematics	9
Practical Science	4
English	5
History	2
Geography	2
Home Economics	1

<b>Subjects</b>	<b>Credits</b>
Morality	2
Music and Arts	1
Agriculture Environment and Workshop	4
ICT	2

**Source:** Ministry of Education, 2010

### **Study Times**

According to the curriculum from Ministry of Education (2010)

1. The class opens based on the guideline from Teacher Training College and the academic years consists of two semesters:

1.1 Year1 Semester 1 starts from November to March and Semester 2 is from April to August.

1.2 Year2 Semester 1 begins from November to March and Semester 2 is from April to August.

2. The class starts from Monday to Saturday:

2.1 In the morning: 7am to 11am

2.2 In the afternoon: 2pm to 5 pm

2.3 One session: 50 minutes

2.4 Break between each session: 10 minutes

### **Facilities of Provincial Teacher Training Centers (PTTCs)**

Beside organizing and training, facilities are also important. Based on Teacher Training Center Standard policies (MoEYS, n/a), PTTC have paid attention on classroom facilities, school facilities and dormitory facilities. In the classroom, it is decorated in the friendly way based on the decision from student-teachers with ideas from the class and their subjects. These ideas are to model child friendly classroom which make all student-teachers enjoy learning and getting experience to apply in their teaching practice and in their daily classroom which they are in charge when they graduate from PTTC. Teaching and learning operate both inside and outside the classroom depending on the decision of teacher-trainers and student-teachers. Normally, student-teachers study at regular class and sometimes move to the subject-

room, particularly ICT, English, Math, Social study, Khmer literature, Science, and Art. Sport and Physical education is frequently taught outdoors. ICT is not only important and conducted into administrative work, but also into the classroom. More and more teacher-trainers try to use ICT in their teaching. Most teacher-trainers have their own computer. They prefer to, make their lesson in interactive power point and use it in their classroom. The problem is that there are not enough LCD for every classroom. However, PTTC try to involve partners to help this kind of materials step by step and use it effectively for teaching and learning. More than these, student-teachers have to come to school from Monday to Saturday, but in their schedule, they have sometimes to do self-learning and group learning which one of the members of the class is selected to prepare the lesson, teaching materials, and to do micro-teaching in the classroom with some members as observers and then they discuss and give feedback about their teaching under the supervision of subject-teachers. Beside of learning, (MoEYS, n/a) also stated that student-teachers have to take part in taking care school's environment and cleaning. They have to take off their shoes before entering the classroom and clean their class only one time in the early morning to make they feel that their classroom looks nice and clean for the whole day. By the involvement from student-teachers during after-class time, the classrooms are washed and cleaned regularly. Classroom is not the only place for student-teachers to study and practice their skills, but library is also one of important place for all of them to read, self-study, group discussion, research and develop their knowledge. There are thousands of books that are very useful for both student-teachers and teacher-trainers. They can find all kinds of books which are related to their contents study. To make student-teachers feel comfortable to read in the library, there are so many rules to control the silent environment of library and the facility of it. Due to some student-teachers' living conditions, directors and teacher-trainers motivate them by providing most of them from rural areas and poor families to live in school dormitory. It is free of charge, but for those who are interested in must fill in application form with the consent from their parents. Even though there are some rules that they are obliged to follow, but living there aim to give them opportunity to make friends, learn to live together, building good relationship, mutual understanding and safety. In addition,

they have chance to participate in social activities and students' club for new knowledge and skill.

## **Human Resource Management (HRM)**

### **Definition of HRM**

Human Resource management (HRM) is the process of acquiring, training, appraising and compensating employees and of attending to their labor relations, health and safety and fairness concern (Dessler, 2011).

The establishment of formal mechanisms in an organization to ensure the effective and efficient use of human potential to achieve organizational goals is known as human resource management (Steve, Randall, & Susan, 2012).

Human Resource Management (HRM) is defined here in simple terms as the management of people in organizations. In modern societies, with complex changes in the nature of work and technology, it is increasingly recognized that the effective and efficient production of goods and services requires more from employees than their passive compliance with managerial instructions (Newell, & Scarbrough, 2002).

In conclusion, the purpose of Human Resource Management is to ensure that the organization is able to achieve the goals through people. As Ulrich and Lake (1990) remark: "HRM systems can be the source of organizational capabilities that allow that allow firms to learn and capitalize on new opportunities." Specifically, HRM is concerned with achieving objectives in the organization (Armstrong, 2006).

Why is HRM important to all managers? Dessler (2006) has mentioned about the importance of Human Resource Management that it helps to avoid mistakes and ensures that you get results through people. So, there are some personnel mistakes you don't want it to happen while you're managing an organization. For instance, you don't want:

1. To hire the wrong person for the job
2. To experience high turnover
3. To find employees not doing their best
4. To have your company taken to court because of discriminatory actions
5. To have your company cited under federal occupational safety law for unsafe practices

6. To allow the lack of training to undermine your department's effectiveness

7. To commit any unfair labor practices.

Therefore, to avoid all these problems, as a manager, you need to carry out the personnel aspects of your management job, specifically, acquiring, training, appraising, rewarding and providing safe, ethical and fair environment for your organization's employees (Dessler, 2006).

## **Process of Human Resource Management**

### **Job Analysis**

Job analysis is the systematic process of determining the skills, duties and knowledge required for performing jobs in an organization. It is an essential and pervasive human resource technique. Nowadays, new jobs are being created and old jobs are also being redesigned or eliminated. A job analysis summarizes a job's duties and responsibilities, as well as its link to other jobs, the knowledge and skills necessary, and the working environment. Job information is acquired, processed, and documented as it is, not as it should be. After the task has been developed, the worker has been trained, and the job is being done, a job analysis is completed. Three times a job analysis is carried out. First, it is done when the organization is started and a job analysis program is originated for the first time. Second, it is also carried out when new employments are created. Third, it's employed when new technology, techniques, processes, or systems have a substantial impact on occupations. Changes in the nature of occupations are the most common reason for job analysis. Its data is utilized to create job descriptions as well as job requirements (Mondy, M.Noë, & Premeaux, 2002).

### **Human Resource Planning**

HR planning is the process of determining the human resource needs of an organization and ensuring that the organization has the right number of qualified people in the right jobs at the right time. (Byars, & Rue, 2008) mentioned that Human Resource Planning has 4 steps:

1. Determining the impact of the organization's objectives on specific organizational units.



2. Determining the impact of the organization's objectives on specific organizational units.

3. Determining the additional (net) human resource requirements in light of the organization's current human resources.

4. Developing action plans to meet the anticipated human resource needs.

### **Recruitment**

The staffing process matches people with jobs through recruiting and selection.

The process of developing a group of competent applicants for organizational vacancies is known as recruitment. If the number of eligible candidates is equal to the number of persons to be employed, no genuine selection is necessary, and the decision will be made automatically. The organization have to leave some opening empty and take all the applicants. Various employers have experienced a scarcity of workers with the necessary knowledge, skills, and talents (KSAs). However, as a result of the ups and downs in business cycles, labor demand and the number of persons seeking for employment fluctuate. Because of staffing takes place in the labor markets, learning some essentials labor markets aids understanding of recruiting (Gilmore, & Williams, 2013).

Another author (Bernardin, 2003) explained that effective recruiting necessitated the organization's understanding of what potential candidates are thinking, as well as their requirements and goals in reference to all important job qualities. For instant, what are the components of the fringe benefit package and how significant are they? Are candidates looking for flexible work schedules, child care, or a specific employment location? more than these, Organizations must also be aware of how job seekers look for work. What sources do they use to find out about job openings? To what extent do they rely on third-party job placement services? Should potential applicants' search activity be used to limit recruiting to certain geographic areas? At least part of the answers to these questions may be gleaned over time based on the organization's previous recruitment successes and failures. One area of HRM where a computerized system of precise record keeping would be particularly advantageous for future recruiting attempts is recruitment. Unfortunately, most firms make judgments based on recruiter "gut instincts" and do little to structure their past

recruitment efforts in such a way that formal research could aid in determining future strategies. Research indicates that these “hunches” are not particularly accurate (Bernardin, 2003).

A strategic approach to recruiting becomes more important as labor markets shift and become more competitive. There are 4 Strategic Recruiting Stages:

### **1. Human Resource Planning**

- 1.1 How many employees needed?
- 1.2 When will employees be needed?
- 1.3 What specific KSAs needed?
- 1.4 Diversity goals to be met?

### **2. Organizational Responsibilities**

- 2.1 HR staff and operating managers
- 2.2 Recruiting presence and image
- 2.3 Training of recruiters

### **3. Strategic Recruiting Decision**

- 3.1 Organizational based vs. outsourcing
- 3.2 Regular vs. flexible staffing
- 3.3 EEO/diversity considerations
- 3.4 Recruiting source choices

### **4. Recruiting Methods**

- 4.1 Internal methods
- 4.2 Internet/Web-based and External methods (Bernardin, 2003).

### **Selection**

Match employees with jobs sounds very simple, but it's not easy as everyone thought. Researchers have made this task easier by developing selection methods which successfully predict employees' effectiveness. Still, there is a void between what research indicates and how organizations actually do the selection. Real world selection is replete with examples of methods that have been proven to be ineffective or inferior to other methods (Bernardin, 2003).

Selection is the process of choosing individuals who have needed qualifications to fill jobs in an organization. Without qualified employees, an organization is hard to reach the goals. Organizations on average reject a high

percentage of applicants. In some cases, five out of six applicants for jobs are rejected. Perhaps the best perspective on selection and placement comes from HR truisms that clearly identify the importance of effective employment selection (Bratton, & Gold, 2017).

Selection decisions are very important part for HRM to be succeed. Some would even suggest that these choices are the most crucial. Changes in incentive pay schemes, enhanced training, or better job design may improve an employer's organization's performance, but unless the firm starts with the right people in place with the right skills, such benefits may not occur (R.A. Noe, Wright, Gerhart, & Hollenbeck, 2016).

### **Placement**

The final purpose of selection is placement. Placement is fitting a right person to the right job. More than anything else, placement of human resources should be seen as a matching process. How well an employee is matched to a job affects the amount and quality of the employee's work. This matching also directly affects training and operating costs. Individuals who are unable to produce the expected amount and quality of work can cost organization a great deal of money and time (Gilmore, & Williams, 2013).

### **Orientation**

Orientation is the activities involved in introducing new employees to the organization and their work units. New-employee orientation expands on the knowledge provided throughout the recruiting and selection process, and it can assist to alleviate the anxiety that comes with starting a new position. An orientation program, for example, should introduce a new member to the organization's goals, history, philosophy, processes, and rules. examine the particular tasks and responsibilities of the new worker's employment; convey applicable HRM regulations such as work hours, pay procedures, overtime obligations, and corporate perks; give employees a tour of the company's physical premises and introduce them to their manager and coworkers (David, & Stephen, 2002).

Who is responsible for orienting the new employee? This can be accomplished by the supervisor, HRM personnel, or a mix of the two. HRM is in charge of explaining such things as general organizational policy and employee perks

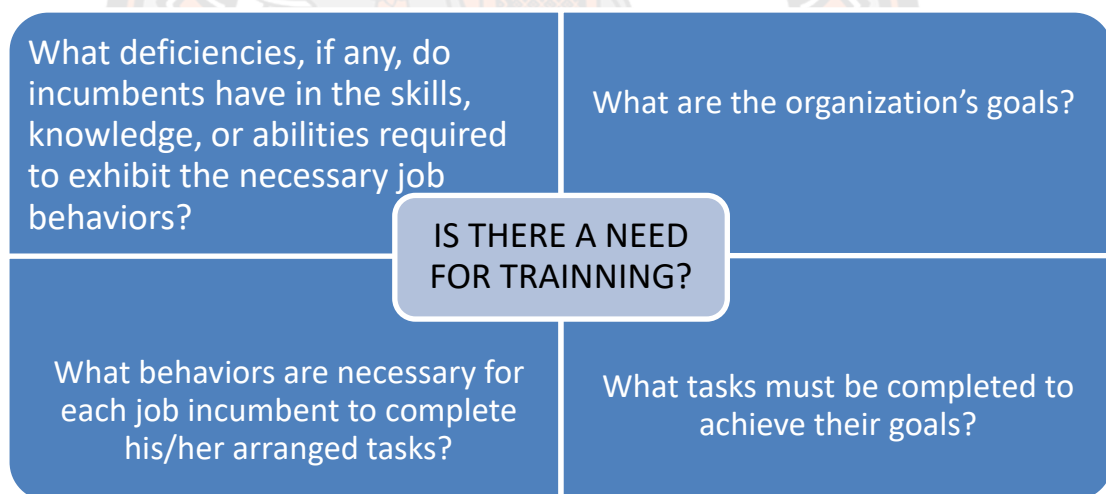
in medium and big enterprises. New workers will receive their whole orientation from their supervisor at most other medium-sized and small businesses. It's possible that the new employee orientation will be informal. For instant, in many small organization, orientation may mean the new member reports to his/her supervisor, who then assigns the new member to another employee who will introduce him/her to those people with whom she/he will be working closely (David, & Stephen, 2002).

The CEOs also take a very important in orientation. Having the CEO present from the day one lecturing new employees helps to allay some of those worries. The first thing to do is welcome new employees aboard and talk to them about what a good job choice they made. More than this, CEO is in a position to inspire the new employees by talking and sharing experience what it is like to work for the organization. When the CEO is there, the firm sends a message to its employees that it values them. Employee happiness notions are occasionally flung about a company to the point where they are little more than ruses to give lip respect to the ideal. (R.L. Mathis, Jackson, Meglich, & Valentine, 2016).

