



Ministry of Education, Youth and Sport
Education Research Council



**Survey Report on
Teachers and Teaching Profession in Cambodia**

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Abbreviations

ADB	Asia Development Bank
CDPF	Cambodia Development Partnership Fund
CFS	Child Friendly School
DOE	District Office of Education
DTMT	District Training and Monitoring Team
ERC	Education Research Council
ESP	Education Strategic Plan
EU	European Union
GPE	Global Partnership Education
HS	High School
ILO	International Labor Organization
I/NGO	International/Non-Governmental Organization
INSET	In-service training
JICA	Japan International Cooperation Agency
KOICA	Korean International Cooperation Agency
LSS	Lower Secondary School
MoEYS	Ministry of Education, Youth and Sport
NEP	NGO Education Partnership
NGS	New Generation School
NIE	National Institute of Education
POE	Provincial Office of Education
PTTC	Provincial Teacher Training Center
PRESET	Pre-service training
PS	Primary School
PSTTC	Preschool Teacher Training Center
RTTC	Regional Teacher Training Center
SIDA	Swedish International Development Agency
STEM	Science, Technology, Engineering and Mathematics
TEC	Teacher Education College
TEPS	Teacher Education Provider Standard
TPAP	Teacher Policy Action Plan
TTC	Teacher Training Center
TTD	Teacher Training Department
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
VSO	Voluntary Service Overseas
VVOB	The Flemish Association for Development Cooperation and Technical Assistance

Executive summary

Introduction and objectives

Education in Cambodia has been undergoing many critical reforms. Of those reform agendas, teacher reform presents the turning point in the system and a crucial strategy to improve teacher status and ultimately student learning. The Teacher Policy and the Teacher Policy Action Plan, herein named TPAP, which was endorsed in 2013 and early 2015, respectively, sets out core activities in ensuring that teacher reforms are moving towards excellence and success. With TPAP firmly in place, the Ministry of Education, Youth and Sport (MoEYS) of Cambodia foresees numerous immediate tasks that need to be done to support other education reforms. In so doing, related research evidence is compulsory to secure successful education reforms. However, little is known about the actual situation of teachers. Although a bulk of literature associated with teacher and teaching in Cambodia is available, none of them have aimed to set a baseline for a more useful comparison of impact over the years, especially in reference to any education reform. This study was designed to fill this gap by drawing various pictures associated with teachers and teaching professions to lay out what can be done further to foster a more successful education reforms. The following objectives were laid out for that cause:

- Identify trainings they have received so far, and the training impacts;
- Measure the motivation and satisfaction levels toward their current profession;
- Identify the professional challenges and needs, which will be turned into recommendations for the effective support and training programs for them;
- Examine teachers' satisfaction levels towards the recent reform and identify the future desired reform agendas for this profession;
- Obtain the baseline data for the future impact evaluation for TPAP implementation.

Methods

The current study employed a survey design, with some qualitative data aimed through the use of open-ended questions. Given that the current survey aimed to capture the national level situation of teachers across regions and provinces and at all education levels—primary, lower secondary and upper-secondary (except for the kindergarten), a purposive sampling method at the provincial and district levels and a random sampling method at the school level were used, respectively. To include the provincial sample from different geographical locations and characteristics, this survey selected 8 provinces, each of which represented its unique characteristics in the country, including provinces/city in the plain, coastal, highland and mountainous areas, and along the borders of Vietnam, Laos and Thailand, thus in urban, rural, remote areas and with different school sizes. This multi-stage sampling strategy culminated into a broad selection of samples cutting across regions (urban and rural) and even across geographic zones (plains, coastal, Tonle Sap and mountain). The sample included Phnom Penh, Takeo, Kampot, Kompong Cham, Battambang, Siem Reap, Steung Treng and Ratanakiri.

The selection of districts of each province was made in a similar fashion, with 4 districts selected (one located in the provincial center/town, one nearby (periphery) and the other two in rural part of the province—likely 50-80 km in distance from the provincial center/town).

As for the selection of schools, both purposive and random sampling strategies were determined. Per research objectives, primary, lower secondary, upper secondary schools were sampled; in such regard, the ratio of each school level was used as the referent to select the number of schools at each school level. With the calculated ratio that primary schools was of high coverage in Cambodia education, only 1 lower secondary school and 1 upper secondary school were included in each district and this selection was reassessed against the predetermined number of sample of 3,000-4,000 in this survey (roughly 5% of the entire teacher population in the country). School sample in each district was, therefore, ensured to meet the criteria that all education levels were included and the target total survey sample was met in order that different teachers' qualifications, conditions (perception and behaviors) and challenges were well nationally representative.

Participated mainly included teaching staff, school principals, vice-school principals, and other school staff, totaling 3312. The majority of them were the full-time teaching staff, followed by administrative staff, school principals and vice-school principals and the contractual staff. The nature of this participant type provided a broad representation of views from various education practitioners on teachers and teaching profession in the current and future Cambodia.

Findings and Recommendations

Findings of this study are summarized as follows:

1. Teaching has yet to be an attractive profession. Although it is a secure and lifelong profession as viewed by teachers, their status still is questionable. Teaching profession is viewed as stressful and hard-working, yet with low pay and strict recruitment exams/procedures. Lest some possibility is given, a noticeable number of teachers are likely to change this profession.
2. Teachers appear not well aware of where they can go after becoming a teacher besides the so-called teaching and administrative positions. The career pathway has not been clearly internalized by teachers in this study.
3. Capacity building activities are limited and follow a piecemeal approach, with less evidence of usefulness for or sustained impact on teaching. Self- and peer-learning is deemed useful for teachers' capacity building. Yet, mentoring from experts is lacking. Combined with low salary and lack of teaching materials for self-reading and classroom use and teacher forums, teachers become less motivated in pursuing their lifelong development skills.
4. Job evaluation has been conducted by different entities but not as a routine, especially not regularly by school principals who are deemed important in fostering

teachers' teaching effectiveness. The evaluation appears not well associated with teaching and learning but more with the school environment and management.

5. Teachers support, in the pecking order, TEC, teacher education standards, improvement of teacher status, outstanding teacher award and fast track programs. They are also satisfied with the availabilities of bathrooms and library, a positive move all stakeholders should be aware, but have no clear indication as to how the library is used for their professional growth.
6. Teachers feel teacher guidebook and school management handbook are important in the current education context where capacity building workshops have not conducted in a highly coordinated fashion.
7. Future education reforms cut across a wide range of education issues but appear to weigh more significantly on issues linking to the quality of school principals and teachers—how they could be trained and developed—followed in the pecking order by the incentive system in place either in the form of salary, incentive, health care or other support for their subordinates such as spouses and children; the availability of teacher guidebook, teaching materials and school management and leadership reform.
8. Strict exam, promotion of life skills and STEM in the curriculum and textbook and better classroom environment (installed with fans) are among other key areas for education reforms.

With the findings above, the following recommendations are proposed to teachers and teaching profession in Cambodia and the quality of teaching and learning.

Teacher preparation, recruitment and allocation policy

MoEYS

- Identify potential training providers (public and/or private) to support teacher education training.
- Upgrade teacher trainers to have master's degrees and teacher competency standards.
- Ensure any innovation of TEC and fast track programs is well supported by committed budget and qualified trainers.
- Evaluate teacher allocation efficiency and prioritize more support to teachers in rural schools.

PoEs and DoEs

- Create a capacity training system that enables teachers to learn from outstanding peers.
- Ensure a better-balance teacher-student ratio.

DPS/NGOs

- Ensure training contents are aligned with what has been trained by the relevant training provided (i.e., TTD) and are implemented with a well-coordinated fashion, including the monitoring mechanisms in place.
- Develop withdrawal strategies in any training and innovation projects to achieve more sustained impact.

Teacher Retention Policy

MoEYS

- Provide or seek more sustained funding sources to schools and teachers to support their self-initiated activities and their salary in addition to the government funding.
- Create a health care and reward system to promote teacher status.
- Institutionalize the teacher career pathway as a strategy to motivate teaching profession.
- Hold an annual teacher forum to sensitize the public to understand better the essence of teaching profession.
- Hold teachers accountable for school management-related activities in addition to their exclusive teaching time.

PoE/DOE

- Strengthen a monitoring system, through the development of permanent DTMT teams, to support teachers in their capacity development.
- Support schools, through the collaboration with the local governor, to adopt an entrepreneurial concept, PPP model (public-private partnership) and community-school model to diversify funding sources for teachers so that they can contribute more to schooling.

Schools

- Create/strengthen a peer learning system for teachers to learn from each other in addition to the learning from the existing school cluster system.
- Engage teachers in school-management and community-based activities to enable them to be more attached to schools.
- Support the platform through which teachers can compete for the best teaching award.
- Provide teaching guide/know-hows to teachers to improve teaching effectiveness.

DP/NGOs

- Pay greater attention to the training model provided to teachers to ensure it adds values to their teaching.
- Support a peer learning system among teachers at the school level; this should include a separate, sustained funding to school-level implementation in any programs.

- Provide more support to the dissemination of teacher guidebook that emphasizes creative and innovative teaching.

Future education reforms

As part of the objectives of this study, teachers were also asked in regard to the agendas for future education reforms. With significant findings above, the following recommendations directed to the Ministry are deemed relevant and necessary to achieve a more successful education reform.

- With vast support from teachers and the academic staff in this study, the ministry should **continue to strengthen the national examination at grades 9 and 12**. This has implications on school regulations and renewed interest and commitment from students to self-study and autonomous learning.
- **Pay greater attention to textbook development** to align it with the new curriculum focus. This requires the textbook development framework to ensure the continuum of the breadth and coverage of the learning contents in each education cycle (e.g., grades 3, 6, 9, and 12). Building the textbook that communicates across grades is what has to be attended to.
- **Build capacity of school principals through rigorous in-service and pre-service training**. This highlights the critical role of either TEC or NIE. Schools for creating the education leaders are what is lacking and cannot be neglected if school-based management is of a prioritized agenda.
- **Focus on class (e.g., with fans) and school environment** through support from NGO or the community if there is no committed school funding from the government. In this regard, it is important to strengthen Child Friendly School (CFS) dimensions and to distill lessons learnt from the New Generation School (NGS) model.
- **Continue to strengthen the M & E architecture** down to the district level (DTMTs) and the school level (school principals) to support teachers to perform
- **Support the outcome-based accountability system at the school level** to promote school-based management and coherent monitoring and mentoring systems. PoEs, DoEs and schools are the main entities in ensuring the workability of the system.
- Build capacity of teachers through providing both **teacher guidebook** that contains more sophisticated teaching models/strategies to promote independent, creative and innovative learning and **a series of teacher training**. The standalone training model or the piecemeal approach to training by different entities may not effectively work given the current context where the majority of teachers do not hold higher university degrees.

1. Background and Context

Teachers are the forefront resources in any education system. They can be the substitutes for poorly-designed textbooks, even for poor or fragmented curriculum, and for poor learning and teaching materials (Darling-Hammond, 1996; Rivkin, Hanushek, & Kain, 2005). Regardless of socio-economic contexts, it is not uncommon that teachers are considered the key drivers in education quality improvement in a country. By all means, they work at the front line to ensure effective education service delivery to the students. In recognizing their roles in education and human resource development, the International Labor Organization (ILO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) jointly issued the recommendations concerning the teachers' status in 1966 (UNESCO, 2008). Though the recommendations were not binding the member states to fully abide, many countries started to raise their awareness towards the importance of teachers.

The teachers' roles have been greatly amplified when international comparison on the student achievement was made by the means of the international assessment such as Program for International Student Assessment (PISA) or Trends in International Mathematics and Science Study (TIMSS). Normally, it was found that the countries where students achieved higher in their test scores were able to attract competent and committed teaching individuals into the teaching profession. More and more teacher reforms were thus occurring as a result (The World Bank, 2018). In addition, the strong pushes for the teacher-related reform were not only from the global trends but also from institutional survival (Tatto, 2007). To remain competitive with other nations, a nation state needs to ensure that its citizens are competent enough to compete with others. Surrounded by the global evidence and practices, many countries started their teacher reform under the effects of globalization. The institutional survival as mentioned by Tatto was a response to the global pressure.

Fine-tuning with the global initiatives in promoting the rights, statuses, qualifications, professional motivation and work quality of teachers, the Ministry of Education, Youth and Sport (MoEYS) of Cambodia has been committed to nurturing the motivation and status of teachers to improve the quality of teaching and learning. This is reflected in the effort to develop the Teacher Policy as enacted in 2013 and later in an ambitious action plan, Teacher Policy Action Plan (known as TPAP) in early 2015. The ministry with support from the development partners, I/NGOs and relevant stakeholders then formed a technical working group to implement the activities as stipulated in the TPAP. To support the implementation of those activities, research activities are essential. This heightens the role of the Education Research Council (ERC), the core ministry's think-tank established as a hub for bridging the policy and implementation linkage in the education sector.

In this regard, the periodic teacher survey (the reference number 9.3.3 in the TPAP) is deemed necessary to understand the teacher's opinions about their careers, qualification,

in-service training needs, supports (both online, offline, and on-site support), teachers' workload, career pathway, etc. This survey is timely and will serve as the baseline data for impact evaluation of the teacher reform in Cambodia upon the implementation of TPAP. Another crucial part of this survey is to identify value changes in the teaching career. This is a very important indicator to measure the behavioral and mindset change of the people towards this profession. Without having full knowledge of this change, the MoEYS of Cambodia may not be better informed of whether or not her reforms touch the hearts of teachers and change the mindset of lay people in the country. The survey will also provide evidence-based information to relevant MoEYS departments to design support systems/mechanisms for teachers (TPAP reference number 6.2.1).

The large-scaled teacher survey is deemed necessary to understand the current achievement and gaps so that the reform is able to properly deal with in an efficient way. The country states of OECD for example continually and systematically collect the data on their teachers through TALIS (Teaching and Learning International Survey) to well observe the achievement and challenges in bring the quality of education to their children by the use of teaching force at the frontier.

2. Objectives

The current project will set a strong measurement for the monitoring and evaluation of the implementation of the TPAP, which can ultimately improve teachers' social and economic statuses, teacher qualification, support system and teaching and learning quality. The following objectives are focused:

- Identify trainings they have received so far, and the training impacts;
- Measure the motivation and satisfaction levels toward their current profession;
- Identify the professional challenges and needs, which will be turned into recommendations for the effective support and training programs for them;
- Examine teachers' satisfaction levels towards the recent reform and identify the future desired reform agendas for this profession;
- Obtain the baseline data for the future impact evaluation for TPAP implementation.

3. Literature on Teachers in Cambodia

3.1. Teachers and Teaching Profession in Cambodia

Historically, Cambodian people considered teachers as *Guru*. This profession was sacred and well respected and only performed the Brahmin to the families of the king or elite officers. Later, when the Kingdom started to exercise the Buddhism, teaching and learning started to happen in temple schools, where the Buddhist monks were teaching. During the French colonization (1863-1953), France introduced the modern education system into Cambodia. The teachers were French and students needed to learn French. After independence from France, Cambodia was fast developing and education was put as a high priority for the

country development. Teachers were well paid and respected; they were seriously selected. Teaching was one of the most desired professions in the country.

During Lon Nol administration (1970-1975), the wars took places everywhere, destroying the school infrastructure and dragging educational development backwards. Many teachers started to work as a soldier as they were paid higher than being a teacher. Teaching profession reached the zero level during the Khmer Rouge time. All schools were shut down and many teachers were killed. The trauma continued to adversely affect the later administration. After gaining the victory over the Khmer Rouge, the Royal Government of Cambodia started to recruit the teachers with low qualification to rebuild the human resource for development as many highly educated people were killed during the Khmer Rouge. For example, the primary school teachers were recruited by using the formula of 3 + 1. It means that in order to be a primary school teacher, one needed to complete three years of education and one year of teacher training. With reference to Table 1, we can understand that Cambodia used those who did not even complete primary school to teach primary school students. At lower-secondary level, the situation was not of much difference. Those who completed or did not complete lower-secondary were selected to teach lower-secondary students. For the first 10 years from 1979 to 1989, the short pre-service training for teachers were also quite commonplace. The training length varied from one location to another and it could last from several days to weeks and/or months. However, the situation started to improve years by years, as more and more human resources were built along the ways. Now, the condition has been much improved. For example, to be an upper-secondary school teacher, one needs to hold a bachelor's degree.

Table 1: *The teacher training formula evolution from 1980 until now by different levels of school.*

Academic Year	Pre-school	Primary School	Lower-secondary	Upper-secondary
1980-81	Short training	Short training	9+1	Short training
1981-82	Short training	Short training	9+1	Short training
1982-83	Short training	7+1 / 3+1	9+1 / 7+3	10+3
1983-84	Short training	7+1 / 4+1	9+1 / 7+3	10+3
1984-85	Short training	7+1 / 4+1	7+3	10+3
1985-86	Short training	7+1 / 4+1	7+3	10+3
1986-87	Short training	7+1 / 4+1	8+3	10+3
1987-88	8+1	8+1 / 5+3	8+3	10+3
1988-89	8+1	8+1 / 5+3	8+3	10+4
1989-90	8+1	8+1 / 5+3	8+3 / 11+2	10+4
1990-91	8+1	8+2 / 5+3	11+2	10+4
1991-92	8+1	8+2	11+2	10+4
1992-93	8+1	8+2	11+2	10+4
1993-94	11+1	11+2 / 8+2	11+2	10+4
1994-95	11+1	11+2	11+2	10+4
1995-96	11+1	11+2 / BA+1	11+2	BA+1
1996-97	11+1	11+2 / BA+1	11+2	BA+1
1997-98	12+1	11+2 / BA+1 / 9+2	12+2	BA+1
1998-99	12+1	11+2 / 9+2	12+2	BA+1
1999-00	12+1	11+2 / 9+2	12+2	BA+1
2000-01	12+1	11+2 / 9+2	12+2	BA+1
2001-02	12+1	11+2 / 9+2	12+2	BA+1
2002-03	12+1	11+2 / 9+2	12+2	BA+1
2003-04	12+1	11+2 / 9+2	12+2	BA+1
2004-05	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2005-06	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2006-07	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2007-08	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2008-09	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2009-10	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2010-11	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2011-12	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2012-13	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2013-14	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2014-15	12+2 / 9+2	11+2 / 9+2	12+2	BA+1
2015-16	12+2 / 9+2	12+2	12+2	BA+1
2016-17	12+2	12+2	12+2	BA+1

Note: (1) 3+1 means 3 years of public schooling plus 1 year of pedagogical training at Teacher Training Centers

(2) the yellow highlighted columns indicates the co-existence of short pre-service training for teachers, which lasted from a few days to a few months

Source: Taken from MoEYS (2016) and rearranged by the authors to well highlight the pre-service training trends for teachers.

As for the training institutions, the pre-school teachers were first received short pre-service training which was provided by the National Institute of Education (NIE). It was until 1985 when the Pre-School Teacher Training Center (PSTTC) had established and took over the training responsibility from NIE to first provide short training and to later provide long preservice training (8+1) in 1987. Since then, PSTTC has been the only training institution for the pre-school teachers and has recently been able to train around 200 teachers a year.

Primary school teacher training formula and arrangement were quite complicated. For the first ten years (1979-1989), there were short and long training courses for new teachers and the courses were operated by different institutions including NIE and provincial / municipal teacher training centers. For example, to fill in the vacant teaching positions in the conflict-affected areas, MoEYS provided the 3+1 training program at NIE for the new teachers in 1983 while 4+1 and 5+3 programs were provided at the Steung Treng PTTC during 1984-1991; at the same time, the other PTTCs operated 7+1 and 8+1 training for primary school teachers. The pre-service training lengths and requirements continued to vary by different locations until 2015 when all PTTCs started to use a unified formula of 12+2. From the data by the Teacher Training Department (TTD), the Phnom Penh PTTC trained three batches of BA+1 primary school teachers from 1995 to 1997; there were 95 BA+1 teachers completing their pre-service training.

For the lower-secondary teacher training, first the Royal University of Phnom Penh (RUPP) started its 9+1 training for 4 years (1980-1984) while NIE took the first and only two programs, namely 9+1 and 7+3 in 1982. Later in 1983, the 7+3 training program was given to the Regional Teacher Training Centers (RTTCs). RTTCs thereafter become the training institutions for the lower secondary teachers. The training formulas and lengths changed greatly throughout years as shown in Table 1. As for the upper-secondary school teachers, there were only two training institutions which separately shared their responsibilities. From 1980 to 1994, RUPP was solely responsible for the pre-service training (both short and long), and NIE assumed the responsibility from 1995 with a change of training formula from 10+4 to BA+1. Since then, the formula was never changed.

3.2. Recruitment, Retention and Teacher Development

3.2.1. Teacher Recruitment

Based on the laws on common statute of civil servants, in order to be eligible to work as a teacher, one must be Khmer national, between 25 and 30 years old, criminally and morally clean, and strong in physical conditions (those with disabilities are not allowed to apply to be teachers). The female and minority candidates are encouraged to apply for teaching profession (Royal Government of Cambodia, 1994). However, recently there have been heated discussions in the ministry in order that the candidates with light disabilities will be able to be teachers. In the very recent Teacher Policy Action Plan (TPAP) (2015b), the ministry encourages the competent candidates with mild disabilities to apply for teaching position. The discussions have further been extended to the issue of age. There is an agreement on extending the entry age for teachers from 25 or young for those who hold

Bachelor's Degree or lower to 30 or younger. However, so far there have been no official documents issued to put this change into real practice. Even in the recent TPAP, this very issue is not well discussed.

Another important issue in the selection criteria is the academic competence. All candidates are required to take entrance exams. The number of candidates selected for teacher training is based on the scores they receive on the test and the quota that the ministry sets for each province. Normally, the Secretariat of Public Service sets the number of candidates needed to be recruited and trained to be teachers based on the availability of budget allocated for the concurrent expense for MoEYS. MoEYS allocates the quota for each province in accordance with the needs annually reported by each province. The provincial office of education (POE) selects the exact number of candidates to be trained. This quota system somehow receives much criticism as in some provinces there are many competent candidates sorted out through entrance exams while in the remote and disadvantaged provinces; the low competent candidates are selected. For example, in Phnom Penh, Kandal and Kampong Cham, the passing scores were 14 out of 20; however, in Ratanakiri and Mondulakiri, the passing score was around 6. This year, 2015, the next regulation from the Cambodian government clearly stated that the number of teacher recruited must be equal to the number of teachers who got retired, passed away, quitted and transferred to other ministries. There allow no rooms for extra number of teachers recruited.

The general education level is also another criteria used to select the candidates for training to be teachers in Cambodia. According the Education Strategic Plan (ESP) 2014-2018, in order to be a primary school teacher, a candidate needs to have completed twelve years of education. This means that those who could not pass the grade-twelve exit examination are also eligible to apply for teaching position in primary school. However, in remote and disadvantaged areas, as there are not enough competent candidates, the requirements are lowered down to 9 years with two years of training (9 + 2). A candidate who wishes to be a lower-secondary school teacher must hold upper-secondary school diploma, while upper-secondary school teacher trainees must possess Bachelor's Degree. The high education teachers need to have Master's Degree to be entitled to taking entrance exam. The ESP and TPAP precisely emphasized the future qualification of Cambodian teachers. By 2020, all new teachers need to have at least bachelor degree.

3.2.2. Teacher Retention

Recruiting a qualified teacher is hard; however, retaining him/her is even harder. In the age of fast-growing knowledge and economy, people keep moving and changing professions a number of times before they can find the jobs they wish. This is also true with teachers. From the global evidence, good teachers always move if there are no good incentives, working conditions, support, professional development and career growth. Teacher turnover caused a lot of negative impacts on education development. First it disrupted the teaching and learning, as the school and local education bodies needed to find new teachers to

replace them. This would be even more serious in a country like Cambodia where teachers were trained and deployed by the central ministry department. That would leave some classes without teachers or dismantle the class and chunk some numbers of students to put in other available classes of the same grade. Second, it harmed the students' academic achievement and mentality. Normally, the newly recruited teachers to replace the turnover teachers were of lower qualifications and experience than the turnover teachers. The students got lost as there was discontinuity of teaching and different styles of teaching. Teacher turnover also affected the students' mentality, as they questioned the education quality and the serving length of the new teachers.

The mobility of teachers is a serious issue in Cambodia. As the salary is relatively low (NEP, 2013; World Bank, 2014), teaching profession is not so attractive among Cambodian. In the recent study by NGO Education Partnership (NEP), this profession was the last priority when the people failed with the entry to other professions or occupations. Once they selected the profession, they tended to look for better employment or opportunities. Every year, it was estimated that more than one thousand teachers quitted their jobs or change their professions to work in other units in the public service. The mobility did not only happen across the fields or ministries, but it also occurred even in the same ministry line.

