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ROYAL UNIVERSITY OF PHNOM PENH

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Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province

A Thesis
In Partial Fulfillment of the Requirement for the Degree of Master of Education in Educational Management and Planning

Uy Veasna

April 2012

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Examination Committee: Dr. Siljar Rajander
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April 2012

មូលន័យសង្ខេប

ការសិក្សានេះគឺដើម្បីស៊ើបអង្កេតថាតើកត្តាអ្វីដែលបណ្ដាលអោយគ្រូជ្រើសរើស អាជីពបង្រៀន ហើយនៅតែបន្តការបង្រៀន និងថាតើការយល់ឃើញពីសមត្ថភាព និងការខិតខំផ្ទាល់ខ្លួនរបស់ពួកគេបានជះឥទ្ធិពលលើហេតុផលទាំងនោះយ៉ាងដូចម្ដេចខ្លះ។ ការសិក្សានេះបានពិនិត្យបន្ថែមទៅលើទំនាក់ទំនងរវាងសមត្ថភាព និង ការខិតខំផ្ទាល់ខ្លួន ដែលអាចទទួលរងឥទ្ធិពលដោយកត្តាបរិស្ថាន ដូចជាគ្រួសារ សាលារៀន និងសហគមន៍ និងកត្តាស្ថាប័ន ដូចជាបទពិសោធន៍នៅកន្លែងធ្វើការ ការពេញចិត្តនឹងការងារ និងបរិយាកាស ការងារនៅសាលារៀន។ ការសិក្សានេះគឺជាការសិក្សាតាមបែបវិស័យដោយផ្ដែកលើ ការពន្យល់។ ប្រភពនៃទិន្នន័យត្រូវបានគេប្រមូលមកពីការសម្ភាសន៍ជាលក្ខណៈក្រុម ពីរ ដាច់ដោយឡែកពីគ្នា។ប្រភពនៃទិន្នន័យអាចឲ្យយើងដឹងពីការយល់ឃើញអំពីបទពិសោធន៍ របស់អ្នកចូលរួម។ ការជ្រើសរើសអ្នកចូលរួមគឺធ្វើឡើងដោយបច្ចេកទេសនៃការចាប់យក បុគ្គលណាមួយជាក់លាក់មកធ្វើការសិក្សាតែម្ដង។ ទិន្នន័យដែលប្រមូលបានត្រូវគេវិភាគ តាមរយៈវិធីផ្ដេកផ្ដូងគូរនិងវិធីពន្យល់។ ដើម្បីពិព័ណនាបទពិសោធន៍របស់អ្នកចូលរួមទាំងនៃ ការសរសេរបែបនិទានកថាត្រូវបានគេប្រើប្រាស់ដើម្បីបង្ហាញពីភាពទាក់ទាញនៃភាសា។ ការរកឃើញបានបង្ហាញថា ឪពុកម្ដាយ និងសមាជិកគ្រួសារដែលបានបណ្ដុះបណ្ដាលអ្នក ចូលរួមទាំងឪ្យរបៀៀទទួលបានជោគជ័យនៅសាលាពិតជាបានផ្ដល់នូវបទពិសោធន៍វិជ្ជមាន និងការត្រៀមខ្លួនរៀៀចាស្រេចសម្រាប់ការបង្រៀន។ ការយល់ឃើញពីសមត្ថភាពនិងការខិត ខំផ្ទាល់ខ្លួនសម្រាប់ការជោគជ័យក្នុងសាលារៀន និងការបង្រៀនត្រូវបានពង្រឹងដោយការ ជួយដោយផ្ទាល់និងការផ្ដល់ជាការលើកទឹកចិត្ត។ វង្វាន់និងបញ្ហាប្រឈមពិតជាកើតមាន ឡើងមុនពេល និងអំឡុងពេលរៀននៅសាកលវិទ្យាល័យ ឬនៅក្នុងវគ្គបណ្ដុះបណ្ដាលគ្រូ បង្រៀន។ ទោះបីយ៉ាងណាក៏ដោយ បទពិសោធន៍ទាំងនេះបានពង្រឹងសមត្ថភាពសិក្សា និងការខិតខំផ្ទាល់ខ្លួនរបស់ពួកគេក្នុងការជ្រើសរើសការបង្រៀន ក៏ដូចជាការសម្រេចបាន និងការបន្តអាជីពជាគ្រូបង្រៀន។ ជាទូទៅបទពិសោធន៍នៃការទទួលបានវង្វាន់ដូចជាការ វើឹងទុកខ្លស់ ជំនួយសិក្សា និងគ្រួគ្រូគឺពិតជាមានសារៈសំខាន់ជាងការប្រឈមនានាទៅ ទៀត។ការឧបត្ថម្ភដល់ការរៀនសូត្រក្នុងវគ្គបណ្ដុះបណ្ដាលគ្រូពីសំណាក់ភ្នាក់ងារសហគមន៍ ឬអង្គការនានា ក៏បានជួយឲ្យគរុសិស្ស ឬគរុនិស្សិតបញ្ចប់ការសិក្សាដោយជោគជ័យផង ដែរ។ គ្រូបង្រៀនក្នុងថ្នាក់ ការប្រាស្រ័យទាក់ទងគ្នាជាមួយសហសេវិក ការទំនាក់ទំនងជា មួយនាយកសាលា និងការយល់ឃើញពីបរិយាកាសសាលារៀន គឺជាកត្តាស្ថាប័ន្ធរួមទាំង កត្តាសេដ្ឋកិច្ចគ្រួសារ និងកត្តាវប្បធម៌ផង សុទ្ធតែអាចជះឥទ្ធិពលដល់ការបន្តការបង្រៀន របស់គ្រូ។

ពាក្យគន្លឹះ៖ ការជ្រើសរើសការបង្រៀន សមត្ថភាពសិក្សា និងការខិតខំផ្ទាល់ខ្លួន

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ABSTRACT

This study was to investigate why 5 teachers at one high school chose teaching as their career and still continued teaching, and how academic self-concept of ability and self-efficacy influenced those reasons. The study further examined the relationship between academic self-concept of ability and self-efficacy, which were influenced by effects of environment—home, school, and community—and effects of institution—workplace experience, job satisfaction, and climate of school. Qualitative approach was used in this research. The sources of data were collected from two separate focused group interviews. The sources were aimed to understand the perceptions of participants about their experiences. A purposive sample of 5 high school teachers was chosen. Data gathered were analyzed through the use of pattern matching and explanation building. To describe the participants' experiences, narrative written format was used to show the richness of language. Findings showed that parents and family members who socialized the participants to succeed in school really provided them with positive experiences and readiness for teaching. Academic self-concept of ability and self-efficacy for achievement in school and in teaching were reinforced by both direct help and verbal encouragement. Rewards and challenges existed in experiences before and during the study at university or teacher-training center. Nevertheless, these experiences strengthened academic self-concept of ability and self-efficacy to choose teaching as well as to achieve and stay in teaching career. Generally, experiences of rewarding such as high expectations, academic assistance, and teacher role models were more important than challenging ones. The support for attending teacher-training course from the community agencies or organizations also helped the participants stay in the course. Classroom teachers, colleague interactions, relationship with principal and perceptions of school climate were types of institutional factors and economic factor of family as well as cultural factor also influenced teacher retention.

Key terms: choosing teaching, academic self-concept of ability, self-efficacy

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education
Name of Candidate: Uy Veasna

Title of thesis: "Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province"

This is to certify that the research conducted for the above title master's thesis was completed by the above named candidate under my direct supervision. This thesis material has not been used for any other degree. I played the following part in the preparation of this thesis: guidance for the research problem, methodology, theoretical framework, and presentation and discussion of findings.

Supervisor(s) (Sign) …………………………………….

Date …………………………………………………..

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I (Uy Veasna) hereby present entitled "Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province" for the degree of Master of Education at the Royal university of Phnom Penh is entirely my own work. Furthermore, it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other university or equivalent institution.

Signed by (the candidate) ………………………………….

Date …………………………………………………...

Signed by supervisor …………………………………………

Date …………………………………………………..

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LIST OF ABBREVIATIONS

AIDS   Acquired Immune Deficiency Syndrome
CSES   Cambodia Socio-Economic Survey
EMIS   Educational Management Information System
ESI   Education Statistics and Indicators
ESP   Cambodia Education Strategic Plan
HIV   Human Immunodeficiency Virus
MEd   Master of Education
MoEYS   Ministry of Education, Youth and Sport
NGOs   Non-Government Organizations
NEP   NGO Education Partnership
NIE   National Institute of Education
PETS   Public Expenditure Tracking Survey
RGC   Royal Government of Cambodia
RTTC   Regional Teacher-Training Center
RUPP   Royal University of Phnom Penh
UNESCO   United Nations Educational, Scientific and Cultural Organization
VSO   Voluntary Service Overseas

CHAPTER 1
INTRODUCTION

1.1 Background of the Study

1.1.1 History of Teacher Recruitment and Education

Historically, Cambodia had only one pedagogy school which was established in 1942 for training teachers. In 1953, Cambodia obtained the independence from French colony, and then many frameworks for academic officials were created. After the colony, teachers who began teaching were mainly those who had been educated with pedagogy from one month to one month and a half during the vacation. However, later on the applicants permitted to the training course had to posses some conditions—they had to hold certificate of completion knowledge, they were born in a family that had good fame, and their age was not more than 20 years. The duration of studying was from 4 to 5 years, but at the end of the fourth year, the trainees had to take exam to get the degree of Cambodian higher primary level pedagogy. At the end of fifth year they had to take examination to complete the Cambodian pedagogy course (Ho, 1972).

The trainees could take examination to be probation teachers of the state. Those teachers would obtain a full framework only if they had pedagogy degree. Furthermore, those trainees who failed the examination could study again for one more year; however, if they still failed, they could go to teach in term of assistant teacher. Those who failed the examination in fourth year and who did not want to study for one more year would be educated with pedagogical techniques lasting one month before they started to teach. However, in 1968 the training of primary school teachers lasted only one year, and the applicants who passed without taking exam were those who held secondary school degree or those who were former grade 3 students at pedagogy school during the 1950s. Nevertheless, the applicants who completed the secondary school without degree had to take exam (Ho, 1972).

Tonle Bati center was additionally established to educate foundation teachers in 1955, but after 1965 that center was called Center of Teacher Education instead. Since 1957 there had been more and more teacher training centers founded at many places. From 1970, because of war teacher training centers for primary level were gathered to only one again situated in faculty of pedagogy. The faculty of pedagogy was in charge of training primary school teachers, secondary school professors for 2 years, and primary school inspectors for 1 year. Generally, annual training of primary teacher was still low in term of the enrolment of the trainees. In fact, according to the teacher-training plan during 1970-79, on average the

demand for teaching force was 1300 to 1900 per year but the balance of teacher-trainee recruitment was only 300 in the academic year 1972-1973. In short, the teacher-training system before 1979 was continuously changed and the teacher-training was very little which was not consistent with the demand for teaching force; thus, the teacher-training did not suit the situation of educational development (Ho, 1972).