HRM, line management, or a mix of the two can handle the orientation function in addition to the CEO. HRM plays a significant part in new employee orientation by organizing to ensure that all of the necessary elements are in place. HRM also participates in the program as a participant. As a result, it's critical to understand what HRM is responsible for, such as presenting a job offer and emphasizing that the offer should originate from human resources. HRM should inform the new employee when to report to work when job offers are made and accepted. However, before the employee comes formally, HRM must be prepared to meet some of the employee's more normal demands; for example, new workers frequently have a long list of queries concerning benefits. Therefore, HRM must spend some time in orientation addressing what assistance it can be offer to employees in the future. HRM provides a variety of services to other divisions of the company, such as career counselling and training. Despite the fact that these departments are unable to seek HRM services outside of the corporation, HRM cannot get complacent. They must continue to deliver services to the organization's workers and divisions. One way to improve this service is to inform new workers about what else HRM can do for them (R.L. Mathis et al., 2016).

### Employee Training

People gain talents to help in the attainment of corporate goals through training. Training can be considered narrowly or widely since it is linked to a range of organizational aims (Raymond, John, Gerhart, & Patrick, 2011). To do the tasks that must be completed, any business needs well-adjusted, trained, and experienced individuals. Training is a learning experience in the sense that it aims to make a long-term change in an individual's capacity to function on the job. We may state that training entails the development of new abilities, information, attitudes about their profession, and interactions with coworkers and supervisors. For one reason, there is a difference between employee training and employee development for various reasons. Training is more focused on the individual's current employment, increasing those specific skills and abilities to execute their duties effectively (Decenzo, & Robbins, 2002).

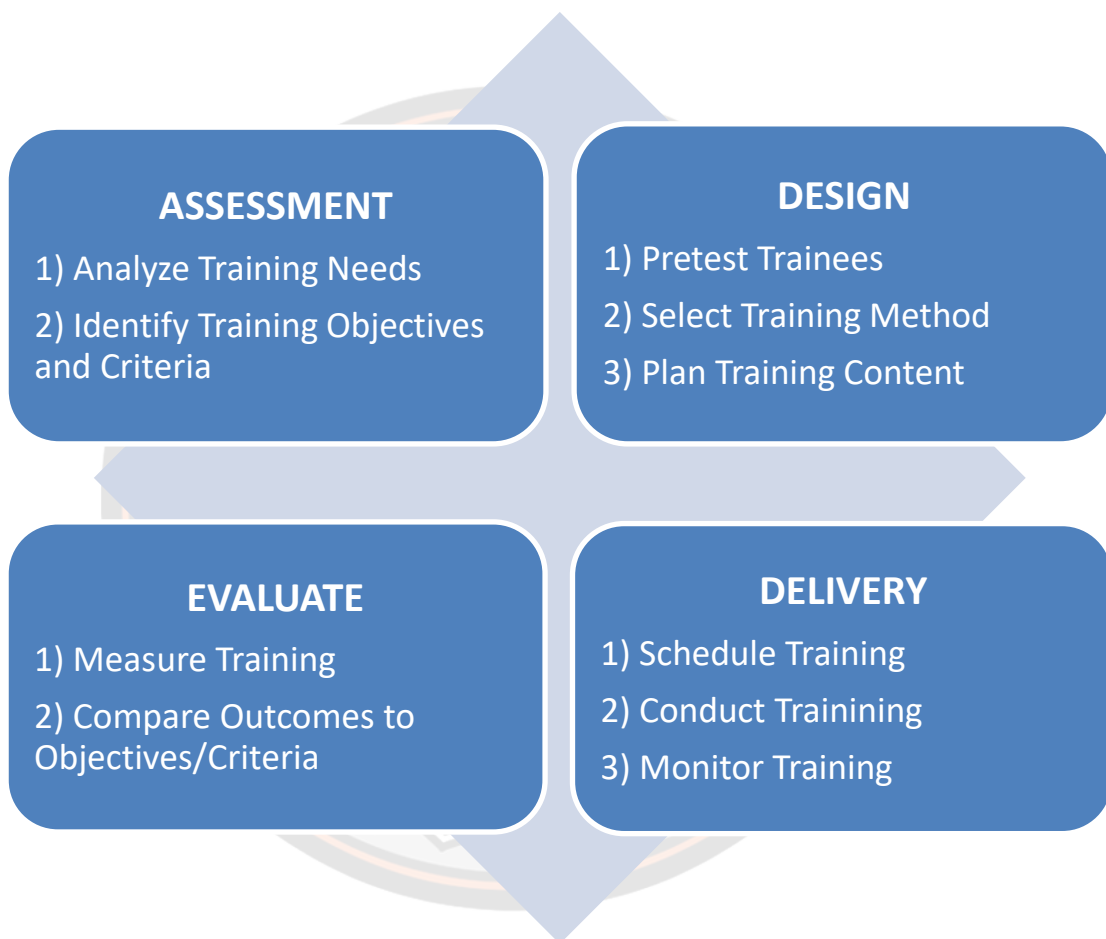


**Figure 2 Determining Training Needs**

**Source:** Adapted from David and Stephen, 2002

Training goals must be created once it has been recognized that training is required. The desired outcomes for each employee should be stated unambiguously by management. It's not enough to suggest that a change in employee knowledge, abilities, attitudes, or behavior is desired; we need to be specific about what needs to

change and how much. These objectives should be quantifiable, verifiable, and timely (Decenzo, & Robbins, 2002). The Effective implementation of strategic training requires use of a systematic training process such as; assessment, design, delivery and evaluation. Using such a process reduces the likelihood that unplanned, uncoordinated and haphazard training efforts will occur (David, & Stephen, 2002).



**Figure 3 Training Process**

**Source:** Adapted from Robert, L. Mathis, & Jackson, 2004

As maintained by (Robert, L. Mathis, & Jackson, 2004) training can be designed to meet a number of different objectives and can be classified in various ways such as:

1. Required and regular training: Complies with various mandated legal requirements and serves as training for all employees (new employee orientation)
2. Job/technical training: Enable employees to perform their jobs, tasks and responsibilities well (e.g., product knowledge, technical processes and procedures, customer relations)
3. Interpersonal and problem-solving training: Addresses both operational and interpersonal problems and seeks improve organizational working relationship (e.g., interpersonal communication, managerial/supervisory skills, conflict resolution)
4. Developmental and innovative training: Provides a long-term focus to enhance individual and organizational capabilities for the future (e.g., business practices, executive development, organizational change) (Robert, L. Mathis, & Jackson, 2004).

### **Development**

Management Development is the process concerned with developing the experience, attitudes, and skills necessary to become or remain an effective manager. To be successful, it must have the full support of the organization's top executives. Management development should be designed, conducted and evaluated on the basis of the objectives of the organization, the needs of the individual managers who are to be developed and anticipated changes in the organization's management team (Byars, & Rue, 2008).

Development refers to future-oriented learning experiences that prepare people to take on new responsibilities in other occupations, generally at a higher level. Development aids a company's personnel in gaining a long-term competitive advantage (Lepak, & Gowan, 2010).

Successful development programs require a strong learning strategy that includes clearly identifying the training's instructional objectives, developing appropriate lesson plans or programs for training, comprehending the elements of learning, appreciating the impact of learning agility, and engaging learners in the lesson. More than that, trainers must be familiar with adult learners' teaching methodologies, and training locations and timings must be convenient for students (Lepak, & Gowan, 2010).

## **Performance Management**

The process of ensuring that workers' activities and outputs align with the organization's goals is known as performance management. It includes keeping track of how well employees doing their tasks related to the objectives such as job descriptions and goals for a particular position. The activities of performance management include specifying the tasks and outcomes of a job that contribute to organization's success. To measure and compare the employees' performance, human resource department need to take responsibility for developing or obtain the questionnaires, tests and other materials to use over some time period with the desire performance (Raymond, A. Noe, Hollenbeck, Gerhart, & Wright, 2014a).

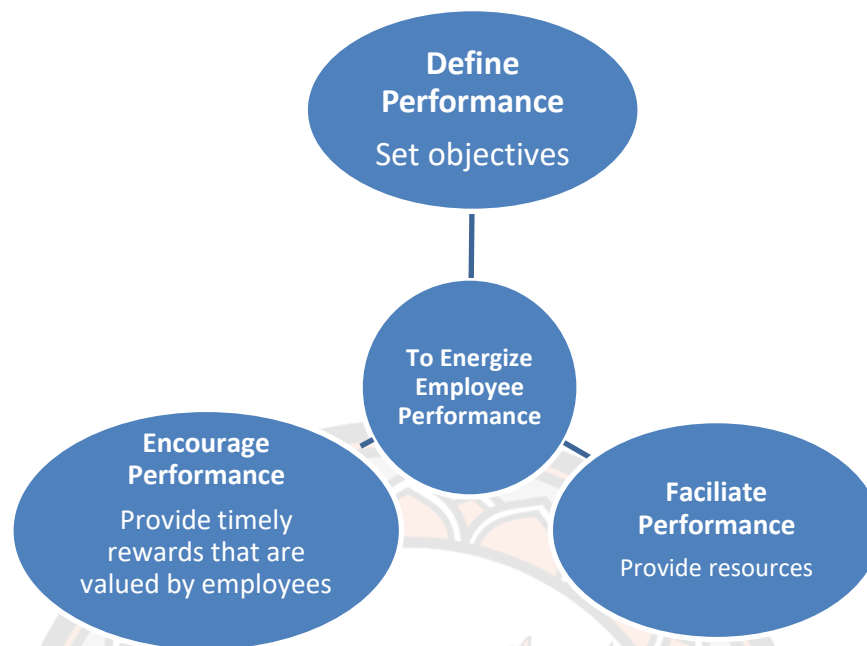
Performance Management needs willingness and a commitment to focus on improving performance at the level of the individual or team every day. At a general level, there are 3 elements to follow for the performance management process such as:

1. Define performance: the manager who defines performance ensures that individual employees or team know what is expected of them and that they stay focused on effective performance. The manger needs to pay attention carefully to three key elements; goals, measures and assessment.

2. Facilitate performance: the managers know one of their great responsibilities is to eliminate roadblocks to successful performance, to provide adequate resources to get a mission completed right and on time and to pay attention carefully on selecting the employees.

3. Encourage performance: it's very important to repeat the good performance, so the managers have to do well at providing a sufficient number of rewards that employees really value, in a timely fashion and in a fair manner. For example, pay, benefits, free time or special privileges (Cascio, 2019).





**Figure 4 Elements of A Performance Management System**

**Source:** Adapted from Cascio, 2019

### **Compensation**

Compensation is a critical component of the employment relationship. It includes direct cash payments, indirect payments in the form of employee benefits and incentives to motivate employees to strive for higher levels of productivity (Cascio, 2013). Compensation contains two types of reward:

1. Financial reward includes direct payments (e.g., salary) plus indirect payments in the form of employee benefits.

2. Nonfinancial reward includes everything in a work environment that enhances a worker's sense of self-respect and esteem by others (e.g., work environments that are physically, socially and mentally healthy; opportunities for training and personal development; effective supervision; recognition) (Cascio, 2013).

Employees have come to expect that benefits will help them maintain economic security. Social Security contributions, pensions and retirement saving plans help employees to prepare for their retirement. For example, insurance plans

help to protect employees from unexpected costs like hospital bills (Raymond A. Noe, Hollenbeck, Gerhart, & Wright, 2014b).

According to Raymond et al. (2011) , payment is crucial both in terms of its impact on employees and in terms of its cost, and businesses must prepare ahead of time for what they will pay people in each position. Unfairness, unhappiness, and rates that are either unreasonably expensive or so low that jobs are impossible to fill will result from an ad hoc strategy in which each employee's compensation is unilaterally negotiated. Organizations must make the best judgments possible regarding two components of pay structure: job structure and pay level.

1. Job Structure: is the relative compensation for different occupations in the company. It establishes wage disparities between various functions and degrees of responsibility. Job structure, for example, determines the salary differential between an entry-level accountant and an entry-level assembler, as well as between an entry-level accountant, the accounting department manager, and the organization manager (Raymond et al., 2011).

2. Pay Level: is the average amount (including wages, salaries, and bonuses) that organization pays for particular job. Together, job structure and pay levels establish a pay structure that helps the organization achieves goals related to employee motivation, cost control and the ability to attract and retain talented human resources (Raymond et al., 2011).

### **Human Resource Development (HRD)**

Human Resource Development (HRD) is a subset of HRM that encompasses a wide variety of activities and processes aimed at ensuring that an organization's human resources function well today and in the future (Wilton, 2013).

Others have defined it. Continuous education to increase knowledge and skills for current and future occupations is what Human Resource Development is all about. The training is intended to teach people how to advance in the company by becoming adept at activities that they will need to know how to accomplish in the future, in order to establish higher-level employment (Lussier, & Hendon, 2013).

Development supposed to be less technical and to improve human, communication, conceptual and decision-making skills in managerial and professional employees. To compete in today's dynamic environment , every organizations must have employees who have new updated knowledge and skills, and development is a very important role in this effort (Lussier, & Hendon, 2013).

### **Manager's Role in Human Resource Development**

Managers have a very important role in operating HRD programs and processes. Some books mention that, many organizations depend on line managers to operate the development programs and processes like orientations, training, coaching and career development, therefore, most HRD efforts do not get succeed because of supervisors and managers (J. M. Werner, & R. L. DeSimone, 2009).

Managers must take first responsibility for HRD processes by bringing the development programs with objectives and strategies together and to deliver the leadership role in the program or organization. Another important job is to promote or explain the importance of HRD in order to ensure that employees have good abilities for present and future jobs (Werner, & DeSimone, 2009).

### **Framework or Process of Human Resource Development**

Werner, & DeSimone (2009) said that the greatest goal of HRD is to develop organization's effectiveness by:

1. Solving the happening issues in the organization.
2. Avoiding future problems.
3. Ensuring that both organization and employees can benefit most.

On the other hand, several writers have provided a comparable framework for human resource development, so we may adapt these methods for use in the organization.