Though teachers received the same payment based on their salary scale, which reflected the levels of education they were teaching regardless of their locations of teaching, many teachers have been finding their ways to move from the remote or rural schools to work in urban schools. By laws, they need to be at the school where they were deployed for at least four years before they could transfer to other schools. The teachers would ask for transfer when they have completed their terms and some teachers were able to transfer after one or two years of service with special exception. Teachers could ask to teach at the locations where their spouses who are also the government officers. With such a case, they were able to transfer immediately even much before the term and condition completed. That makes the remotes and rural schools short of teachers while the urban schools have surplus of teachers. There were a number of reasons that teachers wished to move to work in the urban schools. First they could have opportunities to do private tutoring or work at the hours which they were free from teaching. Normally, Cambodian teachers only come to school when they need to teach. After the class they just go back home, though they are required to stay and work in school. Second, security is another concern for teachers when they go to teach at remote or rural schools. Also, remote areas lack facilities and infrastructure to facilitate living.

In general, to retain the teachers, the government via Ministry of Education, Youth and Sport has been working hard to improve the living conditions of the teachers by sharp raise of their salary. On average, Cambodian teachers earn around 150USD a month. The Royal Government of Cambodia is now committed to improving the living status of its teachers and educational staff to the raise of the minimal salary of 250USD by 2018, according to the speech of the Cambodian Premier Hun Sen, who delivered speech in front of most prominent government officers, teachers, and development partners during the launching

ceremony on National Literacy Campaign 2015, which was held on March 2, 2015. As for the teaching in remote areas, those who are placed in the remote and disadvantaged areas, first-zone remote and second-zone remote areas receive another additional 20USD, 25USD, and 30USD respectively, according to the Sub-Decree 37, which was put into practice from March 18, 2015. They were entitled to receive additional payment if they teach more than the required time or two shifts (for the primary school teachers only).

3.2.3. In-Service Training and Professional Development for Teachers

Professional development for teachers has received little attention in Cambodia. There is no systematic in-service training in the country. The professional development programs are donor-driven or NGO-driven and generally not based on their needs. If an organization which is working to promote gender equity in Cambodia wishes to achieve their own organizational goals, it cooperates with some departments in MoEYS to provide training courses to teachers so that they can use the knowledge to reduce gender disparity in education. Some motivated teachers use their own pocket money to upgrade their qualification in some private higher education institutions. However, after they receive training there, they become disappointed as they cannot get promoted in terms of salary and position. That is because the Article 20 of Education Law states that all educational staff needs to receive their training at the institutions recognized by the MoEYS. Hence the training that the teachers receive outside public teacher training centers (TTC) will not be recognized by the ministry. However, the TTC per se has no capacity and facility to provide the in-service training for the present teachers. Plus, there is no in-service training program in those TTCs yet.

Seeing this difficulty, the ministry formed the new teacher policy and teacher policy action plan (TPAP). In those documents, the tasks that the ministry and relevant stakeholders need to do are to build institutional credit-system in-service training. The ministry is required to build credit guidelines for the training programs that teachers underwent and provide them the credits. Then teachers can use those credits to upgrade their qualifications. The plan also highlights the future transformation of the current pre-service RTTCs. They will be used as centers for teacher development, which allows for the in-service training for program for teachers. Furthermore, the new teacher education provider standards need to be set up so that some qualified higher education institutions can provide training for teachers.

As mentioned earlier, there is no teacher career path for teachers and educational staff in Cambodia. The teachers do not know where they will be going after some periods of public serving. Most of Cambodian teachers end up being teachers for the rest of their lives. That really upsets many of them. The promotion from teaching profession to other administrative positions such as school principals, directors of district office of education (DOE), directors of provincial office of education (POE) and MoEYS staff has not been clearly stated. Normally, it is a centralized process. The top leaders in MoEYS or POE are the ones who had strong voice in selection. Recently the new decentralization and concentration policy allows the provincial government much rights and power to select the principals, directors and deputy

directors of DOE and POE. The TPAP lays a clear guidance and commitment in building up the teacher career pathway so that each teacher knows where they wish to go and how to prepare for their destination. This document is to make the professional development vital for teaching profession.

3.3. Current Reform on Teacher Education and Promotion of Teacher Status

The current teacher reform in Cambodia was initiated when the whole globe was paying and voicing the high impacts of having qualified teachers. The first teacher policy was formulated in 2013. However, it could not be implemented; as a result, the teacher policy action plan was developed in 2015. The main objectives are to:

- attract and motivate competent persons into the teaching profession
- ensure quality of pre-service teacher training
- ensure regular professional development and in-service training for teachers
- ensure the conditions necessary for teachers to fulfil their professional activity effectively and efficiently (MoEYS, 2015, p. 6)

TPAP lays out nine different strategies in order to realize the four aforementioned objectives. The strategies were to attract, well train, retain, and develop the teachers. They also worked to improve the living conditions, good working environment, and support mechanisms for the teachers. Those strategies included:

1. Developing legislative instruments and mechanisms developed
2. Attracting competent persons into teaching profession
3. Defining the standards of teacher training systems
4. Developing teacher training centers
5. Rationalizing teacher to meet the needs of education institutions
6. Provision of in-service trainings and professional development for teachers
7. Teachers motivated and retained in the system
8. Strengthening effectiveness of school leadership
9. Strengthening teacher monitoring and evaluation mechanism/systems. (MoEYS, 2015, p.8)

Upon completion of the TPAP, the government, development partners, NGOs, and relevant stakeholders started to review it and put some activities of it onto the operation plans. From the government side, in 2015 the ministry started with automatic entry to the teacher training centers to prepare them to be public teachers if those candidates received grades A, B, and C on the national exit examination. Later in 2016, under the command from the premier, that policy was abolished, leaving all the candidates to take the entrance exam. The second action was the BA fast track program, which absorbed 700 lower-secondary school teachers who taught at upper-secondary schools to be trained to be upper-secondary school teachers at the national institute of education (NIE). The program allowed the current teachers to come during the long vacation for the training and the teachers were required to sign a contract that they were entitled to working in the schools where there was shortage of teachers. Many legal documents, such as teacher career path, teacher education provider standard, in-service program structure for teachers and so on, were produced to set strong ground for further reform agenda and projects.

Table 2. Donors and their areas of support to implement teacher reform in Cambodia

Agencies	Support
Completed /Ongoing Support Project after the TPAP formulation	
ADB Upper Secondary Education Sector Development Program (US\$60 million)	<ul style="list-style-type: none"> - Support for expansion of upper secondary education with a focus on teacher improvement in math and science. - Fast-track BA program for upper-secondary school teachers
UNICEF/EU/ SIDA Capacity Development Partnership Fund Phase II (US\$15.9 million)	<ul style="list-style-type: none"> - Support for capacity development in planning, budgeting, policy implementation, auditing and monitoring and evaluation. This also finances a teacher upgrading program for 56 lower secondary school teachers through a private university program.
SIDA School Improvement Grants (US\$20.0 million)	<ul style="list-style-type: none"> - Top-up operational budgets to all public pre-schools, primary, and secondary schools.
Other bilateral donors and INGOs	<p>VSO supports development of a pre-service teacher training program for new teachers as well as supports management capacity of Provincial Office of Education and District Office of Education.</p> <p>VVOB supports the improvement of math and science teaching methods at classroom level.</p>
World Bank Secondary Education Improvement Project (US\$40 million)	<ul style="list-style-type: none"> - Improve lower-secondary education quality by supporting school-based management, teacher upgrading, and improving school facilities.
Under Preparation	
JICA Supports Human Resource Development for industrialization in Education Sector	<ul style="list-style-type: none"> - Supports establishment of Teacher Education Colleges for Lower Secondary School teacher pre-service and in-service teacher training.
Global Partnership for Education III	Train BA holders at HEIs for one year to be lower-secondary school teachers (BA + 1)

Different development partners, and NGOs have taken up different parts of the TPAP to assist the ministry to realize its full implementation. Asian Development Bank (ADB) through its Upper-Secondary Education Sector Development Program, which was effective in mid-2016, supported the upgrading program for the upper-secondary school teachers in its target areas in the fields of math and science, while the World Bank will be in charge of the upgrading program for the lower-secondary school teachers. With the two project

initiatives, the teacher education will be no longer the sole responsibility of the state and it will be carried in some selected higher education institutions, who meet the requirements stated in the Teacher Education Provider Standard (TEPS). The ministry is taking the steps so carefully by trying to empower the existing teacher training centers, namely Phnom Penh and Battambang Regional Teacher Training Centers (RTTCs) to enable them to run the BA program for teachers. JICA offers the assistance to improve the human resources, infrastructure, teaching and learning equipment and materials and other necessary things. KOICA has showed interest and sent the research team to study the needs for the in-service training systems.

The TPAP has been implemented for almost three years. The mid-term review was also carried out by the TPAP implementation team. The result showed that ...

4. Methodology

4.1. Survey Method

To establish a bank of longitudinal information of teaching profession in Cambodia and to capture the survey objectives as aforementioned, a survey questionnaire was developed to collect data on various perceptions and dimensions that holistically reflects on teacher status, conditions and their perspectives towards current and future educational reforms in Cambodia. This research mainly utilized the quantitative approach to data collection with partial qualitative questions included as a means to probe further into the perceptions/views of teachers and school staff towards the current teaching profession and their take into the future conditions and status of teachers in Cambodia. The qualitative information through some open-ended questions included in the survey questionnaire allowed for meaningful triangulation of data obtained from the close-ended questions. Thus, this study would pay attention to both quantitative and qualitative information in unpacking the scope of the investigation set forth in the objectives despite the fact that the research design was primarily quantitative in its nature.

4.2. Sampling Strategy

Given that the current survey aimed to capture the national level situation of teachers across regions and provinces and at all education levels—primary, lower secondary and upper-secondary (except for the kindergarten), a purposive sampling method at the provincial and district levels and a random sampling method at the school level were used, respectively. To include the provincial sample from different geographical locations and characteristics, this survey selected 8 provinces, each of which represented its unique characteristics in the country, including provinces/city in the plain, coastal, highland and mountainous areas, and along the borders of Vietnam, Laos and Thailand, thus in urban, rural, remote areas and with different school sizes. This multi-stage sampling strategy culminated into a broad selection of samples cutting across regions (urban and rural) and even across geographic zones (plains, coastal, Tonle Sap and mountain). The sample included Phnom Penh, Takeo, Kampot, Kompong Cham, Battambang, Siem Reap, Steung Treng and Ratanakiri.

The selection of districts of each province was made in a similar fashion, with 4 districts selected (one located in the provincial center/town, one nearby (periphery) and the other two in rural part of the province—likely 50-80 km in distance from the provincial center/town).

As for the selection of schools, both purposive and random sampling strategies were determined. Per research objectives, primary, lower secondary, upper secondary schools were sampled; in such regard, the ratio of each school level was used as the referent to select the number of schools at each school level. With the calculated ratio that primary schools was of high coverage in Cambodia education, only 1 lower secondary school and 1 upper secondary school were included in each district and this selection was reassessed

against the predetermined number of sample of 3,000-4,000 in this survey (roughly 5% of the entire teacher population in the country). School sample in each district was, therefore, ensured to meet the criteria that all education levels were included and the target total survey sample was met in order that different teachers' qualifications, conditions (perception and behaviors) and challenges were well nationally representative. The Appendix 1 presents the summary of the sampling strategy illustrated above.

With this sampling frame, limitations included great distance between districts and lengthy data collection process especially when conducted with lower and upper secondary schools where multiple subjects were taught by specialized teachers, inevitably requiring close contact and support from both DoE and school principals to individual teachers in order to get the survey questionnaire completed. Also, in light of the fact that the survey was conducted with all teaching and non-teaching staff at each school, it was quite challenging to get all the papers back due partly to teachers' absences and maternity leaves. On top of this, in what appeared to be highly quantitative, the research team could not include any more meaningful interview or discussion (e.g., key informant interview or focus group discussion) to add values to the survey data. Nonetheless, some rich inputs were confirmed/supported from the open-ended questions included in the survey questionnaire.

4.3. Participants

Per the survey objectives, participated mainly included teaching staff who would be able to provide extensive experience of and insight into as well as their reflections on the existing situation and complexity of teaching profession in Cambodia. School principals, vice-school principals, and other school staff also completed the survey questionnaire but they only added a small proportion to the sample size. Overall, 3312 participants completed the questionnaires. The majority of them were the full-time teaching staff, followed by administrative staff, school principals and vice-school principals and the contractual staff. The nature of this participant type provided a broad representation of views from various education practitioners on teachers and teaching profession in the current and future Cambodia.

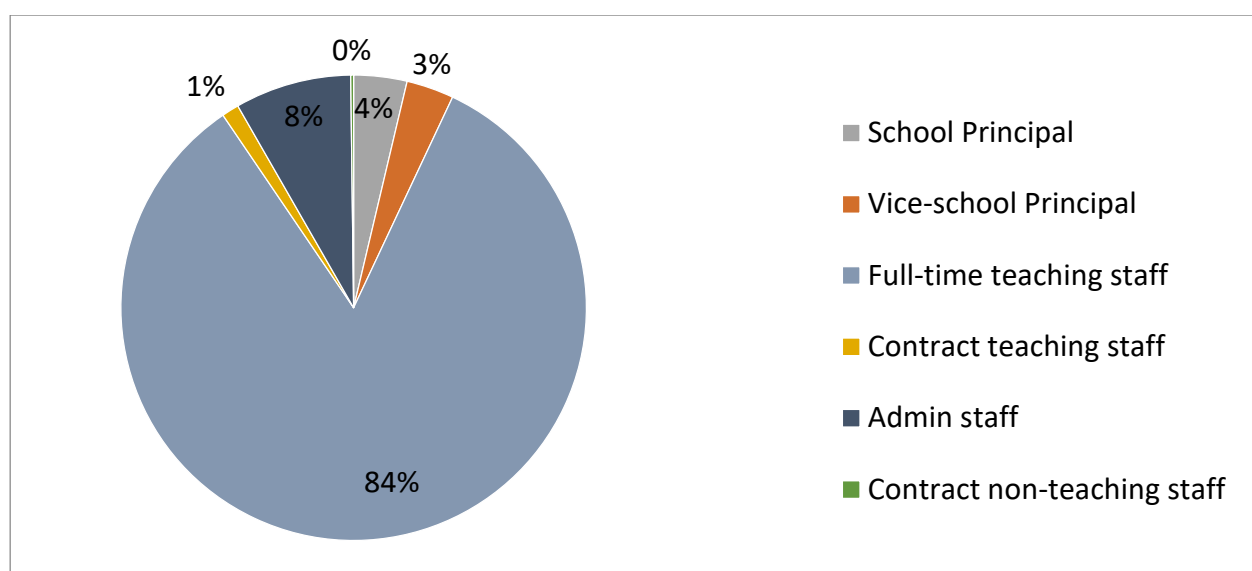


Figure 1. Types of research respondents

All the samples accounted for 46% and 54% as male and female academic staff, respectively. Most were married, 43 % had a high school certificate and 32 % with a bachelor's degree. There was a fair representation of teachers with training experience at PTTC, RTTC and NIE. Most reported teaching in the primary schools, followed by in lower secondary schools and high schools. These characteristics confirmed the viability of the school-level sampling strategy in this study and the national ratio of primary, lower secondary and high schools in the country, accordingly. The sample also accounted for teachers assigned to teach a different subject from their subject matter and to teach double shifts. In this regard, although the sample size could be small in theory, the diversity in teacher characteristics added a significant value to the credibility of findings drawn from this study.

Table 3. Participant characteristics

Variables	Categories in each variable	Percent
Gender	Male	45.8
	Female	54.2
Marital status	Single	17
	Married	78
	Widow/Widower	3.7
	Divorced	1.3
Education	Primary education	4.9
	Lower-secondary education	13.9
	Upper-secondary education	43
	Associate degree	2.2
	Bachelor's degree	31.9
	Master's degree	4.2
Training	No training at all	1.2

	Pre-School Teacher Training Center (PSTTC)	2.3
	Provincial Teacher Training Center (PTTC)	35.3
	Regional Teacher Training Center (RTTC)	42.5
	National Institute of Education (NIE)	18.8
Teaching level	Pre-school	2.8
	Primary school	37.9
	Lower-secondary school	27.9
	Upper-secondary school	20.6
	Secondary school	5.1
	Not teaching	5.6
Teaching shift	One shift	88.7
	Two shifts	11.3
Subject-matter teaching	No	16.2
	Yes	83.8

4.4. Data Sources, Tool and Data Collection

Despite primary survey data as the main data source for analysis, some relevant documents, reports and policy papers on teachers and teaching profession in Cambodia were also discussed to corroborate the findings distilled from the analysis of the survey data. Document analysis supported the analysis in regard to laying out the contextual problems, existing policies/support system and other past challenges faced by teachers. The analysis led to the highlight of lessons learnt over the past decades on the situation of teachers and teaching in Cambodia.

The questionnaire was the main tool and developed from national and international academic papers and policies with emphasis on interrelated factors, issues, constraints and opportunities/the promotion of enabling environment for teachers to grow or not to perform professionally throughout their teaching career. The coverage of the questionnaire included the following aspects:

- Characteristics of teachers
- Teacher status, motivation and satisfaction
- Workshop
- Career paths
- Professional development and its impacts
- Teaching challenges
- Teacher support
- Appraisal system
- Satisfaction about recent education/teacher reform
- Future reform agendas

The questionnaire was piloted with a few schools in Phnom Penh and revised accordingly to ensure clarity and relevance. Data were thereafter collected in all the 8 target provinces during the first two weeks of December 2016 with logistical support from PoE and DoE and

with field involvement from a range of experienced research assistants who were pursuing their master's degree in education at the Faculty of Education of Royal University of Phnom Penh (RUPP). Each questionnaire was rated by both teaching and non-teaching staff of each target school (approximately within the spell of 2 hours); yet our team provides sufficient time (at least half day) for them to complete it.

4.5. Data Analysis Method

The survey instrument was designed to look at a wide array of factors meant to reflect on teacher status and conditions. Basic descriptive data analysis functions such as frequency and average were used to describe the general status and conditions of teachers as measured through the survey questionnaire. With the design of the survey questionnaire, which also includes open-ended questions, data could be cross-checked and triangulated to ensure the reliability of the information collected and the credibility of findings and conclusions made. In this regard, each research assistant was required to ensure that the respondents completed all the open-ended questions in order that qualitative information could be utilized to support or add rich and in-depth information about teachers to the information collected through the qualitative questions. The two sources of data provided the mechanism for data triangulation and quality assurance process, which would be supported by technical discussion and consultation in the consultative workshop meeting and the review exercise by key stakeholders and researchers with relevant and lengthy experience and expertise in Cambodia education and teacher development.

4.6. Limitations

This survey was the first attempt to document actual experience Cambodian teachers have encountered throughout their teaching profession and their view of what it would take to ensure teacher reform would ultimately be able to pave ways for current and future teacher education and development. Despite this concerted effort, there were a few limitations that needed to be attended to.

- The sample in this study merely included about 5% of the country's education staff (grades1-12), which might have affected the findings and conclusions of this research study. One main approach to address this issue was that the sample was carefully chosen with combined purposive and random sampling strategies to be able to capture the holistic picture of teachers teaching in all geographic locations in Cambodia ranging from the capital city to the plains, to the coastal area, to the highland and mountainous areas, and to Vietnam, Laos and Thailand borders; from the provincial town to the periphery district and to rural district and at all education levels, including primary, lower secondary and upper secondary schools. On balance, the sampling strategy chosen for this study to a great extent was meant to address a small sample size problem while still maintaining the depth and breadth of

information needed for any comprehensive analysis and more reliable findings and conclusions.

- The survey lacked attention to the use of teaching observation to reflect on teaching and learning problems occurring on the daily basis. This might have affected the findings of the survey particularly in terms of teaching and learning nexus and problems in the class. Meanwhile, there was no systematic/lengthy discussion with teachers about their direct experience and insight into their current and future teaching profession through any rigorous qualitative means (e.g., one-on-one interview and focus group discussion). This limitation was, however, addressed by including qualitative questions at the end of the questionnaire so that an additional array of open-ended information could still be obtained.

4.7. Ethical Considerations

In ensuring that this study adhered to professional and ethical standards of research conduct in the social science field, some considerations were made to protect any violation of the respondents' privacy and rights. All data from schools (primary, lower secondary school, and upper secondary schools) were, for example, secured with great anonymity and confidentiality. Each respondent was informed of the anonymity and confidentiality of his/her information and requested to consent to the survey prior to their participation. To do this, the consent form was clearly put on the cover page of the survey questionnaire; no identity of respondents was requested. With this ethical guideline in place, all participants were encouraged to express their ideas freely and were assured of being less concerned about their responses that might have been plagued by the conflict of interest.

5. Findings

This section illustrates the survey findings in various respects, from teacher status and teaching profession to their motivation and challenges, to their attitude toward the current and future teaching profession, to the current teacher reforms and to their perspectives in regard to the future education reform at large.

5.1. Teacher status, motivation and attrition

Perceptions toward teaching profession

Low status in teaching profession has been a barrier in teacher recruitment, retention and development among developing countries. Even in countries with well-developed education systems, attracting and retaining qualified and experienced teachers, especially in the public education systems, has been a mounting task for policy makers and relevant stakeholders. This section illustrates the Cambodian education staff and teachers' perception toward teaching profession as a measure to reflect on the extent to which teacher status has been viewed and changed over the years (see Figure 2). The result shows that teaching still was a desired profession. The majority of the respondents favorably cast their voice in that teaching was a lifelong career, a good profession with respect from society and a profession that would have tremendous impact on the life of students. **About 55 % of them stated that teaching was not their last career choice.** This highlights the surviving critical role of teachers in the society and the primacy of teaching profession among Cambodian teachers in their professional pursuit.

However, on the other end of their views were the hurdles challenging teachers and this profession from being attractive compared to other professions. As can be seen, more than half of the respondents reported doubt over their sustained salary (63.7%), desired status in the society and recognition in this career from parents (86.6%). Moreover, teaching profession was viewed as the stressful with more workload yet with little future career advancement. It was a profession less attended even at the school level, let alone at the policy level. Almost 60 % of them complained that schools did little to support them both financially and professionally. Despite these hurdles, the current survey revealed that becoming a teacher was not as easy as ones have ever thought. About 80 % of the respondents reported that it was not an easy process to be a teacher. This finding implies that teacher recruitment process could be one of the barriers to becoming a teacher and that more applicants would intend to be a teacher, but they could not plausibly due to the predetermined teacher selection quota or the additional required pre-service teacher training in addition to their obtained education.