1.1.2 Teacher Situation after War

Besides, regarding the evolution of teaching service in Cambodia after Pol Pot regime, the government depended on the appointment system which any literate people would be selected to be teachers at the rights of the local authorities. Such people who experienced crash in-services were immediately posted for improvised classrooms throughout the countryside. These teachers were called appointed teachers *(kru jat-tang).* However, because of urgent need for teachers, teacher training centers started to satisfy the staffing needs of primary schools, and the system of direct appointment was stopped during the mid-1990s (Geeves & Bredenberg, 2005, pp. 7-9).

When enough number of teachers were put in place, the need for local teacher appointment loosened, and long term investments in teaching force was taken into consideration by the government. Hence, the government initiated massive in-service training programs in all provinces during early 1990s. That move was partly technical which was designed to enhance the standards in classroom. However, the aim of these courses was to lift general educational level of teachers rather than boosting pedagogical skills. Teachers completing that in-service training were known as equivalency certified teachers (Geeves & Bredenberg, 2005).

According to the Education Statistics and Indicators (2011, p. 5), the demand for teaching force has boomed because there were many students who enrolled in the basic education. In Cambodia there are 3,549 kindergarten school teachers, there are 45,408 primary school teachers and 25,423 secondary school teachers, and 10, 057 teachers teach at high schools. Traditionally, there were only males who preferred teaching profession, but now females are also interested in it.

1.1.3 Present Situation of Teacher Education

Continuing the reform of education in Cambodia, Education Strategic Plan (ESP) 2009-2013 was established so that weak points in ESP 2006-2010 could be reviewed and remedied and linkages between education policies and strategies with development programs and actions as well as between planning and budgeting could be ensured (MoEYS, 2010).

With this policy, pre-service and in-service teacher training will be improved to guarantee the effective supply of teachers for all education levels and respond to the increasing demand of the teachers in Cambodia. The indicators and target groups of recruitment of teachers of each level will be done as the following:

> 5,000 new trainees will be recruited annually to enroll in all TTCs, in which priority will be given to at least 40 per cent of teacher trainees from rural, remote and disadvantaged areas and those with ethnic minority background. In addition, 3,000 primary school teachers will be trained at the six RTTCs by the school year 2013-2014 with a view to upgrading their competencies to become basic education teachers, and 1,500 new trainees from disadvantages areas will be recruited annually and assigned to work in their indigenous areas after completing their education (MoEYS, 2010, p. 55).

MoEYS (2009) revealed that present systems of teacher trainings at all levels are changed from short term to long term by following certain formula: kindergarten and primary school teachers are trained by using 12 + 2 formula for students who finished high school of general education from grade one to grade twelve plus two-year training at Provincial Teacher Training College or Pre-school Teacher Training Center for low land provinces. 9+2 formula is done with students who finished lower secondary school from grade one to grade nine plus two-year training at Provincial Teacher Training College or Pre-school Teacher Training Center for North Eastern and rural remote provinces.

Lower secondary school teachers are trained by using 12 + 2 formula nationwide for students who finished high school of general education from grade one to grade twelve plus two-year training at Regional Teacher Training Center. High school teachers are trained by using bachelor + 1 formula for those who hold the Bachelor degree plus one-year training at National Institute of Education.

Within the Regional Teacher Training Center (RTTCs), teacher trainees passing the entrance exam have to follow the training curriculum set by Ministry of Education, Youth, and Sport. Teacher trainees trained to be lower secondary school at RTTCs are required to study 10 overall subjects in the training curriculum including psychology, pedagogy, general culture, administration education, teachers' code of conduct, physical education, carpentry, agriculture, art, library, computer, teaching practicum and foreign languages, and two respective specialized subjects. All teacher trainees for all levels have to compulsorily conduct the teaching practicum with the clear guideline and ground rules to meet the requirements of the course (MoEYS, 2009).

1.1.4 Studies on Teacher's Decision for Teaching

Since the number of people who became teachers increased, there have been many researches done by both international and local investigators to find out the factors, which influenced young people to choose teaching as a career. According to the study on student teachers' reasons for choosing teaching as a career done in Singapore, it is reported that there is a close relationship between the degree of commitment that the teacher shows towards the job in the future and the kind of motivation of why the teacher enters the profession. Khoh, Ling, Ch'ng and Chuan (2004) found that young people, who decided to enter the teaching profession, and who had much enthusiasm about it, finally stayed in the profession longer than their peers and worked harder to succeed in the career because teaching was their preference.

Moreover, according to Khoh et al. (2004), it was found that the student teachers who chose teaching career claimed that they had the love for children and youth because they wanted to work with or teach children. Besides, others described that they were keenly interested in teaching because they had some experience in teaching and found it to be fulfilling, so they reinforced their interest in the profession. Those responses were likely to label that to become a teacher was like to fulfill a mission to develop children or to assist them to accomplish success in life, while others claimed that they wanted to somehow contribute to society as they have benefited from their own education. Some respondents described that teaching was their desirable career by talking about the nature of the job such as the job was challenging, it offered lifelong learning, and it had a job security.

Furthermore, Khoh et al. (2004) found that there were many reasons why student teachers chose teaching as a career and these factors were addressed related to interpersonal reasons. First, they wanted to get the opportunity to work with children by educating them. Another thing was that they felt joyful and satisfied when they saw the process of the learning of children. Importantly, they wanted to better their students to be good citizens, who would bring the prosperity to the society at large. Moreover, to become a teacher could come from intrinsic rewards. The student teachers stated that they wanted the chance to show creative abilities, and they wanted to get the pleasure from the challenges and take responsibilities for children. They wanted to continue learning and growing academically and especially to grasp the chance to fulfill a lifelong dream to motivate other student teachers to select teaching career (Farrell, 1980 & Gordon, 1993). Similarly, Edmonds, Sharp and Benefield (2002) shows that student teachers choose teaching as their career

because they think that teaching can make big important contribution to society by participating in creating more human resources.

According to the study of Moran, Kilpatrick, Abbot, Dallat, and McClune (2001), there were three kinds of motivations to opt for teaching career—extrinsic, intrinsic, and altruistic factors. The benefits including good payment and holidays with one's own children at the same time were extrinsic motivation. Intrinsic motivation was like selecting teaching career for related factors such as the nature of the job, which offered possibility for lifelong learning, the perceived good job fit, and many other opportunities. Altruistic motivation was to show a wish to help or bring advantages to students although it resulted in disadvantage for teachers themselves. Those teachers who had altruistic to select the career were deeply passionate to teach, greatly loved children, and wanted to make positive difference to their students' lives.

Based on the study about student teachers' motivation, Papanasasiou and Papanasasiou (1997) found that teachers selected teaching career because they would enjoy the benefits after they graduated and because the job security they had. Sinclair's study (as cited in Topkaya & Uztosun, 2012, p. 127), for the basic sources of motivation to be teachers, pre-service teachers needed to have necessary qualities and attributes to be teachers and to work with children. It was difficult to generalize the reasons why students selected teaching career, but it may have been because of cultural, social, and economic context they live in. Another study conducted by Watt and Richardson (as cited in Topkaya & Uztosun, 2012, p. 127) found that the highest related motivations to choose teaching were the perceived teaching abilities, the intrinsic value of teaching, and the wish to make social contribution.

According to the study about Teaching in Cambodia done by Benveniste, Marshall and Araujo (2008), for the entry into teaching profession, a dedicated group of teachers in Cambodia actively pursued their education as a life career. Teaching was the top choice as a profession of the majority of teachers (96 percent) interviewed in the Public Expenditure Tracking Survey (PETS). 58 percent of the teachers liked teaching as an activity, 21 percent followed their belief on the importance of education, and 13 percent stated that they did not have better professional alternatives. Considering current motivation to remain as teachers, 69 percent of interviewees still preferred the profession and valued its importance; others stressed the socio-economic aspects of this and other professions. Particularly, 18 percent of teachers continued the profession because they lacked alternative opportunities, while 7 percent of others did it because they thought about job security, and 2 percent stated that

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teaching provided time to engage in other professional activities. Moreover, the teacher recruitment is done from the graduates of the Teacher Training Centers (TTCs). There are four categories of teacher framework: the pioneer cadre from the early 1980s because their content and pedagogical competencies were low, teachers who had 8-grade general education needed to get trained for one year, teachers who had 12-grade general education needed to be trained for two years, and the urgent cadre of contract teachers of various proficiencies were also in demand to meet urgent teacher shortfall (Ton, 1999, p. 10).

According to the research on Teacher Matters in Cambodia done by NGO Education Partnership and Voluntary Service Overseas (2008, p. 13), the most common reasons why teachers chose teaching career were a strong interest in the job, a wish to help Cambodia's development by improving education, and enjoyment of communication with children. Anyway, the proximity of the school to home was an important factor for most teachers, but because of the greater need for teachers in a remote area, some teachers stated that they volunteered to leave their own province to go and teach. Others revealed that their family and older teachers urged them to enter the profession at a time when teachers were badly needed. However, teaching was not the first choice of career for some teachers, and they had little choice because they lacked resources or the ability to study at university to be a medical doctor.

In addition, enjoyment of the job was the main motivating factor for many teachers in Cambodia; this could be shown in various ways. Because of a feeling of responsibility and pride, and being a good role model, some teachers were motivated. Besides, while some teachers appreciated the job security that being a teacher offered, some enjoyed the exchange of ideas between colleagues (NEP & VSO, 2008).

Moreover, some teachers felt 'called' to be a teacher, and believed that they were helping to develop education. A very strong motivator for teachers in Cambodia was the desire to help the future of the country and preserve its cultural traditions. As one teacher addressed "Children must understand the literature and culture of the nation. When the literature vanishes, the nation vanishes" (NEP & VSO, 2008, p. 13). In addition, teachers admitted that they are motivated by the need to develop human resources in Cambodia. Several teachers claimed that they wanted to eliminate illiteracy from the next generation. Another teacher wanted to help Cambodian society "to have good spiritual and moral conduct". Hence, the responsibility towards subsequent generations was seen with teaching.

1.2 Problem Statement

The number of applicants who apply for the teacher education programs surpasses the number of available places which are provided by the MoEYS every year. Teaching is one of the few post-secondary education careers which offers for free and therefore attracts many students who are not able to pay university fees and other related costs of tertiary education. Nowadays, the best students who can afford to attend the university are likely to enter higher pay professions; however, regarding students who cannot afford the university fees or who do not possess qualifications of the requirements for other programs, teaching persists to be an attractive and successful career (Benveniste et al, 2008, p. 53).

