THE PROCESS OF TEACHER DEVELOPMENT IN PROVINCIAL TEACHER TRAINING CENTERS, CAMBODIA

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Abstract: According to the process of human resource management, human resources need to be developed, which we know as Human Resource Development (HDR). This research aimed to study the states and guidelines of the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia. Samples were 168 teacher-trainers selected by using the stratified random sampling method. The researcher conducted quantitative methods to gather data which were analyzed through frequency, percentage, and mean by T-test and F-test to compare the teacher development process in PTTCs classified by gender and level of degree, and qualitative methods to study the guidelines for improving the teacher development process in PTTCs. The findings showed that the state of the teacher development process in PTTCs Cambodia was at often level, and the comparison between gender and level of degree found no differences. The guidelines of teacher development showed that the PTTCs of Cambodia should support the HRD process: need assessment, construct the program, implement, and evaluate.

Keywords: Teacher Development, Process, Provincial Teacher Training Centers, Cambodia

I. Introduction

Human Resource Development (HRD) is a surrounding range of practices and procedures to certify that an organization’s human resources are contained performance both now and in the future (Wilton, 2013). HRD is the tactical managing of training, growth, and management/professional education involvement, to reach the goals of the organization while at the same time warranting that the full operation of the knowledge in the element and skills of the individual staff (McGuire & Jorgensen, 2011).

Cambodia has 24 teacher training centers and these organizations are public institutions, as Article 20 of the Laws on Education (2007) clearly states that the state shall provide teacher education. Sixteen of them are Provincial Teacher Training Centers (PTTCs), which train selected students to be primary school teachers. Another six centers are known as Regional Teacher Training Centers (RTTCs), and they were established to train secondary school teachers. The National Institute of Education (NIE) is in charge of high school teacher training. Preschool Teacher Training Centers (PSTTCs) are where preschool teachers receive their education (UNESCO, 2006/7). Cambodia's Teacher Training Department (TTD) (Ministry of Education, 2019) has stated the issues and problems of teacher development in several ways. The level of capacity for implementing teacher education programs is still low (Ministry of Education, 2019). Furthermore, the infrastructural deficiencies and financial problems are still obstacles to construction or innovation and have limited classroom experience and lack ICT technical staff to update the system for managing staff and teacher-trainees (Ministry of Education, 2019). These are the reasons we need to develop and deliver the HRD process (Need assessment, Construct the program, Implement, and Evaluate) to study teacher development process by collecting both
quantitative and qualitative data from teacher-trainers and experts subsequent level of state of the teacher development process.

II. Research Objectives

1. To study the states of the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia.
2. To study the guidelines of the teacher development process in Provincial Teacher Training Centers (PTTCs), Cambodia.

III. Literature Review

Provincial Teacher Training Centers (PTTCs)
The Provincial Teacher Training Centers (PTTCs) are the institutes in Cambodia that train primary school teachers. They prepare teacher-trainees to have solid abilities, healthy, a high professional ethic, morals, and respectability to contribute to the development of quality education and the realization of the Royal Government of Cambodia's educational goals. The selected student-teachers will be trained with a formula of 12+2, which means high school graduate level plus two years of professional training. Teacher trainers also play an important role in helping student-teachers learn better. According to the Teacher Training Department report (Ministry of Education, 2010), PTTCs have clear missions to achieve the goal of the organization by providing high-quality training and professional teaching, strengthening participatory management approach, encourage and promote responsible attitudes and leadership qualities, promote a firm commitment, and providing an appropriate environment for ongoing development.

Human Resource Development (HRD)
Human Resource Development is the continuous education of employees to improve their knowledge and skills for current and upcoming jobs. The development is intended to teach employees how to advance in the organization by becoming skilled at works that they will require to know how to produce higher-level jobs in the future (Lussier & Hendon, 2013). Development refers to future-oriented learning experiences that prepare employees to take on additional responsibilities in different jobs, usually at a higher level. Development assists an organization in preparing its workforce to maintain a competitive advantage. A strong learning strategy is required for successful development programs, which includes identifying the instructional objectives of training, developing a suitable lesson plan or program for training, understanding the elements of learning, appreciating the impact of learning agility, and engaging learners in the lesson. Furthermore, trainers must be familiar with the teaching methodology of adult learners, and the training location and schedule must be convenient for the learners (Lepak & Gowan, 2010).