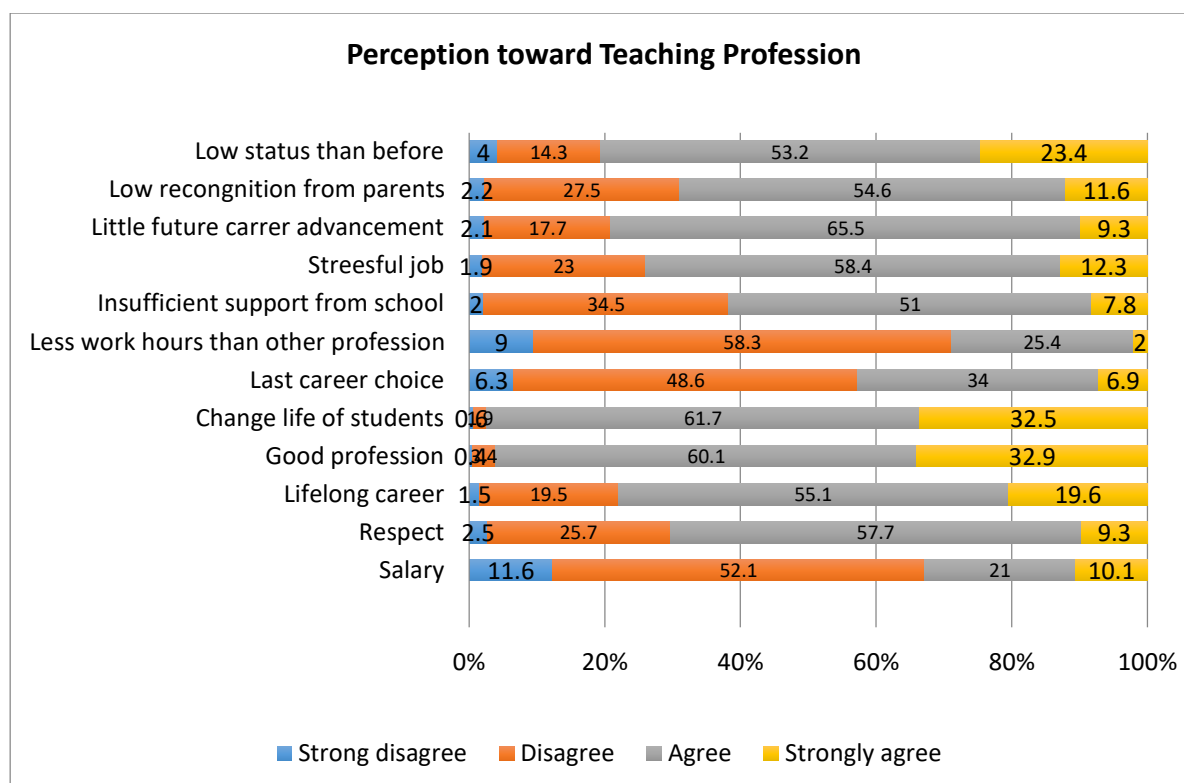


Figure 2. Teachers' perceptions toward teaching profession

Major factors for choosing a teaching career

The survey further asked all the respondents as to why they decided to be a teacher as a professional career. Several questions were listed and asked to them to rank either "first reason", "second reason" or "third reason". The result shows that job security was the most rated first reason indulging them to be a teacher, followed by social contribution, lack of a career choice, social status and respect (see Figure 3). This result parallels their perceptions cast toward the teaching profession in the previous section in that teaching was perceived as a lifelong career and a profession that could change the life of others although it appeared that teaching was not the first career among the teachers already in the system.

Daily survival and professional development were mostly rated as the "third reason" of being a teacher, followed by interest in children and other factors. This indicates that while teaching was a secured and status job, being a teacher appeared to challenge their daily survival to some degree. More noticeable was that teachers seemed to be little aware of their professional growth and particularly of their future career path. This view appears to imply that teaching profession is a static job only chosen for a lifelong career but not for a career that advances the life of teachers, leading this profession less attractive and competitive.

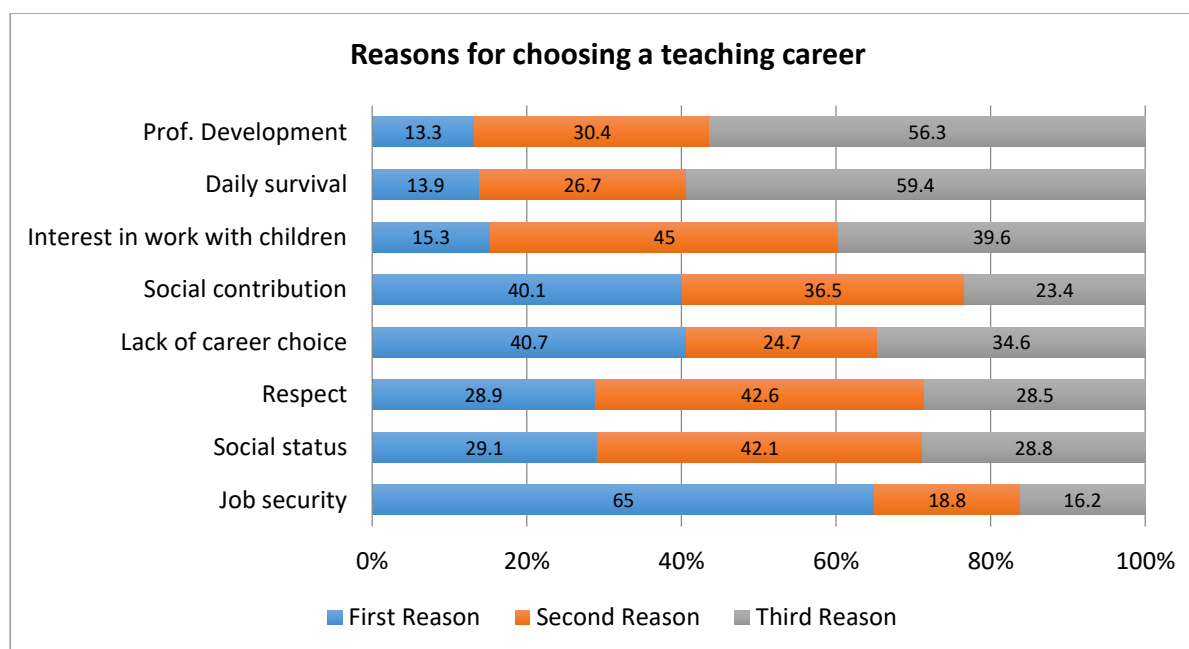


Figure 3. Reasons for choosing a teaching career

Teacher retention

Given the changing views toward teaching profession, teacher retention has been debated globally by education policy makers. Retaining competent and committed teachers in the system is a costly investment. Why they change their job and where they are going is the foci of attention in today's teacher education research. In light of this retention issue, two questions were asked to teachers: (1) teacher attrition likelihood and (2) the career change plan. With these two critical questions, the survey shows split findings in regard to whether Cambodian teachers planned to change their profession. Figure 4 shows that 50 % of teachers did not have any plan to quit their current teaching job; however, it was interesting to see that 6 % wished to quit when they could afford to have another job, and 44 % were in consideration as to whether to stay with or leave the teaching profession. This number can be interpreted in two ways: (1) teaching profession still is a prominent job and (2) there are ways better than being a teacher. This finding is of value to the understanding of teachers' attitude and commitment toward their teaching, clearly reflecting that teaching is not a highly desired profession. Teachers have started to foresee comparative advantages between teaching career and others, which might affect or worsen teacher status in the long run.

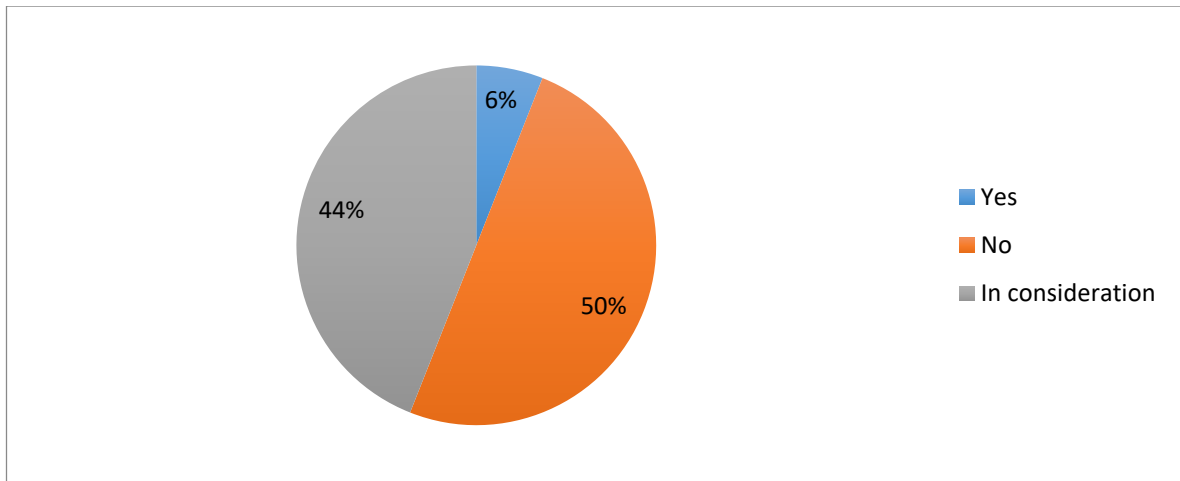


Figure 4. Teacher attrition likelihood

When asked about whether they would change their job and where they would go in their career life, 61 % still wanted to be a teacher. But the sizable number reported that they wished to work in other positions in the MoEYS, other ministries, the private sector or I/NGO. This result suggests that some teachers also wanted to advance themselves to a different position in the same or different sector. However, findings in Figure 3 indicated that teachers had slim opportunities to get professional training. Schools reportedly provided little enabling conditions to facilitate their professional growth. This irony is meaningful for the reflection of teaching profession in the country where professional development and career advancement schemes have yet to be developed, if any, in full swing.

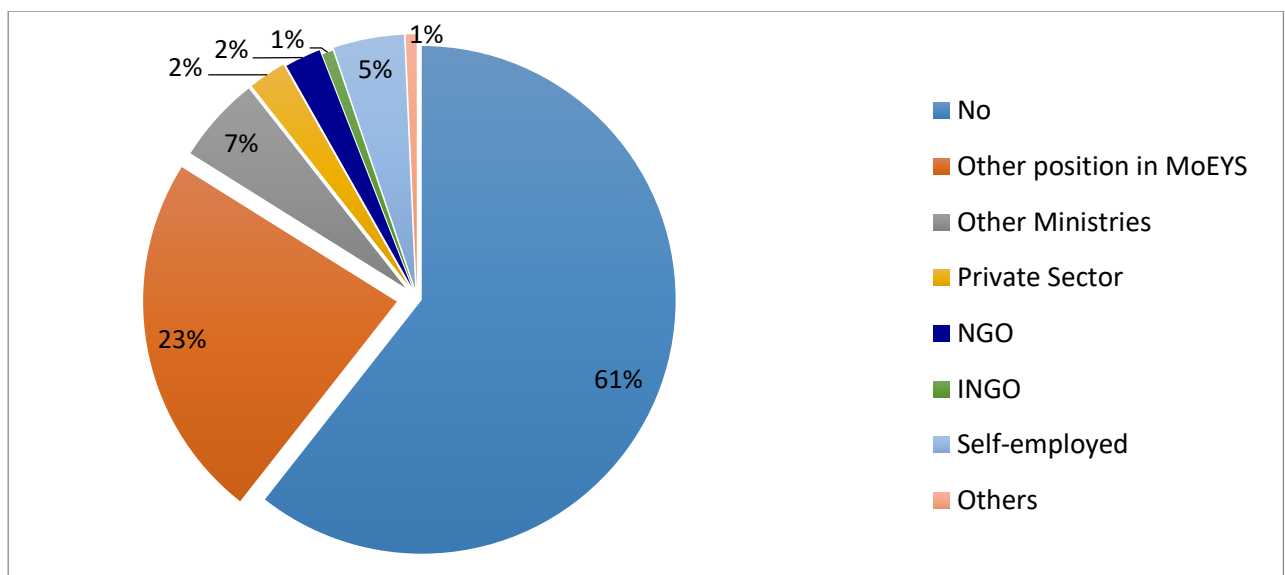


Figure 5. Teachers' career plan

5.2. Teacher career pathway

Specific questions about teacher career pathway were also focused in this survey. Figures 6 and 7 show specifically teachers' intention in their career life. In Figure 6, it can be seen that 41 % used to think of changing their teaching career to others, while 16 % were not decisive in regard to their career life, but this indicates unclear and unfavorable attitude toward teaching life. This cast doubt over the attractiveness of teaching career compared to other professions. When asked about their career pathway choice, the majority of teachers still had teaching profession on their list, otherwise, as the teacher grade leader (TGL) or administrative staff. Only a small number of them wished to cross the teaching line to other professions such as DOE/PoE staff, MoeYS staff or university lecturer. However, this only can happen when professional development at school and the upper levels is better coordinated or planned for their career pathway.

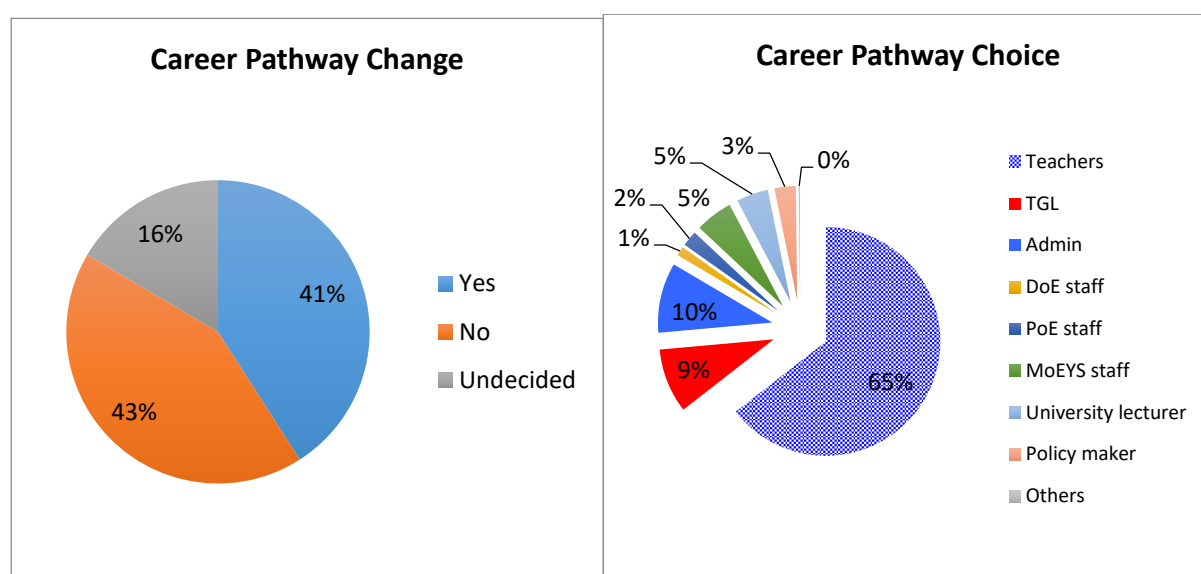


Figure 6. Career pathway change

Figure 7. Career pathway choice

5.3. Teacher workload

Teaching hours

Teaching is a stressful and busy profession. This is well understood among teachers in Cambodia as reported earlier in Figure 2. Setting the average number of teaching hours that allows space for teachers to pursue new knowledge and skills is thus indispensable. However, it appears that Cambodian teachers were mostly engaged in teaching other than in other professional activities. This result shows that the average teachers were engaged in 20 hour teaching per week, with a large standard deviation of 9 hours. This indicates a great disparity of teaching hours allocated to teachers across the country. The large mean score and standard deviation suggests that some teachers were heavily engaged in teaching; while some were not. This result implicitly points to the inefficiency in teacher and teaching hour allocation in the country, the issue undesired in the midst of the country's budget constraint in the education sector.

Teachers reportedly spent about 9 hours per week on other non-teaching activities, which might include administrative work and self-study. However, with the standard deviation of 9 hours, it is dubious to understand the extent to which the average teachers actually committed their time to other professional activities besides to teaching. This in turn suggests that some teachers still seemed to be negligent to other professional activities, especially to their engagement in capacity development. In this case, school might do better to build teacher capacity as a way to uplift their professionalism, but this is not the case as reflected in the data of this survey (e.g., Figure 8). This situation clearly reflects the fact that their teaching skills and quality will become obsolete under the current and future education reform in the country given that the reforms often constitute new knowledge and skills to be integrated into the old system. Ensuring teachers are not solely engaged in teaching is thus a strategy to be considered in the education reforms.

Teachers' daily activities

The analysis of teachers' daily activities further supported evidence that there were more teachers not fully engaged in capacity development activities. About 42 % stated that they had attended different forms of professional training. But it is somehow evidenced that the training may have fallen short of quality in cultivating lifelong learning for teachers given that only one fourth of them realized the importance of continuing education or learning through searching for new teaching knowledge. Most of the activities they had engaged in were associated with planning and teaching preparation, student management, monitoring of student attitude, teaching material development, evaluation of student learning (classroom-based assessment), and professional ethics. Such engagement only reflected the compliance with routine class teaching. There was a significant lack of professional and lifelong learning pursuit, the core skills necessary for teachers especially in the midst of changing teaching and learning environments in the 21st century. This result underlines the need for training that promotes study skills and independent learning philosophy for teachers and one way or another implies that more subject matter and pedagogical materials are needed to enable teachers to access better or more strategically, when needed, the new knowledge, innovation and development in their discipline.

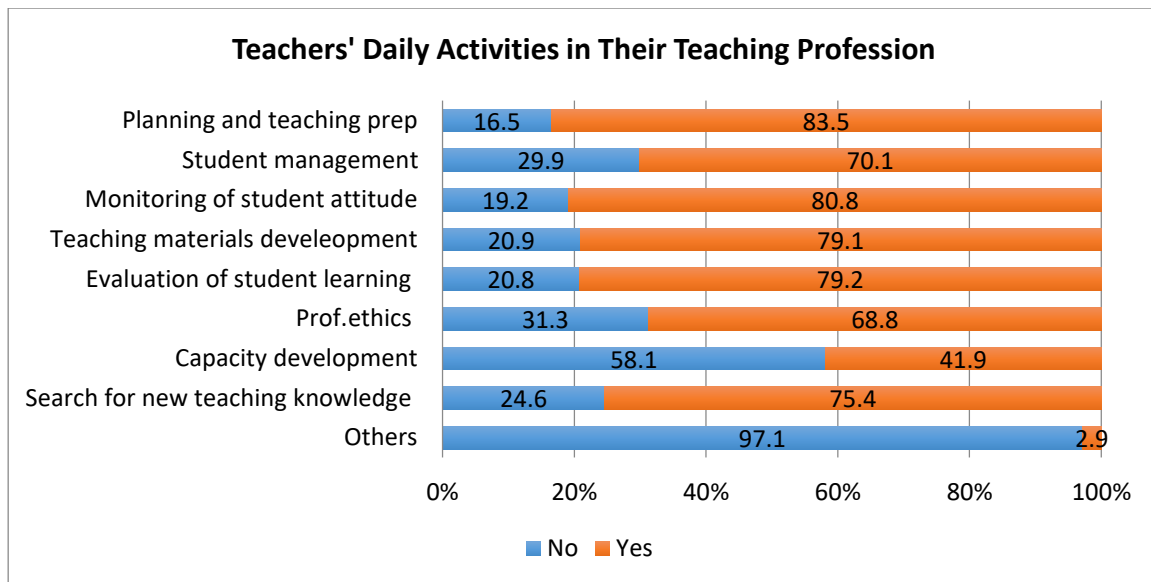


Figure 8. Teachers' daily activities in their teaching profession

Time on class preparation

One of the indicators of teaching workload is the time spent on class preparation. Whether they have enough time for class preparation (lesson planning) is a critical factor determining the quality of teaching and the efficient way of lesson content delivery to students. Figure 7 presents teachers' perception of their time spent on class preparation at three levels (enough, no enough or never plan). This study found that about 40 % of teachers did not have sufficient time to focus on class preparation. Drawn from this result, it is unknown as to how effectively they delivered the lesson to students, but it is evident that teachers got engaged in other activities besides teaching, leaving their preparation time limited. Less commitment to teaching can also be evident from this finding, suggesting that the routine approach to teaching was common among teachers; while initiatives and innovation in teaching might have been neglected. Overall, this finding emphasizes the need for more quality time for teachers to improve teaching preparation and other innovations. But more quality time often parallels better support for teachers, both finance and non-finance, to ensure they become focused in their profession.

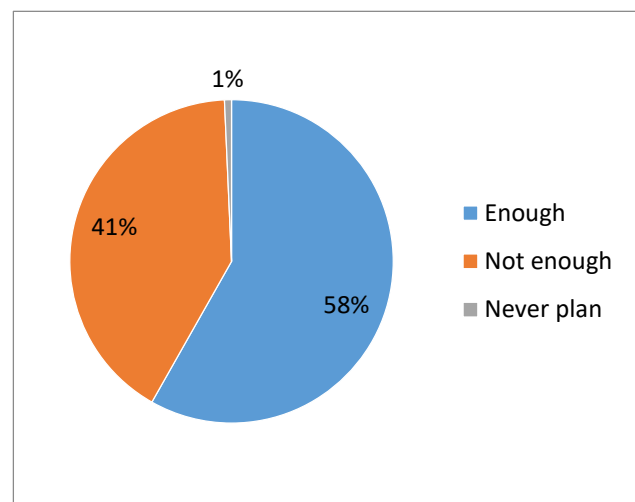


Figure 9. Time on class preparation

5.4. Capacity building

Capacity building activities

Teaching is a continuing process, requiring constant capacity building exercises. The capacity building training is even more indispensable in the current context of teacher education reform in Cambodia where the teacher training modalities have not been standardized on par in line with regional or international practices where the pre-service teacher training (PRESET) is meant to equip K-12 teachers to have a least a bachelor's degree and the in-service teacher training (INSET) is meant to update teachers' professional knowledge and skills and to enable them to better fit into the global teaching and learning environment. Cambodia is on this track, aiming to reemphasize both PRESET and INSET in the teacher reform agenda, as articulated in the TPAP. This study captured a range of capacity building activities asked to teachers as to whether they have attended specific training activities thus far. Figure 10 shows various capacity building activities reported by teachers. As can be seen, generally more than half of teachers in this study could not receive or participate in most of the capacity training activities. The three most participated activities were related to research activities, research-based workshop and subject matter training course. While their participation in research-related training presented a crucial turning point in teaching modalities (from teacher-dependence to teacher-independence), the fact that the sizable number of teachers did not have a chance to engage in further education or training raised a major concern over the capacity development of teachers and a critical setback in teaching and learning quality.

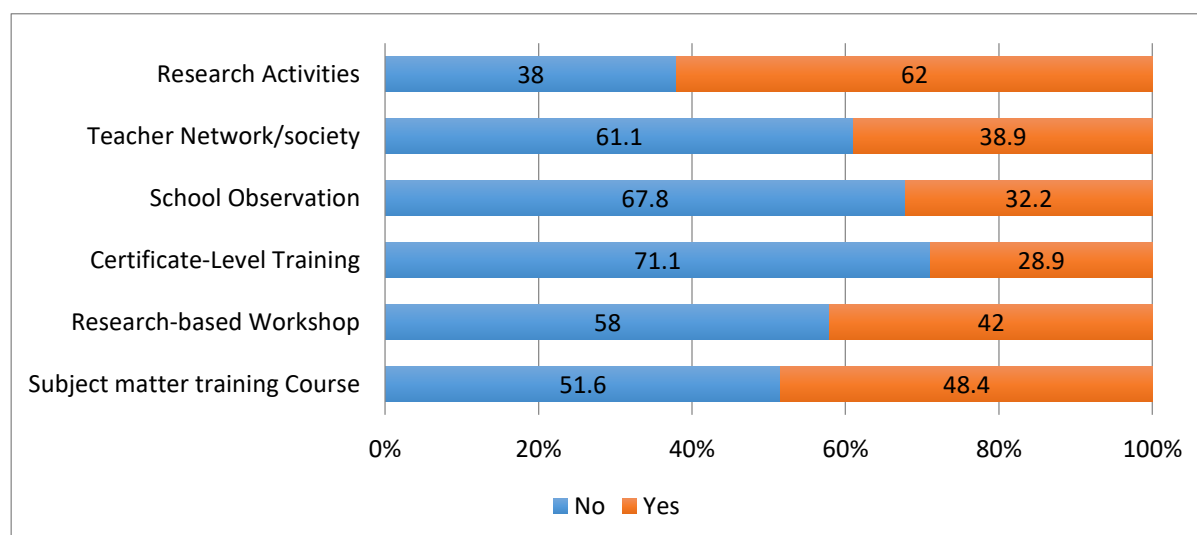


Figure 10. Teachers' participation in capacity building activities

Usefulness of capacity building activities

However, between 40 % and 60 % of the respondents reported that the training had no or little benefit for them, particularly in regard to the certificate-level training, school observation, teacher network/society and research-based workshop. Teachers felt that participation in research activities and subject-matter training course was relatively useful

for their professional growth. But their importance still was subject to question since less than 15 % of the teachers expressed their desired views on the higher end of the scale (1 = no benefit; 2 = Little; 3 = Moderate; 4 = Much) toward the criticality and relevance of capacity building activities provided. The finding by and large points to the dubious quality and the continuum of the existing capacity building activities provided to teachers in the country.