During the last decade, the number of teachers has increased consistently and gradually. For the school year 2004-2005, there were 77, 897 teachers in Cambodia, 64 percent of them were teaching in primary schools, and 32 percent were teaching in secondary schools, and the remaining 3 percent were working in preschools. Since 1998 the number of teachers has increased on average by 1,104 each year at primary level and 1,229 at secondary level. Between 1998 and 2004, that increase represented an average annual growth rate of 2.4 for primary and 6.4 percent for secondary school teachers (Benveniste et al, pp. 27-28). According to the Education Statistics Indicators (2011) of the MoEYS, the number of teachers at primary level is 45,408 including 21, 344 females. At lower secondary school level, there are 25,422 including 9,812 females, and for the upper-secondary level, there are 10,057 including 3019 female teachers. Thus, it can be seen that from the academic year 2004-2005 to 2010-2011, the increasing number of teachers was 2990.

The problem addressed in this study is that the number of teachers keeps increasing from year to year because old teachers still carry on their teaching, while new teachers continuously enter teaching. The researcher's interest is to explore the factors that cause teachers to choose teaching career and remain in the profession.

1.3 Objective of the Study

The objective of the study is to find out the reasons why teachers choose teaching career. In addition to the objective of the study, this research also aims to find out the reasons why teachers remain teaching as well as to see whether there are any motivations that underlie those reasons.

1.4 Research Questions
1. Why do teachers choose teaching career?
2. Why do teachers remain teaching?

1.5 Rationale of the Study

To the best of my knowledge and great efforts to find relevant literatures, there were not many previous studies which focused on factors to attract students to choose teaching career, and factors to keep teachers remaining to teach. Because of the lack of prior studies on those factors, particularly in Cambodian context, this study is conducted to significantly contribute to the literature about those attracting factors to become teachers in Cambodia. Thus, this study is important to be conducted because it can help identify those factors which reveal the underlying motivations. Furthermore, the study also produces useful and vivid analysis of the information collected to help inform the relevant government agencies and stakeholders to work more responsively to make teaching more attractive in order to attract and keep teachers in teaching force. In addition, the study is useful to be conducted in order to help students and graduate students decide their future careers because the results which are obtained from this study can help students love teaching career and understand the importance of education.

1.6 Chapter Outline

This thesis is organized into six chapters. The first chapter provides a short history of educational system of Cambodia, and shows the previous studies about causes that make teachers choose teaching career, and about the teacher recruitment in Cambodia. The second chapter is the review of the literature which discusses how the effects of the environment and institution, economic and cultural factor influence academic self-concept of ability and self-efficacy. These effects arouse teachers' interest to choose teaching career, to commit in their work as well as to stay in the profession. Within this chapter conceptual framework of the study is also presented. Chapter 3 describes about the methodology including the research design, the discussion of techniques used to analyze the data, study limitations, and ethical consideration for the study. Chapter 4 presents data analysis and results of the study. In Chapter 5, it is about the discussion of the results, and Chapter 6 talks about the conclusion and further study.

CHAPTER 2
LITERATURE REVIEW

2.1 The Definition of Key Terms

Self-concept is used as basis for this study because the researcher believes that the achievement at school is based on how the individual views himself when he encounters or experiences with others. Marsh and Yeung (as cited in Guay, Larose, & Boivin, 2004, p. 1), state that it is also possible to posit that academic self-concept influences educational attainment level. Moreover, self-efficacy also functions as basis in this study because whenever a person determines to succeed a certain goal, it will be possible although he faces some difficulties or hindrances because self-efficacy shows personal causation; in other words, how people organize, adapt to and bring about change in their lives (Bandura, 1994). Based on the concept of self, some definitions are defined as the following:

Academic self-concept of ability refers to value of sense of self that a person trusts his own ability to attempt to achieve a valuable goal (Frebort & Wagner-Menghim, 2011). Besides, Marsh and Craven's study (as cited in Guay, Larose, & Boivin, 2004, p. 1) defines academic self-concept as an evaluative self-perception, which is created via experience with and interpretation of one's school environment, and academic self-concept also influences the level of educational attainment. According to Hamachek (1995), self-concept is defined as the set of attitudes and knowledge that a person has about himself—the perceptions which individual assigns to himself, and characteristics or attributes which he uses to label himself. In brief, the study employs self-concept to refer to the perception everybody has about himself, which is formed from interaction with the environment when there is presence of significant people playing an important role (Shavelson, Hubner, & Stanton, 1976).

Bandura (1994) defines self-efficacy as the opinion of people about their own capabilities for successfully implementing the action with desired results. With this definition, self-efficacy is a concept of being able to reflect yourself accomplishing what you wish to achieve at the level you want to achieve it. In other words, self-efficacy is the belief of a person in his/her ability to succeed in a specific situation. Bandura further claims that beliefs of self-efficacy identify how a person thinks, feels, motivates himself and even how he behaves. The people, who have strong sense of self-efficacy regard challenging problems as tasks to be mastered, form deeper interest in the activities they join, develop a strong sense of commitment to their interests and activities, and recover from setbacks and disappointments. Bandura adds that people with weak sense of self-efficacy will avoid challenging tasks, and they believe that hard situations and tasks are over their capabilities.

They base on personal failings and negative outcomes and then suddenly lose confidence in personal abilities. Anyway, one definition of self-efficacy is drawn for this study to refer to a person's willingness that he is capable of performing particular task successfully (Lunenburg, 2011).

School climate refers to an opinion about the existing feeling of self-value, inclusion in decision-making and positive communication with other colleagues at workplace (Mashall, 2004). According to Loukas (2007), most researchers agree that it is a multidimensional construct of school climate such as physical, social and academic dimensions. Firstly, physical dimension embraces appearance of the school building and its classroom, school size and ratio of students and teachers in the classroom, order and organization of classrooms in the school, availability of sources, and safety and comfort. Secondly, social dimension includes quality of interpersonal relationships between and among students, teachers, and staff, equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between students, and degree to which teachers, students, and staffs participate in decision-making process. Lastly, the academic dimension consists of quality of instruction, teacher expectations for student achievement, and monitoring the progress of students, and promptly reporting results to students and parents. According to Best Practice Brief (2004), one definition is reached for the study; that is, school climate is the evident in the feelings and attitudes about school which is expressed by students, teachers, staff and parents.

Collective efficacy refers to the faith shared by a group of teachers about their capability influencing positively on the learning of students and about their ability to teach in effective way (Pajares, 1996). In addition to collective efficacy, Goddard, Hoy, and Hoy (2004) claim that teachers have not only self-efficacy perception but also the belief of conjoint capability of a school faculty. Remarkably, collective efficacy is also known as perceived collective efficacy because it represents the group members' beliefs regarding the performance capability of a social system as a whole. In addition, teachers' judgment is that the faculty as a whole can organize and execute the course of action which is required to have positive effects on students.

2.2 Personal Self-Concept of Ability

Self-concept is very important for the development of children, and naturally, self-concept is affected when children develop a sense of self and when they interact with other people and gain experience in the world (Kaur, Rana & Kaur, 2009). They state that self-concept play an important role in educational setting when children attend the school

because it links with their performance at school. Children can learn well if they give the value to themselves, but if they do not, they will think that they are not clever, so they cannot do well at school. Woolfolk (2001) states the values, which one person places in his/her characteristics, qualities, abilities, and actions, are called self-concept. There are three main elements of the self-concept. The first is the identity of the subject or self-image, which an individual thinks of himself or herself. Next is the self-esteem, concerning the value that a person links to the particular manner he/she sees himself/herself in. Last is the behavior component, which influences and formulates a person's behavior (Machargo, 1997; McClun & Merrel, 1998; Zagol, 2001; & Tuttel & Tuttel, 2004).

According to Hamachek (1995)'s study, it is stated that self-concept relates to the school achievement, and both self-concept and achievement reciprocally strengthen each other, and a positive or negative change in one facilitates another. Thus, academic self-concept is more likely to link with academic achievement than general self-concept because the value those children give to themselves about learning marks the potential success in their study. In addition, the middle school year is the time when children can interpret the feedback from teachers about their academic performance, which shows the relationship between academic achievement and self-concepts. Hamachek further explains that students who have high self-concept about themselves tend to take action in order to achieve school-related tasks with confidence and success.

In response to the self-concept, Brookover, Patterson, and Thomas (1964) continue that the significant others including parents, teachers, and friends can provide judgments, feedback and perceptions about children's school performance, which can shape their self-concept. Besides, Brookover et al. maintain that there is a relationship between self-concept and the perception of ability of a person to learn suitable types of academic behavior and performance regarding school achievement. Baumrind (1991)'s study about parenting style stated that children can develop their own self-concept when they have freedom to search and discover and experiment the protection from danger. The study about self-esteem revealed that those students who have high self-concept about themselves are likely confident to make decisions, to expect for successful outcomes, and to have relationships characterized by admiration and dignity (Tuttle & Tuttle, 2004).

Based on the study about self-concept and school achievement, failures and successes people experience in many parts of their lives result from how they view themselves and relationship (Purkey, 1970). Purkey argues that self-concept of people is shaped when they perceive the experiences repeatedly with significant others and they will

likely get successful if they positively value themselves that they can do a certain task. In addition to self-concept, global self-concept as defined by Combs and Snyggs (1959) is the way people generally view themselves along with critical factor to determine behavior. In Sears and Sherman (1994)'s study about self-esteem, global self-concept plays an important role in initiating and leading behavior, which possibly affects academic self-concept, so global self-concept is as the same as motivation. According to their findings, there are variations in human behavior that have a wide range of performance conditions by attributing them to individual differences in global self-concept. Similarly, Hoover-Dempsey, Walker, Jones and Reed (2002) state that global self-concept has another subdivision—self-esteem that comprises of attitudes and ideas. These attitudes and ideas are part of self-evaluation processes used to differentiate global self-concept and self-esteem. A sense of self-worth and a sense of personal efficacy are the two elements of self-esteem that they further state.

2.3 Personal Self-Efficacy

To predict the motivation and learning of students, self-efficacy has been used during the past two decades. Self-efficacy is a performance-based measure of perceived capability. It conceptually varies from connected motivational constructs—an idea or an imaginary situation—such as expectations of outcome, self-concept, or central area of control. According to the findings of Zimmerman (2000) about the motive to learn, the beliefs of self-efficacy can contribute to small but important changes in the performance of the students, their interaction with self-regulated learning processes and the mediation of academic achievement, and the beliefs about their academic capabilities play an essential role to push them to accomplish. Besides, the capability based on personal judgments to organize and take action to achieve set goals defines the perceived self-efficacy—an ability, especially a method of achieving something, to produce the intended result. A convergent validity results from the beliefs of self-efficacy that influence academic motivation such as choice of activities, level of effort, persistence, and emotional reactions. The students, who are self-efficacious, participate more readily in the learning process, and they work harder and persist longer to achieve the tasks, and have fewer negative emotional reactions in case they encounter difficulties. However, based on the study of Bandura (1998, p. 53) about human adaptation and change, those students may feel doubtful about their capabilities if they are not self-efficacious.