**Table 3 Human Resource Development Process Model**

(Werner, & DeSimone)	(Swanson, & Holton)	(Delahaye)	Conclusion
Assess Need	Analyze	Investigate	Need Assessment
Design	Propose	Design	Construct the Program
Implementation	Create	Implement	Implement
Evaluation	Implement	Evaluation	Evaluate
	Evaluate		

**Source:** Adapted from Werner, & DeSimone, 2009; Swanson, & Holton, 2009; Delahaye, 2000

### **Need Assessment**

HRD interferences are conducted to determine an organization's needs or mistakes to improve such as employees' poor performance and the new problem of the organization's operation which has to be changed (Jon, & Randy, 2006). Another book by (Werner, & DeSimone), pointed out that Assess Needs or Analyze contains (a) organizational analysis, (b) job tasks, and (c) staff performance. Based on (Werner, & DeSimone, 2009) this information, Assessment is very valuable for setting priorities for enlarging HRD effort, designating certain training and HRD goals and setting the evaluation standard.

1. Organizational Analysis: required training or development can be found by reviewing the organizational results and finding the future needs of organization. This analysis also points on establishing whether training supports the organization's strategic direction, whether managers, teams/groups, and support training activity and available training sources (Cascio, 2019).

2. Task Analysis: find the particular skills, knowledge, and behavior required for operating the task needed by current or future jobs (Steve et al., 2012).

3. Person Analysis: focuses on discovering staffs and their performance in order to find out who need to be trained and what types of training are suitable for them (Cascio, 2019). This analyze focuses on the job, rather than employees'

performance. After completing organizational analysis and task analysis, the information shows a clear performance of the organization and the jobs, and knowledge of providing a good foundation for planning and developing HRD effort (Werner, & DeSimone, 2009).

### **Construct the Program**

The 2<sup>nd</sup> step of HRD process requires constructing the HRD program or interferences. In case the interferences involve in many kinds of training or development program, these actions are actually achieved in this step (Alhalboosi, 2018):

1. Choosing the exact goals/objectives of the program.
2. Developing a suitable lesson plan for the program.
3. Developing or obtaining the suitable material.
4. Deciding who will be the trainer and distribute the program.
5. Choosing the most suitable methods to apply in the program.
6. Setting the schedule of program (Alhalboosi, 2018).

Training and development activities must provide material that is suitable with learning objectives. Enhancing cognitive understanding, expanding employees' abilities, influencing emotive responses, and encouraging ethical conduct are all examples of traditional learning objectives. (Steve et al., 2012).

### **Implement**

The main objective of the analyze and construct is to deliver the effective HRD programs, therefore the program has to be implemented by equipping the most suitable methods (as mentioned in step 2 of HRD process “design”) and competencies learned that can be used for the real job. Any HRD program distribution generally entails a number of hurdles, including completing the program on time, creating a better learning environment, and resolving any issues that may arise (missing material, conflict between participants, etc.) (Werner, & DeSimone, 2009).

More than these, many authors have proposed two methods for the training. (Werner, & Desimone, 2009) describe the training process such as:

**1. Off - The - Job Training Methods:** the training program takes place outside the workplace or organization. This method is generally designed to match the group learning needs rather than an individual’s needs. For instant:

**1.1 Classroom Training Approaches:** are provided outside of the common work environment like the company cafeteria or a seminar room. This training method allows the use of variation of techniques such as video, lecture, discussion, role playing and reproduction (Werner, & DeSimone, 2009).

**1.2 The Lecture Approaches:** cover the oral demonstration of information by a issue matter expert to the listeners. This technique is very popular and efficient for delivering the exact information to a big group of audience in a very short period of time (Alhalboosi, 2018).

**2. On - The - Job Training Methods:** the training program is conducted in workplace and most employees get the training and coaching on the job or duty by coworkers or supervisor. On – The – Job Training is popular for organizations to deal with the lack of applicants who need skill to perform their jobs, and for organizations to deal advance market cycles (Jon, & Randy, 2006) . For example:

**2.1 Job Instruction Training:** is formed approach to training, which needs trainees to start through a series of procedures in sequential pattern (Werner, & DeSimone, 2009).

**2.2 Job Rotation:** is the structured movement of employees from job to job, task to task, and project to project in an organization to reach the various types of human resources objectives (Werner, & DeSimone, 2009).

**2.3 Coaching:** focuses on testing an employee's performance and taking measures to continue the effective performance, enhance the performance, and fix the faults. It is commonly utilized between an employee and a supervisor (Alhalboosi, 2018).

**2.4 Mentoring:** is a practice in which a senior management interacts with junior staff to provide assistance, assist them in learning procedures, and prepare them for increased responsibilities (Alhalboosi, 2018).

### **Evaluate**

In the end is evaluation, that means the final result. To evaluate and assess the value of training Cascio (2019) has proposed 5 questions to seek the answers in order to record the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization.

1. Have trainees achieved a specific level of skill, knowledge, or performance?
2. Did change occur?
3. Is the change because of training?
4. Is the change positively related to the achievement of organizational goals?
5. Will similar changes happen with new participants in the same training program?

In this phase, the important thing to do is determine target of evaluation. For instant, the training content and design, changes in learners and organizational payoffs from data-collection methods such as cost-benefit analysis, ratings and surveys. The bottom line of training success, however, is the impact of training on organizational performance (Cascio, 2019). Alhalboosi (2018) found that evaluation can help to:

1. Determine whether a HRD program is achieving its objectives.
2. Identify its strengths and weaknesses.
3. Determine its cost-benefit ratio.
4. Decide or choose who should participate in future HRD programs.
5. Pick out which participants benefited the most or least from the program.
6. Strengthen major points to be made to the participants.
7. Gather data to assist in marketing future programs.
8. Determine if the program was appropriate.
9. Establish a database to assist management in making decisions.

**Table 4 An Integrative Model of Training Evaluation**

<b>Target</b>	<b>Focus</b>	<b>Possible Methods</b>
Training Content and Design	Design, Delivery and Validity	Advisory Panel, Expert Judgement, Course Ratings, Est Methodology.
Changes in Learners	Cognitive, Behavioral, Affective	Written Test, Work Samples, Surveys, Interviews.
Organizational Payoffs	Results, Transfer and Performance.	Cost-Benefit Analysis, Surveys and Ratings.

**Source:** Cascio, 2010

### **Related Research**

A reliable amount of empirical witness can express that Human Resource Development has become the most paying attention study for all kinds of organization, especially educational sector, in order to improve their people's capacities and performance.

Cho, & Zachmeier (2015), who studied about HRD Educators' views on teaching and learning to examine the trends, challenges, and opportunities faced by HRD educators. The authors interviewed with 40 educators who were the senior faculty members or leader in the HRD professional associations and the result were presented into 4 broad themes: the nature of HRD, contextual differences, curriculum, and teaching and learning.

Sheehan, Maura Sheehan, N. Garavan, & Carbery (2013), also examined the previous studies of Human Resource Development to provide a prologue to the issue of HRD and innovation which has been under-researched the widespread. The study pointed out that HRD interventions can positively contribute to organization's innovation activities. HRD is also found to positively influence employee engagement, leadership, manager's motivation to learn, the promotion of a learning



culture, and social capital development all of which are positively associated with innovation.

Ayande, & Sabourin (2016), did research about development and learning obstacles for HRD managers in strategy execution by using qualitative and quantitative method. The authors found that HRD managers faced a multiple of challenges in their managerial practices. These challenges ranged from information management, human resource controls and managerial practices. Their main contribution was to put in perspective the critical role-played by rules and emotions in development and learning process by HRD managers.

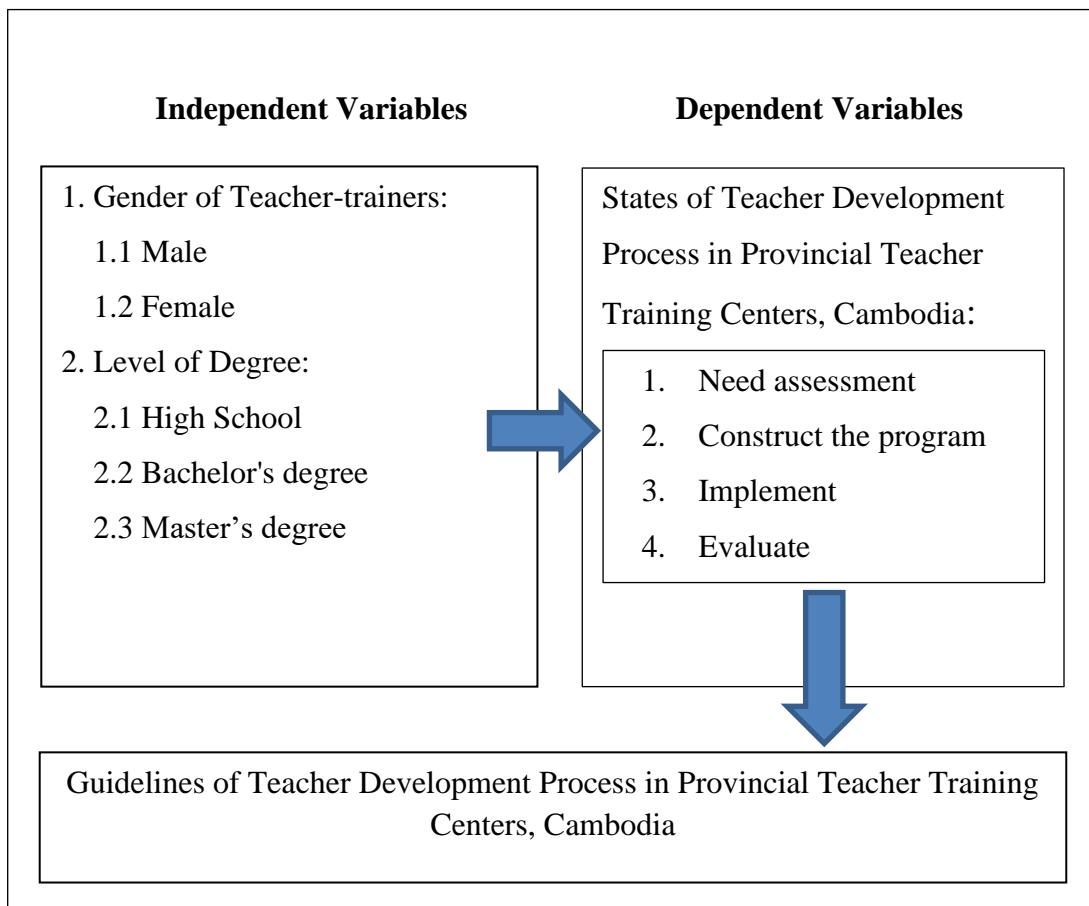
Lappia, & Streumer (2012), similarly did a HRD case study of designing guidelines are required in order to produce powerful, effectiveness work-related learning arrangements in higher education and the results of both cases (LTB and PDS) were organized according to the curriculum components of the spider web model.

Mir, Rasheed, & Gul (2017), figured and witnessed about HRD with a topic “Integrating Knowledge Management and Human Resource Development: A knowledge based HRD process model”. The authors synthesized literature review about a four phased knowledge oriented HRD and found out that the conceptual model generated presents important dimensions of an extended HRD process model where every step of the process was closely integrated with the corresponding knowledge management practices and concepts.

Last but not least, a quantitative research conducted by Nguyen (2018) to investigate the roles of human resource development (HRD) in open universities and assess the current situation of HRD at Hanoi Open University (HOU) with an end view of proposing some suggested recommendations to enhance HRD to improve the training quality and effectiveness at HOU. The study showed that HRD practices at HOU were not as effective as expected in terms of human resource quality, human resource structure and human resource management. There was a shortage of full-time well-qualified employees, inadequate and imbalance working positions, and un-synchronous, fragmented personnel management.

### Research Conceptual Framework

The research conceptual framework involves the independent variable and the dependent variables.



**Figure 5 Research Conceptual Framework**

## **CHAPTER III**

### **METHODOLOGY**

This descriptive research focused on the following steps:

1. Population and Samples
2. Research Instrument
3. Data Collection
4. Data Analysis

#### **Part 1: To Study the State of Teacher Development Process in the PTTCs.**

##### **Population and Sample**

###### **1. Population**

The target population of this study was teacher-trainers in PTTCs Cambodia. According to MoEYS (2020) teacher statistics, there were 18 PTTCs and 327 teacher trainers in Cambodia

###### **2. Sample**

The sample was 168 teacher trainers selected by the Multi-Stage Random Sampling method, and determined by using Yamane's formula (Yamane, 1973).

###### **Stage 1: Selection of PTTCs**

There were 18 PTTCs in Cambodia, but only 9 PTTCs were selected by Simple Random Sampling method such as Prey Veng, Siem Reap, Kompong Cham, Svay Rieng, Kandal, Takeo, Phnom Penh, Kratie, and Sihanouk Ville were conducted the survey. The PTTCs in Cambodia were allocated by 50% proportionate.

###### **Stage 2: Selection of teacher-trainers**

In this stage, the researcher randomized teacher-trainers from 9 PTTCs. There were 168 teacher-trainers.

##### **Research Instruments**

###### **1. Characteristics of Research Instrument**

The survey questionnaire developed from a literature study of the HRD process model served as the research instrument. In terms of the study's objectives, the survey questionnaire divided into two parts:

**Part 1 This part focus on the information of respondents** including gender, and level of degree. A checklist was used as the response format.

**Part 2 To study the state of teacher development process in PTTCs** including need assessment, construct the program, implement and evaluate into 5 different levels with different scores of Likert scale (Mohn, 2019) as follows:

5 = Always

4 = Often

3 = Sometimes

2 = Occasionally

1 = Never

## **2. Construction of Research Instrument**

Exact steps were followed in the construction of the research instrument as follows:

2.1 The questionnaire from the literature review of the HRD process model was employed as the research instrument in this study.