Process of Human Resource Development
According to Werner and DeSimone, the most important goal of HRD is to improve an organization's effectiveness by resolving current issues, avoiding future problems, and ensuring that both the organization and its employees benefit the most (Werner & DeSimone, 2009). On the other hand, many authors have studied Werner & DeSimone (Werner & DeSimone, 2009), Swanson & Holton (Swanson & Holton, 2009), and Delahaye (Delahaye, 2000) and proposed frameworks for developing human resources, so we can adapt these processes to be used in the organization.
Figure 1 Human Resource Development Process

Source: Adapted from Werner & DeSimone (Werner & DeSimone, 2009), Swanson & Holton (Swanson & Holton, 2009), and Delahaye (Delahaye, 2000)

Need assessment is the beginning of the HRD to highlight that assessing needs or analysis includes such things as organizational analysis, job tasks, and staff performance. Assessment is extremely useful for establishing priorities for expanding HRD efforts, establishing specific training and goals (Werner & DeSimone, 2009). Construct the program refers to designing the objectives, content, methods, and schedules for an HRD program (Werner & DeSimone, 2009). Content for training and development activities must be compatible with learning purposes. Enhancing cognitive knowledge, improving employees' skills, inducing affective responses, and motivating the right behavior are examples of traditional learning objectives (Steve, Randall, & Susan, 2012).

Implement refers to the third step of the process, applying for training and HRD programs. The main objective of the analysis and construction is to deliver effective HRD programs. Distributing any HRD program normally causes many challenges, such as achieving the program as planned, producing an improved learning environment, and clearing up the problems that may happen (missing material, the conflict between participants, etc.) (J. M. Werner & DeSimone, 2011).

Evaluate refers to the selection, adoption, value, and modification of many instructional actions. To evaluate and assess the value of training, we need to determine the target of evaluation. However, measures of the impact of training on organizational results are the lowest line of training achievement (Cascio, 2019).

IV. Methodology

Research Design and Sample
Step 1: studying the state of the teacher development process, the researcher conducted a quantitative method based on the data obtained from the survey questionnaire for the first step. The sample of the study consists of 168 teacher-trainers who are working in 9 Provincial Teacher Training Centers in the year 2021. The sample was calculated by Yamane’s formula (Yamane, 1973).

Step 2: studying the guidelines of the teacher development process, the target group for interviewing were 3 experts in administration positions who had experience in the educational
field for more than 10 years and teacher development in Cambodia, selected experts by using the purposive sampling method.

**Research instrument and Data Collection**

For this study, the researcher used a questionnaire form and a semi-structured interview form based on the research conceptual framework. For the validity of the research instrument, the researcher used the measurement of Item-Objective Congruence (IOC) of > 0.5. In addition, the questionnaire was tried out for reliability with 30 teacher-trainers whose characteristics were similar to the population of the study. The process of reliability testing was based on Cronbach’s alpha, and the result showed that the Alpha Coefficient was 0.92. The data of this study was collected by deploying 168 questionnaires via email and interviewed the experts through phone calls because of the pandemic situation.

**V. Data Analysis**

The status of teacher-trainers in Provincial Teacher Training Centers was analyzed using frequency and percentage. The state of the teacher development process in Provincial Teacher Training Centers was analyzed by mean (\( \bar{x} \)) and standard deviation (S.D.). To compare the state of the teacher development process in Provincial Teacher Training Centers, the researcher used T-test independent of gender and F-test for the level of degree. And the content analysis used for analyzing the guidelines.

**VI. Result**

**The State of the Teacher Development Process in Provincial Teacher Training Centers**

The result from Table 1 shows that the state of the teacher development process in Provincial Teacher Training Centers (\( \bar{x} = 3.76 \)) was at the often level. Considering in aspect, the result showed that the highest mean was "Evaluate (\( \bar{x} = 4.01 \))" and the lowest mean was "Implement (\( \bar{x} = 3.20 \))".

The respondents’ level of state on Implement was specified as sometimes, at the same time for Need assessment, Construct the program and Evaluate were shown as often.

<table>
<thead>
<tr>
<th>Teacher Development Process</th>
<th>n=168</th>
<th>( \bar{x} )</th>
<th>S.D.</th>
<th>Level of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need Assessment</td>
<td>3.79</td>
<td>0.95</td>
<td></td>
<td>Often</td>
</tr>
<tr>
<td>Construct the program</td>
<td>3.72</td>
<td>0.89</td>
<td></td>
<td>Often</td>
</tr>
<tr>
<td>Implement</td>
<td>3.20</td>
<td>0.84</td>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td>Evaluate</td>
<td>4.01</td>
<td>0.84</td>
<td></td>
<td>Often</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.76</strong></td>
<td><strong>0.80</strong></td>
<td></td>
<td>Often</td>
</tr>
</tbody>
</table>

*Note: \( \bar{x} \) (mean), SD (standard deviation)*
Comparison Mean on the Teacher Development Process Classified by Gender.
Overall, Table 2 shows that the Comparison Mean on Teacher Development Process Classified by Gender found no differences in the gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

Table 2 The Comparison of Teacher Development Process Classified by Gender of Teacher-trainers.