According to Hoover-Dempsey et al. (2002), in the study of academic motivation and self-regulation, personal beliefs of self-efficacy are very important. In academic settings,

there are some studies on self-efficacy of students, which focus on three main areas. First, beliefs of self-efficacy connect with the major subject that students choose in college and the career choices they decide for their future (Bores-Rangel, Church, Szendre, & Reeves, 1990; & Pajares & Schunk, 2001). Apparently, the undergraduate students are likely interested in and keen on certain subject, and then that subject can be traced for their career choice if they are good at it (Lent, Lopez, & Bieschke, 1991). According to the study about self-beliefs and school success, teachers should pay much more attention to the self-perceptions of competence of students because their perceptions can be used as a predictor to judge their motivation and choices of their future career (Pajares & Schunk, 2001). Second, teachers who have beliefs of self-efficacy relate highly to teaching practices and ensure various learning outcomes of students (Hoover-Dempsey et al, 2002).

In addition to self-efficacy, teachers who teach in high-achieving schools have greater concern about the achievement of their students; moreover, they spend longer time on teaching; otherwise, their own self-efficacy to bring some changes in students is nothing based on the finding about school climate and school achievement (Brookover, Schweitzer, Schneider, Beady, Flood & Wisenbaker, 1978). Adding to Brookover et al. (1978), Haberman (1987)'s study about teacher selection showed that teachers who have high efficacy surely persist to discover new ways to get students involved in the process of learning, and they do not put the blame on the students for their failure because of laziness. Besides, the teachers may think that problems occurred because of themselves not students; therefore, they view problems as opportunities to challenge students to do their best. Finally, popularity of self-efficacy in many studies creates a link with the performances and achievement of students and other motivational constructs.

Based on social cognitive theory, beliefs of efficacy facilitate the effect of skills or self-beliefs to continue performing, which influence on the degree of effort. There are four sources of beliefs of self-efficacy. Firstly, the most powerful sources of self-efficacy information are mastery experiences, and these experiences have significant implications that function as a self-enhancement model of academic achievement, so the success at school and such experiences connect with each other. The use of self-enhancement model is the reason that educational efforts ought to focus on changing beliefs of students about their competence and beliefs of self-worth to make them achieve in school (Inman, 2001, pp. 4-7).

Secondly, the effects of actions other people do are the vicarious experiences of the individual. In response to above finding, Pajares and Schunk (2001) state that significant role models of other people can instill self-beliefs in the life of an individual, which has a

positive impact on his/her future directions and aspirations. The part of vicarious experiences of a person happens when there are social comparisons, which individuals make with others; furthermore, these comparisons accompanied by peer modeling can greatly affect self-perceptions of competence.

Thirdly, an individual receives verbal persuasions from other people; however, these persuasions of source of efficacy information seem to be weaker than vicarious or mastery experiences. Nevertheless, self-beliefs of a person still develop when there is a presence of persuaders based on the study of Zeldin and Pajares (2000) about self-efficacy with certain career. The study of Bandura (1994, pp. 2-3) about self-efficacy supported that if the persuasion words are positive, they serve to empower and encourage the individual, but if the persuasion words are negative, they tend to weaken self-efficacy beliefs.

The last source of self-efficacy is physiological state which includes anxiety, fatigue, stress and moods. This state may also give information about efficacy beliefs. Bandura (1994) ascertains that the forces connected with stress are factors, which negatively influence on self-confidence and self-efficacy, but Bandura notes that typical anxiety that a person experienced before a vital event does not result necessarily in low self-efficacy. However, if there are strong emotional reactions to a task, there will be clues about the failure or success of the outcomes, which can be anticipated.

In this review of self-efficacy, a brief overall view of the motivational construct is shown, and it expresses the importance of matters that are related to education conditions and career choices. According to self-efficacy construct, individuals may encounter experiences in the learning environment, and coping with new and challenging circumstances, the individual may bear a sense of persistence. Findings also imply that role models positively influence on the life of an individual that may improve self-belief and personal self-efficacy. These findings reveal that forces such as home, school, and community also play the role to nurture the self.

2.4 Conceptual Framework

The finding of Purkey (1970) about self-concept and school achievement revealed that theories of psychology have always had the influence on education. Purkey claims that the psychologist like Sigmund Freud, whose work focused on the unconscious motivation emphasizing the self, always provided the rules for teachers to follow. Additionally, because Mead (1934) made the self a main part of his theoretical writings, he was recognized and approved with accreditation for the interest in it. As stated by Mead's work, the interaction

with environment helps develop the self. Mead emphasizes that social-psychological factors determine the personality of an individual when he/she encounters his/her culture.

To determine the concept of ability of a child, Brookover et al. (1964) discover that self-concept of academic ability really connected with academic achievement according to their study of 1,000 seventh-grade white students in school system in urban areas. Noticeably, there are two important motivational variables, which are used for the study about teachers and behavior for their goal. To find out why 5 teachers at that high school choose and achieve teaching career and the reasons they continue their teaching, the researcher focuses on those variables such as the academic self-concept of ability and self-efficacy. Besides, the effects of environmental, institutional, economic and cultural factors can motivate the individual to choose a teaching profession and stay in it.

2.4.1 Factors of Home Environment

The influences from a family can play a very important role in stating the academic self-concept of ability and self-efficacy of those 5 teachers and their motivation to teach. Based on the study about home environment and school achievement conducted by Prom-Jackson, Johnson, and Wallace, (1987), although there is much evidence of discrimination, the practices of academic socialization are essential, which parents believe in the education ethic and which they support for education of their children. In addition, the finding of Kunjufu (1984) about home and family influence discovered that the messages from people around children are agents that cause the children to react positively or negatively; school community activities also make children gain such experiences.

Remarkably, the children had better cognitive and social outcomes because they had stronger financial resources and much awareness of the significance of education as they were reared in more stable socio-economic environments (Hoover-Dempsey et al, 2002). On the contrary, according to the study about the competence of parents, some parents face many difficulties but they are still able to foster their children well by making them successfully achieve good results at school (Rosier & Corsaro, 1993).

2.4.2 Factors of School Environment

As mentioned above, academic self-concept of ability and self-efficacy of individual may be shaped positively or negatively by home influences. Similarly, a person's motivation to choose teaching career can be influenced by school experiences. According to the research done to find out various reasons for teaching career selection of 140 minority teachers, the results showed that one third of those teachers had negative experiences about

comments on their academic potential; however, they still had strong determination to succeed though their teachers and counselors discouraged them (Gordon, 1993). Equally, Pajares (1996)'s study about self-efficacy in academic setting described the persistence teachers had for the discouragement as personal self-efficacy. Moreover, Gordon found that there was about two thirds of the group who entered teaching career got positive influences from their teachers. Gerardi (1990)'s study about academic self-concept on academic success claimed that teachers who have high expectation for their students tend to be supportive to assist students succeed because teacher's expectations are necessary for achievement of students. Moreover, the research on teacher expectations and student achievement was done to see how students reacted when they encountered negative experiences. Thus, improving self and boosting academic self-concept of ability can result from those experiences.

2.4.3 Factors of Community Environment

Influences from community include different organizations or agents who show a deep interest in aspiring young people with their academic growth. The study about school-community involvement done by Decker and Decker (1988) revealed that there are a number of students, who benefit from mentoring and financial assistance from individuals and organizations because they are interested in the career of students. In fact, there are more resources than any agency or organization can provide in order to satisfy the need for education. Hence, there should be the need for partnership programs, which focus on literacy and academic assistance, career awareness, and mentoring for the youth who are likely not to obtain education. Adelman and Taylor (2007, p. 7) state that schools are located in communities, but are often "islands" with no bridges to the "mainland." Families live in neighborhoods, but they have little connection to each other or to the schools that their children study. Nevertheless, all these entities affect each other for good or bad. Schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize results because they share goals related to education and socialization of the young.

As an integral and positive part of the community, schools are more effective and caring places. This part functions as enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by working collaboratively with schools (Adelman & Taylor, 2007).

2.4.4 Factors of Institution and Classroom Matters

Naturally, satisfaction with job and commitment in career reflected general classroom experiences, interactions with students, and school climate. According to the finding on teaching and teacher satisfaction done by Lobosco and Newman (1992), teachers stated that their degree of job satisfaction based on their perceptions of students. Moreover, the study of Kottkamp, Provenzo, and Cohn (1986) showed that most teachers prefer to teach certain type of students because teaching nice students from average homes is what nearly half of the individuals like—they need students who are hardworking and respectful.

Plax (1986) claims that the way teacher is satisfied with his/her students can function as an effective ability of student-management. However, based on the finding of Gersten, Walker, and Darch (1988) about teacher effectiveness and their tolerance, students of special education may affect the level of satisfaction of some teachers. According to Gersten et al. (1988), overall level of job satisfaction for some teachers can be affected by the challenges of special education since it brings the learning problem and sometimes student behavior, and if teachers can deal well with the problem, he will be highly pleased.

2.4.5 Factors of Institution and Building-Related Experiences

The study about teachers' perception of school climate found that establishing related experiences also influence job satisfaction and commitment as it is quite similar to general classroom experiences and interactions with students. It is particularly about school climate along with its effect on morale and teacher retention. The school where both students and staff cared for, trusted, and showed respect to each other, the morale was high, and the academic and social growth would continue (Sutherland, 1994). In response to this contention, Butler (1995)'s study about school learning environment claimed that collegiality—shared authority among colleagues—affects various types of interactions within the workplace. According to Butler, the link between productivity and career commitment depends on the way that colleagues value and collaborate with each other, which reflects favorable school climate.

Interestingly, many research studies in relation to becoming a teacher revealed some reasons that can be learned. The study entitled "Student Teachers' Reasons for Choosing Teaching as a Career" done by Khoh et al. (2004) was conducted with cohorts of teacher trainees in Singapore. According to the finding, nine main reasons emerged. Those reasons included love for children or young people, interest in teaching, to fulfill a mission, job

factor or fit, inspired by role models, to answer a calling, for the love of the subject, financial reasons, and teaching as a stepping stone.