2.2 Conceptual Framework for Research

2.3 Definition of Terms of the HRD process model to construct the research instrument.

## **3. The Validity of Research Instrument**

The content validity of the research instrument established by the researcher will be validated through a consultation procedure with the adviser, who will examine and provide comments on the research instrument. Following the major modifications, experts will assess the research instrument's validity using Item Objective Congruence (IOC):

3.1 Dr.Sathiraporn Chaochai, Faculty of Education, Naresuan University, Thailand.

3.2 Dr.Thamronglung U-Nakarin, Faculty of Education, Naresuan University, Thailand.

3.3 Dr.Kimcheang Hong, The Director of Kompong Speu Institute of Technology, Cambodia.

The researcher analyzed the validity and found that IOC of all items was 1.00 and developed the research instrument base on the experts and advisors' recommendation.

#### **4. The Reliability of Research Instrument**

The research instrument will be tested for dependability with 30 teacher-trainers at a Provincial Teacher Training Center with similar demographics to the study's population. Cronbach Alpha will be used to guide the dependability testing procedure. The result showed that the Alpha Coefficients was 0.92.

##### **Data Collection**

The data will be collected via 168 questionnaires sent by the researcher. From the target samples, a sample will be drawn. The data will be gathered both in person at the facilities and by email by the researcher.

##### **Data Analysis**

Once the questionnaires will be received from the teacher-trainers in PTTCs, the researcher will check through to confirm that the questions are completely and exactly answered. Then the following procedure of data analysis will be operated:

1. The Information of Respondents will be analyzed using frequency and percentage.

2. Using arithmetic means ( $X$ ) and standard deviation, the state of teacher development in PTTCs in Cambodia will be examined (S.D). It may be split into five equal ranges using a 5-point rating scale. (Best, & Kahn, 1996).

4.50-5.00 is considered Always

3.50-4.49 is considered Often

2.50-3.49 is considered Sometimes

1.50-2.49 is considered Occasionally

1.00-1.49 is considered Never

3. To Compare the Teacher Development Process in PTTCs classified by gender using T-Test and One-Way Analysis of Variance (ANOVA) for level of degree. If variables and significant difference ( $p < 0.05$ ), the differences between groups will also be tested with Scheffe's method.

## **Part 2: To Study the Guidelines for Improving Teacher Development Process in PTTCs.**

This descriptive research focused on the following steps:

1. Target Group
2. Research Instrument
3. Data collection
4. Data Analysis

### **Target Group**

For the second part of the study, the target group comprises school administrators with more than ten years of experience in the field of educational administration. Purposive sampling was used to choose the experts.

**Table 5 Details of Experts Selected from Field of Administration**

<b>Sample Number</b>	<b>Name</b>	<b>Title</b>	<b>Country</b>
1.	Mr.Ngor Penglong	Director of Teacher Training Department, MoEYS.	Cambodia
2.	Dr.Set Seng	Director of Phnom Penh Teacher Education College.	Cambodia
3.	Mr.Pav Sothy	Director of Prey Veng Provincial Department of Education.	Cambodia

### **Research Instruments**

The structured interview from the literature review and human resource development process was employed as the research instrument in this section of the study. A digital voice recorder will be used to capture qualitative data from the four specialists in Educational Administration. The experts will be asked semi-structured or open-ended questions that will allow them to express their ideas and knowledge on the Teacher Development Process. The following is how the interview will be conducted:

**This part focuses on the guidelines for improving teacher development process in PTTCs, Cambodia** with information provided by the experts of different level of work experience. To get the information, semi-structured or open-ended questions will be asked. During the interview, the researcher will take notes and record the conversation.

### **Construction of Research Instrument**

Detailed steps were followed in the construction of the research instrument as follows:

1. The questionnaire from the literature review and the human resource development process will be utilized as the research instrument in this study.
2. Conceptual Framework for Research
3. Construction of Research Instrument by a Glossary of Terms
4. Construction of Research Instrument for Approval by Advisor
5. The content validity of the research instrument established by the researcher will be validated through a consultation procedure with the adviser, who will examine and provide comments on the research instrument. Following the major modifications, experts will assess the research instrument's validity using Item Objective Congruence (IOC):
  - 5.1 Dr.Sathiraporn Chaochai, Faculty of Education, Naresuan University, Thailand.
  - 5.2 Dr.Thamronglung U-Nakarin, Faculty of Education, Naresuan University, Thailand.
  - 5.3 Dr.Kimcheang Hong, Director of Kompong Speu Institute of Technology, Cambodia.

The researcher analyzed the validity and found that IOC of all items was 1.00 and developed the research instrument base on the experts and advisors' recommendation.

### **Data Collection**

The data will be gathered through interviews with four specialists in the field of educational administration. The structured interview will ask semi-structured or open-ended questions to elicit expert perspectives and ideas on the Teacher Development Process. A one-on-one interview will be held and recorded. A digital

voice recorder will be used to gather qualitative data, and crucial information will be jotted down throughout the interview.

The researcher will follow the following steps for collecting the data:

1. The researcher will find and get permission from four experts in the field of educational administration to conduct the interview.

2. The researcher will prepare the interview questions that will subsequently help to study the guidelines for improving human resource development process in PTTCs, Cambodia.

3. The researcher will organize and prepare for the interview ahead of time, taking notes using an interview guide style and utilizing a tape recorder while conducting the interview.

4. Prior to the interview, the researcher will notify the experts by calling them to arrange a convenient time for the interview.

5. Once the experts have been identified and the tools have been prepared, a location and date for conducting the interviews for each expertise will be determined.

- 5.1 HRD process model, Analyze, Construct, Implement, and Evaluate to study the guidelines for improving the HRD process in PTTCs, Cambodia will be prepared to ask and let the experts share their opinions and suggestions in the field of human resource development in a structured interview using semi-structured or open-ended questions. A one-on-one interview will be held and recorded.

- 5.2 Finally, qualitative data will be obtained by taking down relevant information in the interview guide format and utilizing a digital voice recorder throughout the interview.

### **Data Analysis**

When the data collection is accomplished, content analysis will also be used to examine the data. It will be done with the information gathered during the interview session and given in a descriptive format.



## CHAPTER IV

### RESULTS

In this chapter, the results of the survey are presented in 2 steps as follow:

#### **Part 1 To Study the State of Teacher Development Process in the Provincial Teacher Training Centers, Cambodia**

##### **Descriptive statistics**

The information of Respondents.

The State of Teacher Process in the Provincial Teacher Training Centers, Cambodia.

##### **Inferential statistics**

Comparison of Teacher Development Process in Provincial Teacher Training Centers, Cambodia Classified by Gender and Level of Degree.

#### **Part 2 The Guidelines for Improving Teacher Development Process in Provincial Teacher Training Centers, Cambodia.**

##### **The Information of Respondents**

This part is to describe about the profile of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 6 The Information of Respondents (N = 168)**

	<b>Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>			
	Male	99	59.9%
	Female	69	41.1%
	<b>Total</b>	<b>168</b>	<b>100%</b>
<b>Level of Degree</b>			
	High School	12	7.1%
	Bachelor's Degree	97	57.7%
	Master's Degree	59	35.1%
	<b>Total</b>	<b>168</b>	<b>100%</b>

The data in table 6 showed that the distribution of teacher-trainers in Provincial Teacher Training Centers was a little different. Most teacher-trainers were male at **59.9%**. In case of the degree of respondents, **57.7%** teacher-trainers have Bachelor's degree.

### **Part 2 The State of Teacher Development Process in Provincial Teacher Training Centers.**

This part mainly presented about the state of teacher development process in the Provincial Teacher Training Centers.

**Table 7 The State of Teacher Development Process in Provincial Teacher Training Centers**

Teacher Development Process	n = 168		Level of State
	$\bar{x}$	S.D.	
Need Assessment	3.79	0.95	Often
Construct the Program	3.72	0.89	Often
Implement	3.20	0.84	Sometimes
Evaluate	4.01	0.84	Often
<b>Total</b>	<b>3.76</b>	<b>0.80</b>	<b>Often</b>

Table 7 shows that the state of teacher development process in Provincial Teacher Training Centers ( $\bar{X} = 3.76$ ) were at often level.

Considering in aspect, the result showed that the highest mean was "Evaluate ( $\bar{X} = 4.01$ )" and the lowest mean was "Implement ( $\bar{X} = 3.20$ )".

The respondents' level of state on Implement was specified as sometimes, in the same time for Need Assessment, Construct the Program and Evaluate were shown as often.

**Table 8 The State of Teacher Development Process, Need Assessment of Teacher Development**

Item	Need Assessment of Teacher Development Process	n = 168		Level of State
		$\bar{X}$	S.D.	
1	Your organization does a review of the organization's results.	3.81	1.07	Often
2	Your organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies).	3.56	1.20	Often
3	Your organization analyzes the tasks and the requirements of the tasks before assigning them to the employees.	3.79	1.20	Often
4	Your organization figures out the required skill, knowledge and behavior for operating the needs of current or future jobs.	3.89	1.14	Often
5	Your organization has a clear policy and standard to select and recruit employees.	3.82	1.26	Often
6	Your organization analyzes the employees' performance in order to find out what needs to be trained (skill, knowledge or, behavior).	3.73	1.14	Often
7	Your organization assigned employees base on their majors, skills, knowledge, and expertise.	3.95	1.05	Often
<b>Total</b>		<b>3.79</b>	<b>0.95</b>	<b>Often</b>

Table 8 shows that the respondents' overall level of state on Analyzing Teacher Development in Provincial Teacher Training Centers ( $\bar{X} = 3.79$ ) was at often level.

Considering in aspect, the result showed that the highest mean was item 7 "Your organization assigned employees base on their majors, skills, knowledge, and expertise" ( $\bar{X} = 3.95$ ), and the lowest mean was item 2 "Your organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies)" ( $\bar{X} = 3.56$ ).

**Table 9 The State of Teacher Development Process, Constructing the Program of Teacher Development**

Item	Constructing the Program of Teacher Development	n = 168		Level of State
		$\bar{X}$	S.D.	
1	There is a primary objective of the training program designed for problem solving in your organization.	3.56	1.23	Often
2	Your organization prepares the training program which is aligned with the primary objective.	3.82	1.16	Often
3	Your organization uses suitable and effective materials for the HRD training for improvement.	3.95	0.96	Often
4	Your organization uses methods or techniques which respond to the objectives of the HRD training.	4.01	0.98	Often
5	Your organization assigns an expert who has skills in the field of the HRD training program for employees.	3.37	1.30	Sometimes
6	Your organization assigns schedule or location of the HRD training program is very convenient for you to participate in (without affecting the working time or students' learning schedules).	3.61	1.20	Often
<b>Total</b>		<b>3.72</b>	<b>0.89</b>	<b>Often</b>

Table 9 shows that the respondents' overall level of state on Constructing the Program of Teacher Development in Provincial Teacher Training Centers ( $\bar{X} = 3.72$ ) was at often level.

Considering in aspect, the result showed that the highest mean was item 4 "Your organization uses methods or techniques which respond to the objectives of the HRD training." ( $\bar{X} = 4.01$ ), and the lowest mean was item 5 "Your organization assigns an expert who has skills in the field of the HRD training program for employees" ( $\bar{X} = 3.37$ ).

**Table 10 The State of Teacher Development Process, Implementing of Teacher Development**

Item	Implementing of Teacher Development	n = 168		Level of State
		$\bar{X}$	S.D.	
1	Your organization always forms a HRD training program outside the campus which helps to increase the efficiency of the program.	3.01	1.26	Sometimes
2	Forming a training program outside the organization is inconvenient for the teacher-trainers.	2.54	1.14	Sometimes
3	Your organization provides a classroom for teacher-trainers to form a group training outside the working environment and has a variety of materials and strategies such as lecture, discussion, and problem-solving.	3.35	1.28	Sometimes
4	The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers.	3.66	1.17	Often
5	Your organization always makes a movement of teacher-trainers in the same major from job to job, task to task or project to project in order to get various types of human resources.	3.41	1.13	Sometimes
<b>Total</b>		<b>3.20</b>	<b>0.84</b>	<b>Sometimes</b>

Table 10 shows that the respondents' overall level of state on Implementing Teacher Development in Provincial Teacher Training Centers ( $\bar{X} = 3.20$ ) was at sometimes level.

Considering in aspect, the result showed that the highest mean was item 4 "The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers." ( $\bar{X} = 3.66$ ), and the lowest mean was item 2 "Forming a training program outside the organization is inconvenient for the teacher-trainers." ( $\bar{X} = 2.54$ ).

**Table 11 The State of Teacher Development Process, Evaluating of Teacher Development**

Item	Evaluating of Teacher Development	n = 168		Level of State
		$\bar{X}$	S.D.	
1	There is satisfaction with the available opportunities for professional growth.	3.94	1.20	Often
2	The HRD training program is relevant to your role or major of the participants.	4.09	1.05	Often
3	The HRD training program is really helpful to overcome the challenges.	4.20	1.02	Often
4	The trainer really has good knowledge and skills of the HRD training program.	3.84	1.16	Often
5	The instruments/materials/ techniques of the HRD training program are very useful and suitable.	3.96	1.06	Often
6	The schedule of the HRD training is convenient to participate.	3.87	1.10	Often
7	The training environment is friendly and conducive.	4.00	1.04	Often
8	It is encouraging and motivating to attend the training program.	4.05	1.01	Often
9	It is more inspiring to work after completion of the training program.	3.88	1.02	Often
10	After attending the training program, you feel completely involved in your work.	4.07	0.95	Often
11	There is a better understanding about the job after completion of the training.	4.23	0.93	Often
<b>Total</b>		<b>4.01</b>	<b>0.84</b>	<b>Often</b>

Table 11 shows that the respondents' overall level of state on Evaluating Teacher Development in PTTCs ( $\bar{X} = 4.01$ ) was at often level.