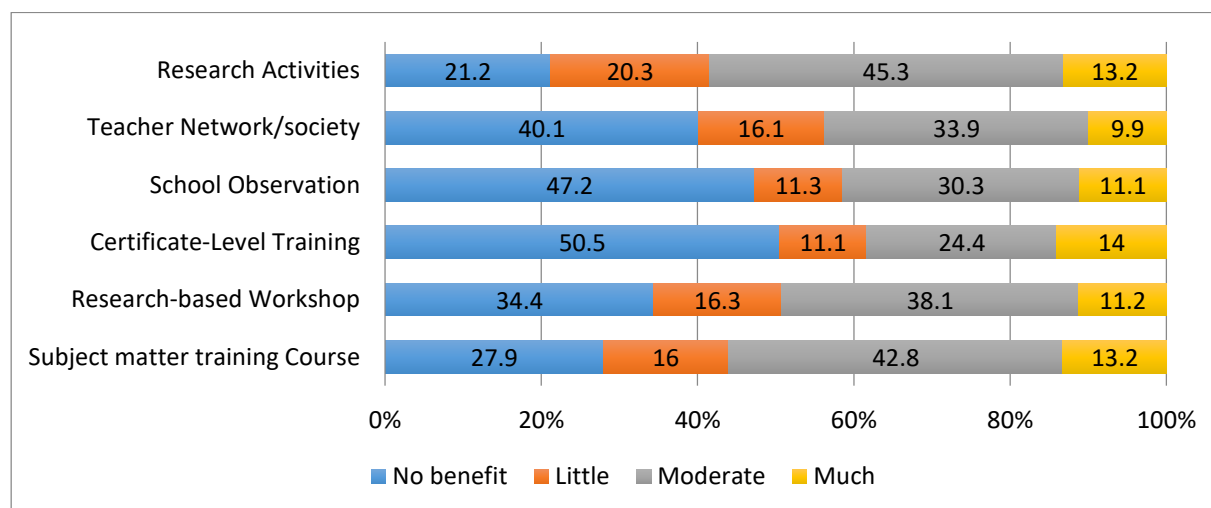


Figure 11. Usefulness of the capacity building activities

Self- and peer learning

Besides the capacity building platforms aforementioned, teachers often resorted to self- and peer learning. Figure 12 presents the critical picture of capacity building platforms from which teachers can benefit, showing that about 60 % of them preferred reading relevant materials by themselves and learning from their teaching colleagues. Compared to other capacity building platforms, self- and peer learning were deemed more important and useful for teachers to improve their teaching quality and professionalism. This highlights the importance of availability of resources/materials and the school-level experience sharing for teachers in the midst of other capacity building activities which are not well-coordinated and short-lived, let alone the relevancy of the training and the quality of the trainers. Further question arises in regard to the effectiveness of their time reading relevant materials to improve their teaching given that resources are not normally available in rural schools. This finding, therefore, provides a revealing picture of the primary need and strategy among teachers to build their own capacity under the resource-scarce education context.

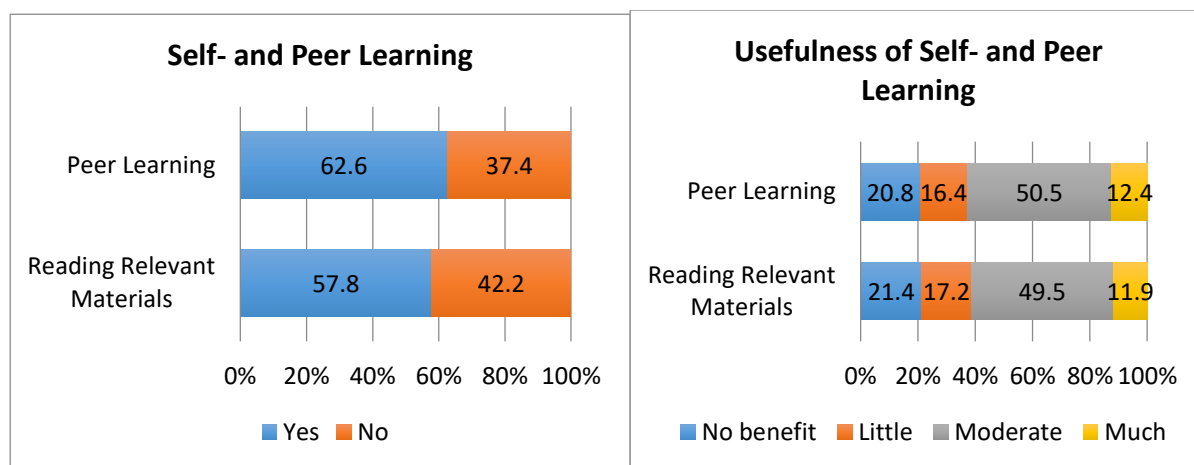


Figure 12. Self- and peer learning

Figure 13. Usefulness of self- and peer learning

5.5. Challenges to teaching profession and teaching

Two aspects of challenges were documented in the current study to examine both macro and micro levels of issues contained in teaching profession and teaching constraints. First, the negativity with teaching profession was asked to teachers. Results show that low salary, limited training, lack of teaching materials and low motivation to teach were the most common factors associated with their negative attitude toward teaching profession; whereas other factors such as teaching workload, weak school leadership and low status were not the main driver (see Figure 14). Based on this result, the status of teaching profession appears to be not only affected by the so-called low salary but also by other core factors that would facilitate good teaching. The latter argument is confirmed in Figure 15 which highlights the lack of teaching materials as the critical challenge to teaching effectiveness, followed by students' lack of commitment to learning and absences. To them, the school building and class conditions and class size do not border them much when coming to teaching challenges. From the findings, it is also reported that the teachers are confident that their current knowledge can allow them to perform well with their teaching.

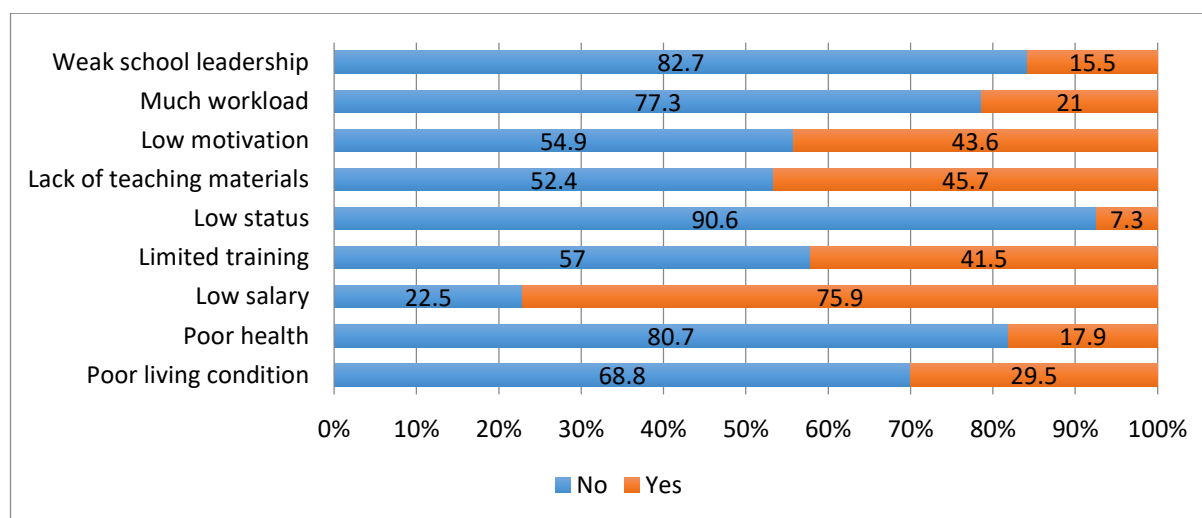


Figure 14. Challenges to teaching profession

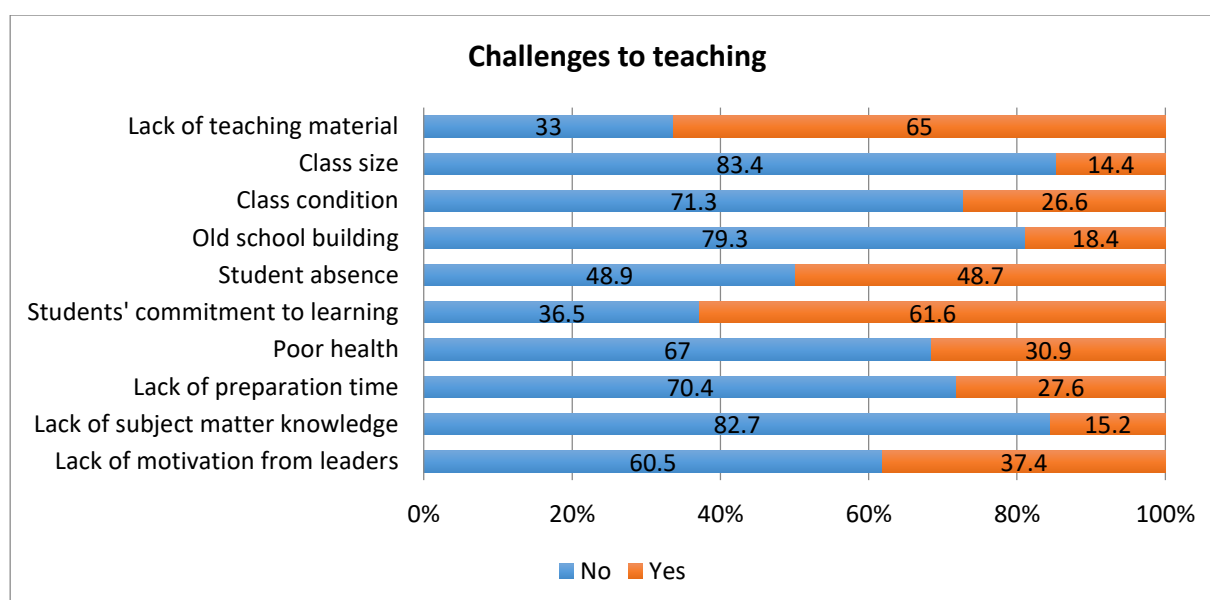


Figure 15. Challenges to teaching

5.6. Teacher support

Teachers reported that they did not receive sufficient training and teaching materials that would facilitate their better teaching to students (see Figure 16). Also, their participation in decision making and teacher forum was limited although to a large extent they seemed to get support from school. But it is not clear as to what kind of support teachers get from schools.

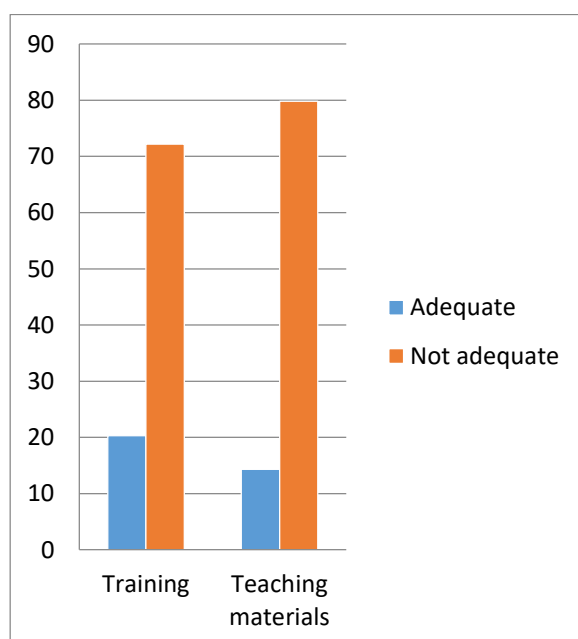


Figure 16. Adequacy of training and teaching materials

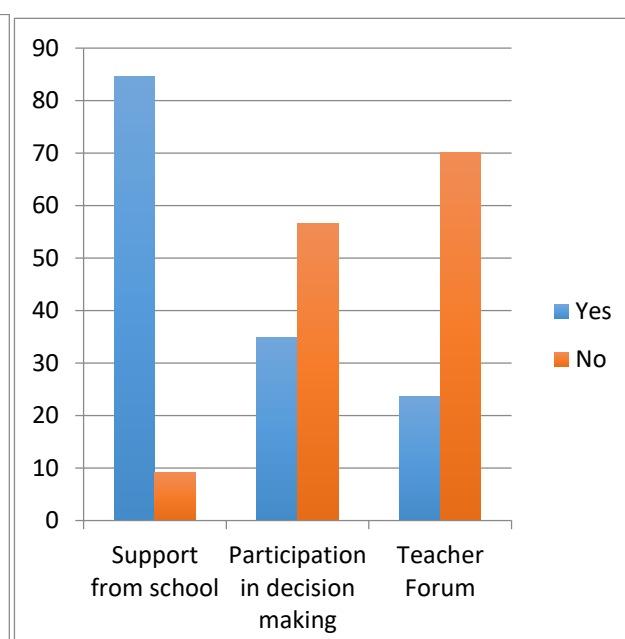


Figure 17. Other support from school (1)

Teacher promotion practice seems to some extent more desired. Almost 70 % of teachers said that the promotion of teachers from one rank to another was well thought and equal. However, almost half of teachers shared their thought that teacher distribution was not equitably made. Given the samples include a variety of schools in Phnom Penh City and other provinces, this result can shed meaningful light on the issues of teacher distribution in the country where in some areas teachers are better distributed, while others are not, the practice significantly affecting teachers' workload.

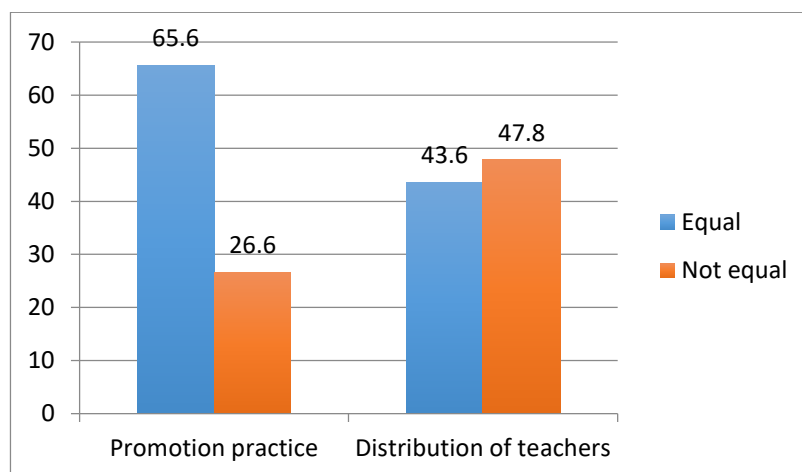


Figure 18. Other support from school (2)

5.7. Job evaluation system

Perceived impact of job evaluation

When asked to teachers as to the benefits or their view on teacher evaluation impact, they offered an interesting view that teacher appreciation, school improvement and the recognized roles in school were the major impacts from the teacher evaluation. There has seen little changes in other aspects, particularly in salary/incentive, professional development, and promotion. The teacher evaluation appeared to be of useful assistance to school management and improvement; whereas it reportedly had insignificant impact on the teaching development substance. On balance, this result suggests that job evaluation system has yet to be fully developed and implemented to raise the status and capacity of teachers. The evaluation, if any, only focuses on the hardware of the school systems such as classroom, school environment and such, while neglecting the critical software contained in the school system (teaching, learning, quality improvement and so on).

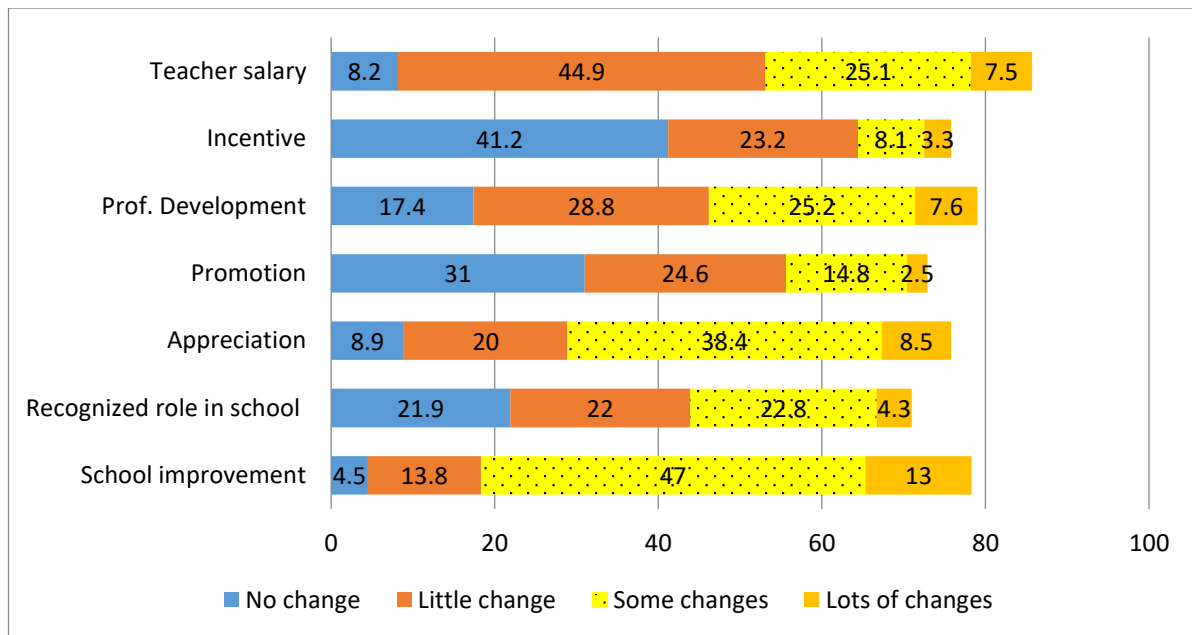


Figure 19. Perceived impact of teacher evaluation

Again, the teacher job evaluation has only some impact on teachers' job satisfaction. As Figure 22 indicates, more changes can be witnessed in teachers' satisfaction with teaching career but less evidence can be seen on the changing condition of the teaching career. That means that education evaluation exercises have not been practiced in full swing, especially as a role in strengthening the accountability system related to teacher quality. Drawn from the findings above, the technicality of teaching and its effectiveness as normally viewed via the pedagogical standpoint has not been systematically and fully focused at the school level.

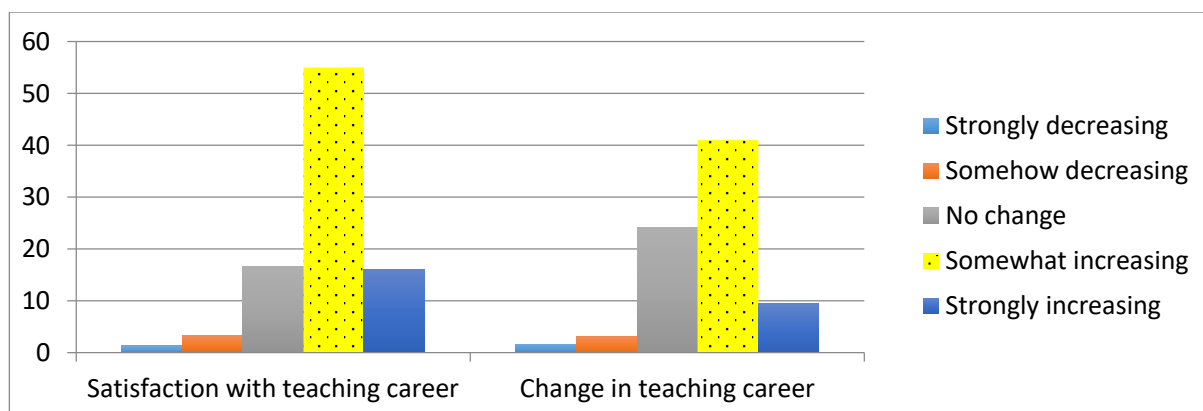


Figure 20. Impact of job evaluation of teaching career

Purpose of job evaluation

Generally, teacher evaluation system is deceptively simple. It is made to improve the quality of teaching and learning outcomes. But in this context the evaluation seems to be perceived differently. As can be seen in Figure 20, more proportion of teachers expressed their view

that job evaluation appeared to focus more on job performance of teachers than on the areas of teaching performance. This is ironic when learning outcomes is the foci of attention in any education policy (e.g., ESP 2014-2018 and Child Friendly School), yet the quality of teaching is not put more emphasis in the teachers' job evaluation. This finding indicates a major loophole in the education evaluation exercise in Cambodia.

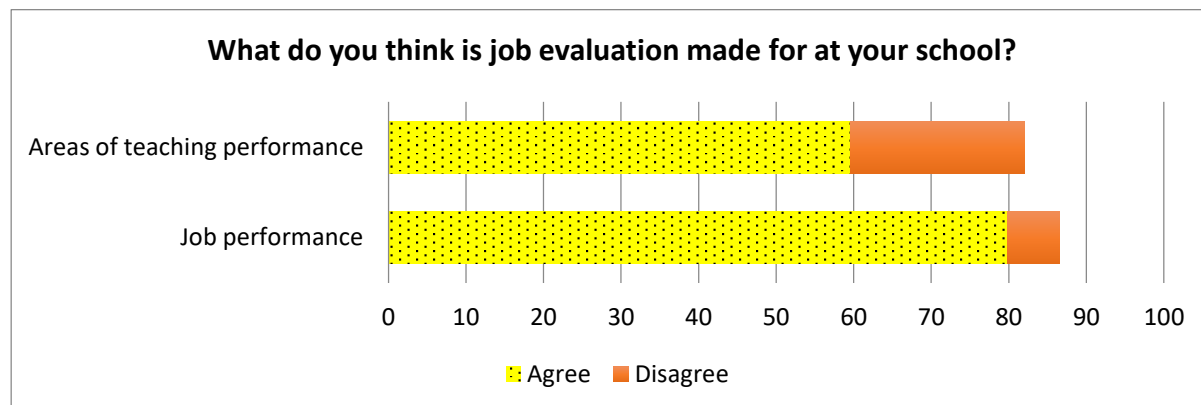


Figure 21. Purpose of job evaluation

Use of job evaluation

The job evaluation, however, should be used for other purposes. Most teachers voiced their agreement that the evaluation serves as important outcome criteria to select teachers, make capacity building plan for teachers, provide incentive for good teaching and should not be utilized for only compliance purpose or taken for granted. The fitness for purpose is important in teacher evaluation. But it seemed that teachers lacked a crucial understanding of the key role of assessment. As presened in Figure 22, more than half of teachers did not favor the formative teacher evaluation exercise. Teacher evaluation should not be viewed as a means of punishing teachers. But this is a misconception of formative assessment. With this evidence, it could be understood that the formative assessment of evaluation practice still is a new concept among teachers, which necessitates more attention as it is the critical component of effective teaching and lifelong learning modality for both teachers and learners.

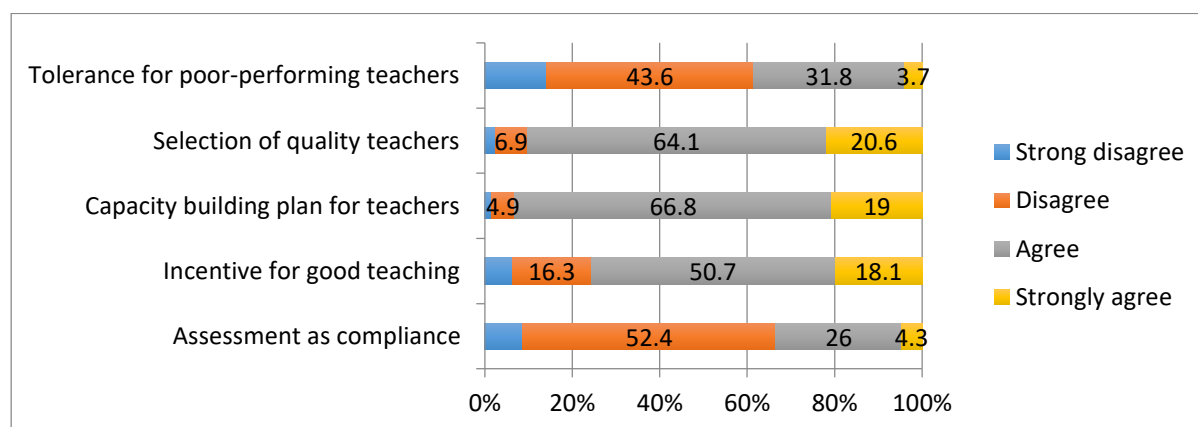


Figure 22. Use of job evaluation

Frequency of job evaluation

When asked about from whom teachers got the evaluation, the responses seemed to follow the pecking order with school principal as the main evaluator followed by their peers or other committees and external inspectors. The finding, as indicated in the figure below, revealed a dividing picture of the evaluation practice by the responsible entity. The fact that teachers showed variant responses, however, implies that the evaluation practices have not been conducted as a routine, otherwise, in the ad hoc manner, making teachers difficult to recall as by whom and how frequent the evaluation was conducted and that the job evaluation was not extensively communicated by the school principals to teachers who were not involved in the school evaluation processes or other inspection activities.