Table 2.1: Student Teachers' Reasons for Choosing Teaching as a Career

No	CATEGORY	Examples of Statements
1	Love of Children/Young people	I enjoy and I love to interact with kids. I like to interact with young people.
2	Interest in Teaching	Innate feeling that I would be a great teacher one day. I have interest in teaching and had taught before.
3	To fulfill a Mission	To see students grow up. I like to help weak student s succeed. To pull students out of the the cycle of poverty. To give back to society.
4	Job factor or Fit	It is a challenging job. Wanted a dynamic career. It offers high job security. The job offers life-long learning opportunities.
5	Inspired by Role Models	My beloved primary school teacher had inspired me to be a teacher. I am inspired by teachers who loved their subjects and taught passionately.
6	To answer a Calling	To answer the call of God. I feel that children are my calling and I would like to influence children and inspire them to reach for their dreams.
7	For the Love of the Subject	Possibility of applying computer (IT) skills to teaching. I have a passion for wanting to teach math to young people.
8	Financial Reasons	I feel that the starting pay is good. I was offered a scholarship by MOE and accepted it because my parents can't afford to send me to university.
9	Teaching as a Stepping Stone	I like to start my own school.

(Source: Khoh, Ling, Ch'ng and Chuan, 2004, p. 5)

Based on the study of Jonhson, Berg and Donaldson (2005, p. 1) about teacher retention, the combination of the intrinsic and extrinsic rewards which teachers obtained in their work influenced their decisions to remain in their schools and in teaching. The pleasure of being with children, the exhilaration of contribution to the learning of students, the enjoyment of teaching subject matter they love, or the chance to develop new skills and exercise expanded influence on the job are counted as intrinsic motivations. Moreover, salary, benefits, and bonuses, public recognition for one's accomplishment, or being chosen to take on special responsibilities are counted as extrinsic motivations. Anyway, intrinsic and

extrinsic motivations sometimes interact. Payment may be rarely an important incentive to attract people into teaching, but it may take on increased importance when working situation, lack of supplies, or a chaotic school environment make it hard or impossible to succeed with students.

Drawing from the study of Khoh et al. (2004) about teacher trainees' reasons for teaching, the researcher embraced the environmental factors—home factor, school factor, and community factor—and economic factor as well as cultural factor to guide as variables which attract teachers into teaching. Moreover, based on the study of Jonhson et al. (2005) about teacher retention, the institutional factor, economic factor and cultural factor still functioned to influence teacher retention. Reciprocally, all above mentioned factors took part in causing teachers to enjoy and stay in the profession. Thus, such factors served to show the direction of the study. The following figure is the conceptual framework specifically developed for this study.

Figure 2.1: The conceptual framework of the study

2.5 Effects of Home and Academic Growth for Teaching

To build successful partnerships between home and school, the people with interests must involve in facilitating such partnerships. People who are selected and collectively share the process are in charge of starting and maintaining these initiatives in schools. Practices of teachers that allow families to involve children's learning are often more important than such variables as ethnicity, social class, marital status, parent education, family background, race, or work status in determining the level of involvement shown by parents (Hoover-Dempsey, et al, 2002). They further state that the involvement of family in the education of children is very important because the learning of children is influenced by specific roles, which parents play in helping students acquire the knowledge, and these roles can define the types of relationships that should exist between parents and schools.

In addition to role activity, the involvement of parents includes beliefs of parents about what they should do to relate to the education of their children, so parents will find ways to be part in boosting their children to learn as much as possible (Hoover-Dempsey et al, 2002; & Hoover-Dempsey & Sandler, 2005). Moreover, the role construct can be influenced by the beliefs about how parents raise a child and how the child develops, and about whether or not the education of children receives appropriate home support. Additionally, when parents experience or discuss about the schooling of children with individuals or groups of people, parental role construction also results from such experiences, and it is subject to social influence over time (Biddle, 1986; & Hoover-Dempsey et al, 2002).

Besides, Hoover-Dempsey et al. (2002) identify that there is a link between parental behaviors and children's academic achievement because if parents behave toward children in a favorable way, children positively feel eager to learn. There are many features included in parental behaviors. Those features are parenting styles, verbal interaction, book reading, helping with homework, and school involvement. The research on families, schools and community conducted by Hidalgo, Siu, Bright, Swap and Epstein (1995) showed that those parents who are supportive are very important for young people—adolescents. According to the responses from students who highly achieved at school showed that one or both parents seem to function as an important motivator to influence them to do well in school. Clark (1983)'s study about family life and school achievement also supported that the home environment, which is deemed supportive, will urge children to be successful at school. Clark notes that the support and encouragement from family can be literacy-enhancing activities, which include reading, writing, word games, and hobbies.

Involving with the education of children, parental role constructs can be viewed as perceived expectations and beliefs (Hoover-Dempsey et al, 2002). Moreover, the finding of Biddle (1986) also supported that these roles are shaped by the personal experience, expectations, and perceptions of pertaining others. It is simple that parents have to be responsible for the education of their children, and this education cannot be cut from the involvement of parents (Hoover-Dempsey et al, 2002). Parents who care about their children's learning seem to help them with their homework. This activity happens when there is a positive sense of efficacy of parents in their children's educational development (Bandura, 1994). Besides, based on the finding of Pajares and Schunk (2001) about self-belief and school success, there will be positive learning outcomes of students if parents try to help children with their homework, and parents can actively involve in the learning process of their children. Thus, Bandura claimed that parents who always expect favorable outcomes from their children will set higher goals for them to achieve with a certain grade at school.

Impressively, the sources to enhance the general self-concept and academic self-concept for teaching are from the family role models and general influence of family. According to research done with teachers, Gordon (1993) reports that the reasons which urged those teachers to choose teaching as their career came from a strong family because there was a link between family role model and career motivations for selecting certain subject as a major in the university or in the teacher-training course. It is known that some people who show their interests to become teachers, teaching specific subject, have family members in the area of that subject. More importantly, the family members play role in socializing the young people to aspire them to become teachers if they value teaching. However, lower socioeconomic status of the family might affect its style of raising children, but it is not the problem for family to function and support the youngsters to achieve in life. Remarkably, based on the finding of Clark (1983) on family life and school achievement supported by Watkins (2006), it was seen that the achievement of a student can be predicted by the role that family plays in nurturing them, but it is not judged by the family structure or income.

There is a consistency that personal motivation and commitment can make people overcome obstacles if they stress the beliefs on their self-efficacy (Bandura, 1994 & Pajare & Schunk, 2001). Anyway, according to Kerka (2000)'s finding on parenting and career development, the influential factors are the role models of family because they play to spark a person's interest in a certain career or to push him/her to choose such a career. Family

members who are in teaching force can act to display confidence and evidence of success in the profession so that those who want to become teachers can view as basis, which can positively reinforce an individual's self-concept. However, other family members who are not teachers can still give encouragement and act as enhancers to develop personal self-efficacy and academic self-concept of those who want to be teachers.

2.6 Effects of School and Academic Growth for Teaching

2.6.1 Interactions with and Beliefs in Students

Apart from family influences, experiences in school are more important for students because these factors can affect the students' sense of self and motivation to work. Students may have positive or negative self-perceptions about themselves depending on the experiences they encountered within the atmosphere of the classroom. Those students who want to become teachers in the future will work harder to achieve their learning goal although they have low expectation now. In particular, the academic self-concept of ability and personal efficacy of an individual student can be directly affected by the teacher's interaction with and beliefs on students. In reference to this view, it is claimed that teachers may smile at and nod their head to approve of the answer or response given by smart students. In contrast, they rarely do or provide such reaction, or especially interact with slow students (Chaikin, Sigler, & Derlega, 1974).

Besides, there is a link between low teacher expectation for their students and low efficacy for themselves. The study about teacher's expectation on students' learning done by Bamburg (1994) noted that if teachers have low expectation for their own teaching performance, they may have low expectation for their students too, so the learning outcomes of students are not fruitful in case teachers are not sure of themselves. In response to Bamburg's finding, Cotton and Wikelund (1997) confirm that there is likelihood that teachers who have high expectations for learning of students tend to convey these expectations to students in term of encouraging and supporting them with the assistance when they need, and then teachers will make students responsible for course work and active in the learning process.

In addition to teacher responsibility and sense of efficacy, Alderman (1990)s' study entitled 'Motivation for At-risk Students' showed that effective teachers who live in urban areas view themselves to be responsible for the learning of students and trust their capability to teach all students successfully. Furthermore, he asserts that effective teachers do not think that learning difficulties of students are results of their personal background, but teachers try

to adapt their own personal teaching styles to enhance the learning of students. Through their teaching practices and high expectations for students, teachers who have good strategies and positive behaviors to students can develop their early interest and desire for teaching. In opposition, self-perceptions of ability of students to choose a teaching career may be spoiled if teachers use tactics and behave with low expectations for them. Nonetheless, students who are interested in being a teacher can determine to work harder and harder to create a sense of efficacy needed to reach a career goal although teachers have low expectations for their achievement.

2.6.2 Teachers as Advisors for Attracting Students into Teaching

Concerning effectiveness of teaching, high expectations for students and their learning are very important to be considered by teachers. In order to assist students to succeed in doing the academic tasks, teachers have to provide more challenging course work and support, and then they will learn much by engaging in the classroom work or homework. Furthermore, there must be effort from teachers or school counselors to help students gain a strong sense of academic self-concept of ability, which is needed to inspire and attract them to choose a teaching career. Students should be made clear that there are many advantages of becoming a teacher. According to the findings of Plevin (1988, p. 26), teaching is a changing career, so to make teaching more attractive, school teachers and counselors can focus on the issues of becoming a teacher. Regarding the changing in teaching, Plevin shows some evidence that the way of isolation and lack of contact with colleagues that teachers have recognized is being addressed. Supported by the government, the relevant sectors and stakeholders urgently reform the school system to better conditions of teachers and learning process of students. Besides, some changes, which have been being discussed and operated, include enhancing the financial reward, increasing colleague interaction, and having voice in the decision of instruction.

2.7 Causes of Career Commitment and Teacher Retention

Generally, when teachers are very satisfied with their job and when they get positive experiences in workplace, they are motivated to stay in teaching. These influences are institutional factors when there are policy and procedural changes. According to educational settings and employment responsibility related to the differences in job satisfaction, the management of the school, a chance in leadership, and motivational tactics are more proper than one-sided policies (Derlin & Schneider, 1994). Their study also specified that school climate and environment at workplace seem to show job satisfaction for those teachers who

teach in urban areas but not for those who teach in suburban ones. Furthermore, the intrinsic factors connect with overall job satisfaction. Those factors resulting from such conditions as teachers are oriented to career, their ability and effort are recognized, and they possess work achievement inspiration.

Similarly, Herzberg, Mausner, and Snyderman (1959) state that there is a two-factor theory of job satisfaction, and one set of rewards leads to job satisfaction and a separate set leads to job dissatisfaction. Because of recognition, achievement, responsibility, and work itself, the satisfiers are perceived as motivators. Based on the study about work-life quality and job satisfaction conducted by Lam, Foong, and Moo (1995), three major factors are categorized—career commitment, job satisfaction, and quality of work-life—that relate to the thought of withdrawing and leaving a career. They state that when teachers feel that they have positive experiences in the work environment and the work itself, they are pleased with their job. Besides, the aspiration of an employee to be somebody in the organization and the willingness of him/her to use effort on behalf of the organization can be judged as career commitment. Many conditions shaped the quality of work-life of the teachers when they experienced in the overall school climate. According to the study of Culver, Wolfe, and Cross (1990) about teacher satisfaction of black and white American, withdrawing from teaching and being satisfied with a career are also related to age, gender, and organizational tenure—the right to remain permanently in a job. According to their study, it is alleged that younger and less experienced teachers reflect lower job satisfaction, while those more experienced teachers view higher job satisfaction in their career.