Considering in aspect, the result showed that the highest mean was item 11 "There is a better understanding about the job after completion of the training." ( $\bar{X} = 4.23$ ), and the lowest mean was item 4 "The trainer really has good knowledge and skills of the HRD training program." ( $\bar{X} = 3.84$ ).

### **Part 3 Comparison Mean on Teacher Development Process Classified by Gender and Level of Degree.**

This part is to describe about the comparison of teacher development process in Provincial Teacher Training Centers classified by teacher-trainers' gender and level of degree.

**Table 12 Comparison Mean on Teacher Development Process Classified by Gender**

Item	Teacher Development Process	Male (n = 99)		Female (n = 69)		t	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	Need Assessment	3.74	0.98		
2	Construct the Program	3.69	0.90	3.77	0.87	0.58	0.55
3	Implement	3.23	0.89	3.15	0.77	0.61	0.23
4	Evaluate	3.96	0.84	4.09	0.83	0.96	0.84
<b>Total</b>		<b>3.72</b>	<b>0.81</b>	<b>3.80</b>	<b>0.78</b>	<b>0.64</b>	<b>0.65</b>

Table 12 shows that the Comparison Mean on Teacher Development Process Classified by Gender in overall was found no differences on gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 13 Comparison Mean on Teacher Development Process classified by Gender on Need Assessment of Teacher Development**

Item	Need Assessment of Teacher Development	Male (n = 99)		Female (n = 69)		t	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	Your organization does a review of the organization's results.	3.78	1.09		
2	Your organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies).	3.56	1.21	3.57	1.18	0.52	0.88
3	Your organization analyzes the tasks and the requirements of the tasks before assigning them to the employees.	3.73	1.20	3.88	1.20	0.84	0.91
4	Your organization figures out the required skill, knowledge and behavior for operating the needs of current or future jobs.	3.83	1.16	3.99	1.12	0.88	0.43
5	Your organization has a clear policy and standard to select and recruit employees.	3.76	1.28	3.90	1.24	0.71	0.46
6	Your organization analyzes the employees' performance in order to find out what needs to be trained (skill, knowledge or, behavior).	3.65	1.14	3.84	1.16	1.08	0.60
7	Your organization assigned employees base on their majors, skills, knowledge, and expertise.	3.91	1.10	4.01	0.99	0.64	0.29
<b>Total</b>		<b>3.74</b>	<b>0.98</b>	<b>3.86</b>	<b>0.92</b>	<b>0.80</b>	<b>0.41</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 13 shows that Comparison Mean on Teacher Development Process classified by Gender on Need Assessment of Teacher Development in overall was found no differences on gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.



**Table 14 Comparison Mean on Teacher Development Process as Classified by Gender on Constructing the Program Teacher Development**

Item	Constructing the Program of Teacher Development	Male (n = 99)		Female (n = 69)		t	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	There is a primary objective of the training program designed for problem solving in your organization.	3.49	1.24		
2	Your organization prepares the training program which is aligned with the primary objective.	3.75	1.23	3.93	1.05	0.99	0.36
3	Your organization uses suitable and effective materials for the HRD training for improvement.	3.94	0.95	3.97	0.99	0.21	0.58
4	Your organization uses methods or techniques which respond to the objectives of the HRD training.	4.05	0.96	3.94	1.01	0.70	0.76
5	Your organization assigns an expert who has skills in the field of the HRD training program for employees.	3.32	1.33	3.43	1.27	0.55	0.64
6	Your organization assigns schedule or location of the HRD training program is very convenient for you to participate in (without affecting the working time or students' learning schedules).	3.57	1.21	3.68	1.18	0.61	0.65
<b>Total</b>		<b>3.69</b>	<b>0.90</b>	<b>3.77</b>	<b>0.87</b>	<b>0.58</b>	<b>0.55</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 14 shows that Comparison Mean on Teacher Development Process classified by Gender on Constructing the Program of Teacher Development in overall was found no differences on gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 15 Comparison Mean on Teacher Development Process as Classified by Gender on Implementing of Teacher Development**

Item	Implementing of Teacher Development	Male (n = 99)		Female (n = 69)		t	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	Your organization always forms a HRD training program outside the campus which helps to increase the efficiency of the program.	3.13	1.26	2.84	1.26	1.47	0.92
2	Forming a training program outside the organization is inconvenient for the teacher-trainers.	2.65	1.11	2.39	1.17	1.44	0.19
3	Your organization provides a classroom for teacher-trainers to form a group training outside the working environment and has a variety of material and strategies such as lecture, discussion, and problem-solving.	3.36	1.26	3.33	1.31	0.15	0.84
4	The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers.	3.62	1.21	3.72	1.11	0.59	0.29
5	Your organization always makes a movement of teacher-trainers in the same major from job to job, task to task or project to project in order to get various types of human resources.	3.38	1.15	3.45	1.12	0.37	0.53
<b>Total</b>		<b>3.23</b>	<b>0.89</b>	<b>3.15</b>	<b>0.77</b>	<b>0.61</b>	<b>0.23</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 15 shows that Comparison Mean on Teacher Development Process classified by Gender on Implementing of Teacher Development in overall was found no differences on gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 16 Comparison Mean on Teacher Development Process as Classified by Gender on Evaluating of Teacher Development**

Item	Evaluating of Teacher Development	Male		Female		t	Sig.
		(n = 99)		(n = 69)			
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1	There is satisfaction with the available opportunities for professional growth.	3.76	1.21	4.20	1.15	2.40	0.29
2	The HRD training program is relevant to your role or major of the participants.	3.99	1.07	4.23	1.00	1.48	0.80
3	The HRD training program is really helpful to overcome the challenges.	4.15	1.00	4.26	1.05	0.68	0.93
4	The trainer really has good knowledge and skills of the HRD training program.	3.83	1.13	3.86	1.20	0.15	0.51
5	The instruments/materials/ techniques of the HRD training program are very useful and suitable.	3.89	1.03	4.07	1.09	1.11	0.90
6	The schedule of the HRD training is convenient to participate.	3.89	1.09	3.84	1.12	0.28	0.73
7	The training environment is friendly and conducive.	3.98	1.04	4.03	1.04	0.30	0.84
8	It is encouraging and motivating to attend the training program.	4.06	0.98	4.03	1.06	0.20	0.36
9	It is more inspiring to work after completion of the training program.	3.83	0.98	3.94	1.07	0.71	0.38
10	After attending the training program, you feel completely involved in your work.	4.01	0.95	4.16	0.95	1.00	0.61
11	There is a better understanding about the job after completion of the training.	4.17	0.90	4.32	0.96	1.01	0.45
<b>Total</b>		<b>3.96</b>	<b>0.84</b>	<b>4.09</b>	<b>0.83</b>	<b>0.96</b>	<b>0.84</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 16 shows that Comparison Mean on Teacher Development Process classified by Gender on Evaluating Teacher Development in overall was found no differences on gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 17 Comparison Mean on Teacher Development Process Classified by Level of Degree**

Item	Teacher Development Process in PTTCs	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
		1	Need Assessment	3.92	0.92	3.76	0.96		
2	Construct the Program	3.58	0.79	3.72	0.88	3.75	0.93	0.19	0.83
3	Implement	3.20	0.68	3.22	0.83	3.15	0.89	0.14	0.87
4	Evaluate	4.20	0.83	3.98	0.85	4.03	0.82	0.38	0.68
	<b>Total</b>	<b>3.83</b>	<b>0.72</b>	<b>3.74</b>	<b>0.80</b>	<b>3.77</b>	<b>0.81</b>	<b>0.08</b>	<b>0.93</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 17 shows that the Comparison Mean on Teacher Development Process Classified by Level of Degree in overall was found no differences on level degree of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 18 Comparison Mean on Teacher Development Process Classified by Level of Degree on Need Assessment of Teacher Development**

Item	Need Assessment of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	Your organization does a review of the organization's results.	3.75	1.06	3.76	1.03		
2	Your organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies).	3.50	1.24	3.60	1.21	3.51	1.19	0.11	0.89
3	Your organization analyzes the tasks and the requirements of the tasks before assigning them to the employees.	4.00	1.21	3.78	1.22	3.76	1.18	0.20	0.82
4	Your organization figures out the required skill, knowledge and behavior for operating the needs of current or future jobs.	3.75	1.22	3.85	1.12	4.00	1.17	0.43	0.65
5	Your organization has a clear policy and standard to select and recruit employees.	4.08	1.17	3.71	1.32	3.93	1.17	0.85	0.43
6	Your organization analyzes the employees' performance in order to find out what needs to be trained (skill, knowledge or, behavior).	4.08	0.99	3.70	1.16	3.69	1.16	0.63	0.59

Item	Need Assessment of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		7	Your organization assigned employees base on their majors, skills, knowledge, and expertise.	4.25	0.97	3.94	1.10		
<b>Total</b>		<b>3.92</b>	<b>0.92</b>	<b>3.76</b>	<b>0.96</b>	<b>3.82</b>	<b>0.96</b>	<b>0.17</b>	<b>0.85</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 18 shows that Comparison Mean on Teacher Development Process classified by Level of Degree on Need Assessment of Teacher Development in overall was found no differences on level of degree of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 19 Comparison Mean on Teacher Development Process Classified by Level of Degree on Constructing the Program Teacher Development**

Item	Constructing the Program of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	There is a primary objective of the training program designed for problem solving in your organization.	3.58	1.24	3.58	1.14		
2	Your organization prepares the training program which is aligned with the primary objective.	3.58	1.31	3.76	1.31	3.97	1.14	0.83	0.44

Item	Constructing the Program of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		3	Your organization uses suitable and effective materials for the HRD training for improvement.	3.83	1.31	3.94	0.99		
4	Your organization uses methods or techniques which respond to the objectives of the HRD training.	3.67	1.30	4.02	0.92	4.05	1.01	0.79	0.46
5	Your organization assigns an expert who has skills in the field of the HRD training program for employees.	3.50	1.09	3.40	1.37	3.29	1.23	0.20	0.82
6	Your organization assigns schedule or location of the HRD training program is very convenient for you to participate in (without affecting the working time or students' learning schedules).	3.33	1.30	3.60	1.21	3.69	1.18	0.47	0.63
<b>Total</b>		<b>3.58</b>	<b>0.79</b>	<b>3.72</b>	<b>0.88</b>	<b>3.75</b>	<b>0.93</b>	<b>0.19</b>	<b>0.83</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 19 shows that Comparison Mean on Teacher Development Process classified by Level of Degree on Constructing the Program of Teacher Development in overall was found no differences on level of degree of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 20 Comparison Mean on Teacher Development Process by Level of Degree on Implementing of Teacher Development**

Item	Implementing of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	Your organization always forms a HRD training program outside the campus which helps to increase the efficiency of the program.	2.50	1.17	3.01	1.25		
2	Forming a training program outside the organization is inconvenient for the teacher-trainers.	2.17	1.27	2.55	1.17	2.61	1.05	0.76	0.47
3	Your organization provides a classroom for teacher-trainers to form a group training outside the working environment and has a variety of material and strategies such as lecture, discussion, and problem-solving.	3.75	1.22	3.33	1.34	3.31	1.19	0.63	0.53
4	The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers.	4.08	0.99	3.73	1.23	3.46	1.07	1.88	0.16



Item	Implementing of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		5	Your organization always makes a movement of teacher-trainers in the same major from job to job, task to task or project to project in order to get various types of human resources.	3.50	1.17	3.49	1.10		
<b>Total</b>		<b>3.20</b>	<b>0.68</b>	<b>3.22</b>	<b>0.83</b>	<b>3.15</b>	<b>0.89</b>	<b>0.14</b>	<b>0.87</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 20 shows that Comparison Mean on Teacher Development Process classified by Level of Degree on Implementing of Teacher Development in overall was found no differences on level of degree of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

**Table 21 Comparison Mean on Teacher Development Process Classified by Level of Degree on Evaluating of Teacher Development**

Item	Evaluating of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		1	There is satisfaction with the available opportunities for professional growth.	3.25	1.55	3.97	1.20		
2	The HRD training program is relevant to your role or major of the participants.	4.50	0.91	4.50	0.99	3.95	1.15	1.51	0.22
3	The HRD training program is really helpful to overcome the challenges.	4.50	1.00	4.10	1.05	4.29	0.98	1.17	0.31
4	The trainer really has good knowledge and skills of the HRD training program.	4.00	1.35	3.77	1.23	3.92	1.01	0.40	0.67
5	The instruments/materials/ techniques of the HRD training program are very useful and suitable.	4.33	1.23	3.89	1.08	4.02	1.23	1.07	0.35
6	The schedule of the HRD training is convenient to participate.	4.33	0.99	3.77	3.93	3.93	1.03	1.55	0.22
7	The training environment is friendly and conducive.	4.08	1.31	4.00	1.06	3.98	0.96	0.05	0.96
8	It is encouraging and motivating to attend the training program.	4.25	0.97	3.95	1.04	4.17	0.97	1.15	0.32
9	It is more inspiring to work after completion of the	4.25	1.06	3.87	1.01	3.81	1.03	0.93	0.40

Item	Evaluating of Teacher Development	High School (n = 12)		Bachelor's Degree (n = 97)		Master's Degree (n = 59)		F	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
		training program.							
10	After attending the training program, you feel completely involved in your work.	4.17	0.94	4.04	0.96	4.10	0.96	0.14	0.87
11	There is a better understanding about the job after completion of the training.	4.50	0.91	4.27	0.92	4.12	0.95	1.01	0.37
<b>Total</b>		<b>4.20</b>	<b>0.83</b>	<b>3.98</b>	<b>0.85</b>	<b>4.03</b>	<b>0.82</b>	<b>0.38</b>	<b>0.68</b>

**Note:** \* Level of significance at  $p < 0.05$

Table 21 shows that Comparison Mean on Teacher Development Process classified by Level of Degree on Evaluating Teacher Development in overall was found no differences on level of degree of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