<table>
<thead>
<tr>
<th>Teacher Development Process</th>
<th>Male</th>
<th>Female</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S.D.</td>
<td>X</td>
<td>S.D.</td>
</tr>
<tr>
<td>Need Assessment</td>
<td>3.74</td>
<td>0.98</td>
<td>3.86</td>
<td>0.92</td>
</tr>
<tr>
<td>Construct the program</td>
<td>3.69</td>
<td>0.90</td>
<td>3.77</td>
<td>0.87</td>
</tr>
<tr>
<td>Implement</td>
<td>3.23</td>
<td>0.89</td>
<td>3.15</td>
<td>0.77</td>
</tr>
<tr>
<td>Evaluate</td>
<td>3.96</td>
<td>0.84</td>
<td>4.09</td>
<td>0.83</td>
</tr>
<tr>
<td>Total</td>
<td>3.72</td>
<td>0.81</td>
<td>3.80</td>
<td>0.78</td>
</tr>
</tbody>
</table>

Note: x (mean), SD (standard deviation)

Comparison Mean on the Teacher Development Process Classified by Level of Degree
Overall, Table 3 shows that the Comparison Mean on Teacher Development Process Classified by Level of Degree found no differences in the gender of teacher-trainers in Provincial Teacher Training Centers, Cambodia.

Table 3 Comparison Mean on Teacher Development Process Classified by Level of Degree

<table>
<thead>
<tr>
<th>Teacher Development Process</th>
<th>High School</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S.D.</td>
<td>X</td>
<td>S.D.</td>
<td>X</td>
</tr>
<tr>
<td>Need Assessment</td>
<td>3.92</td>
<td>0.92</td>
<td>3.76</td>
<td>0.96</td>
<td>3.82</td>
</tr>
<tr>
<td>Construct the program</td>
<td>3.58</td>
<td>0.79</td>
<td>3.72</td>
<td>0.88</td>
<td>3.75</td>
</tr>
<tr>
<td>Implement</td>
<td>3.20</td>
<td>0.68</td>
<td>3.22</td>
<td>0.83</td>
<td>3.15</td>
</tr>
<tr>
<td>Evaluate</td>
<td>4.20</td>
<td>0.83</td>
<td>3.98</td>
<td>0.85</td>
<td>4.03</td>
</tr>
<tr>
<td>Total</td>
<td>3.83</td>
<td>0.72</td>
<td>3.74</td>
<td>0.80</td>
<td>3.77</td>
</tr>
</tbody>
</table>

Note: x (mean), SD (standard deviation)

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

1. Need Assessment: A self-development action plan at the beginning of academics is very helpful for teachers to assess or analyze what they planned and are willing to improve their competency needs. There should be a specific requirement for teacher selection and appraisal activities. It's not only about teachers, but the directors also need to develop their knowledge like management and leadership.
2. **Construct the program**: optimizing the best schedule for the training program is the most recommended, especially the duration of the training. Cooperation with stakeholders and partners for development is also very important. There should be a clear process of selecting participants based on needs and capacity. The training has to use the right materials and equipment based on the topic and major.

3. **Implement**: it was recommended that encouraging teachers to participate in the training (both inside or outside the organization) is very essential because the commitments and be punctual will help the training more effectively by providing an allowance for travel, food, accommodation fees, or some upgrading.

4. **Evaluate**: It was advised to have a short-term evaluation by pre-test and post-test with the observation of the changes after completing the training. It was also suggested that there should be a committee in the organization with a clear standard and requirements for evaluating before appraisal or reward.

**VII. Discussion**

The discussion of the results of this research consists of key issues as follow:

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

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

VIII. Conclusion

In conclusion, the guidelines for improving the human resource development process in PTTCs Cambodia have been found essential to enhance the teacher development process. The results discovered that the human resource development process in PTTCs was enormously impacted by the model of the HRD process (Need assessment, Construct the program, Implement, and Evaluate) which allocates a guideline to improve the process. The first phase is “Need Assessment” which exists of analyzing the overall needs of the tasks, people, and the organization to reveal the problems and challenges. The second phase is “Construct the program” which is about planning, selecting, scheduling, and setting objectives of the program which are responded to the needs or problems. The third phase “Implement” embraces the accomplishment of the HRD activities by applying the technics as planned in the yearly plan to earn an effective outcome. The fourth stage is “Evaluate” which is about assessing how the training program accomplished the objective and the effectiveness of methods, material, and technics.

IX. Suggestions

1. The Ministry of Education, Youth and Sport, Cambodia should encourage teachers to participate in the training program for the effectiveness of the development especially the implementing step, with the commitments and punctual (both inside and outside the organization).
2. The administrators in PTTCs should emphasize the involvement of teachers in the training program to improve their performance for the ultimate outcomes in the organization by using the HRD process.

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