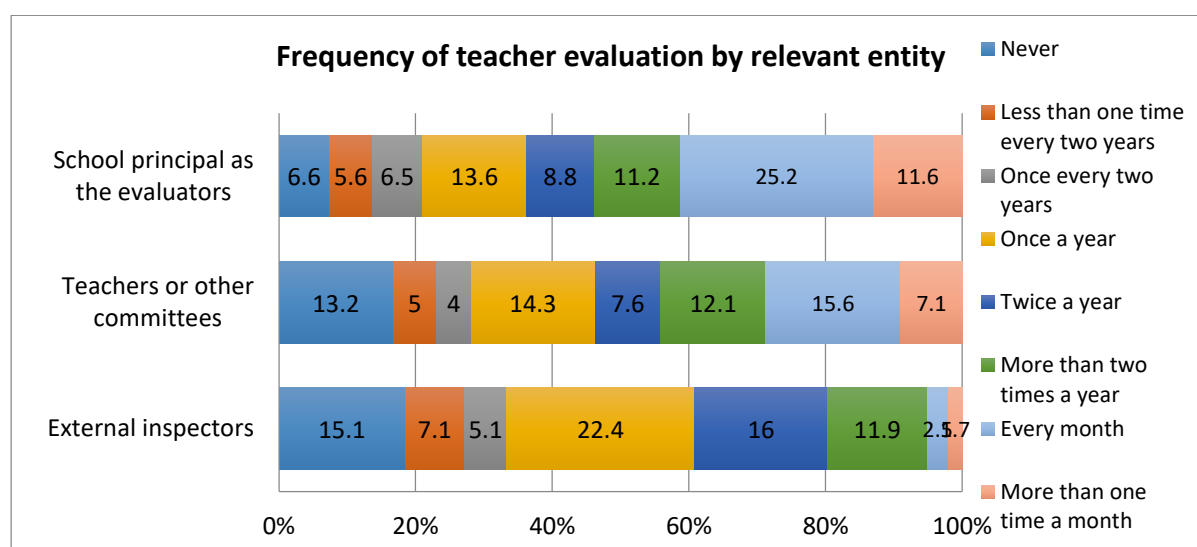


Figure 23. Frequency of teacher evaluation by relevant entity

From the findings, it is quite convincing that teachers really see the importance and the purposes of the performance-appraisal system, and they are ready to take full accountability over their teaching profession. The evaluation system shall be made based on the current existing framework where the school principals and local committee play crucial roles. The remaining tasks shall be the mechanisms that make the two important players to really work in the evaluation process of the teachers' performance.

5.8. Satisfaction with current education reforms

Satisfaction with teacher reforms

The current education reforms marks a systemic change ever in Cambodia education. The two overarching reforms are the grade 12 examination and the teacher reforms, widely pronounced through TPAP. This survey is thus timely conducted as a baseline for the understanding of the teacher status, condition, satisfaction and their proposal for future reforms and actions. Overall, this study showed that teachers appeared supportive to the reforms, ranging from the establishment of Teacher Education College (TEC) and teacher education standard to improved teacher status then followed by the development of the

supplementary path to teachers to get a higher learning degree; in this case the fast track program is relevant (see Figure 23). However, they did not provide a clear-cut support to the reform on teacher licensing and less support to the automatic selection of grade 12 A, B, C performing students to become the teacher trainees. Their view provides a critical input for teacher policy making or other significant innovations that would change the course of the traditional teacher education practices such as teacher preparation and recruitment.

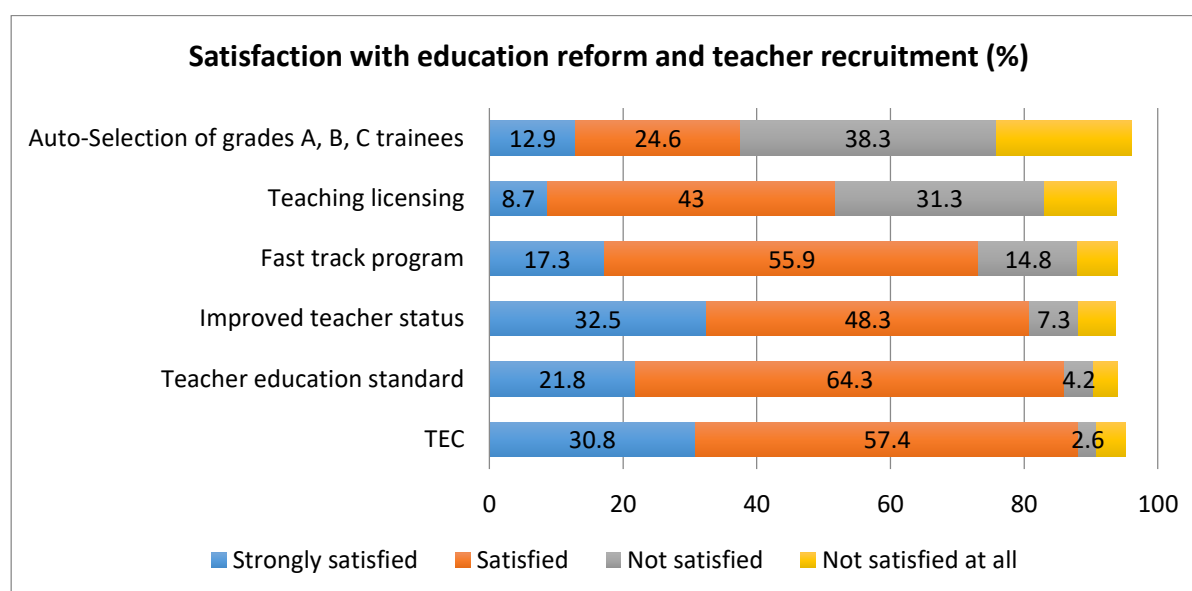


Figure 24. Satisfaction with education reform and teacher recruitment

In a similar analysis, we found that there were a number of proposals desired by teachers. The reforms on teacher career pathway, TEC, fast-track program, outstanding teacher award and upgrading the qualification of teacher trainers (desirably with an MA degree) were promising in the midst of current challenges constrained by low student learning quality. The only exception was that teachers were not really satisfied with the current teacher management, distribution and transfer. That really expected for much more effort from MoEYS to deal with this reform agenda. While this study did not explore in detail, especially through the qualitative lens, this result suggests a different model in teacher management to ensure equitable distribution and equity in learning opportunity and quality across locations and geographic zones in the country.

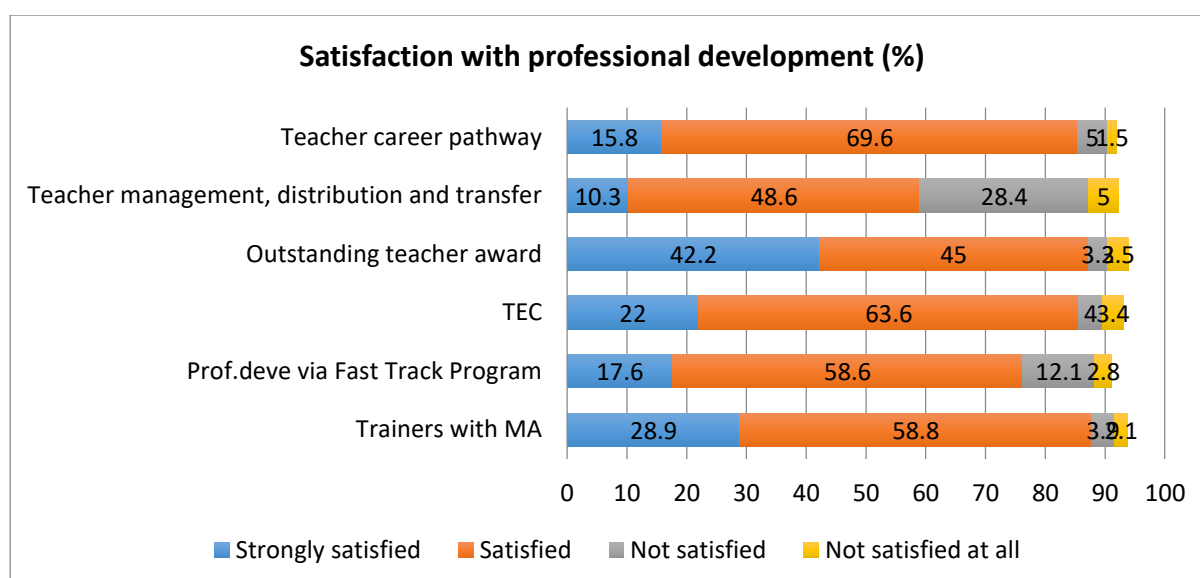


Figure 25. Satisfaction with professional development

Satisfaction with school environment

Figure 26 shows teachers' satisfaction with the school environment. The most notable school improvement was related to the existence of bathrooms. With numerous supports, either expressed in ministry's key policies or programs, school health has received a significant attention and support from various stakeholders including the relevant departments of MoEYS, DPs, I/NGO and other charities. This study documented this evidence showing the extraordinary teacher satisfaction in this respect compared to their satisfaction with library, staff office, teacher dorms, and classroom. The satisfaction with the latter indicators seemed skeptical given the great disparity in distances and school conditions in this study. But it should be noted that the level of teacher satisfaction may have been compared to the previous school conditions, something that may have not been empirically documented, leaving teachers to voice more positively in those aspects.

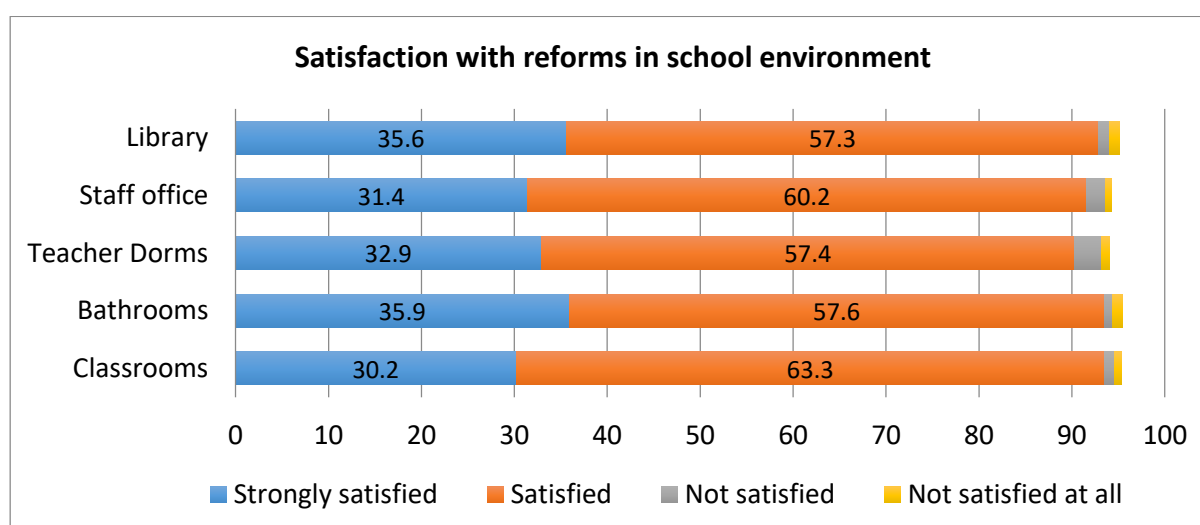


Figure 26. Satisfaction with reforms in school environment

Satisfaction with curriculum and textbook

Teachers' view on the education reforms related to curriculum and textbook was more likely on the positive ends, with the majority of them showing more satisfaction with the reform on teacher training curriculum, student textbooks together with the development of teachers' guide book (see Figure 27). Of particular evidence was the teachers' voice of a strong satisfaction with the reform that attempts to improve the depth and breadth of teachers' guidebook and to allocate or reinvent more teaching materials, in the form of either teaching materials supplement or guide to the development of locally relevant and available teaching materials. This expresses a desperate need for quality improvement through curriculum and textbook reforms at the expense of other key areas concurrently holding teachers accountable to their teaching effectiveness.

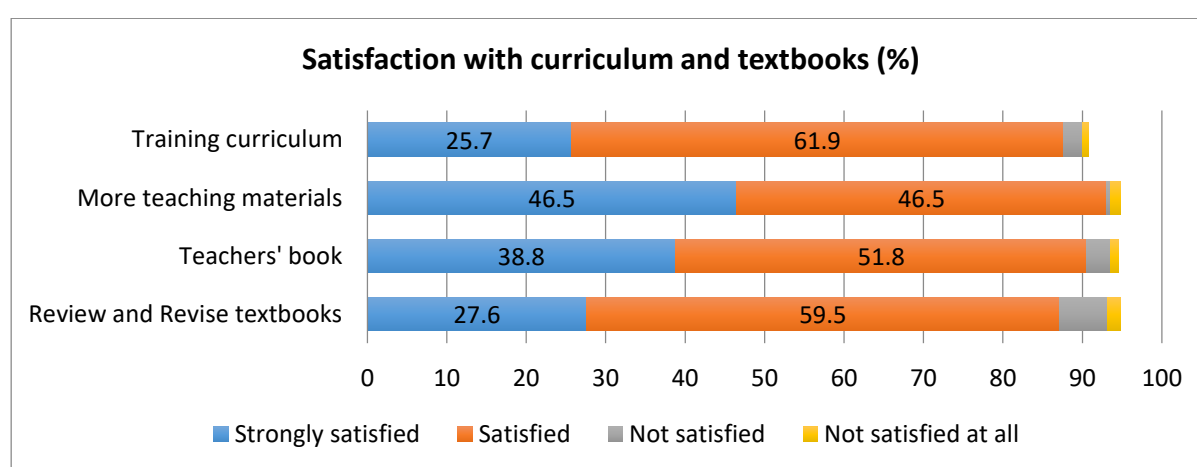


Figure 27. Satisfaction with curriculum and textbooks

Satisfaction with school inspection process

Teachers also supported further actions on school inspection process. As results suggest in Figure 28 below, largely there was a broad satisfaction with core actions that would improve the quality of school inspection. Examples of these were the need for competency standards for teachers and school principals, school management handbook, clearly defined roles and responsibilities of teachers, school principals and the teacher trainers. Also, schools should be given more power and autonomy so that they can perform core functions for student learning and with the community. All these results place a school accountability system on high emphasis in the midst of the education reforms, particularly as the extra attention to the newly introduced D & D policy in education where schools and commune councils as governed through the district council are the key players in making schools function more autonomously and effectively. School inspection is thus indispensable for schools in terms of providing constructive advice and guidance to ensure better school management and effective teaching and learning.

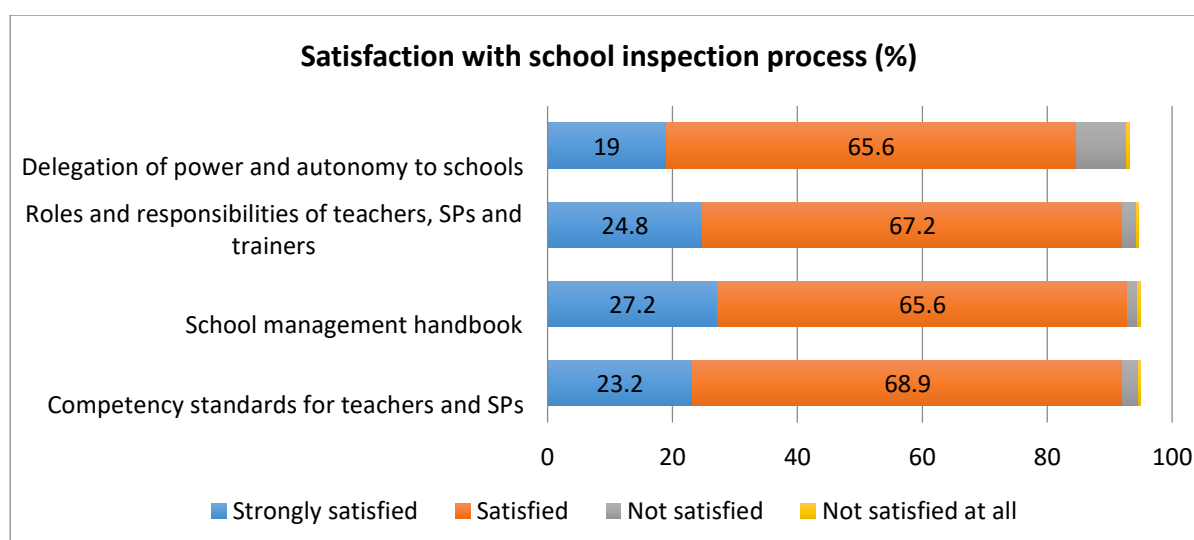


Figure 28. Satisfaction with school inspection process

5.9. Future education reforms

Despite numerous education reforms under the current minister's leadership, some thoughts and considerations as distilled from teachers' voices could be reflected in this study. There were significant aspects that teachers felt critical to their professional development and student learning quality at large. The thematic coding reflected a wide array of areas for further education reforms, ranging from salary and incentive for teachers and their subordinates to school management reforms and capacity building for school principals, from teachers' selection exam to distribution of teachers across the country, from a better coordinated series of workshops related to teaching pedagogy to the strengthening of teaching job regulations and rules, from curriculum review to promote life skills to the extra-curriculum to promote field study/study tour as well as student exchange, from teacher uniform to problems with student absenteeism and hot temperature in the classroom and more.

Table 4. Core themes identified from qualitative responses

Core themes	Proposal from teachers
Examination	Grades 6 and 9 exam should be reintroduced Cheating-free examination
Curriculum and textbook	More hours for English subjects in the primary education Textbook reform Train teachers on new curriculum Promote life skills Sport contest Promote STEM in every school
School management and leadership	Smaller class size Full-time schedule for Khmer and Math subjects Work regulations and rules Vote to choose school principals Strengthen school disciplines

Teacher and teaching development	Salary and incentives increased for outstanding teachers Clear job description Teacher professional development forum Less workload on lesson plan Provide teaching materials for experiments In-service training for teachers Improve teacher recruitment
Teacher support and care system	Free health care for teachers
Facilities	Classroom with fans Create standards for library improvement
Student learning	Create mechanisms to solve high absenteeism
Monitoring and evaluation	Regular school inspection
Inclusiveness	More scholarships for poor students

Nonetheless, the most desired themes as reflected through their views were associated with the selection of school principals and teachers and how they could be trained and developed, followed in the pecking order by the incentive system in place either in the form of salary, incentive, health care or other support for their subordinates such as spouses and children; the teacher guidebook and teaching materials and school management and leadership reform. School principal and teacher recruitment was considered the core area in the education reform as a way to strengthen the quality of school management and leadership and student learning.

This broad array of responses expressed by teachers reflect on the lingering issues to be attended to in the reform agenda and also suggest fundamental considerations into what constitutes effective teaching and learning, of which the curriculum and textbook are considered the forefront yet have to be managed by capable managers and users, in this case, the school principals and teachers. Thus, training school principals and teachers is considered the relevant strategy to prepare, recruit and develop them, while it is critical to retain them through creating the outcome-based accountability system to pave ways for developing a concrete support, care and reward system, which in the long run plays a key role in supporting other education reforms. All of these needs are diagrammed in a circular fashion below to reflect the endless process in ensuring effective teaching and learning.

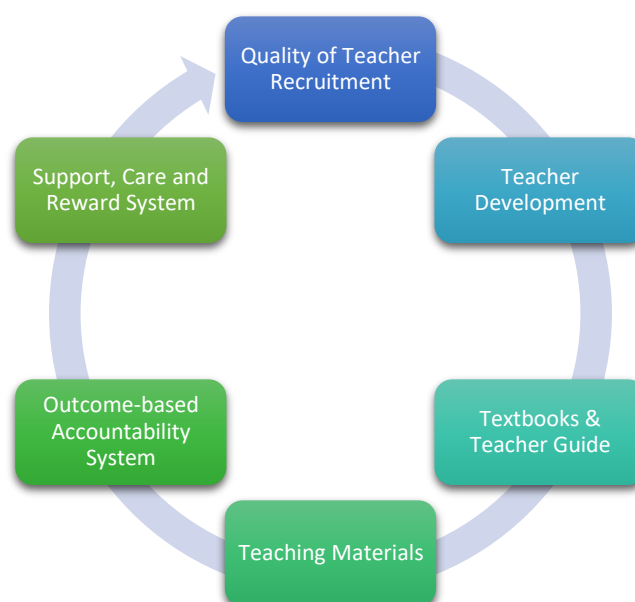


Figure 29. Model for teacher quality improvement

6. Conclusions and Recommendations

6.1. Conclusions

Teachers are forefronts of an education system of a country. Policies and strategies that promote the teacher status, improve their capacities and well support them can greatly influence their teaching performance and finally student learning. Understanding their status, motivation and conditions is thus critical, particularly to any attempt of teacher reforms. Drawn from the survey findings, this study sets a significant milestone of Cambodian teacher and teaching conditions and points to the following conclusions:

1. Teaching has yet to be an attractive profession, to a large number of teachers. Although it is a secure and lifelong profession as viewed by teachers, their status still is questionable. Teaching profession is viewed as stressful and hard-working, yet with low pay and strict recruitment exams/procedures. Lest some possibility is given, some teachers are likely to change this profession.
2. Teachers appear not well aware of where they can go after becoming a teacher besides the so-called teaching and administrative positions. The career pathway has not been clearly internalized by teachers in this study, as most of teachers only see the previous career progression that limits them to only teachers for the whole life or administrative and management positions in schools, DoE, PoE and MoEYS.
3. Capacity building activities are limited and follow a piecemeal approach, with less evidence of usefulness for or sustained impact on teaching. Self- and peer-learning is deemed useful for teachers' capacity building. Yet, mentoring from experts is lacking. Combined with low salary and lack of teaching materials for self-reading and classroom use and teacher forums, teachers become less motivated in pursuing their lifelong development skills.

4. Job evaluation has been conducted by different entities but not as a routine, especially not regularly by school principals who are deemed important in fostering teachers' teaching effectiveness. The evaluation appears not well associated with teaching and learning but more with the school environment and management.
5. Teachers support, in the pecking order, TEC, teacher education standards, improvement of teacher status, outstanding teacher award and fast track programs. They are also satisfied with the availabilities of bathrooms and library, a positive move all stakeholders should be aware, but have no clear indication as to how the library is used for their professional growth.
6. Teachers feel teacher guidebook and school management handbook are important in the current education context where capacity building workshops have not been conducted in a highly coordinated fashion.
7. Future education reforms cut across a wide range of education issues but appear to weigh more significantly on issues linking to the quality of school principals and teachers—how they could be trained and developed—followed in the pecking order by the incentive system in place either in the form of salary, incentive, health care or other support for their subordinates such as spouses and children; the availability of teacher guidebook, teaching materials and school management and leadership reform.
8. Strict exam, promotion of life skills and STEM in the curriculum and textbook and better classroom environment (installed with fans) are among other key areas for education reforms.

6.2. Recommendations

The current study serves as a timely reflection of teacher and teaching situation in Cambodia and aims to shed light on significant issues to improve our understanding of what could be done in future education reforms and what can contribute to lasting education development, especially in regard to teacher education and development. In fact, the issues illustrated in the findings section echo what has been documented in various teacher evaluation reports; however, a number of notable actions can be further developed in this report to show how teacher and teaching conditions can be successfully developed in the midst of resource constraints. The following recommendations or actions are laid out: from teacher preparation and recruitment to teacher retention policy. Emerging agendas for future education reforms are also asserted to lay out what could be further undertaken to achieve better education for all.

Teacher preparation, recruitment and allocation policy

From the findings above, a number of policy recommendations can be made for different stakeholders who actively work with teachers and for the teacher reform in the country.

MoEYS

-
- Identify potential training providers (public and/or private) to support teacher education training.
- Upgrade teacher trainers to have master's degrees and teacher competency standards.
- Ensure any innovation of TEC and fast track programs is well supported by committed budget and qualified trainers.
- Evaluate teacher allocation efficiency and prioritize more support to teachers in rural schools.

POEs and DOEs

- Create a capacity training system that enables teachers to learn from outstanding peers.
- Ensure a better-balance teacher-student ratio.

DPS/NGOs

- Ensure training contents are aligned with what has been trained by the relevant training provided (i.e., TTD) and are implemented in a well-coordinated fashion, including the monitoring mechanisms in place.
- Develop withdrawal strategies in any training and innovation projects to achieve more sustained impact.

Teacher Retention Policy

MoEYS

The teachers who were surveyed reported that they were quite satisfied with the current teacher reform by implementing the TPAP. They wanted MoEYS to faster implement TPAP. More specifically, MoEYS shall do a number of following reform actions.