## Part 2 The Guidelines for Improving Teacher Development Process in Provincial Teacher Training Centers, Cambodia

**Table 22 The Guidelines for Improving Teacher Development Process in PTTCs on Need Assessment of Teacher Development Process**

Issue	Expert 1	Expert 2	Expert 3	Summary
1. Guidelines for need assessing teacher development process.	1. Ask teachers to do annual self-development action plan at the beginning of academic year.	1. Competency needs (e.g.; language, professional skill, and ICT skill).	1. Do a survey on teachers' needs and challenges.	1. Do development action plan.
	2. Use questionnaire to assess the professional standard of teachers based on vision, goal and environment of organization.	2. Analyze the degree level of teachers.	2. Degree and Experience of teachers.	2. Do a survey by using questionnaire.
	3. Assess the staff appraisal activities.	3. Current needs for better performance.	3. Analyze the working environment and culture of teachers.	3. Analyze on requirement of selection.
	4. Analyze the situation for urgent development.	4. Requirement of teacher selection (e.g.; level of degree and experience).	4. Do assessment on teacher's performance results.	4. Analyze on competency for both teachers and directors.
		5. Analyze the knowledge development for both teachers and directors.		5. Analyze on situation, environment, performance, and culture

**Table 23 The Guidelines for Improving Teacher Development Process in PTTCs on Constructing the Program of Teacher Development Process**

Issue	Expert 1	Expert 2	Expert 3	Summary
2. Guidelines for constructing the program of teacher development process.	1. Set the training program with clear objectives.	1. Define clear objective for both short and long-time training.	1. Set a clear objective and strategies for development.	1. Set clear objectives with strategies.
	2. Select the experts (e.g.; the knowledgeable teachers in organization or invite from external organization.)	2. Cooperate with partner like NGOs for sponsor development (e.g.; budget, material, people, scholarship and workshop).	2. Work with stakeholders to share the knowledge, material, and build an effective program.	2. Cooperate with partners and stakeholders
	3. Selecting participants based on needs and capacity.	3. Have a clear process of selecting participants (e.g.; Competencies test, Performance level and Urgent needs).	3. Plan the best schedule and location for training to make it convenient for participants.	3. Optimize the best schedule, duration, and location
	4. Plan the budget for developing program (e.g.; organization budget or sponsor from partners.)	4. Set a suitable schedule for training program without affecting teaching and learning time.	4. Select the experts and participants base on their expertise and needs.	4. Have a clear process and need of selecting participants and experts.
	5. Optimize the best schedule for the training program (e.g.; the duration of training no longer than 3days, weekend or semester break) without affect the teaching and learning times.	5. Find a substitute teacher when a permanent teacher must attend a training program for both short or long-time (e.g.; attending scholarship at abroad or urgent training needs).	5. Define clear method for delivery development program.	5. Define the right method and material for delivering the program

Issue	Expert 1	Expert 2	Expert 3	Summary
	6. Use the right materials and equipment based on topic and major of training program.			
	7. Form groups for discussion, experiment and presentation.			

**Table 24 The Guidelines for Improving Teacher Development Process in PTTCs on Implementing Teacher Development Process**

Issue	Expert 1	Expert 2	Expert 3	Summary
3. Guidelines for implementing of teacher development process.	1. Encourage teachers to participate (both inside and outside the organization).	1. Give allowance as motivation to attend the training especially at outside of the organization (e.g.; travel, foods and accommodations).	1. Check the participants' attendance for good commitment.	1. Require the commitment especially the attendance and punctuality.
	2. Require the commitments of participants.	2. Motivate teachers to pay attention.	2. Motivate the participants to pay attention on the training.	2. Encourage the participants to pay attention
	3. Be punctual during the training.	3. Encourage the self-development activities.	3. Encourage participants to have self-motivate during and after training.	3. Motivate the participants by giving the allowance.

**Table 25 The Guidelines for Improving Teacher Development Process in PTTCs on Evaluating Teacher Development Process**

Issue	Expert 1	Expert 2	Expert 3	Summary
4. Guidelines for evaluating of teacher development process.	For short term:	1. Evaluate by Result Base and Life Long Learning.	1. Observe the participants' attitude, cognitive and behavior after complete the training.	1. Do the pre-test and post-test.
	1. Do pre-test and Post-test.	2. Record all the achievements as portfolio.	2. Do the survey again to know any changes after complete the training.	2. Observe the changes by survey.
	2. Observe the change after complete the training.	3. Evaluate on work performance and credits.	3. Motivate and reward the participants who achieved better performance after the attending the program	3. Evaluate by the result-base and Life Long Learning with the achievement
	For long term:	4. Survey about the percentage of achievements and cost.		4. Have a clear standard and requirement for evaluation and motivation.
	3. Do the actions and evaluate the achievement.		5. Have a clear standard and requirements for evaluating before appraisal.	
4. Motivate and reward the performance by the committee of the organization.				

## **CHAPTER V**

### **CONCLUSION**

This chapter shows findings, discussion, and recommendations of the research.

The purposes of this research were: (1) To study the states of teacher development process in Provincial Teacher Training Centers, Cambodia. (2) To compare the teacher development process in PTTCs classified by gender of teacher-trainers and level of degree. (3) To study the guidelines for improving teacher development process in PTTCs.

The sample of the first step of this study contained 168 teacher-trainers working in 9 PTTCs, Cambodia in the academic year 2021. The research instrument which was used in this study was the questionnaire for teacher development process in PTTCs, Cambodia. A rating scale of 5 measurement level was also used for response format. Statistical techniques used for the data analysis were frequency, percentage, arithmetic mean, standard deviation, t-test, and F test.

The data for the second part of the research was collected by interviewing three experts from the field of educational administration who are working in the administrative level in educational organizations. The structured interview using semi-structured and open-ended questions were asked to share the expertise's opinions, suggestions, and recommendations for teacher development process. It was transcribed, and the data analysis was analyzed using content analysis.

#### **Findings**

##### **1. The states of teacher development process in Provincial Teacher Training Centers, Cambodia.**

The Human Resource Development process model (Need Assessment, Construct the Program, Implement, and Evaluate) for improving teacher development process proposed by many authors was identified after the literature review. The result showed that in overall, the respondents' level of state of teacher development process in Provincial Teacher Training Centers, Cambodia was indicated at often



level. More than this, it was found out that the “Implement of teacher development process” was shown at sometimes level while “Need Assessment, Construct the Program, and Evaluate” were shown at often level. For considering in aspect, it found that the highest mean was “Evaluate the teacher development process ( $\bar{x}=4.01$ )” and the lowest mean was “Implement the teacher development process ( $\bar{x}=3.20$ )”. The overall mean of the state of teacher development process was at 3.76 and S.D. at 0.80.

### **1.1 Overall of Need Assessment of Teacher Development Process**

The result showed that the level of state of Need Assessment of Teacher Development Process in Provincial Teacher Training Centers, Cambodia was at often level.

The result showed that the highest level of state on Need Assessment of Teacher Development Process was at the organization assigned employees base on their majors, skills, knowledge, and expertise which was rated at often level, the organization figures out the required skill, knowledge and behavior for operating the needs of current or future jobs, having a clear policy and standard to select and recruit employees, doing a review of the organization’s results, the organization analyzes the tasks and the requirements of the tasks before assigning them to the employees, the organization analyzes the employees’ performance in order to find out what needs to be trained (skill, knowledge or, behavior), and the organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies) were also rated at often level.

### **1.2 Overall of Constructing the Program of Teacher Development Process**

The result showed that the overall level of state on Constructing the Program of Teacher Development Process in Provincial Teacher Training Centers, Cambodia was at often level.

The result showed that the highest level of state on Constructing the Program of Teacher Development Process was on the organization uses methods or techniques which respond to the objectives of the HRD training was rated at often level. At the same time the organization uses suitable and effective materials for the HRD training for improvement, the organization prepares the training program which is aligned with the primary objective, the organization assigns schedule or location of

the HRD training program is very convenient for you to participate in (without affecting the working time or students' learning schedules), and there is a primary objective of the training program designed for problem solving in your organization also were rated at often level, while the organization assigns an expert who has skills in the field of the HRD training program for employees was rated at sometimes level.

### **1.3 Overall of Implementing of Teacher Development Process**

The result showed that the overall level of state on Implementing of Teacher Development Process in Provincial Teacher Training Centers, Cambodia was at sometimes level.

The result showed that the highest level of state on Implementing of Teacher Development Process was on the most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers rated at often level. The organization always makes a movement of teacher-trainers in the same major from job to job, task to task or project to project in order to get various types of human resources, the organization provides a classroom for teacher-trainers to form a group training outside the working environment and has a variety of material and strategies such as lecture, discussion, and problem-solving, the organization always forms a HRD training program outside the campus which helps to increase the efficiency of the program, and forming a training program outside the organization is inconvenient for the teacher-trainers were rated at sometimes level.

### **1.4 Overall of Evaluating of Teacher Development Process**

The result showed that the overall level of state on Evaluating of Teacher Development Process in Provincial Teacher Training Centers, Cambodia was at often level.

The result showed that the highest level of state on Evaluating of Teacher Development Process was on the better understanding about the job after completion of the training which was rated at often level. It was followed by HRD training program is really helpful to overcome the challenges, HRD training program is relevant to your role or major of the participants, after attending the training program, teacher-trainers feel completely involved in your work, it is encouraging and motivating to attend the training program, the training environment is friendly and conducive, the instruments/materials/ techniques of the HRD training program are

very useful and suitable, satisfaction with the available opportunities for professional growth, it is more inspiring to work after completion of the training program, the schedule of the HRD training is convenient to participate, and the trainer really has good knowledge and skills of the HRD training program were also rated at often level.

## **2. Comparison of Teacher Development Process in Provincial Teacher Training Centers, Cambodia Classified by Gender and Level of Degree.**

### **2.1 Comparison Mean on Teacher Development Process Classified by Gender**

The result showed that the overall difference in gender of teacher-trainers had no significant different on Teacher Development Process in Provincial Teacher Trainer Centers, Cambodia.

The overall Need Assessment of Teacher Development Process showed that the differences in gender of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Constructing the Program of Teacher Development Process showed that the differences in gender of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Implementing of Teacher Development Process showed that the differences in gender of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Evaluating of Teacher Development Process showed that the differences in gender of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

### **2.2 Comparison Mean on Teacher Development Process Classified by Level of Degree**

The result showed that the overall difference in level of degree of teacher-trainers had no significant different on Teacher Development Process in Provincial Teacher Trainer Centers, Cambodia.

The overall Need Assessment of Teacher Development Process showed that the differences in level of degree of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Constructing the Program of Teacher Development Process showed that the differences in level of degree of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Implementing of Teacher Development Process showed that the differences in level of degree of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

The overall Evaluating of Teacher Development Process showed that the differences in level of degree of teacher-trainers did not present a difference on the Teacher Development Process in Provincial Teacher Training Centers, Cambodia.

### **3. The Guidelines for Improving Teacher Development Process in Provincial Teacher Training Centers, Cambodia**

The Guidelines for Improving the Teacher Development Process PTTCs were extracted from the interview with the experts by relying on the Human Resource Development process model (Need Assessment, Construct the Program the program, Implement, and Evaluate) for orienting and socializing new teachers, providing skills and knowledge, helping teachers to perform more effectively, and warranting that the goals are accomplished when constructing and implementing the Human Resource Development programs by the authors which were mentioned in the literature review.

#### **3.1 Guidelines for Need Assessment of Teacher Development Process**

The finding extracted from the interview on “Need Assessment of Teacher Development Process” expressed that a self-development action plan at the beginning of academics is very helpful for teachers to assess or analyze what they planned and are willing to improve their competency needs. There should be a specific requirement for teacher selection and appraisal activities. It's not only about teachers, but the directors also need to develop their knowledge like management and leadership.

### **3.2 Guidelines for Constructing the Program of Teacher Development Process**

The finding extracted from the interview on “Constructing the Program of Teacher Development Process” expressed that optimizing the best schedule for the training program is the most recommended, especially the duration of the training. Cooperation with stakeholders and partners for development is also very important. There should be a clear process of selecting participants based on needs and capacity. The training has to use the right materials and equipment based on the topic and major.

### **3.3 Guidelines for Implementing of Teacher Development Process**

The finding extracted from the interview on “Implementing of Teacher Development Process” expressed that it was recommended that encouraging teachers to participate in the training (both inside or outside the organization) is very essential because the commitments and be punctual will help the training more effectively by providing an allowance for travel, food, accommodation fees, or some upgrading.

### **3.4 Guideline for Evaluating of Teacher Development Process**

The finding extracted from the interview on “Implementing of Teacher Development Process” expressed that it was advised to have a short-term evaluation by pre-test and post-test with the observation of the changes after completing the training. It was also suggested that there should be a committee in the organization with a clear standard and requirements for evaluating before appraisal or reward.

## **Discussion**

The results of this research can be discussed and used by the Teacher Training Department and the administrators of Provincial Teacher Training Centers, Cambodia analyze, plan and develop effective methods in order to enhance the teacher development process in Provincial Teacher Training Centers, Cambodia. The administrators of Provincial Teacher Training Centers can also use HRD process (Need Assessment, Construct the Program, Implement, and Evaluate) model that offers a framework for developing the process or strategies. The Teacher Training

Department can apply this result of study to improve effective process for further developing the teacher development process in the country and deliver long term profits to the education field.

The discussion involves of 1) to study the state of teacher development process in the Provincial Teacher Training Centers, Cambodia. 2) to compare the teacher development process in Provincial Teacher Training Centers, Cambodia classified by gender of teacher-trainers and level of degree. 3) to study the guidelines for improving teacher development process in Provincial Teacher Training Centers, Cambodia.