2.7.1 Classroom Experiences

Truly, self-efficacy of teachers can be affected by the experiences they encountered in the reality of classroom atmosphere, so a decision to stay in teaching or working in the field of education is more or less made based on positive experiences and strong sense of self about career commitment and overall job satisfaction. Teachers' determination to overcome the difficult situations results from their self-efficacy, and according to Henson (2001, p. 404), to study instructional effectiveness, many researchers regard beliefs of teachers in their own ability to teach students as powerful variables. Similarly, the finding of Hoover-Dempsey et al. (2002) also supported that academic achievement and outcome of students are fruitful when a teacher believes in his/her ability to arouse students to learn and to make a positive change in their learning.

In addition to teachers' belief, Hoy (1990, p. 5) states that teachers must get students involved in the process of learning, but if teachers have low sense of self-efficacy, they seem to be pessimistic to motivate students, they use fixed control of classroom behavior, and they depend on negative command and extrinsic motivation. Teachers who have low efficacy about themselves are not often sure of how effective their teaching is, and are not so determined when they have to work with difficult and slow students. Talking about students, Chakravarthi, Haleagrahara, and Judson (2010, p. 162) reveal that to deal with such difficult students, a number of low efficacy teachers seem to transfer those students to special education classes, and teachers who have low efficacy may weaken the perception of students and wrongly judge their capabilities and cognitive development. In contrast, teachers who have high efficacy employ skilled experiences to instruct their students. A personal belief of a teacher can urge and increase the study performance of students, and then this belief leads to the increase of a sense of teacher's efficacy. Hence, teachers need to pay much more attention when they interact with students, and especially when they convey the messages to students, they do not have to care about home conditions of students (Chakravarthi et al, 2010).

2.7.2 Discipline of Students

The discipline of students is very important issue to reflect how effective learning environment is. If students do not have discipline, the classroom atmosphere is not conducive to learning. Without any discipline, teachers may leave the profession owing to stress they have in every day teaching. Such conditions may not make an individual satisfied and committed to teaching. Based on the study about teacher and stress done by Cichon and Koff (1980), general dissatisfaction about teaching and teacher turnover is correlated to teacher burnout and stress. Supported by the study about cooperative learning done by Albert (1996), it is shown that teachers, who are not well prepared and ready for the real classroom situation, may miss to use self-reflection to implement certain classroom management to maintain an effective learning environment.

2.7.3 School Climate

The perception of teachers about the quality of the life of work within certain working environment must be taken into consideration because it can boost or hinder the sense of competence and efficacy of teachers. To enable teachers' efficacy, there must be the existence of some conditions within the work environment—teachers must have a shared mission for enhancement of students, they have a strong leadership, and they value the

collaboration and collegiality. This environment gives teachers freedom to be creative, and it urges them to try new teaching methods to benefit the learning of students. Regarding teacher commitment, teachers should be able to participate in school decision-making, they get the opportunity collaborate with other teaching staff, and especially they have a chance to learn and grow for themselves (Riehl & Sipple, 1996). Truly, teachers who are more satisfied with their job think that teaching is a lifelong profession because they work in a very warm environment within their workplace. In contrast, without the above-mentioned qualities, teachers may feel that the working environment does not promote their self-efficacy when they are discouraged and not valued, and when they are isolated. Such feelings might prevent creativity of teachers; in contrast, those feelings develop another feeling of calm satisfaction with their own abilities or situation that stops them from trying harder. Alternatively, such situation can make the teachers discontented with their career and find another occupation apart from teaching.

Interestingly, within effective school climate, the teaching staff should have high expectations for each other, and they should create a strong sense of belonging and student identity. More importantly, they must recognize personal academic excellence of each other. Besides, they should share a strong sense of academic mission, and hold a high level of professional collegiality among staff based on the finding of Peterson (1997, p. 36) about the aspects of school climate. Peterson states that collegiality which is a shared authority among colleagues including different kinds of interactions functions as a link between teacher efficacy and school climate in a workplace. The promotion of teacher efficacy influenced by a strong socio-collegial environment is connected with social and business interactions (Erawan, 2010, p. 252). Winter and Sweeney (1994) state that the perception of school climate is affected by efficacy, and the sense of efficacy is affected by school climate. In response to the school climate, the school principal can act as a facilitator to promote good school climate. The principal can create chances for teachers to interact with the school administrators. Similarly, according to the study about an elementary school done by Benton and Bulach (1995), the presence of the principal to foster favorable school climate is absolutely vital because he/she can act as a referee to compromise many kinds of troubles within the workplace.

2.7.4 Collective Efficacy

Possibly, there is a relationship among teacher efficacy, school climate, and collective efficacy. Regarding collective efficacy, in opposition to teacher efficacy and school climate, it is suggested that there is a broader context to talk about teacher efficacy.

For this reason, teachers are satisfied when they are included in the educational policy-making decisions at any division level. According to the study about self-efficacy beliefs in academic settings done by Pajares (1996), collective self-efficacy is when all teachers have the same shared belief of the group in its competence to reach the goal and achieve the tasks. Pajares addresses that collective efficacy includes teams of teachers, teams of schools, and school districts. Pajares further claims that collective beliefs should be created by the school system. These collective beliefs include the potential of ability of students, teaching ability of teachers, and their willingness to improve the lives of students, policy-makers and administrators to get intended results of all parts of the school. The finding on school cohesion of Fuller and Izu (1986) showed that teachers who trust their personal efficacy and are happy with the school administration are linked to collective efficacy that influences on them to stay in teaching career.

To sum up, various institutional factors reflect teacher efficacy and their willingness to continue teaching. However, job satisfaction and experiences at workplace may be clarified by other factors as well. The job satisfaction, work life quality, workplace experience, and commitment in profession are all connected with collective efficacy, student regulation, general climate at school, and classroom experience. Teachers are likely to try best to urge students to learn if they are willing and efficacious, which can result from classroom experience. The dissatisfaction of teachers may be because of the matter with student discipline, which possibly leads to leaving the career. Generally, job satisfactions, career commitment, quality of work life are strongly mirrored by school climate. Interactions among colleagues, facilitation of principal, and value of individual are the signs of positive school climate. Similarly, self-efficacy and academic self-concept exist due to collective efficacy that allows teachers to join the decision making and policy at a higher level. Positively, teachers may stay in their profession if they have such above qualities.

2.8 Economic Factor for Choosing and Remaining Teaching

According to Benveniste et al. (2008), it can be seen that teaching is an attractive career in which many students or graduate students are interested. However, the common complaint is widely known that the expenses of teacher's daily life are not consistent with the salary provided by the government. Remarkably, poor motivation has resulted from low wages, which can cause teachers to be absent because of the inability to cover basic transportation costs. Moreover, Benveniste et al. further show that an average teacher gets lower earning both in total and from his or her primary occupation than as average civil servant does. However, an important source of additional earning can come from double

shift teaching. On average, teachers at remote areas earn more total salaries than teachers at rural areas, and rural teachers earn more than urban teachers, but looking at each separate salary component, fewer significant differences across groups can be seen.

Truly, base salary of remote teachers is less than that of rural teachers, but additional earnings of remote and rural teachers include allowances from remedial classes, double shifting and multi-grade classes. Anyway, a number of teachers in urban areas can earn more money with secondary jobs and tutoring. Noticeably, the main reason that younger cohorts of teachers choose teaching profession is not that they like it, but they lack of better options, so this evidence reveals that incentives will be more important to keep them in teaching (Benveniste et al, 2008, p. 55).

Similarly, in addition to incentives of teachers, Cambodia Independent Teacher Association (2010, pp. 4-5) shows that teachers are crucial to make a significant contribution to social development, yet the teachers still face working conditions that do not reflect the value of their contribution. The primary issue is the vastly inadequate basic payment. Teachers can get on average $50-$100 per month depending on level, education, experience and number of shifts worked. Besides, the Cambodian education sector is under considerable fiscal pressure for a number of years now because of the limited revenue generating capacity of the RGC over a prolonged period and because of dependency on international aid and development particularly regarding recurrent expenditure generally not supported by donors and development funds. Teachers' salary has been affected in three ways owing to this poor fiscal situation—salaries of teachers are kept low, working conditions are still basic so that the overall wage bill can be spread across a larger number of teachers, and little priority is given to ensuring teachers who are supported by an enough number and mix of administrative staff.

Because of salary levels, teachers are often pushed below the poverty line. In fact, newly qualified primary school teachers in Cambodia are paid as little as US$ 50 per month. Furthermore, financial accountability at district and provincial level are brought into disrepute by the combination of low salaries and their late payment along with the feeling of teachers that there is a lack of respect for their welfare. Their position and status in society are also affected by this situation as they cannot make ends meet if they do not supplement their income by holding a second job, charging informal fees, or tutoring to survive (CITA, 2010, p. 5).

2.9 Cultural Factor for Choosing and Remaining Teaching

2.9.1 Teachers as Role Models for Others

According to the study of Fullan (1993) about teachers as change agents, the cultural perception is that teaching is perceived as a moral profession. The finding revealed that being a teacher is to make a difference in the lives of students. As cited in Fullan (1993, p. 1), many teachers begin their careers "with a sense that their work is socially meaningful and will yield great personal satisfactions." Moreover, if teachers want a chance to make teaching a noble and effective profession, they must combine the mantle of moral purpose with the skills of change agents. As stated more directly, moral purpose or making a difference is to bring about improvements. Teachers' a strong desire is to help the future generation of the country and preserve its cultural traditions. As cited in NEP and VSO (2008, p. 13) about Teacher Matter in Cambodia, "Children must understand the literature and culture of the nation. When the literature vanishes, the nation vanishes." Thus, becoming a teacher results from feeling responsible for future generation of the country.