- Provide or seek more sustained funding sources to schools and teachers to support their self-initiated activities and their salary in addition to the government funding.
- Create a health care and reward system to promote better performance of teachers and their social status.
- Institutionalize the teacher career pathway as a strategy to motivate teaching profession and stop their career swifts.
- Hold an annual teacher forum to sensitize the public to understand better the essence of teaching profession.
- Hold teachers accountable for school management-related activities in addition to their exclusive teaching time.

POE/DOE

- Strengthen a monitoring system, through the development of permanent DTMT teams, to support teachers in their capacity development.
- Support schools, through the collaboration with the local governors, to adopt an entrepreneurial concept, PPP model (public-private partnership) and community-school model to diversify funding sources for teachers so that they can contribute more to schooling.

Schools

- Create/strengthen a peer learning system for teachers to learn from each other in addition to the learning from the existing school cluster system.
- Engage teachers in school-management and community-based activities to enable them to be more attached to schools.
- Support the platform through which teachers can compete for the best teaching award.
- Provide teaching guide/know-hows to teachers to improve teaching effectiveness.

DP/NGOs

- Pay greater attention to the training model provided to teachers to ensure it adds values to their teaching.
- Support a peer learning system among teachers at the school level; this should include a separate, sustained funding to school-level implementation in any programs.
- Provide more support to the dissemination of teacher guidebook that emphasizes creative and innovative teaching.

Future education reforms

As part of the objectives of this study, teachers were also asked in regard to the agendas for future education reforms. With significant findings above, the following recommendations directed to the Ministry are deemed relevant and necessary to achieve a more successful education reform.

- With vast support from teachers and the academic staff in this study, the ministry should **continue to strengthen the national examination at grades 9 and 12**. This has implications on school regulations and renewed interest and commitment from students to self-study and autonomous learning.
- **Pay greater attention to textbook development** to align it with the new curriculum focus. This requires the textbook development framework to ensure the continuum of the breadth and coverage of the learning contents in each education cycle (e.g., grades 3, 6, 9, and 12). Building the textbook that communicates across grades is what has to be attended to.
- **Build capacity of school principals through rigorous in-service and pre-service training**. This highlights the critical role of either TEC or NIE. Schools for creating the

education leaders are what is lacking and cannot be neglected if school-based management is of a prioritized agenda.

- **Focus on class (e.g., with fans) and school environment** through support from NGO or the community if there is no committed school funding from the government. In this regard, it is important to strengthen Child Friendly School (CFS) dimensions and to distill lessons learnt from the New Generation School (NGS) model.
- **Continue to strengthen the M & E architecture** down to the district level (DTMTs) and the school level (school principals) to support teachers to perform
- **Support the outcome-based accountability system at the school level** to promote school-based management and coherent monitoring and mentoring systems. POEs, DOEs and schools are the main entities in ensuring the workability of the system.
- Build capacity of teachers through providing both **teacher guidebook** that contains more sophisticated teaching models/strategies to promote independent, creative and innovative learning and **a series of teacher training**. The standalone training model or the piecemeal approach to training by different entities may not effectively work given the current context where the majority of teachers do not hold higher university degrees.

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Appendix 1: Sampling strategy

Provinces	District/Khan	Schools Type (PS, LSS & USS)	School names
Phnom Penh	(Center/capital) Daun Penh	2 PS 1 USS	- Wat Koh Primary School - Wat Tuol Tumpoung Primary School - Preah Sisovath Upper Secondary
	(Periphery) Chamkar Morn	2 PS 1 USS	- Kampuchea Bot Primary School - Wat Tuol Tumpoung Primary School - Preah Yukunthor Upper Secondary
	(Rural) Dangkor	2 PS 1 USS	- Kraing Pongrur Primary School - Dangkor Primary School - Tuol Ampil Upper Secondary
	(Rural) Po Senchey	2 PS 1 USS	- Tuol Sophea Khuon Primary School - Kantaok Primary School - Hun Sen Bun Rany Arun Watey Upper Secondary
Takeo	(Center/town) Daunkeo	2 PS 1 LSS 1 USS	- Ang Metrei Primary School - Trasak Pha-Em Primary School - Baray Lower Secondary School - Chea Sim Takeo Upper Secondary School
	(Periphery) Traing	2 PS 1 LSS 1 USS	- Sok An Thnal Bambek Upper Secondary School - Ang Speu Primary school - Trapaing Sambuor Primary school - Hun Sen Chraneang Pha-Em Lower Secondary School
	(Rural) Kiri Vong	2 PS 1 LSS 1 USS	- Tunloap Upper Secondary School - Po Raung Primary school - Y Nou E Trayeung Primary school - Ang Prasat Lower Secondary School
	(Rural) Bati	2 PS 1 LSS 1 USS	- Duong Keo Mony Primary school - Keth Meng Prasat Lower Secondary School - Chheu Teal Chrum Upper Secondary School - Kraing Pongrur Primary school
Kampot	(Center/town) Kampot Krong	2 PS 1 LSS 1 USS	- Samdech Ta Primary School - Moha Samaki Primary School - Dy Pok Moha Samaki Lower Secondary - Preah Reach Samphear Upper Secondary

	(Periphery) Teuk Chhou	2 PS 1 LSS 1 USS	- Prey Tom Primary School - Mean Rith Primary School - Wat Phnom Sar Lower Secondary - Hun Sen Prek Tnot Upper Secondary
	(Rural) Chum Kiri	3 PS 1 LSS 1 USS	- Samaki Primary School - Ang Chak Primary School - Prey Khcheay Primary School - Chres Lower Secondary - Hun Sen Ang Chak Upper Secondary
	(Rural) Angkor Chey	3 PS 1 LSS 1 USS	- Po Chum Primary School - Ang Montrei Primary School - Sre Chea Primary School - Chaut Sovannaram Lower Secondary - Hun Sen Ang Sdok Upper Secondary
Kampong Cham	(Center/town) Krong Kampong Cham	2 PS 1 LS 1 USS	- Otdar Primary School - Dei Dos Primary School - Boeung Kok Lower Secondary - Sambour Meas Upper Secondary
	(Periphery) Kampong Siem	2 PS 1 LS 1 USS	- Koh Pen Primary School - Phnom Pros Primary School - Kokor Lower Secondary - Hann Chey Upper Secondary
	(Rural) Batheay	2 PS 1 LS 1 USS	- Pnuev Primary School - Cheung Chhnok Primary School - Cheung Prey Lower Secondary - Hun Sen Cheung Chhnok Upper Secondary
	(Rural) Srey Santhor	2 PS 1 LS 1 USS	- Moan 10 Primary School - Prek Dambauk Primary School - Svay Sach Phnom Lower Secondary - Vong Teuk Upper Secondary
Battambang	(Center/town) Krong Battambang	2 PS 1 LS 1 USS	- Ang Primary School - Thkov Primary School - Aknuwat Lower Secondary - Net Yang Upper Secondary
	(Periphery) Banan	2 PS 1 LS 1 USS	- Cheng Kdar Primary School - Nit Prel Phoum Kor Primary School - Bay Damram Lower Secondary - Hun Sen Phnom Sampeuv Upper Secondary
	(Rural)	2 PS 1 LS	- Damnak Run Primary School - Chrey Run Primary School


	Maung Russey	1 USS	- Prey Svay Lower Secondary - Maung Russey Upper Secondary
	(Rural) Ratanak Mondul	2 PS 1 LS 1 USS	- Boeung Ampil Primary School - In Sidare Primary School - Ratanak Mondul Lower Secondary - Sdao Santepheap Upper Secondary
Siem Reap	(Center/town) Siemreap	2 PS 1 LS 1 USS	- Hun Sen Kruos Primary school - Khnar Primary school - Po Banteay Chey Lower Secondary School - 10 Makara Upper Secondary School
	(Periphery) Puok	2 PS 1 LS 1 USS	- Prey Chrouk Primary school - Sasar Sdom Upper Secondary School - Daun Tro Lower Secondary School - Khnat Primary school
	(Rural) Chi Kreng	2 PS 1 LS 1 USS	- Hun Sen Komrou Primary school - Phoum O Primary school - Samaki Lower Secondary School - Kampong Kdei Upper Secondary School
	(Rural) Kralanh	2 PS 1 LS 1 USS	- Kralanh Upper Secondary School - Kampong Thkov Primary school - Teuk Chum Lower Secondary School - Kralanh Primary school
Steung Treng	(Center/town) Steung Treng Krong	3 PS 1 LSS 2 USS	- Stung Treng Krong Primary school - Bun Rany Hun Sen O Porng Moan Lower Secondary School - Hang Khoson Primary school - Hun Sen Stung Treng Upper Secondary School - Aknouwat Primary school - Preah Reach Bochneykech Upper Secondary School
	(Periphery) Sesan	2 PS 2 LSS	- Sesan Lower Secondary School - Phluk Lower Secondary School - Sre Kor Primary schools - Kamphun Primary schools

	(Rural) Siem Bouk	3 PS 1 LS 1 USS	<ul style="list-style-type: none"> - Koh Sralay Lower Secondary School - Tuol Vichea Upper Secondary School - Phnom Kraham Primary school - Hun Sen O Russey Kandal Primary school - Sre Krasaing Primary school
	(Rural) Talaboravat	3 PS 1 LS 1 USS	<ul style="list-style-type: none"> - Koh Sampeay Primary school - Thala Barivat Lower Secondary School - Thala Barivat Primary school - Preah Ko Upper Secondary School - Koh Sneng Primary school
Ratanakiri	(Center/town) Banlung	6 PS 1 LSS 1 USS	<ul style="list-style-type: none"> - Borei Kamakar 4 Primary School - Samdech Krom Preah Primary School - Labansiek Primary School - Bou Thang Tes Anlung Primary School - Hun Sen Phoum Thmey Primary School - Hun Sen Yeak Lom Primary School - Hun Sen Phoum Thmey Lower Secondary - Labansiek Upper Secondary
	(Periphery) Borkeo	3 PS 1 LSS 1 USS	<ul style="list-style-type: none"> - Barkeo Primary School - Touy Primary School - Leu Khoun Primary School - Barkeo Lower Secondary - Barkeo Upper Secondary
	(Rural) Oyavda	2 PS 2 LSS	<ul style="list-style-type: none"> - O Yadav Primary School - Korng Thom Primary School - O Yadav Lower Secondary - Som Thom Lower Secondary
	(Rural) Koun Mom	3 PS 1 LSS 1 USS	<ul style="list-style-type: none"> - Sangkum Meanchey Primary School - Sre Angkrong Primary School - Trapaing Kraham Primary School - Trapaing Kraham Lower Secondary - Trapaing Kraham Upper Secondary

Note: PS = Primary School; LSS = Lower Secondary School; USS = Upper Secondary School

Appendix 2: Research tool

Appendix 2.1. Research tool in English

	Ministry of Education, Youth and Sport
	Education Research Council
	Teacher Survey
Questionnaire	

INTRODUCTION

Education Research Council (ERC) is an educational think-tank to support MoEYS to carry out the evidence-based reform initiatives. In that regards, ERC plays an important role in building strong empirical evidence for policy formulation in education sector. As teacher reform is the first prioritized agenda of the ministry reforms, MoEYS needs much evidence to plan and carry out the reform successfully for the benefits of national development. ERC helps MoEYS conduct a large scale survey on the teachers. This survey aims to (1) measure the motivation and morale of the Cambodian teachers teaching at all levels, (2) identify their challenges in carrying out tasks properly and needs and support for their professional development or care paths, (3) measure the satisfaction level of the teachers towards the recent reform, and (4) identify their urgent pushes for the next reform agendas. Your time spent reading and answering the questionnaire here is so priceless for the benefits of all Cambodian teachers. ERC would be thankful for your honest responses. There were no right or wrong responses when you answer the questions on this questionnaire. There were only responses that would just FIT with you and your desires for reform. All your responses provided here would be kept CONFIDENTIAL. Your name would not be used when reporting the findings from this survey. The aggregated scores of all the items would be used to represent other cases of all the Cambodian teachers. Your participation was voluntary. You can decide whether or not you would participate in this survey. Would you agree to join it?

☐ Yes, I agreed to join the survey

☐ No, I would not join it. (Please specify the reasons: _____)

SECTION A: CHARACTERISTICS OF TEACHERS

Code	Items/questions	Answers
A01	Questionnaire Number	
A02	Gender of interviewee (circle)	1 = Male 2 = Female
A03	Age	_____years old
A04	Marital Status	1=Married or living together 2=Divorced 3=Widowed 4=Single
A05	How many members does the household have?	____ ____ Persons ____ ____ Female
A06	Please indicate your teaching levels / working places	1= Pre-school 2 = Primary school 3 = Lower secondary school 4 = Upper secondary school 5 = Higher Education institution
A07	What is your current employment status as teacher in this school?	1= School principal 2 = Vice principals 3 = Full-time teaching staff 4 = Contractual staff 5 = Full-time non-teaching staff (Finance, administrative officer, ...) 6 = Contractual non-teaching staff
A08	What was the last grade or level of school that you yourself completed?	1 = Primary 2= Lower secondary 3= Upper-secondary 4 = Associate's Degree 5 = Bachelor's Degree 6 = Master's Degree or higher

A09	What was your teaching status certificate? (Please state the equivalence of the certificates.)	0= None 1 = Pre-school (PSTTC) 2 = Primary school (PTTC) 3 = Lower secondary school (RTTC) 4 = Upper secondary school (NIE)
A10	For the pre-school and primary school teachers, how many shifts do you teach?	1 = One-shift 2 = Two-shift 3 = Other (specified)_____
A11	Please identify your teaching location	1 = Urban 2 = Rural 3 = Remote
A12	What is your specialized subject of teaching? (For lower- and upper-secondary school teachers)	1 = 2 =
A13	Do you teach the specialized subjects of yours?	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 0 NO
A14	What subjects do you teach this school year?	1 = 2 = 3 = Others (specified).....

SECTION B: TEACHER STATUS, MOTIVATION AND SATISFACTION

Code	Items/questions	Answers
B01	How long did you start working as a teacher?	_____ years
B02	How long have you been working as a teacher at this school?	_____ years
B03	How many times did you change workplaces?	0=Never 1=

B04	Here are some statements made by teachers about their profession. Please tick a box to show the strength of your agreement or disagreement with each statement according to your view of teaching as a profession		Strongly disagree	Disagree	Agree	Strongly Agree
		1. Teachers make a difference in children's lives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		2. Teaching is an honourable profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		3. Teaching is something you can do for your whole working life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		4. Teachers are generally respected in Cambodia	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		5. Teachers are paid enough for the job that they do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		6. Teachers have less status in society these days than they used to have	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		7. Teachers have a job for life if they want it	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		8. Parents these days don't appreciate their children's teachers enough	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		9. Teaching is a good job to fall back on if your first or other choices of career don't work out	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		10. Almost anyone could become a teacher if they wanted to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		11. Teaching offers little opportunity for promotion or career progression	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		12. Teachers are more stressed than most other people who work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		13. Schools these days don't support teachers enough	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B05	What were your reasons for going into teaching originally? <i>Please choose up to THREE that apply. Write 1 (the first priority), 2 (the second priority) and 3 (the third priority) in front of the reasons provided.</i>	___ a) Job security				
		___ b) Professional status				
		___ c) Respect from the community/society				
		___ d) No other option available				
		___ e) Help the future of Cambodia				
		___ f) Like to work with children				
		___ g) Financial security (while I can work with other jobs)				
		___ h) Other (please specify):				

B07	What is your overall level of satisfaction with your job as a teacher?	1 =Very dissatisfied 3 =Somewhat satisfied	2 =Somewhat dissatisfied 4 =Very satisfied
B08	If you had the opportunity to start over in a new career, would you choose to become a teacher?	1= Yes	2 = No 3. Consider
B09	If you want to change to a new career, what kind of job do you want to switch to?	0= No, I just want to be teachers 1= Staff at MoEYS 2= Public servant in other ministries 3= Staff at private sector 4= Non-Governmental Organizations (NGOs) 5= UN agencies or IOs 6= Self-employed 7= others (Specify): _____	

SECTION C: WORKLOADS

<i>Code</i>	<i>Items/questions</i>	<i>Answers</i>
C01	How many hours do you teach per week?	_____ hours
C02	Besides the actual teaching hours per week, how many hours in total do you spend on your career?	_____ hours
C03	Do you have enough time to prepare for lesson planning?	1 = Yes 2 = No 0 = Never prepared any lesson plan
C04	Do you usually attend the monthly meeting with other teachers?	1 = Yes 2 = No If no, why don't you attend the meeting? _____

C05	What do you learn from each monthly meeting? List down three main points that you learnt.	1. _____ 2. _____ 3. _____
C06	How many hours do you spend on assessing students' works a week on average?	_____ hours a week
C07	What are your daily activities as a teacher? Please check all that apply.	<input type="checkbox"/> 1 = Planning, developing and organizing instructions <input type="checkbox"/> 2 = Housekeeping and recordkeeping tasks <input type="checkbox"/> 3 = Managing student conduct <input type="checkbox"/> 4 = Presenting subject materials <input type="checkbox"/> 5 = Assessing student learning <input type="checkbox"/> 6 = Meeting professional obligations <input type="checkbox"/> 7 = Training and development activity including INSET, peer observation or being mentored, studying and background reading, etc <input type="checkbox"/> 8 = Searching for updated knowledge to teach better <input type="checkbox"/> 9 = Others _____ (please specify)

SECTION D: CAREER PATHS

Code	Items/questions	Answers
D01	Have you ever thought of changing your career paths? (For example from teachers to school principals, DoE and PoE staff, MoEYS staff, policy makers, university lecturers, or to other jobs...)	1 = Yes 2 = No 3 = Not sure

D02	What is the prioritized preference among the three teacher career path? Please select only one option.	0 = Just being a teacher as I am now 1 = Head Teacher/ Master Teacher 2 = School Administrator (school principals, vice principals, etc.) 3 = DoE staff 4 = PoE staff 5 = MoEYS staff 6= University lecturer 7= Education policy Maker 8 = Others _____ (Pease specify.)
D04	If MoEYS could provide you some professional capacity development, what kinds of trainings/fields that you want to get?	Please list down at least three main training: 1 = _____ 2 = _____ 3 = _____

SECTION E: PROFESSIONAL DEVELOPMENT AND ITS IMPACTS

កូដ	ចំណុចឬសំណួរ	ចម្លើយ						
E01	During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher? <i>For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher</i>		(A) Participation		(B) Impact			
			Yes	No	No impact	Small impact	Moderate impact	Large impact
		a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		c) Qualification program (e.g. a degree program)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

		d) Observation visits to other schools	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		e) Participation in a network of teachers formed specifically for the professional development of teachers	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		f) Individual or collaborative research on a topic of interest to you professionally	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
E02	For the professional development in which you participated in the last 18 months, how much did you personally have to pay for?	1 = Not paying at all 2= Some 3= Pay at all costs						
E03	Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?		(A) Participation		(B) Impact			
			Yes	No	No impact	Small impact	Moderate impact	Large impact
		a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		b) Engaging in informal dialogue with your colleagues on how to improve your teaching	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

SECTION F: TEACHING CHALLENGES

Code	Items/questions	Answers
F01	<p>These are some suggestions about things which may make you feel negative about your job.</p> <p>Please select up to FIVE that apply.</p>	<div> <input type="checkbox"/> 1=Poor management and leadership <input type="checkbox"/> 2=High workload </div> <div> <input type="checkbox"/> 3=Lack of praise <input type="checkbox"/> 4=Lack of materials </div> <div> <input type="checkbox"/> 5=Poor working conditions <input type="checkbox"/> 6=Limited training </div> <div> <input type="checkbox"/> 7=Low salary <input type="checkbox"/> 8=Poor health </div> <div> <input type="checkbox"/> 9=Poor housing/living conditions <input type="checkbox"/> 10=Other (please specify): _____ </div>

G08	Are you involved in any policy making decisions as a teacher?	1= Yes	2= No
G09	Is there a forum for you to raise your concerns as a teacher?	1= Yes	2= No

SECTION H: APPRAISAL SYSTEM

Code	Items/questions	Answers								
H01	From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school		Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more time per year	Monthly	More than once a month
		a. School principal...	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		b. Other teachers or members of the school management team	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		c. External individual or body (e.g. external inspector)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
H02	Concerning the appraisal and/or feedback you have received at this school, do you find it useful or not?	<input type="checkbox"/> 1 Useful <input type="checkbox"/> 0 Not useful at all								
H03	Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?		No change		A small change		Moderate change		A large change	
		a) A change in salary....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4				
		b) A financial bonus or another kind of monetary reward	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4				
		c) Opportunities for professional development activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4				

	Please mark one choice in each row.	d) A change in the likelihood of career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		e) Public recognition from the principal and/or your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		f) Role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		g) change in my teaching performance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
H04	Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?					Yes	No
		a) The appraisal and/or feedback contained a judgment about the quality of my work				<input type="checkbox"/> 1	<input type="checkbox"/> 2
		b) The appraisal and/or feedback contained suggestions for improving certain aspects of my work				<input type="checkbox"/> 1	<input type="checkbox"/> 2
H05	Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?		A large decrease	A small decrease	No change	A small increase	
		a) Changes in your job satisfaction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		b) Changes in your job security	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
H06	We would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?		Strongly Disagree	Disagree	Agree	Strongly Agree	
		A. In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		B. In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		C. In my opinion, in this school a development or training plan is established for teachers to improve their work as a teacher.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		D. If I improve the quality of my teaching at this school, I will receive increased monetary or nonmonetary rewards.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
		E. In my opinion, in this school the review of teachers' work is largely done to just fulfil administrative requirements.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	

SECTION I: SATISFACTION ABOUT RECENT REFORM

Code	Items/questions	Answers	Very Satisfied	Satisfied	Not Very Satisfied	Very Dissatisfied
I01	We would like to ask you about the reforming of Teacher Education and Recruitment, are you satisfied with the following activities?					
		A. Admit candidates scoring Grade A, B, C on Grade 12 exam automatically to TTCs	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		B. Diversify entry points into the teaching profession by allowing the BA holders from both public and private HEIs to receive teaching license	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		C. Provide accelerated training for BA holders to become Basic Education teachers by cooperating with higher education institutions (HEIs) to provide teacher education	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		D. Improve financial and social benefits of teaching position against those with similar qualifications to ensure that teachers' salary are higher compared to the others	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		E. Implement 'Teacher Education Provider Standards' (TEPS)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		F. Upgrade TTCs to meet TEPS and raise overall quality (PRESET and INSET)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I02	Concerning with Teacher Professional Development reforming, are you satisfied with the following activities?	a) Upgrade qualification of TTC trainers to get at least MA	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) Upgrade teacher qualifications through BA-Fast Track Program	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) Institutionalize a system of school-based INSET	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) Create nationwide 'Teacher Cup' to reward the best teachers and raise status of the profession	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I03	Concerning with teacher management and teacher career pathway reforming, are you satisfied with the following activities?	a) Strengthen teacher management, deployment, and transfer mechanisms	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) Formulate Teacher Career Pathway (TCP) to lead professional growth and continued career progression	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

			Very Satisfied	Satisfied	Not Very Satisfied	Very Dissatisfied
I04	Concerning with teacher management and teacher career pathway reforming, are you satisfied with the following activities?	a) Improving school infrastructure including classroom	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) Improving school infrastructure including latrines	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) Improving school infrastructure including teacher housing	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) Improving school infrastructure including staff room	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		e) Improving school infrastructure including libraries	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I05	Concerning with Textbook reforming, are you satisfied with the following activities? Concerning with Textbook reforming Curriculum, are you satisfied with the following activities?	a) Revised textbooks for all priority subjects (Khmer, History, Math, Science)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) Develop new teacher guides for all priority subjects (Khmer, History, Math, Science)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) Provide additional teaching and learning materials to support teachers	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I06	Concerning with Textbook reforming, are you satisfied with the following activities?	a) Revise PRESET teacher education curriculum across all levels	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I07	Concerning with Textbook reforming Curriculum, are you satisfied with the following activities?	a) Effectively implement “Teacher Professional Standard” and develop “School Directors Standard	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) Develop “School Management Handbook” leading to effective school leadership	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) Strengthen the roles and responsibilities of teachers, trainers and school directors to be accountable for their work performance	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) Delegate key management functions and decision making powers to school level according to MoEYS’ D&D Policy	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

SECTION J: FUTURE REFORM AGENDAS

Code	Items/questions	Answers
AL01	How much do you think that the public opinions changed about the teaching profession after the salary raise?	0 =Not changed at all 1 =Slightly changed
AL02	List down three important agendas that you want the ministry to conduct reform on to assist	1 = _____ 2 = _____ 3 = _____

Thank you so much for your kind cooperation!