### **1. To study the state of teacher development process in the Provincial Teacher Training Centers, Cambodia.**

The Teacher Development Process model (Need Assessment, Construct the Program, Implement, and Evaluate) for enhancing the organization and personnel performance is based on the educators' theory in the literature review. Overall, the result showed that the level of state on the Teacher Development Process in PTTCs was at often level, while the "Implement" of the Teacher Development Process was at sometimes level which has the lowest mean. It presents that the activities in the "Implement" stage of the Teacher Development Process are not well performed. There are some factors which are affected the implementation of development training programs. This result supports the finding of No and Heng (2017) on setting the strong monitoring and evaluation of the implementation of the Teacher Policy Action Plan (TPAP) for the ultimate improving teachers' social and economic statuses, teacher qualification, support system, and teaching and learning quality. Nguyen (2018) reached a similar conclusion when researching the roles of human resource development in open universities in terms of HRD performs, environment, employee outcomes, organizational outcomes, and other issues. The HRD performs were not very high, implying that the implementation stage is critical for the effectiveness of HRD practices in terms of providing employees with career opportunities, developing their capacities, and managing their potential.

## **2. To compare the teacher development process in Provincial Teacher Training Centers, Cambodia classified by gender of teacher-trainers and level of degree.**

There were no significant differences on Need Assessment, Construct the Program, Implement, and Evaluate of the teacher development process classified by gender of teacher-trainers and level of degree. The overall differences in gender of teacher-trainers and level of degree showed no differences on teacher development process in Provincial Teacher Training Centers, Cambodia. The result revealed that it was a null hypothesis as there was no statistical significances between the variables in the hypothesis.

### **2.1 Comparison Mean on Teacher Development Process Classified by Gender**

The result showed that the overall differences in gender of teacher trainers has no significant difference on the teacher development process in Provincial Teacher Training Centers, Cambodia. Both genders have to do their jobs and take the responsibilities for their best in order to complete the tasks and be able to produce the expected outcomes. This finding confirms the finding of Shimei, Shizhi, and Man (2010) who did a study focused on the issue of gender discrimination manifested in the process of human resource development (HRD) found that there was no significant difference between male and female in the four manifestations (occupational gender segregation, employment gender discrimination, glass ceiling, and gender salary discrimination).

Another similar conclusion by Lee and Eissenstat (2018) about assessing gender differences in the job demands-resource to career development also found that there were no gender differences in the structural relationships among career development opportunities, career identity, perceived supervisor support, work engagement, career commitment, and career fulfilment.

### **2.2 Comparison Mean on Teacher Development Process Classified by Level of Degree**

The result showed that the overall differences in level of degree has no significant difference on the teacher development process in Provincial Teacher Training Centers, Cambodia. Teachers in all levels have to develop and continue

Long-Life Learning for their capacities for supporting the organization to be success. According to Jehn, Northcraft, and Neale (1999) cited in Beauregard, Dries, Lepak, Ortlieb, and Sieben (2015) mentioned that the individual differences of employees are not an assurance for success, but it depends on the support of human resource management, strategies and the leaders.

### **3. The Guidelines for Improving Teacher Development Process in Provincial Teacher Training Centers, Cambodia**

The guidelines for improving the human resource development process in PTTCs are found to be useful according to Oudta and Wannasri (Oudta, & Wannasri, 2020) discovered that process of teacher development consisted of need assessment, design a program, implement, monitor, and evaluate. Werner, & DeSimone (Werner, & DeSimone, 2009) mentioned that HRD professionals must certify that all training efforts are related to the goals and strategies of the organization. It supports the suggestions discussed with the expertise of educational administration on the methods for setting the goal and delivering the HRD programs which need clear preparation, creativity, and flexibility. The activities for improving the HRD process in PTTCs were also recommended to improve teachers' professional development and increase the qualifications and experiences of educational personnel at centers for teacher development based on TPAP (Teacher Training Department, 2015). With the tasks and program, the responses from the experts the HRD process in PTTCs was recommended to have a clear policy for participants to be involved and committed to attend the training program. More than this, there also should be an evaluation work relied on the result-based to ensure the effectiveness of the implementation of the HRD program.

### **Recommendations**

Based on the results of the present study, the following recommendations are made.

#### **Recommendations for Application**

1. Need assessment aspect found that PTTCs should conduct a survey for finding the future needs of the organization (materials, resources, or strategies) because it was the lowest mean in the aspect.



2. Constructing the program aspect, PTTCs should assign an expert who has skill in the field of the HRD training program for giving instruction to employees, because it was found in the lowest mean of the aspect.

3. Implement aspect, forming training program was found in the lowest mean, so PTTCs should optimize the right location which is suitable and more convenient for the participants.

4. Evaluate aspect, the trainer's knowledge and skill of the HRD program was found in the lowest mean in the aspect, so PTTCs should choose trainer who has a very specific skill for the training program to continuously improve the teacher development.

5. PTTCs should provide a classroom for teacher-trainers to form a group training outside the working environment and have enough material and strategy for development such as lecture, discussion, and problem-solving.

6. PTTCs should use Teacher Development Process (Need Assessment, Constructing the Program, Implement, and Evaluate) model which offers a guideline for enhancing the teacher development.

7. The Ministry of Education, Youth and Sport, Cambodia should encourage teachers to participate in the training program for the effectiveness of the development especially the implementing step, with the commitments and punctual (both inside and outside the organization) by providing an allowance for travel, food, accommodation fees, or some upgrading.

#### **Recommendations for Future Research**

1. Conduct a study to construct a model of the teacher development process in Provincial Teacher Training Centers.

2. Extensively study to settle the teacher development process in Provincial Teacher Training Centers, Cambodia classified by experience of teacher-trainers.

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## REFERENCES

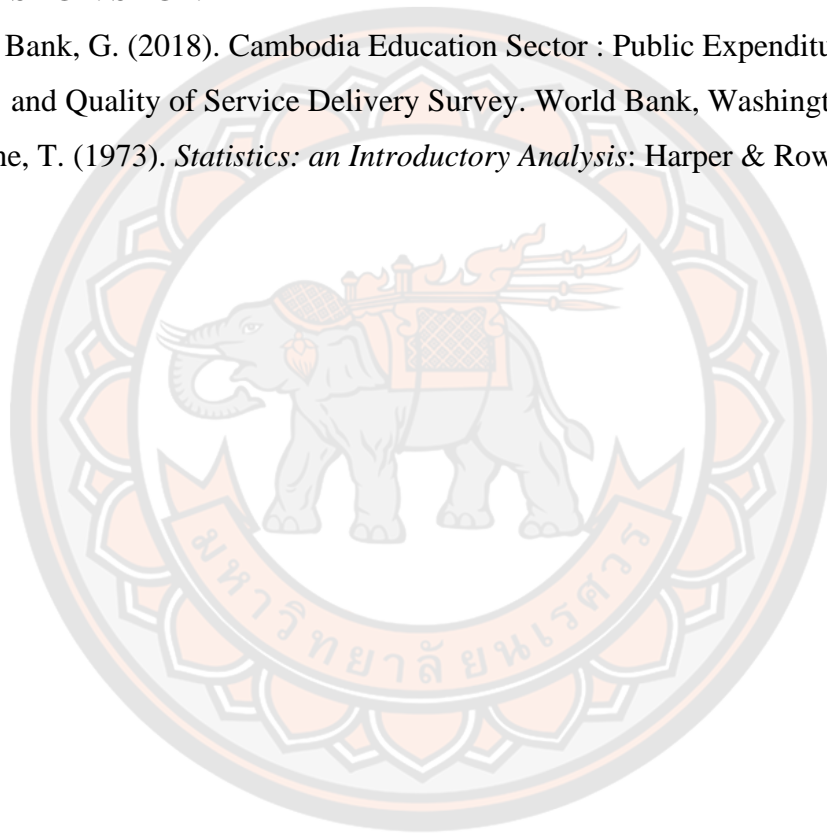
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**APPENDIX**

มหาวิทยาลัยนครสวรรค์





**Announcement**

**The Graduate School, Naresuan University**  
**Approval of Thesis Proposal to Conduct Research**  
**No. 071/2021**

.....

The Graduate School approved **Mr.Chankakda Bin**, student ID: **63060070**; Master of Education Program in Educational Administration, to conduct research. The approved thesis proposal entitled: **“THE STATES AND GUIDELINES OF TEACHER DEVELOPMENT PROCESS IN PROVINCIAL TEACHER TRAINING CENTERS, CAMBODIA ”** with Associate Professor Dr.Thirasak Uppamaiathichai as the thesis advisor.

Announced date: April 16, 2021

A handwritten signature in black ink, appearing to read 'P. Muneesawang'.

(Professor Dr.Paisarn Muneesawang)  
Dean of the Graduate School, Naresuan University



NARESUAN UNIVERSITY  
GRADUATE SCHOOL

NARESUAN UNIVERSITY  
Graduate School  
Phitsanulok, 65000  
Thailand

June 8, 2021

**Subject:** Request for questionnaires verification

**RE #** ๓๕.0603.02/๓ 1633

**Dear** Dr.Thamronglung U - Nakarin

Since Mr.Chankakda BIN, ID number 63060070, the graduate student of the Master of Education Program in Educational Administration of the Graduate School Naresuan University has conducted the thesis title is "**The States and Guidelines of Teacher Development Process in Provincial Teacher Training Centers**". Therefore, I am pleased to invite you as the expertise to verify his questionnaires.

Thank you for your kind assistance.

Sincerely yours,

(Kanida Narattharaksa, Ph.D.)

Deputy Dean for Academic Affairs

For Dean of Graduate School Naresuan University



NARESUAN UNIVERSITY  
GRADUATE SCHOOL

NARESUAN UNIVERSITY  
Graduate School  
Phitsanulok, 65000  
Thailand

June 8, 2021

**Subject:** Request for questionnaires verification

**RE #** ศษ.0603.02/ว 1633

**Dear** Dr.Kimcheang Hong

Since Mr.Chankakda BIN, ID number 63060070, the graduate student of the Master of Education Program in Educational Administration of the Graduate School Naresuan University has conducted the thesis title is "**The States and Guidelines of Teacher Development Process in Provincial Teacher Training Centers**". Therefore, I am pleased to invite you as the expertise to verify his questionnaires.

Thank you for your kind assistance.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'K. Narattharaksa'.

(Kanida Narattharaksa, Ph.D.)

Deputy Dean for Academic Affairs

For Dean of Graduate School Naresuan University



NARESUAN UNIVERSITY  
GRADUATE SCHOOL

NARESUAN UNIVERSITY  
Graduate School  
Phitsanulok, 65000  
Thailand

June 8, 2021

**Subject:** Request for questionnaires verification  
**RE #** #ธ.0603.02/ว 1633

**Dear** Dr.Sathiraporn Chaowachai

Since Mr.Chankakda BIN, ID number 63060070, the graduate student of the Master of Education Program in Educational Administration of the Graduate School Naresuan University has conducted the thesis title is "**The States and Guidelines of Teacher Development Process in Provincial Teacher Training Centers**". Therefore, I am pleased to invite you as the expertise to verify his questionnaires.

Thank you for your kind assistance.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'K. Narattharaksa'.

(Kanida Narattharaksa, Ph.D.)

Deputy Dean for Academic Affairs

For Dean of Graduate School Naresuan University



**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**

លេខ: ២៤៧០ អយក.១៤

ថ្ងៃស្អែក ខែកើត ខុតិយាសាស ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស.២៥៦៥  
រាជធានីភ្នំពេញ ថ្ងៃទី ៣០ ខែកក្កដា ឆ្នាំ២០២១

**ជម្រាបជូន**

- លោកនាយកវិទ្យាស្ថានគុណសុភោសល្យរាជធានីភ្នំពេញ
- លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡា ខេត្តព្រៃវែង
- លោកនាយក លោកស្រីនាយិកាសាលាគុណសុភោសល្យ

កម្មវត្ថុ: ករណីសំណើសុំចុះប្រមូលទិន្នន័យនៅតាមអង្គការពាក់ព័ន្ធ និងគ្រឹះស្ថានបណ្តុះបណ្តាលគ្រួសម្រាប់សរសេរនិក្ខេបបទស្រាវជ្រាវប្រធានបទ "The States and Guidelines of Teacher Development Process" ក្នុងការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់។

ឃោរឆ្មោះ: លិខិតលេខ ០៦០៣.០២/១៦៣៤ ចុះថ្ងៃទី០៨ ខែមិថុនា ឆ្នាំ២០២១ របស់សាកលវិទ្យាល័យ NARESUAN នៃប្រទេសថៃ។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាបជូន លោក លោកស្រី ជ្រាបថា: ក្រសួងអប់រំ យុវជន និងកីឡា យល់ព្រមឱ្យនិស្សិតឈ្មោះ: ប៊ិន ច័ន្ទកក្កដា (អត្តលេខ ៦៣០៦០០៧០) កំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ នៅសាកលវិទ្យាល័យ NARESUAN នៃប្រទេសថៃ ចុះទៅប្រមូលទិន្នន័យនៅតាមអង្គការពាក់ព័ន្ធ និងគ្រឹះស្ថានបណ្តុះបណ្តាលគ្រួសម្រាប់សរសេរនិក្ខេបបទស្រាវជ្រាវប្រធានបទ "The States and Guidelines of Teacher Development Process"។ ការប្រមូលទិន្នន័យនេះ ប្រើប្រាស់កម្រងសំណួរសម្រាប់សួរទៅអ្នកផ្តល់ព័ត៌មាន។ ដំណើរការប្រមូលទិន្នន័យនឹងប្រព្រឹត្តទៅចាប់ថ្ងៃអនុញ្ញាតរហូតដល់ដំណាច់ខែមីនា ឆ្នាំ២០២២ ដោយផ្ទាល់ ឬតាមប្រព័ន្ធអនឡាញ ប្រសិនបើស្ថានភាពនៃការរីករាលដាលជំងឺកូវីដ ១៩ នៅតែបន្ត។

អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម លោក លោកស្រី ជ្រាប និងសហការជាមួយនិស្សិតខាងលើ ដើម្បីឱ្យការប្រមូលទិន្នន័យទទួលបានជោគជ័យ។

សូម លោក លោកស្រី ទទួលនូវការរាប់អានដ៏ស្មោះត្រង់

**មន្ត្រីជម្រាបជូន:**

- អគ្គនាយកដ្ឋានអប់រំ
- ខុទ្ទកាល័យឯកឧត្តមបណ្ឌិតសភាចារ្យជ្រូមត្រី "ដើម្បីជ្រាបជាព័ត៌មាន"
- និស្សិតឈ្មោះ: ប៊ិន ច័ន្ទកក្កដា "ដើម្បីអនុវត្ត"
- កាលប្បវត្តិ
- ឯកសារ នាយកដ្ឋានបណ្តុះបណ្តាល និងកីឡា

**រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**



**បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន**

## QUESTIONNAIRE

This questionnaire is designed to gather information for academic purposes only. This is for the researcher to complete the project to graduate Master degree of Education in Educational Administration at Naresuan University, Thailand.” Therefore, I would like to invite you to express about the state of teacher development process in your school. The survey will not take more than 40 minutes to complete. Your participation in the survey is voluntary and your responses will be kept confidential.