Moreover, according to the study about teachers as role models done by Lumpkin (2008, p. 45), to show good character, teachers are expected to be morally upright individuals, and students should be taught and disciplined to be respectful of authority and responsible for completing the lessons. Moreover, it can be seen that teachers have influential roles in the lives of young people, so the society wants to see teachers adhere to professional codes of conduct and display behaviors, which reflect moral virtues including fairness and honesty. The public will admire those people who are teachers. A virtue is socially valued and a moral virtue—honesty—is morally valued. Interestingly, when teachers communicate with students, it is crucial for them to serve as role models of character by the means of making professional judgments and decisions based on societal and moral virtues. As cited in Lumpkin (2008, p. 46), teachers who are effortlessly honest, trusting, fair, respectful, and responsible in their actions are imitated by students. Hence, teachers are considered agents who function as good models for others.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Study Design

In this research, there is a use of qualitative study. As Creswell (2005, p. 39) stated, with qualitative study, the researcher can rely on the participants' views, and ask broad general questions. Moreover, the data collection consists largely of words or texts from participants, and the researcher can analyze these words in themes. According to Creswell (1994), the qualitative study is conducted based on four reasons. First, it is the nature of the research questions. Questions related to how and why are the features of qualitative study. Second, the topic must be explored. Creswell means that it is not easy to identify the variables and to explicate actions of participants or the population of study, theories are not available, and the development of theories should be made. Third, the study can present a detailed view of the topic because the distant views are not enough to show answers to the problem or there is not the existence of close-up view. Last, a qualitative approach is used to study the participants who are in their natural setting.

Thus, the study requires the researcher to go out to the setting or field of study, to gain access, and to gather material that is needed for the research. This study is preferred to be conducted because the researcher does not have much control over the events or because it stresses on the existing phenomenon, which is in real life context. A small group of teachers at that high school gives the real life context for this study. Moreover, the study needs to learn more about self-construct and how it plays the roles to urge 5 teachers at that high school to choose teaching career and stay in it.

Regarding the research design, a qualitative approach was used in the data collection and analysis because the investigator can give the readers a rich description of phenomenon via the language used by the participants (Maykurt & Morehouse, 1996). As the phenomenon is related to qualitative inquiry, phenomenology refers to the study of how people label things by using their senses. Moreover, by noticing the perceptions and meanings, people realize only what they encounter, which can awake their conscious awareness (Patton, 1990). Furthermore, Patton states that sensory experience of phenomena results in understanding the situation; however, that experience must be interpreted, explained, and labeled. Experiences of people are emphasized by the qualitative data, and it is proper to locate the meanings of people stressing on procedures, occasions, and buildings of their lives (Miles & Huberman, 1994).

3.2 Data Collection

3.2.1 Study Participants and Sampling

5 teachers at one high school participated in this study. Purposefully, the chosen group of participants was diverse because the researcher wanted to show the differences in genders, ages, number of years (experience) in teaching or occupations before being a teacher. Three males participated in this study. The first male participant who has been a teacher at that high school for 14 years is about 40 years old. He completed a bachelor degree in Geography from the Royal University of Phnom Penh. The second male who has been teaching at high school for 12 years is 35 years old, and he as a secondary school teacher completed a two-year teacher-training course from Hun Sen Regional Teacher Training Center in Kandal province. His majors are Mathematics and Physics. The third male is 28 years old, teaching for 3 years, and he completed a bachelor plus one from the National Institute of Education, and his major is English-Khmer. The first female participant who has been teaching for 7 years is 30 years old, and she as a secondary school teacher also completed a two-year teacher training course from Hun Sen Regional Teacher Training Center in Kandal province, and her major is Khmer Literature. The second female is 26 years old, teaching for 1 year because she just started her teaching career. She as a secondary school teacher also completed a two-year teacher training course from Hun Sen Regional Teacher Training Center in Kandal province, and her majors are Biology and Geology.

Table 3.1: Demographic Information about Study Participants

Name*	Sex	Age	Marital Status	Years of Teaching	Current Grades Taught	Level of Education	Proximity from Home to School
Ny	M	40	Married with 4 children	14	11, 12	Bachelor	30 km
Thy	M	35	Married with 2 children	12	10, 11, 12	Bachelor	27 km
Sava	F	30	Married with 2 children	7	7, 8, 9	12+2	21 km
Pheary	F	26	Married	1	7, 8	12+ 2	13 km
Visal	M	28	Married	3	10	Bachelor +1	30 km

All names are pseudonyms

This study used purposeful sampling to choose the participants because this approach could help the researcher select participants who had relevant characteristics to the research questions. According to Creswell (2005, p. 204), purposeful sampling allows the researcher to intentionally choose individuals and sites to learn or understand the central phenomenon.

Furthermore, to get the richness of information, purposeful sampling is used because the researcher can learn a lot about issues of real importance, and because it lets the researcher deeply understand the requirements, inspirations, and spurs of a small selected group (Patton, 1990). This purposeful selection aimed to understand the central phenomenon. Obviously, there were 38 male teachers and 7 female teachers in the academic year 2011-2012, but only these 5 participants were chosen by the researcher because they really represented the differences in gender, age, and experience in teaching and other features. Therefore, they could share the needed information to the researcher. The purposive sample is used based on the knowledge of the researcher and the experience of the group to be sampled with clear criteria in his/her mind (Gay, Mills, & Airasian, 2009).

3.2.2 Data Collection Instruments

In order to collect the data, the researcher used the focus group interviews for the study. According to Creswell (2005, p. 215), focus group interview can be used to gather shared comprehension from several individuals or to obtain opinions from specific individuals. Creswell adds that a focus group interview refers to collecting data process by interviewing a group of people approximately four to six. The researcher can ask some general questions related to the needed information of the study and elicit responses from all people in the group. Similarly, Seymour (2004, p. 4) adds that the focus group interviews assume the quality in voice, which expresses the speaker's feeling or thought within conversations, and conversations may be open-ended. To get the richness of the language used by individual, the study used conversational format by means of narratives. The focus group interviews were to find out the effects of environment, culture and economy, which spark individual's interest and selection in teaching and to find out the effects of institution along with economic factor and still cultural factor, which make individual remain in the profession.

Moreover, the rating scale from 1 (lowest) to 10 (highest) was also used to rate the degree of how much the participants were satisfied with their job and workplace so that it was able to see the possibility of staying in the profession. The researcher also asked the participants to clarify the specific rating by giving reasons. Regarding the validity and reliability while interviewing, there must be an appropriate site for the interview. Firstly, to conduct the interview, the participants should choose a suitable place and time by themselves, so that the privacy of individual was kept and the quality of their responses was improved. Another thing about validity and reliability of the interview was the need of

introductory statement about the study because the researcher could create immediate rapport and trust with the participants (Frey & Oishi, 1995).

In reference to the interview, there were responses to some questions about environmental factors—home, school, and community—and institutional, economic and cultural factors that were found to be important for the development of academic self-concept of ability, self-efficacy, and motivation to choose teaching career and stay in it. Based on the interviews, the participants showed their perceptions about the environmental factors and how those factors influences academic development and teaching motivation. Regarding this matter, perceptions from participants are crucial for four reasons. The first reason is that the perceptions are about realistic experiences and can be powerful for policy-making and procedures for school personnel to adopt. Next, there will be opportunities to develop policies and procedures that are effective in absorbing and keeping teachers in that high school because of understanding of realistic experiences. Third, school personnel can create a closer relationship with each other because of the perceptions of participants about how they feel as teachers there. The last reason is that the school officials can find help regarding partnership with local politicians or agents who are interested in matters of school.

For the interview questions guided by the framework, the researcher divided into different parts. The first part was about environmental factor including demographic background such as age, gender, marital status with/without number of children, teaching experience, level of education, grade taught, and proximity from home to school, and it was about the past academic growth both at home and at school as well as the academic experience. The second part was about economic factor to choose and remain teaching because the researcher wanted to see how salary influenced the teacher's life. The third part was cultural factor to choose and staying in teaching career and the last part was about institutional factor that also caused teachers to remain teaching.

With each interview question, probes were used because the researcher could let the participants elaborate on their responses. According to Creswell (2005, p. 218), probes refer to sub-questions beneath each question used to ask the participants to elicit more information needed, and the researcher uses them to allow the individuals to make their points clear or expand their ideas. Similarly, when the researcher uses probes to ask, the collected data will be improved, and the understanding of the phenomenon will be high (Maykurt & Morehouse, 1996). Besides, to add reliability and credibility of data gathered, the participants, giving the information recorded and interpreted in an unbiased and accurate manner, could read the report when the document was finalized.

3.2.3 General Process for Data Collection

To conduct this research, there were a number of processes used. Firstly, the researcher got all supporting documents completed, especially the data collection tools including Information Sheet, Informed Consent Form, and Schedule for interview. All of these documents were written in English, but as the participants are Cambodians, the researcher had to translate the documents into Khmer language to make it easy for them (see Appendices A, B, and C).

With the technical help from the assistant of the Master of Education Program (MEd), the researcher requested for the official letter for the field visit from the rector of the Royal University of Phnom Penh (RUPP). The letter was directly addressed to the director of that high school in order to follow the procedures of the administration of that school. Thus, the researcher could guarantee that there was a voluntary participation of the study participants from the school.

When the researcher got the official letter for the field visit from the rector of RUPP, the researcher brought the letter accompanied by all supporting documents such as Informed Consent Form, Interview Schedule and Information Sheet to the targeted school immediately. As the targeted school received the letter, the director of the school confirmed voluntary participation of the participants in the study. In order to create rapport with the participants, the researcher had spent one day trying to get to know them as well as telling them the purpose of conducting the study. With the help of the director of the school, there was a notification that the study could be conducted at that school, and all selected participants could join the study without any hesitation as they were willing to provide necessary information as much as possible. Actually, some participants had doubts with the study because such study had never been conducted there, but the researcher tried to explain the participants about the study as well as their needed participation for the study. After everything went smoothly, the researcher began to make an appointment with all participants to set the time and place for the interviews. Lastly, the researcher was able to collect data successfully.

3.3 Data Analysis

There are many techniques used to analyze the data. Initially, data can be analyzed by the means of developing a general sense of the data, and then coding description and themes about the central phenomenon (Creswell, 2005, p. 231). This research suggests a link between self-efficacy and academic self-concept of ability in choosing career of and

remaining in teaching. Furthermore, the environmental and institutional, economic and cultural factors affect these relationships. To find out and understand those relationships better, how and why questions were used to ask the participants.

In this study, the analysis employed pattern-matching techniques and explanation building. Using pattern matching, the researcher can learn the patterns, which appear from the findings, and can obtain the meaning from the phenomena (Miles & Huberman, 1994). About responses to the interview questions, voice was taped-recorded and later transcribed by the researcher. The researcher presented data in matrix (see Appendix E) that was utilized to record relevant text received from conversations during the interview. The researcher also used codes to locate key points, which were necessary for explanation building. The researcher used some codes in this study such as PTTC, participant with teacher-training course; and PEP, positive experience from principal and SPF, single parent family. When drawing the conclusion, these codes could help the researcher locate key material. Drawing conclusions from matrix data, the researcher can note the themes and patterns, compare and contrast, cluster and count (Miles & Huberman, 1994). As a result, those tactics helped the researcher draw conclusion of the text provided by study participants describing their experiences.