	<p>ក្រសួងអប់រំ យុវជន និងកីឡា</p> <p>ក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំ</p>
	<p>ការស្ទង់មតិគ្រូបង្រៀន</p>
	<p>កម្រងសំណួរ</p>

សេចក្តីផ្តើម

ក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំគឺជាធនាគារខ្នាតរដ្ឋបាលអប់រំរបស់ក្រសួងអប់រំ យុវជន និងកីឡា ក្នុងការជួយគាំទ្រក្រសួងដើម្បីបង្ហាញគំនិតផ្តួចផ្តើមកំណែទម្រង់ និងការតាក់តែងគោលនយោបាយដោយផ្អែកលើមូលដ្ឋាននៃការអនុវត្តការងារជាក់ស្តែង និងនិន្នាការសេដ្ឋកិច្ចសង្គម។ ដោយហេតុនេះហើយ ក្រុមប្រឹក្សានេះមានតួនាទីសំខាន់ក្នុងការរៀបចំគោលនយោបាយអប់រំដែលមានលក្ខណៈគ្រប់ជ្រុងជ្រោយ។ កំណែទម្រង់គ្រូបង្រៀនស្ថិតក្នុងរបៀបវារៈអាទិភាពនៃកំណែទម្រង់ផ្សេងៗទៀតរបស់ក្រសួងដែលតម្រូវឱ្យមានទទ្ទឹមគ្នាច្រើនសម្រាប់ការរៀបចំផែនការកំណែទម្រង់ប្រកបដោយភាពជោគជ័យក្នុងការអភិវឌ្ឍប្រទេសជាតិ។ ក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំបាននិងកំពុងជួយក្រសួងក្នុងការធ្វើការស្ទង់មតិជាទ្រង់ទ្រាយធំមួយលើអាជីពគ្រូបង្រៀនក្នុងគោលបំណងធំៗចំនួន០៤ចំណុចគឺ (១) វាស់ពីកម្រិតនៃការលើកទឹកចិត្តនិងស្ថានភាពជាក់ស្តែងរបស់គ្រូបង្រៀននៅគ្រប់កម្រិតសិក្សា (២) កំណត់ពីបញ្ហាប្រឈមនានាក្នុងការរៀបចំការងារឱ្យបានសមស្របលើការអភិវឌ្ឍវិជ្ជាជីវៈឬគន្លងអាជីព (៣) វាស់ពីកម្រិតនៃការពេញចិត្តនិងសំណើផ្សេងៗរបស់គ្រូបង្រៀនចំពោះកំណែទម្រង់នាពេលបច្ចុប្បន្ន និង (៤) កំណត់ពីការជំរុញសម្រាប់កំណែទម្រង់នាពេលបន្ទាប់។ ការចំណាយពេលរបស់លោកគ្រូអ្នកគ្រូក្នុងការអាននិងឆ្លើយសំណួរពិតជាមានសារៈសំខាន់ណាស់សម្រាប់គ្រូបង្រៀននៅប្រទេសកម្ពុជាដែលនឹងទទួលបានប្រយោជន៍ពីការសិក្សាស្រាវជ្រាវនេះ។ ក្រុមប្រឹក្សាស្រាវជ្រាវសូមថ្លែងអំណរគុណចំពោះលោកគ្រូអ្នកគ្រូក្នុងការផ្តល់ចម្លើយពេញលេញ ដើម្បីឱ្យរបាយការណ៍ស្រាវជ្រាវនេះមានគុណភាពខ្ពស់។ រាល់ចម្លើយនឹងមិនត្រូវចាត់ថាជាការប្តឹងឬខុសនោះទេ តែវាជាចម្លើយដ៏ត្រឹមត្រូវរបស់លោកគ្រូអ្នកគ្រូចំពោះកំណែទម្រង់ និងត្រូវបានរក្សាជាការសម្ងាត់។ ចំពោះឈ្មោះរបស់លោកគ្រូអ្នកគ្រូនឹងមិនត្រូវបានប្រើប្រាស់ក្នុងលទ្ធផលនៃការស្រាវជ្រាវនោះទេ។ រាល់ចំណុចដែលជាចម្លើយនឹងជាតំណាងឱ្យគ្រូបង្រៀនដទៃទៀតក្នុងប្រទេសកម្ពុជា។ ការចូលរួមនេះគឺធ្វើឡើងដោយស្ម័គ្រចិត្ត។

សូមគូសរង្វង់ឬសញ្ញាជើក (✓)

ផ្នែកទី១ បុគ្គលិកលក្ខណៈរបស់គ្រូបង្រៀន

កូដ	ចំណុចឬសំណួរ	ចម្លើយ
A01	លេខកម្រងសំណួរ	
A02	ភេទ	1 = ប្រុស 2 = ស្រី
A03	អាយុ	_____ឆ្នាំ
A04	ស្ថានភាពគ្រួសារ	1=នៅលីវ 2=រៀបការរួច 3=មែម៉ាយឬពោះម៉ាយ 4=លែងលះ
A05	តើអ្នកមានសមាជិកប៉ុន្មាននាក់ក្នុងគ្រួសារ?	_____ នាក់ _____ស្រី
A06	តើអ្នកបានបញ្ចប់ការសិក្សាត្រឹមកម្រិតណា?	1 = កម្រិតបឋមសិក្សា 2= កម្រិតអនុបិទ្យាល័យ 3= កម្រិតវិទ្យាល័យ 4 = បរិញ្ញាបត្ររង 5 = បរិញ្ញាបត្រ 6 = បរិញ្ញាបត្រជាន់ខ្ពស់
A07	តើអ្នកមានសញ្ញាបត្រជាគ្រូបង្រៀនកម្រិតអ្វី?	0= គ្មាន 1 = សញ្ញាបត្រគ្រូមធ្យម (PSTTC) 2 = សញ្ញាបត្រគ្រូបង្រៀនបឋមសិក្សា (PTTC) 3 = សញ្ញាបត្រគ្រូបង្រៀនកម្រិតមូលដ្ឋាន (RTTC) 4 = សញ្ញាបត្រគ្រូបង្រៀនកម្រិតឧត្តម (NIE)

A08	សូមបញ្ជាក់អំពីកម្រិតថ្នាក់ដែលអ្នកបង្រៀន?	1= ថ្នាក់មត្តេយ្យ 3 = កម្រិតអនុវិទ្យាល័យ 5 = មិនបង្រៀន	2 = កម្រិតបឋមសិក្សា 4 = កម្រិតវិទ្យាល័យ
A09	តើបច្ចុប្បន្ននេះអ្នកមានតួនាទីជាអ្វីនៅក្នុងសាលារៀននេះ?	1= នាយក 3 = បុគ្គលិកបង្រៀនពេញម៉ោង 5 = បុគ្គលិករដ្ឋបាល (គណនេយ្យ រដ្ឋបាល បណ្ណារក្ស...) 6 = បុគ្គលិកកិច្ចសន្យាមិនបង្រៀន	2 = នាយករងឬនាយិការងារ 4 = បុគ្គលិកកិច្ចសន្យា
A10	ចំពោះគ្រូមត្តេយ្យសិក្សានិងគ្រូបង្រៀនបឋមសិក្សា តើអ្នកបង្រៀនប៉ុន្មានវេន? (បើអ្នកបង្រៀនជាមធ្យមសិក្សាចំណេះទូទៅបឋមភូមិ ដល់ទុតិយភូមិ ៧ ដល់ ១២ សូមរំលងសំណួរនេះ)	1 = ១ វេន 2 = ២ វេន 3 = ផ្សេងៗ (សូមបញ្ជាក់)_____	
A11	សូមបញ្ជាក់អំពីមុខវិជ្ជាឯកទេសរបស់លោកគ្រូអ្នកគ្រូ? (សម្រាប់គ្រូមូលដ្ឋាន និងគ្រូបង្រៀនកម្រិតឧត្តម)	ឯកទេសទី១៖..... ឯកទេសទី២៖.....	
A12	តើលោកគ្រូអ្នកគ្រូបានបង្រៀនត្រូវតាមឯកទេសរបស់ខ្លួនដែរឬទេ?	0= ទេ 1= បាទ	
A14	តើលោកគ្រូអ្នកគ្រូបង្រៀនមុខវិជ្ជាអ្វីសម្រាប់ឆ្នាំសិក្សានេះ?	1 = 2 = 3 = ផ្សេងៗ (សូមបញ្ជាក់).....	

ផ្នែកទី២ ស្ថានភាពគ្រូបង្រៀន ការលើកទឹកចិត្ត និងការពេញចិត្ត

កូដ	ចំណុចឬសំណួរ	ចម្លើយ																																																																						
B01	បទពិសោធនៃការបង្រៀន	_____ ឆ្នាំ																																																																						
B02	បទពិសោធនៃការបង្រៀននៅសាលានេះ	_____ ឆ្នាំ																																																																						
B03	តើលោកគ្រូអ្នកគ្រូផ្លាស់ប្តូរសាលាប៉ុន្មានដង?	0=មិនដែល 1=																																																																						
B04	ប្រយោគទាំងនេះជាទស្សនៈរបស់គ្រូចំពោះអាជីពគ្រូបង្រៀន។ តើលោកគ្រូអ្នកគ្រូយល់ស្រប ឬមិនយល់ស្របចំពោះទស្សនៈទាំងនេះ? សូមគូស☑ តែមួយក្នុងចម្លើយនីមួយៗ។	<table border="1"> <thead> <tr> <th></th> <th>មិនយល់ស្រប ជាចំខាត</th> <th>មិន យល់ស្រប</th> <th>យល់ស្រប</th> <th>យល់ស្រប ទាំងស្រុង</th> </tr> </thead> <tbody> <tr> <td>a. គ្រូបង្រៀនអាចធ្វើឱ្យមានការផ្លាស់ប្តូរជីវិតសិស្ស</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>b. ការបង្រៀនគឺជាអាជីពដែលប្រកបដោយកិត្តិយស</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>c. ការបង្រៀនគឺជាការងារដែលអាចធ្វើពេញមួយជីវិត</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>d. គ្រូបង្រៀនតែងតែត្រូវបានទទួលការគោរពនៅប្រទេសកម្ពុជា</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>e. គ្រូបង្រៀនត្រូវបានទទួលបានប្រាក់បៀវត្សគ្រប់គ្រាន់</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>f. គ្រូបង្រៀនមានឋានៈអាជីពក្នុងសង្គមទាបជាងពីមុន</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>g. ឪពុកម្តាយនាពេលបច្ចុប្បន្នមិនឱ្យតម្លៃចំពោះគ្រូបង្រៀនកូនរបស់ពួកគាត់ទេ</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> <tr> <td>i. អាជីពគ្រូបង្រៀនគឺជាជម្រើសចុងក្រោយ (ប្រសិនបើការងារអាទិភាពដទៃទៀតឬក៏ជម្រើសផ្សេងៗទៀតមិនដំណើរការល្អ)</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input 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គ្រូបង្រៀនបំពេញម៉ោងការងារតិចជាងអាជីពផ្សេងៗទៀត</td> <td><input type="checkbox"/>1</td> <td><input type="checkbox"/>2</td> <td><input type="checkbox"/>3</td> <td><input type="checkbox"/>4</td> </tr> </tbody> </table>		មិនយល់ស្រប ជាចំខាត	មិន យល់ស្រប	យល់ស្រប	យល់ស្រប ទាំងស្រុង	a. គ្រូបង្រៀនអាចធ្វើឱ្យមានការផ្លាស់ប្តូរជីវិតសិស្ស	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	b. ការបង្រៀនគឺជាអាជីពដែលប្រកបដោយកិត្តិយស	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	c. ការបង្រៀនគឺជាការងារដែលអាចធ្វើពេញមួយជីវិត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	d. គ្រូបង្រៀនតែងតែត្រូវបានទទួលការគោរពនៅប្រទេសកម្ពុជា	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	e. គ្រូបង្រៀនត្រូវបានទទួលបានប្រាក់បៀវត្សគ្រប់គ្រាន់	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	f. គ្រូបង្រៀនមានឋានៈអាជីពក្នុងសង្គមទាបជាងពីមុន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	g. ឪពុកម្តាយនាពេលបច្ចុប្បន្នមិនឱ្យតម្លៃចំពោះគ្រូបង្រៀនកូនរបស់ពួកគាត់ទេ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	i. អាជីពគ្រូបង្រៀនគឺជាជម្រើសចុងក្រោយ (ប្រសិនបើការងារអាទិភាពដទៃទៀតឬក៏ជម្រើសផ្សេងៗទៀតមិនដំណើរការល្អ)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	j. វាជាការងាយស្រួលដើម្បីក្លាយជាគ្រូបង្រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	k. ការបង្រៀនផ្តល់នូវឱកាសតិចតួចសម្រាប់ការតំឡើងឋានៈឬគន្លងអាជីពគ្រូបង្រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	l. គ្រូបង្រៀនគឺទទួលបាននូវបញ្ហាស្រុកស្រីច្រើនជាងអ្នកប្រកបការងារផ្សេងៗទៀត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	m. សាលារៀននាពេលបច្ចុប្បន្នមិនបានគាំទ្រគ្រូបង្រៀនគ្រប់គ្រាន់ទេ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	n. គ្រូបង្រៀនបំពេញម៉ោងការងារតិចជាងអាជីពផ្សេងៗទៀត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
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e. គ្រូបង្រៀនត្រូវបានទទួលបានប្រាក់បៀវត្សគ្រប់គ្រាន់	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4																																																																				
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g. ឪពុកម្តាយនាពេលបច្ចុប្បន្នមិនឱ្យតម្លៃចំពោះគ្រូបង្រៀនកូនរបស់ពួកគាត់ទេ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4																																																																				
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k. ការបង្រៀនផ្តល់នូវឱកាសតិចតួចសម្រាប់ការតំឡើងឋានៈឬគន្លងអាជីពគ្រូបង្រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4																																																																				
l. គ្រូបង្រៀនគឺទទួលបាននូវបញ្ហាស្រុកស្រីច្រើនជាងអ្នកប្រកបការងារផ្សេងៗទៀត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4																																																																				
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B05	<p>តើមានមូលហេតុចម្បងអ្វីដែលនាំឱ្យលោកគ្រូអ្នកគ្រូ ចាប់យកអាជីពបង្រៀន?</p> <p>សូមជ្រើសរើសចំណុចចំនួនបីដែលត្រូវចំពោះអ្នក។ សូមសរសេរលេខ ១ (សម្រាប់ជម្រើសទី១) សរសេរលេខ ២ (សម្រាប់ជម្រើសទី២) និងសរសេរលេខ ៣ (សម្រាប់ជម្រើសទី៣) នៅខាងមុខបន្ទាប់ប្រយោគ។</p>	___ a) ស្ថេរភាពការងារ
		___ b) ស្ថានភាពឋានៈសង្គម
		___ c) ការគោរពនិងផ្តល់តម្លៃពីសង្គម
		___ d) មិនមានជម្រើសផ្សេងទៀត
		___ e) ជួយដល់អនាគតប្រទេសកម្ពុជា
		___ f) ចូលចិត្តធ្វើការជាមួយក្មេងៗ
		___ g) ធានាជីវភាពប្រចាំថ្ងៃ
		___ h) ការបណ្តុះបណ្តាលនិងការអភិវឌ្ឍវិជ្ជាជីវៈ
		___ j) ផ្សេងៗ (សូមបញ្ជាក់):.....
B07	តើអ្នកពេញចិត្តអាជីពជាគ្រូបង្រៀនកម្រិតណា?	<div>1 = មិនពេញចិត្តខ្លាំង</div> <div>2 = មិនពេញចិត្ត</div> <div>3 = ពេញចិត្ត</div> <div>4 = ពេញចិត្តខ្លាំងណាស់</div>
B08	ប្រសិនបើអ្នកមានឱកាសទទួលបាន ការងារថ្មី តើលោកគ្រូអ្នកគ្រូបង្រៀននឹងបោះបង់អាជីពគ្រូបង្រៀនដែរឬទេ?	<div>1= បាទ ឬចាសបោះបង់</div> <div>2 = ទេមិនបោះបង់</div> <div>3 = ពិចារណាមុនសម្រេចចិត្ត</div>
B09	តើអ្នកធ្លាប់មានបំណងប្តូរការងារថ្មីដែរឬទេ? តើការងារប្រភេទអ្វីដែលអ្នកចង់ប្តូរ?	<div>0= ទេ ខ្ញុំនៅតែចង់ធ្វើជាគ្រូបង្រៀន</div> <div>1= ប្តូរទៅតួនាទីផ្សេងៗក្នុងក្រសួងអប់រំ</div> <div>2= ប្តូរទៅតំណែងមួយក្នុងវិស័យសាធារណៈនៃក្រសួងផ្សេងទៀត</div> <div>3= ប្តូរទៅធ្វើការវិស័យឯកជន (ធនាគារ ក្រុមហ៊ុនជាដើម)</div> <div>4= ប្តូរទៅធ្វើការនៅអង្គការក្រៅរដ្ឋាភិបាល</div> <div>5= ប្តូរទៅធ្វើការនៅភ្នាក់ងារអង្គការសហប្រជាជាតិឬអង្គការអន្តរជាតិ</div> <div>6= ប្តូរទៅប្រកបជំនួញផ្ទាល់ខ្លួន</div> <div>7= ប្តូរទៅអាជីពផ្សេងៗ (សូមបញ្ជាក់): _____</div>

ផ្នែកទី ៣ ទំហំការងារ

កូដ	ចំណុចឬសំណួរ	ចម្លើយ
C01	តើអ្នកបង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍?	_____ ម៉ោង
C02	ក្រៅពីម៉ោងបង្រៀនជាក់ស្តែង តើអ្នកបានចំណាយពេលប៉ុន្មានសម្រាប់ការងារជាគ្រូបង្រៀន?	_____ ម៉ោង
C03	តើអ្នកមានពេលវេលាគ្រប់គ្រាន់ក្នុងការធ្វើកិច្ចការបង្រៀនដែរឬទេ?	1 = បាទ/ចាស 2 = ទេ 0 = មិនដែលរៀបចំកិច្ចការបង្រៀន
C04	តើជារឿយៗអ្នកចូលរួមការប្រជុំប្រចាំខែជាមួយគ្រូបង្រៀនដែរឬទេ?	1 = បាទ/ចាស 2 = ទេ ប្រសិនបើទេ ហេតុអ្វីបានជាអ្នកមិនចូលរួមប្រជុំ? _____
C05	តើអ្នកបានរៀនអ្វីខ្លះពីការប្រជុំប្រចាំខែម្តងៗ? សូមសរសេរពីចំណុចដែលអ្នកបានរៀន៖	_____ _____
C06	តើអ្នកចំណាយពេលប៉ុន្មានម៉ោងក្នុងការវាយតម្លៃសិស្សជាមធ្យមក្នុងមួយសប្តាហ៍?	_____ ម៉ោងក្នុងមួយសប្តាហ៍
C07	តើគ្រូបង្រៀនបានធ្វើសកម្មភាពប្រចាំថ្ងៃអ្វីខ្លះ? សូមគូសគ្រប់ចំណុចប្រសិនបើត្រូវនឹងអ្នក	a = ផែនការ ការអភិវឌ្ឍ និងការរៀបចំការបង្រៀន b = ការគ្រប់គ្រងទិន្នន័យនិងកិច្ចការសិស្ស c = គ្រប់គ្រងការអនុវត្តអាកប្បកិរិយារបស់សិស្ស d = ការរៀបចំសម្ភារបង្រៀន e = ការវាយតម្លៃការរៀនរបស់សិស្ស f = ការអនុវត្តកាតព្វកិច្ចវិជ្ជាជីវៈ g = ការបណ្តុះបណ្តាល និងសកម្មភាពអភិវឌ្ឍរួមមាន ការបណ្តុះបណ្តាលក្នុងពេលបង្រៀន ការអង្កេតនិងការសិក្សា h = ការស្រាវជ្រាវចំណេះដឹងថ្មីៗសម្រាប់ការបង្រៀនឱ្យកាន់តែប្រសើរ i = ផ្សេងៗ (សូមបញ្ជាក់) _____

ផ្នែកទី៤ គន្លងអាជីព

កូដ	ចំណុច/សំណួរ	ចម្លើយ
D01	តើអ្នកធ្លាប់គិតចង់ផ្លាស់ប្តូរអាជីពដែរឬទេ? (ឧទាហរណ៍ ពីគ្រូបង្រៀនទៅគណៈគ្រប់គ្រងសាលា ឬការិយាល័យអប់រំស្រុក មន្ទីរអប់រំ អ្នកធ្វើគោលនយោបាយ សាស្ត្រាចារ្យសាកលវិទ្យាល័យ ឬការងារដទៃទៀត...)	1 = បាទ/ចាស 2 = ទេ 3 = មិនច្បាស់
D02	តើអ្វីជាអាទិភាពក្នុងចំណោមគន្លងអាជីពគ្រូបង្រៀន? សូមជ្រើសរើសចម្លើយតែមួយគត់។	0 = ជាគ្រូបង្រៀនម្នាក់ 1 = ប្រធានក្រុមបច្ចេកទេស 2 = រដ្ឋបាលសាលា (នាយកសាលា នាយករងជាដើម) 3 = បុគ្គលិកការិយាល័យអប់រំស្រុក 4 = បុគ្គលិកមន្ទីរអប់រំ 5 = បុគ្គលិកក្រសួងអប់រំ 6 = សាស្ត្រាចារ្យសាកលវិទ្យាល័យ 7 = អ្នកធ្វើគោលនយោបាយអប់រំ 8 = ផ្សេងៗ (សូមបញ្ជាក់)_____
D03	ប្រសិនបើក្រសួងផ្តល់ឱ្យអ្នកនូវការអភិវឌ្ឍសមត្ថភាពវិជ្ជាជីវៈ តើការបណ្តុះបណ្តាលអ្វីដែលអ្នកត្រូវការ?	សូមប្រាប់ពីការបណ្តុះបណ្តាលសំខាន់ៗចំនួនបី: 1 = _____ 2 = _____ 3 = _____

ផ្នែកទី៥ ការអភិវឌ្ឍសមត្ថភាព និងសារប្រយោជន៍

កូដ	ចំណុចឬសំណួរ	ចម្លើយ						
E01	ក្នុងរយៈពេល១៨ខែកន្លងមក តើអ្នកបានចូលរួមសកម្មភាពអភិវឌ្ឍសមត្ថភាពវិជ្ជាជីវៈដែរឬទេ? តើសកម្មភាពទាំងនោះមានផលប៉ះពាល់អ្វីចំពោះអាជីពជាគ្រូបង្រៀន? ចំពោះសំណួរខាងក្រោម		(A) ការចូលរួម		(B) សារប្រយោជន៍ទទួលបានពីការអភិវឌ្ឍសមត្ថភាពដោយខ្លួនឯង			
			បាទ	ទេ	មិនមាន	មានតិចតួច	មានមធ្យម	មានខ្លាំង
		a) វគ្គបណ្តុះបណ្តាល (លើមុខវិជ្ជាឯកទេស វិធីសាស្ត្រ ឬប្រធានបទពាក់ព័ន្ធនឹងការងារ)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		b) សិក្ខាសាលា (គ្រូបង្រៀនឬអ្នកស្រាវជ្រាវដែលធ្វើបទបង្ហាញលទ្ធផលនៃការសិក្សាស្រាវជ្រាវនិងពិភាក្សាពីបញ្ហាអប់រំ)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		c) កម្មវិធីបណ្តុះបណ្តាលដែលផ្តល់ជាកម្រិតសញ្ញាបត្រ	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		d) ការសង្កេតមើលការបង្រៀនតាមសាលារៀនផ្សេងៗ	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		e) ការចូលរួមក្នុងបណ្តាញគ្រូបង្រៀនសម្រាប់ការអភិវឌ្ឍសមត្ថភាពគ្រូបង្រៀន	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		f) ការស្រាវជ្រាវដោយបុគ្គលឬរួមគ្នា	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
E02	ក្នុងរយៈពេល១៨ខែចុងក្រោយ តើអ្នកបានចំណាយថវិកាផ្ទាល់ខ្លួនប៉ុន្មានសម្រាប់ការអភិវឌ្ឍវិជ្ជាជីវៈ?	<div>1 = មិនចំណាយទាល់តែសោះ</div> <div>2= ចំណាយខ្លះៗ</div> <div>3= ចំណាយពេញថ្លៃ</div>						