**Title: The States and Guidelines of Teacher Development Process in Provincial Teacher Training Centers (PTTCs) in Cambodia.**

### **Part I: The Information of Respondents**

Please, fill in the gaps and kindly tick (✓) in the box that resembles to your answer:

1. Gender:                     Male                     Female
2. Level of Degree:         High School             Bachelor’s degree  
    Master’s degree

### **Part II: To Study the State of Teacher Development Process in PTTCs.**

Please, use the scale below to rate the frequency of activities of teacher development process in your organization and ✓ on the level of your agreement in the table with the following contents below.

#### **Descriptive Interpretation**

##### **Scale**

- |   |              |
|---|--------------|
| 5 | Always       |
| 4 | Often        |
| 3 | Sometimes    |
| 2 | Occasionally |
| 1 | Never        |

**Section A: Need Assessment** refers to a process by which an organization's HRD needs are identified and articulated. It is the starting point of the HRD and training process.

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
1 Your organization does a review of the organization's results.					
2 Your organization conducts a survey for finding the future needs of the organization (materials, resources or, strategies).					
3 Your organization analyzes the tasks and the requirements of the tasks before assigning them to the employees.					
4 Your organization figures out the required skill, knowledge and behavior for operating the needs of current or future jobs.					
5 Your organization has a clear policy and standard to select and recruit employees.					

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
6 Your organization analyzes the employees' performance in order to find out what needs to be trained (skill, knowledge or, behavior).					
7 Your organization assigned employees base on their majors, skills, knowledge, and expertise.					

**Section B: Construct the Program** refers to designing the objectives, content, method, and schedule for the training or HRD program after completing the analysis.

Please, ✓ on the level of the frequency of activities in the table with the following contents.

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
1. There is a primary objective of the training program designed for problem solving in your organization.					
2. Your organization prepares the training program which is aligned with the primary objective.					



Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
3. Your organization uses suitable and effective materials for the HRD training for improvement.					
4. Your organization uses methods or techniques which respond to the objectives of the HRD training.					
5. Your organization assigns an expert who has skills in the field of the HRD training program for employees.					
6. Your organization assigns schedule or location of the HRD training program is very convenient for you to participate in (without affecting the working time or students' learning schedules).					

**Section C: Implement** refers to the third step of the process, applying training and HRD programs. The effective delivery of HRD programs needs significant preparation, as well as creativity and flexibility.

Please, ✓ on the level of the frequency of activities in the table with the following contents.

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
1. Your organization always forms a HRD training program outside the campus which helps to increase the efficiency of the program.					
2. Forming a training program outside the organization is inconvenient for the teacher-trainers.					
3. Your organization provides a classroom for teacher-trainers to form a group training outside the working environment and has a variety of material and strategies such as lecture, discussion, and problem-solving.					
4. The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers.					

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
5. Your organization always makes a movement of teacher-trainers in the same major from job to job, task to task or project to project in order to get various types of human resources.					

**Section D: Evaluate** refers to the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.

Please, ✓ on the level of the frequency of activities in the table with the following contents.

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
1. There is satisfaction with the available opportunities for professional growth.					
2. The HRD training program is relevant to your role or major of the participants.					
3. The HRD training program is really helpful to overcome the challenges.					
4. The trainer really has good knowledge and skills of the HRD training program.					

Items	Never	Occasionally	Sometimes	Often	Always
	1	2	3	4	5
5. The instruments/ materials/ techniques 6. of the HRD training program are very useful and suitable.					
7. The schedule of the HRD training is convenient to participate.					
8. The training environment is friendly and conducive.					
9. It is encouraging and motivating to attend the training program.					
10. It is more inspiring to work after completion of the training program.					
11. After attending the training program, you feel completely involved in your work.					
12. There is a better understanding about the job after completion of the training.					

Please mention any issues that are usually faced in the human resource development process and provide suggestions for the effective human resource development process.

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Thank you for your participation!



### INTERVIEW FORM

#### “Guidelines for Improving Teacher Development Process in PTTCs.”

Interviewee: .....

Date: .....

Place: .....

Time: .....

**Question:**

1. **Need Assessment:** In your opinion, how can we improve the stage of assessing problems for developing teachers in the organization?

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2. **Construct the Program:** In your opinion, how can we improve the stage of constructing the training program for developing teachers in the organization?

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3. **Implement:** In your opinion, how can we improve the stage of implementing the training for developing teachers in the organization?

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4. **Evaluate:** In your opinion, how can we improve the stage of evaluating the training for developing teachers in the organization?

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### **Item-Objective Congruence Evaluation Form for Validation of Questionnaire for Teacher Development Process.**

I have developed the survey tools for the teacher development process to gather data to study “The State of the Teacher Development Process in Provincial Teacher Training Centers, Cambodia”.

The survey questionnaire asks teacher-trainers to provide their perspectives on the state of the teacher development process in PTTCs and the 4-measures interview items ask experts in the field of Educational Administration to provide their perspectives on Guidelines of Improving the Teacher Development Process in PTTCs. The teacher-trainers rate each of the survey questionnaire items using a five response Likert scale ranging from (5) Always, (4) Often, (3) Sometimes, (2) Occasionally, (1) Never. The teacher-trainers also respond to the survey questionnaires by providing their perspectives for the effective teacher development process. The experts in the field of educational administration provide their perspective on teacher development process by answering the interview questions as per their experiences and expertise.

Please rate each of the survey questionnaire items and 4-measures interview items using the three-rating scale given below to validate my research questionnaire items on each dimension of the teacher development process which is prepared using the Human Resource Development Process Model (Need Assessment, Construct the Program, Implement and Evaluate).

**Note:**

+1: Approved      0: Not sure      -1: Not Applicable

The table given below shows the Item Objective Congruence validation for the Teacher Development Process rated by three forms.

Expert I: Dr.Sathiraporn Chaowachai, Faculty of Education, Naresuan University, Thailand.

Expert II: Dr.Thamronglak U-nakarin, Faculty of Education, Naresuan University, Thailand.

Expert III: Dr.Kimcheang Hong, Director of Kompong Speu Institute of Technology, Cambodia.

The table below shows the Item Objective Congruence Validation Form of questionnaire to study the State of Teacher Development Process in PTTCs to be rated by 3 experts. The IOC will be calculated and then the item which has the IOC of more than  $\leq 0.5$  will be selected for the survey.

### Questionnaire

No.	Items	Experts			Total	$\Sigma R$	IOC
		1	2	3			
<b>Part1 Demography of Respondents</b>							
1.	Gender	+1	+1	+1	+3	1.00	1.00
2.	Level of Degree	+1	+1	+1	+3	1.00	1.00
<b>Part2 To Study the State of Teacher Development Process in PTTCs</b>							
<b>Section A: Need Assessment of Teacher Development Process</b>							
1.	Your organization always does a review on the organization's results.	+1	+1	+1	+3	1.00	1.00
2.	Your organization always conduct a survey for finding the future needs of the organization (materials, resources, or strategies).	+1	+1	0	+2	0.66	0.66
3.	Your organization analyzes the tasks and its requirements of the tasks before assigning them to the employees.	+1	+1	+1	+3	1.00	1.00
4.	Your organization figures out the required skill, knowledge, and behavior for operating the needs of current or future jobs.	+1	+1	+1	+3	1.00	1.00
5.	Your organization has a clear policy and standard to select and recruit the employees.	+1	+1	+1	+3	1.00	1.00



No.	Items	Experts			Total	ΣR	IOC
		1	2	3			
6.	Your organization always analyzes the employees' performance in order to find out what needs to be trained (skill, knowledge, or behavior).	+1	+1	+1	+3	1.00	1.00
7.	Your organization assigns employees based on their majors, skills, knowledge, and expertise.	+1	+1	+1	+3	1.00	1.00
<b>Part2 To Study the State of Teacher Development Process in PTTCs</b>							
<b>Section B: Constructing the Program of Teacher Development Process</b>							
1.	There is a primary objective of the training program designed for problem solving in your organization.	+1	+1	+1	+3	1.00	1.00
2.	Your organization always has preparation for the training program which is aligned with the primary objective.	+1	+1	+1	+3	1.00	1.00
3.	Your organization has suitable and effective materials of the HRD training for improvement.	+1	+1	+1	+3	1.00	1.00
4.	The methods or techniques currently used respond to the objectives of training.	+1	+1	+1	+3	1.00	1.00
5.	The trainer is an expertise and has skills in the field of the training program.	+1	+1	+1	+3	1.00	1.00

No.	Items	Experts			Total	ΣR	IOC
		1	2	3			
6.	The schedule or location of the training program is very convenient to you to participate (without affecting the working time or students' learning schedules).	+1	+1	+1	+3	1.00	1.00
<b>Part2 To Study the State of Teacher Development Process in PTTCs</b>							
<b>Section C: Implementing of Teacher Development Process</b>							
1.	Your organization always form a training program outside the campus which helps to increase the efficiency of the program.	+1	+1	+1	+3	1.00	1.00
2.	Forming training program outside the organization is inconvenient for the teacher-trainers.	+1	+1	+1	+3	1.00	1.00
3.	Your organization provides classroom for teacher-trainers to form a group training outside the working environment and has a variety of materials and strategies such as lecture, discussion and problem solving.	+1	+1	+1	+3	1.00	1.00
4.	The most experienced or knowledgeable teacher-trainer always instruct, mentor and coach the new teacher-trainers.	+1	+1	+1	+3	1.00	1.00
5.	Your organization always make the movement of teacher-trainers in the same major/ subject from job to job, task to task or project to project in order to get various types of human resources.	+1	+1	+1	+3	1.00	1.00

No.	Items	Experts			Total	ΣR	IOC
		1	2	3			
<b>Part2 To Study the State of Teacher Development Process in PTTCs</b>							
<b>Section D: Evaluating of Teacher Development Process</b>							
1.	There is a satisfaction with the available opportunities for professional growth.	+1	+1	+1	+3	1.00	1.00
2.	The training program is relevant to your role or majors of the participants.	+1	+1	+1	+3	1.00	1.00
3.	The training program is helpful to overcome the challenges.	+1	+1	+1	+3	1.00	1.00
4.	The trainer/expert has good knowledge and skills of the training subject or field.	+1	+1	+1	+3	1.00	1.00
5.	The instruments/materials/ techniques of training program are very useful and suitable.	+1	+1	+1	+3	1.00	1.00
6.	The schedule of training is convenient.	+1	+1	+1	+3	1.00	1.00
7.	The training environment is usually friendly and conducive.	+1	+1	+1	+3	1.00	1.00
8.	It is encouraging and motivating to attend the training program.	+1	+1	+1	+3	1.00	1.00
9.	It is more inspiring to work after completion of the training program.	+1	+1	+1	+3	1.00	1.00
10.	After joining the training program, you feel completely involved in your work.	+1	+1	+1	+3	1.00	1.00
11.	There is a better understanding of the job after completion of the training.	+1	+1	+1	+3	1.00	1.00

**Interview Questions**

No.	Items	Experts			Total	$\Sigma R$	IOC
		1	2	3			
1.	In your opinion, how can we improve the stage of analyzing problems for developing teachers in the organization?	+1	+1	+1	+3	1.00	1.00
2.	In your opinion, how can we improve the stage of constructing the training for developing teachers in the organization?	+1	+1	+1	+3	1.00	1.00
3.	In your opinion, how can we improve the stage of implementing the training for developing teachers in the organization?	+1	+1	+1	+3	1.00	1.00
4.	In your opinion, how can we improve the stage of evaluating the training for developing teachers in the organization?	+1	+1	+1	+3	1.00	1.00

## BIOGRAPHY

<b>Name-Surname</b>	CHANKAKDA BIN
<b>Date of Birth</b>	07 May 1992
<b>Address</b>	Kompong Leave commune, Kompong Leave district, Prey Veng province, Cambodia
<b>Current Workplace</b>	Prey Veng Provincial Teacher Training Center
<b>Current Position</b>	Teacher
<b>Work Experience</b>	Teacher at Hun Sen Kompong Leave High School (2017-2018).
<b>Education Background</b>	Teacher at Prey Veng Provincial Teacher Training Center Bachelor's Degree of Education in Teaching English as a Foreign Language, TEFL at Beltei International University, Phnom Penh, Cambodia Certificate of Teacher with Higher Education Degree Specialization English Language
<b>Publication</b>	The Process of Teacher Development in Provincial Teacher Training Centers, Cambodia, Turkish Journal of Physiotherapy and Rehabilitation
<b>Awards</b>	N/A