E03	ទាក់ទងនឹងការអភិវឌ្ឍសមត្ថភាពក្រៅផ្លូវការក្នុង រយៈពេល១៨ខែចុងក្រោយ តើលោកគ្រូអ្នកគ្រូ បានចូលរួមក្នុងសកម្មភាពដូចខាងក្រោមដែរឬទេ? តើសកម្មភាពទាំងនោះមានប្រយោជន៍កម្រិតណាដល់ការអភិវឌ្ឍសមត្ថភាពក្នុងអាជីពជាគ្រូបង្រៀន?		(A) ការចូលរួម		(B) សាហាប្រយោជន៍ទទួលបានពីការអភិវឌ្ឍសមត្ថភាពដោយខ្លួនឯង			
			បាទ	ទេ	មិនមាន	មានតិចតួច	មានមធ្យម	មានខ្លាំង
		a) ការអានឯកសារទាក់ទងនឹងវិជ្ជាជីវៈ ដូចជាព្រឹត្តិបត្រ សារណា និងនិក្ខេបបទ...	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		b) ការចូលរួមក្នុងសន្ទនាក្រៅផ្លូវការជាមួយសហការីលើវិធីសាស្ត្រធ្វើឱ្យការបង្រៀនកាន់តែប្រសើរ	1 <input type="checkbox"/>	0 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

ផ្នែកទី៦ បញ្ហាប្រឈមក្នុងការបង្រៀន

កូដ	ចំណុចប្រឈម	ចំណើយ
F01	មានមតិលើកឡើងមួយចំនួនអំពីចំណុចដែលអាចធ្វើឲ្យអ្នកមានអារម្មណ៍អវិជ្ជមានចំពោះការងារជាគ្រូបង្រៀន (សូមជ្រើសរើសចម្លើយដែលបានប្រាប់ដែលត្រូវនឹងស្ថានភាពរបស់អ្នក)	<div> <div>1=ភាពទន់ខ្សោយក្នុងការដឹកនាំនិងគ្រប់គ្រងសាលា</div> <div>2=បន្ទុកការងារខ្ពស់</div> <div>3=ខ្វះការស្នើរសុំលើកទឹកចិត្ត</div> <div>4=ខ្វះខាតសម្ភារៈបង្រៀន</div> <div>5=លក្ខខណ្ឌការងារទាប</div> <div>6=ការបណ្តុះបណ្តាលនៅមានកំរិត</div> <div>7=ប្រាក់បៀវត្សទាប</div> <div>8=សុខភាពចុះទន់ខ្សោយ</div> <div>9=លក្ខខណ្ឌក្នុងការរស់នៅមិនសមរម្យ</div> <div>10=បញ្ហាដទៃផ្សេងទៀត (សូមបញ្ជាក់): _____</div> </div>
F02	តើមានបញ្ហាអ្វីដែលរារាំងអ្នកមិនទទួលបានជោគជ័យក្នុងការងារបង្រៀនរបស់អ្នក? (សូមជ្រើសរើសចម្លើយដែលបានប្រាប់ដែលត្រូវនឹងស្ថានភាពរបស់អ្នក)	<div> <div>1=ខ្វះសម្ភារៈរៀននិងបង្រៀន</div> <div>2= ទំហំនៃថ្នាក់រៀន</div> <div>3=ស្ថានភាពថ្នាក់រៀន</div> <div>4=អាគារសិក្សាទ្រុឌទ្រោម</div> <div>5=សិស្សអវត្តមានច្រើន</div> <div>6=សមត្ថភាពនិងការខិតខំប្រឹងប្រែងរបស់សិស្ស</div> <div>7=មានការងារផ្សេងក្រៅពីការបង្រៀន</div> <div>8=សុខភាពទន់ខ្សោយឬការហត់នឿយ</div> <div>9=ខ្វះពេលវេលារៀបចំមេរៀនសំរាប់បង្រៀន</div> <div>10=ខ្វះចំណេះដឹងលើមុខវិជ្ជាដែលត្រូវបង្រៀន</div> <div>11=ខ្វះការលើកទឹកចិត្តនិងភាពជាអ្នកដឹកនាំ</div> <div>12= បញ្ហាដទៃផ្សេងទៀត (សូមបញ្ជាក់): _____</div> </div>

ផ្នែកទី៧ ការផ្តល់ការគាំទ្រដល់គ្រូបង្រៀន

កូដ	ចំណុចសំណួរ	ចំណើយ
G01	តើអ្នកគិតថាអ្នកទទួលបានការបណ្តុះបណ្តាលគ្រប់គ្រាន់ហើយឬនៅដើម្បីបំពេញការងាររបស់ខ្លួនបានល្អ?	1= គ្រប់គ្រាន់ហើយ 2=មិនទាន់គ្រប់គ្រាន់ទេ
G02	តើអ្នកទទួលបានការផ្គត់ផ្គង់ទៅលើសម្ភារៈរៀននិងបង្រៀនគ្រប់គ្រាន់ហើយឬនៅ?	1= គ្រប់គ្រាន់ហើយ 2=មិនទាន់គ្រប់គ្រាន់ទេ
G03	តើអ្នកទទួលបានការគាំទ្រពីនាយកសាលាដែលឬទេ?	1= ទទួលបាន 2= មិនទទួលបាន
G04	តើនាយកសាលាផ្តល់នូវការគាំទ្រដល់ការបង្រៀនរបស់អ្នកកំរិតណាដែរ?	1= ការគាំទ្របានល្អប្រសើរ 2=ការគាំទ្របានល្អ 3= ការគាំទ្របានខ្លះៗ 4=ការគាំទ្របានតិចតួច 5= គ្មានការគាំទ្រ
G05	តើនាយកសាលាអ្នកបានធ្វើសកម្មភាពអ្វីដើម្បីគាំទ្រការបង្រៀនអ្នក?	1. _____ 2. _____ 3. _____
G06	តើនៅសាលារបស់អ្នកមានប្រព័ន្ធក្នុងការដំឡើងមុខតំណែងដោយស្មើភាពគ្នាដែរឬទេ?	1= ស្មើភាពគ្នា 2= មិនស្មើភាពគ្នា
G07	តើមានប្រព័ន្ធក្នុងការសំរេចចិត្តទៅលើទីតាំងដែលអ្នកត្រូវទៅបំពេញការងារដោយស្មើភាពគ្នាដែរឬទេ?	1= ស្មើភាពគ្នា 2= មិនស្មើភាពគ្នា

G08	ក្នុងនាមជាគ្រូបង្រៀនតើអ្នកបានចូលរួមធ្វើការសំរេចចិត្តលើការ តាក់តែងគោលនយោបាយដែរឬទេ?	1= បានចូលរួម	2= មិនបានចូលរួម
G09	តើមានវត្តមានសំរាប់គ្រូបង្រៀនក្នុងការលើកឡើងនូវកង្វល់និងក្តី បារម្ភដែរឬទេ?	1= មាន	2= មិនមាន

ផ្នែកទី៨ ប្រព័ន្ធក្នុងការវាយតម្លៃការងារ

កូដ	ចំណុចសំណួរ	ចំណើយ								
			មិន ដែល	តិចជាង ម្តងរៀង រាល់ពីរឆ្នាំ	ម្តងរៀង រាល់ឆ្នាំ	ម្តងរៀង រាល់ឆ្នាំ	ពីរដងរៀង រាល់ឆ្នាំ	លើសពី ដងរៀង រាល់ឆ្នាំ	ម្តងរៀង រាល់ខែ	លើសពី ម្តងរៀង រាល់ខែ
H01	ពីសំណាក់មនុស្សទាំងអស់នេះ តើអ្នក ទទួលបានការវាយតម្លៃការងារឬការ ផ្តល់ជាមតិយោបល់ចំពោះការងារ របស់អ្នកជាគ្រូនៅសាលារៀននេះញឹក ញាប់ប៉ុណ្ណា?	នាយកសាលា	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		គ្រូដទៃទៀត ឬសមាជិកនៃថ្នាក់ដឹកនាំ សាលា	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		ក្រុមអធិការកិច្ចខាងក្រៅ	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
H02	ពាក់ព័ន្ធនឹងការវាយតម្លៃការងារឬការ ផ្តល់ជាមតិយោបល់ចំពោះការងារ របស់អ្នកជាគ្រូនៅសាលារៀននេះ តើ អ្នកគិតថាមានប្រយោជន៍ដែរឬទេ?	1 = មានប្រយោជន៍ 2 = មិនមានប្រយោជន៍								

H03	ពាក់ព័ន្ធនឹងការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់អ្នកជាគ្រូនៅសាលារៀននេះ តើវាឈានទៅរកការផ្លាស់ប្តូរចំណុចទាំងនេះដល់កំរិតណា? <i>សូមគូសចំណែងតែមួយគត់ក្នុងជួរនីមួយៗ</i>		គ្មានការផ្លាស់ប្តូរ	ការផ្លាស់ប្តូរតិចតួច	ការផ្លាស់ប្តូរមធ្យម	ការផ្លាស់ប្តូរខ្លាំង
		a) ការដំឡើងប្រាក់បៀវត្ស	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		b) ការទទួលបានរង្វាន់បន្ថែមជាសាច់ប្រាក់	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		c) ការទទួលបានឱកាសសំរាប់ការអភិវឌ្ឍន៍វិជ្ជាជីវៈ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		d) ការដំឡើងមុខតំណែងក្នុងការងារ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		e) ការទទួលបានស្គាល់នូវសមត្ថភាពពីសំណាក់នាយកសាលានិងអ្នករួមការងារ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		f) ការទទួលបាននូវតួនាទីក្នុងក្រុមអ្នកអភិវឌ្ឍសាលារៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		g) ការរីកចំរើនក្នុងការបង្រៀន	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
H04	តើអ្នកនឹងពណ៌នាការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់អ្នកជាគ្រូនៅសាលារៀននេះយ៉ាងដូចម្តេច?				មែន	មិនមែន
		a) ការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងារគឺជាវាយតម្លៃមួយទៅលើគុណភាពនៃការងាររបស់ខ្ញុំ				<input type="checkbox"/> 1 <input type="checkbox"/> 2
		b) ការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងារគឺគ្រាន់តែជាការស្នើសុំឱ្យមានការកែប្រែ ចំណុចមួយចំនួននៅក្នុងការងាររបស់ខ្ញុំ				<input type="checkbox"/> 1 <input type="checkbox"/> 2
H05	ពាក់ព័ន្ធនឹងការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់អ្នកជាគ្រូនៅសាលារៀននេះ តើអ្នកឯកភាពឬមិនឯកភាពជាមួយប្រយោគទាំងនេះ?		មិនឯកភាពទាំងស្រុង	មិនឯកភាព	ឯកភាព	ឯកភាពទាំងស្រុង
		a) ខ្ញុំគិតថាការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់ខ្ញុំគឺមានភាពស្មើភាពគ្នាជាមួយអ្នកដទៃទៀតក្នុងសាលានេះ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		b) ខ្ញុំគិតថាការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់ខ្ញុំគឺមានសារៈប្រយោជន៍ក្នុងការអភិវឌ្ឍន៍ការងាររបស់ខ្ញុំជាគ្រូបង្រៀនក្នុងសាលានេះ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

H06	ពាក់ព័ន្ធនឹងការវាយតម្លៃការងារឬការផ្តល់ជាមតិយោបល់ចំពោះការងាររបស់អ្នកជាគ្រូនៅសាលារៀននេះជាទូទៅ តើអ្នកឯកភាពឬមិនឯកភាពជាមួយប្រយោគទាំងនេះ?		មិនឯកភាពទាំងស្រុង	មិនឯកភាព	ឯកភាព	ឯកភាពទាំងស្រុង
		A) តាមយោបល់ខ្ញុំ ក្នុងសាលានេះ គ្រូដែលបង្រៀនឬបំពេញការងារមិនបានល្អគួរតែត្រូវបុគ្គលិកទាំងអស់លើកលែង អធ្យាស្រ័យអោយ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		B) តាមយោបល់ខ្ញុំ ក្នុងសាលានេះ នាយកសាលា ប្រើនូវវិធីសាស្ត្រដ៏មានប្រសិទ្ធភាពដើម្បីកំណត់សំគាល់គ្រូដែលបំពេញការងារល្អនិងគ្រូដែលបំពេញការងារមិនបានល្អ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		C) តាមយោបល់ខ្ញុំ ក្នុងសាលានេះ ផែនការអភិវឌ្ឍបុគ្គលិកបណ្តុះបណ្តាល គឺត្រូវបានបង្កើតឡើងសំរាប់គ្រូដើម្បីអភិវឌ្ឍនូវសមត្ថភាពការងាររបស់គ្រូ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		D) ប្រសិនបើខ្ញុំអភិវឌ្ឍគុណភាពនៃការបង្រៀនរបស់ខ្ញុំខ្លួនកាន់តែល្អប្រសើរជាងនេះ ខ្ញុំនឹងទទួលបានរង្វាន់ជាសម្ភារៈឬប្រាក់កាត់បន្ថែមទៀត	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		E) តាមយោបល់ខ្ញុំ ក្នុងសាលានេះ ការពិនិត្យស៊ើបអង្កេតចំពោះការងារគ្រូ ត្រូវបានគេធ្វើគ្រាន់តែដើម្បីបំពេញនូវតំរូវការផ្នែករដ្ឋបាលតែប៉ុណ្ណោះ	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

ផ្នែកទី៩ ការពេញចិត្តចំពោះកំណែទម្រង់នាពេលបច្ចុប្បន្ន

កូដ	ចំណុចសំណួរ	ចម្លើយ	ពេញចិត្តខ្លាំង	ពេញចិត្ត	មិនសូវពេញចិត្ត	មិនពេញចិត្តខ្លាំង
I01	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីលើការអប់រំ និងជ្រើសរើសគ្រូបង្រៀន តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?					
		a) អនុញ្ញាតឲ្យគ្រូដែលទទួលបាននិទ្ទេស A, B, C ពីការប្រឡងសញ្ញាប័ត្រមធ្យមសិក្សាទុតិយភូមិ ជាប់នៅ TTCs ដោយស្វ័យប្រវត្តិ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) ពង្រាកវិសាលភាពដើម្បីឲ្យអ្នកដែលមានបរិញ្ញាប័ត្រទាំងពីរគ្រឹះស្ថានឧត្តមសិក្សាផ្ទេរនិងឯកជន ទទួលបាននូវ អាជ្ញាប័ណ្ណបង្រៀន(teaching license)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

		c) ផ្តល់នូវការបណ្តុះបណ្តាលដែលមានភាពលឿនសំរាប់អ្នកដែលមានបរិញ្ញាប័ត្រដើម្បីឱ្យទៅជាគ្រូអប់រំថ្នាក់មូលដ្ឋាន ដោយសហការជាមួយគ្រឹះស្ថានឧត្តមសិក្សាដើម្បីផ្តល់នូវការអប់រំគ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) ធ្វើឱ្យប្រសើរឡើងនូវមុខតំណែង ឋានៈនិងតួនាទីគ្រូបង្រៀនដើម្បីធានាថាប្រាក់បៀវត្សគ្រូបង្រៀនខ្ពស់ បើប្រៀបធៀបជាមួយមុខតំណែងដទៃទៀត	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		e) អនុវត្តនូវ កម្មវិធីស្តង់ដារអប់រំគ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		f) ធ្វើឱ្យសាលាគរុកោសល្យទាំងអស់ក្លាយជាវិទ្យាស្ថានបណ្តុះបណ្តាលគ្រូបង្រៀន ហើយនិងលើកកម្ពស់គុណភាពនៃការបណ្តុះបណ្តាល)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
102	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីលើការអភិវឌ្ឍនវិជ្ជាជីវៈគ្រូបង្រៀន តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?		ពេញចិត្តខ្លាំង	ពេញចិត្ត	មិនសូវពេញចិត្ត	មិនពេញចិត្តខ្លាំង
		a) បង្កើននូវកំរិតចំនេះដឹងគ្រូឧទេសTTC ឲ្យទទួលបានយ៉ាងហោចណាស់បរិញ្ញាប័ត្រជាន់ខ្ពស់	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) បង្កើននូវកំរិតចំនេះដឹងគ្រូតាមរយៈកម្មវិធីពន្លឿនបរិញ្ញាប័ត្រ BA-Fast Track Program	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) សាលាគរុកោសល្យទាំងអស់និងក្លាយជាវិទ្យាស្ថាន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) បង្កើតឲ្យមានពានរង្វាន់គ្រូឆ្នើម នៅទូទាំងប្រទេសដើម្បីលើកកម្ពស់ឋានៈគ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
103	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីលើការគ្រប់គ្រងគ្រូ និងគន្លងអាជីពគ្រូបង្រៀន តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?		ពេញចិត្តខ្លាំង	ពេញចិត្ត	មិនសូវពេញចិត្ត	មិនពេញចិត្តខ្លាំង
		a) ពង្រឹងយន្តការគ្រប់គ្រង ដាក់ពង្រាយ និងផ្លាស់ប្តូរគ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) ដាក់ចេញនិងអនុវត្តនូវគន្លងអាជីពគ្រូបង្រៀនដើម្បីឈានទៅរកការរីកចម្រើនទៅមុខនូវវិជ្ជាជីវៈគ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
104	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីទៅលើ		ពេញចិត្តខ្លាំង	ពេញចិត្ត	មិនសូវ	មិនពេញ

	បរិស្ថានសាលារៀន តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?				ពេញចិត្ត	ចិត្តខ្លាំង
		a) ធ្វើការកាន់តែប្រសើរឡើងនូវហេដ្ឋារចនាសម្ព័ន្ធ សាលារៀន រួមទាំងថ្នាក់រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) ធ្វើការកាន់តែប្រសើរឡើងនូវហេដ្ឋារចនាសម្ព័ន្ធ សាលារៀន រួមទាំងបង្គន់អនាម័យ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) ធ្វើការកាន់តែប្រសើរឡើងនូវហេដ្ឋារចនាសម្ព័ន្ធ សាលារៀន រួមទាំងកន្លែងស្នាក់នៅរបស់គ្រូ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) ធ្វើការកាន់តែប្រសើរឡើងនូវហេដ្ឋារចនាសម្ព័ន្ធ សាលារៀន រួមទាំងបន្ទប់បុគ្គលិក	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		e) ធ្វើការកាន់តែប្រសើរឡើងនូវហេដ្ឋារចនាសម្ព័ន្ធ សាលារៀន រួមទាំងបណ្ណាល័យ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
105	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីទៅលើសៀវភៅសិក្សា តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?	a) ពិនិត្យនិងកែសម្រួលសៀវភៅសិក្សាសិស្សចំពោះមុខវិជ្ជាជាអទិភាពដូចជា៖ ភាសាខ្មែរ ប្រវត្តិវិទ្យា គណិតវិទ្យា និងវិទ្យាសាស្ត្រ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) បង្កើតមានសៀវភៅគ្រូថ្មីចំពោះមុខវិជ្ជាជាអទិភាពដូចជា៖ ភាសាខ្មែរ ប្រវត្តិវិទ្យា គណិតវិទ្យា និងវិទ្យាសាស្ត្រ	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) ផ្តល់នូវសម្ភារៈសំរាប់ការរៀននិងបង្រៀនបន្ថែមដើម្បីគាំទ្រដល់គ្រូបង្រៀន	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
106	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីទៅលើកម្មវិធីសិក្សា តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?	a) ពិនិត្យនិងកែសម្រួលកម្មវិធីសិក្សាអប់រំគ្រូ PRESET គ្រប់កំរិត	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
107	ពាក់ព័ន្ធទៅនឹងកំណែទម្រង់ថ្មីទៅលើ		ពេញចិត្តខ្លាំង	ពេញចិត្ត	មិនសូវ	មិនពេញ

	ការធ្វើអធិការកិច្ច				ពេញចិត្ត	ចិត្តខ្លាំង
	តើអ្នកពេញចិត្តទៅនឹងសកម្មភាពទាំងនេះដែរឬទេ?	a) អនុវត្តមានប្រសិទ្ធភាពនូវស្តង់ដារវិជ្ជាជីវៈគ្រូបង្រៀន និងបង្កើតមានស្តង់ដារនាយកសាលា	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		b) បង្កើតមានសៀវភៅស្តីអំពីការគ្រប់គ្រងសាលារៀន ដែលនាំទៅរកការដឹកនាំសាលារៀនប្រកបដោយប្រសិទ្ធភាព	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		c) ពង្រឹងនូវតួនាទី និងទំនួលខុសត្រូវរបស់គ្រូបង្រៀន អ្នកបណ្តុះបណ្តាលគ្រូ ហើយនិងនាយកសាលាដើម្បីការបំពេញការងាររបស់ពួកគេប្រកបដោយគណនេយ្យភាព	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
		d) ប្រគល់ឬផ្ទេរមុខងារក្នុងការគ្រប់គ្រង និងសិទ្ធិអំណាចទៅឲ្យកម្រិតសាលារៀន ដោយយោងតាមគោលនយោបាយ D&D របស់ក្រសួងអប់រំ យុវជន និងកីឡា	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

ផ្នែកទី១០ របៀបវារៈសំរាប់ការកំណត់រាល់ពេលវេលាអនាគត

កូដ	ចំណុចសំណួរ	ចំណើយ
L01	តើអ្នកគិតថាមតិសាធារណជននិងប្រែប្រួលប៉ុណ្ណាអំពីវិជ្ជាជីវៈគ្រូបង្រៀនបន្ទាប់ពីការដំឡើងប្រាក់បៀវត្ស	0 =គ្មានការប្រែប្រួលទាល់តែសោះ 1 =មានការប្រែប្រួលខ្លះៗដែរ
L02	សូមសរសេរនូវរបៀបវារៈ បានបីដែលអ្នកចង់ឲ្យក្រសួងអប់រំ ធ្វើការកំណត់ ទំរង់បន្តទៅថ្ងៃខាងមុខទៀត	1 = _____ 2 = _____ 3 = _____



ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ: ៦៧២៣ អយក. ១២

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

រាជធានីភ្នំពេញ ថ្ងៃទី ២៩ ខែ វិច្ឆិកា ឆ្នាំ ២០១៦

ជម្រាបជូន

លោក លោកស្រីប្រធានមន្ទីរអប់រំ យុវជន និងកីឡា រាជធានីភ្នំពេញ
ខេត្តបាត់ដំបង ស្ទឹងត្រែង សៀមរាប កំពង់ចាម កំពត កោះកុង និងខេត្តរតនៈគិរី

កម្មវត្ថុ ៖ សំណើសុំជួយសម្រួលការប្រមូលទិន្នន័យរបស់ក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំ(ERC) ពាក់ព័ន្ធនឹង គ្រូបង្រៀន។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោក លោកស្រីប្រធានជ្រាបថា៖ ក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំ នៃក្រសួងអប់រំ យុវជន និងកីឡា(ERC) នឹងរៀបចំគម្រោងស្រាវជ្រាវមួយពាក់ព័ន្ធនឹងគ្រូបង្រៀននៅព្រះរាជាណាចក្រ កម្ពុជា។ ក្រុមការងារនៃក្រុមប្រឹក្សាស្រាវជ្រាវអប់រំនឹងចាប់ផ្តើមចុះទៅប្រមូលទិន្នន័យចាប់ពីថ្ងៃទី ៣០ ខែ វិច្ឆិកា ដល់ថ្ងៃទី១៥ ខែ ធ្នូ ឆ្នាំ ២០១៦ នៅតាមរាជធានី ខេត្តចំនួនប្រាំបី។

អាស្រ័យហេតុនេះ សូមលោក លោកស្រីប្រធាន ជួយសម្រួលដល់ការងាររបស់ក្រុមការងារក្នុងការ ទទួលបាននូវឯកសារពាក់ព័ន្ធ និងការចុះប្រមូលទិន្នន័យនៅតាមសាលា ដើម្បីធ្វើឱ្យការសិក្សាស្រាវជ្រាវអាច ប្រព្រឹត្តទៅប្រកបដោយប្រសិទ្ធភាព។

សូមលោក លោកស្រីប្រធាន ទទួលនូវការគោរពយ៉ាងខ្ពស់ពីខ្ញុំ។



ជ. រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា
រដ្ឋលេខាធិការ

យក់ ជ័យ

លេខទំនាក់ទំនង៖

លោកស្រី សេង ហ្សានីន(០១២ ៥២៦ ៦២៣)