Moreover, not to recognize the identity of the participants who used certain words or phrases, narratives were edited to guarantee confidentiality and protect the information given by the participants. The researcher analyzed the data by hand. According to Creswell, 2005, p. 234), hand analysis of qualitative data means that the researcher reads the data, marks it by hand, and divides it into parts. Hand analysis is used when the researcher analyzes a small database. Hand analysis is preferred when the researcher is not comfortable using computer or has not learned a qualitative computer software program. Moreover, when the researcher wants to be close to the data and has a hand-on feel for it without the intrusion of a machine, and when the researcher has time to commit to a hand analysis, it is good to use hand analysis because it is a labor-intensive activity to manually sort, organize and locate words in a text database.

3.4 Limitation of the Study

This study is limited in three important ways. First, results of this study can be used for only public schools, which are similar to the research-conducted school in size, demography and geographical location. Next, findings of this study represent a small sample. Lastly, this study examined two variables—academic self-concept of ability and

self-efficacy. These two variables can show the class of motivations and can be influenced positively or negatively by effects of environmental, economic, cultural and institutional factors on individual to become a teacher and remain as a teacher. Regarding sources of motivations, the study just embraces only environmental, economic, cultural and institutional factors. The study will yield more results if the researcher looks at more than these factors. Moreover, the study does not seek for the reasons from those teachers who have already stopped teaching; thus, the in-depth information about teacher attrition is not known.

In addition, since the participants show their feelings, opportunities for growth and overall level of satisfaction, this study is like self-report. Nevertheless, people may not tell the truth all the time because they might be afraid of the effects of their information given to the researcher. Self-reports are used to learn in-depth information about the construct of self and the perception of experience of an individual to get valid and reasonable results. The construct of self can be perceived by many ways even though it is not possible to totally understand a person's construct of self (Purkey, 1970). Purkey notes that when self-report is used, a lot of information about individuals can be understood, but researchers must caution with personal biases and limitations when the self is inferred. There are two examples of self-reports given by Purkey such as self-reports formed by a person's statements about himself, and observations understood by an individual's behavior. Sarbin and Rosenberg (1955) conclude that they use self-report instrument to know more about the quality or characteristic that a person has within a specific time. In addition, when a person says something about himself, the self-concept can be derived from every evaluative statement to infer about the various qualities of that self-concept (Strong & Feder, 1961).

In contrast, it is likely that people can think the organization might use information given by them in term of personal evaluation, so the information in self-report might be changed if they imagine about incentive. In response to the self-report, Lawler (1977) says that people will give the needed information to the researcher, and then they will provide true information in case confidentiality of information is assured, and the information itself is not used to evaluate them. Moreover, according to Boyce and Neale (2006), the interview tends to be biased because the responses of participants might reveal that most of the things at their school are working properly in case they do not want to say the negative issues. Besides, interviews can take a lot of time because the researcher needs time to conduct interviews, transcribe them, and analyze the results. Importantly, interviewer must have appropriately trained in interviewing techniques, so the interviewer must make participants comfortable and appear interested in what they are saying, and the interviewer must make

sure to employ effective interview techniques, such as avoiding yes/no and leading questions, using appropriate body language, and keeping his/her personal opinions in check.

Moreover, generalizations about the results cannot be usually made because small samples are chosen, and because random sampling methods are not used when in-depth interviews are conducted. On the other hand, research quality depends on the researcher's individual skills, so the research is easily influenced by the researcher's personal biases and idiosyncrasies—a strange or unusual habit. Furthermore, it is time consuming to analyze and interpret the volume of data, and the findings can be more difficult and time consuming to characterize in a visual way.

3.5 Ethical Consideration

Whatever research study is, the researcher needs to care about ethic. According to Creswell (2005, p. 11), the researcher has to think about ethics, which include respecting the rights of participants, honoring the research sites that he/she visits, and reporting research fully and honestly. Therefore, the researcher had to seek voluntary participation from the study participants before the study was conducted and the data was gathered. Concerning participation in the study, physical, mental and social harm had to be guaranteed not to happen to the participants. Thus, the target participants all got the official letter for a field visit issued by the Royal University of Phnom Penh attached with the Information Sheet that stated the aim and significance of the study and that invited the participants to join the study. Consent Form and Schedule of Interview were also sent to them. Honestly, the researcher wrote all the attached documents in English; however, to make the participants, since they are Khmer, understand well about the main aim of the study, documents were later translated into Khmer language.

There was an explanation about the aim of the study at the beginning of the attached document given to the participants. The participants could know about the research topic and objectives as well as the significance of the study. This explanation aimed to reveal the nature of the research to the participants and to ask for their participation. By doing so, the researcher could make sure that all the participants broadly understood what the study wanted to explore, and then they could decide whether to participate in the study or not.

Within the Information Sheet, it also stated about the permission from the participants to audio-record and transcribe their voice for data analysis. In addition, the researcher had to claim that the recordings and transcription did not leave any identity of the participants, or there was not a third party listening to these recordings. In order to maintain

confidentiality of participants, the researcher required special precautions and emphasis in focus groups. For that reason, the researcher avoided using participants' names during the focus group. In such instance, the researcher had to implement a system of name substitution before beginning the session. Truly, the researcher assigned participants with numbers to identify speakers in his notes

CHAPTER 4
DATA ANALYSIS AND RESULTS

The aim of this study was to investigate the relationship of how academic self-concept of ability and self-efficacy affected 5 teachers at that high school to choose and succeed in teaching career as well as to stay in the profession. The study also looked into that relationship, which was influenced by environmental factors—home, school, and community, by institutional factors—workplace experience, school climate and job satisfaction, and by economic factor as well as cultural factor.

4.1 Factors Causing Teachers to Choose Teaching Career

4.1.1 Home Environment and Preparation for Teaching

4.1.1.1 Background of Family

All participants talked much about the experiences they got from family. Those experiences influenced both their early stage of academic development and their sense of self. Through the interviews with participants, the common themes that arose were the following: family behaviors and practices to education, family role models influencing early stage of academic development, self-efficacy adapting to family experiences of challenging and rewarding, and other conditions influencing teaching choice.

The conversation during the interviews revealed much about how participants were proud of themselves and how they were self-determined to face unwanted circumstances at that time when they tried to recall their experiences in the family. The participants described about the family supported by Wilson (1989) that there were a variety of economic status, levels of education and compositions. Four participants grew up with both biological parents. As one parent died in Pol Pot regime, one participant was reared by a single parent. Three participants also stated how cousins, aunts and uncles influenced their education when they talked about academic development at early stage of their lives.

Three participants imagined that they were never able to attend the university if there was not financial assistance when they referred to the income of their families. Two said that their parents needed to work hard and tried to be thrifty, and the participants themselves tried to find the financial support or scholarships for attending the university or the teacher-training course.

4.1.1.2 Family Behaviors and Practices to Education

Findings related to the influences of family and early academic growth of the children revealed that four participants stressed on good experiences, which the family members provided them with positive support for education and the way parents effectively fostered socialization for academic achievement regardless family circumstances or income. One participant regarded the word parents as broad in meaning because he embraced older brothers and sisters who helped him improve the literacy such as reading for pleasure and doing homework. Remarkably, other three participants also agreed that siblings had great influences on their education.

According to Hoover-Dempsey et al. (2002), there are many forms of family activities, which appear within behaviors and supports of the family. Stressed by the participants, the support was counted directly from one-on-one assistance of mother and father to the assistance of older brothers and sisters. The most noticeable form of assistance was the verbal encouragement. It was the same for all participants that their family members really involved in their education regardless the degree those members had. With help from the family, the children felt encouraged, and parent encouragement made children have responsibility in completing the task. It can be inferred that less educated parents may want their children to be better than them in term of knowledge acquisition, and similarly, it can be understood that educated brothers and sisters did not want their younger siblings to learn less than them. The remarkable notes about family influences and activities to enhance the literacy included:

Participant three (Sava)

"Oh! I still remember that my father and mother were very helpful and supportive to me with all good things I did because they always helped me, especial with my education. I may say that one night they told me one story of Khmer folk tale and then they helped me summarize it to give to my teacher tomorrow."

Participant one (Ny)

"Actually, my father just finished grade 3 in the past which is equal to grade 10 now. He had helped teach me read books since I was young, if I'm not wrong, four years old. You know my parents always checked my homework because they wanted to make sure that I had done it. They all would expect me to do well at school."

Participant four (Pheary)

"My mother, you know, always told me to do homework and she helped me. She wanted me to finish it before I did something else because she was afraid I forgot to do it. This was my life when I was young. When I became older, she couldn't teach me anymore, so she asked one man in the village to tutor me."

Participant five (Visal)

"I read a lot and I love reading. Usually, I read Khmer stories. My mother can't even read newspaper, but my older sister helped me a lot with reading and also my homework. I think she really influenced on me."

4.1.1.3 Perceptions of Parents to Children's Ability

Related to the attitudes and behaviors of parents toward their children learning, two participants showed that their parents seemed not to put much pressure on them when they moved to a higher grade unlike when they were young. They did not have to check or control the work of children anymore. However, this perception could be a problem when the two participants stated that their parents needed to earn more money because children grew up and became older and older, so they may not have had much time to involve in the learning of their children like the old time children were young because they did not need much expense. However, the lack of pressure on the children's learning may be because the parents trusted that their child was potential to succeed at school or because the parents changed parenting styles as children got older. Anyway, most parents would keep encouraging children to work harder whenever children had not obtained favorable result yet, and parents even encouraged children more to have bigger result in life. Thus, with that encouragement, children would keep working harder although they encountered hardship. It may mean that parents felt content when children reached their goal. Two participants stated that:

Participant two (Thy)

"Yes, my parents would say 'don't worry, child. Though you don't do well at school this time, you will do well the next time. Just keep trying.' They said 'You are old enough, so you know what you have to do. I don't have to tell you to do this, to do that all the time.' This happened to me when I failed one subject at school."

Participant five (Visal)

"My mother made me feel hopeful and encouraged. My mother, you know, really believed in me. If I got low grade among my classmates, it didn't mean she didn't

care, but she advised me that if I have done my best, I will achieve my goal. She also said that 'if you make yourself happy with your study, I will be happy too.' She asked me whom many children please. Children had to please their parents, she said."

4.1.1.4 Family Role Models and Their Motivations for Teaching

As the conversation went on, the participants focused on the family role models. They revealed how those roles influenced them to choose a teaching career. All five participants admitted that their family really had positive influences on them. Besides, four of participants said that their family members were also educators such as father, brothers, sisters, and uncles. The participants who regarded the family role models crucial stated that family members always wanted other members to continue their education to higher level, those members also wished them to have a strong commitment to teaching career, and then they would give support in term of morality and finance. One participant did not have a family member as an educator, but the participant stated that the role models from his family were their encouragement and morality. One common thing arose from the finding was that despite having members as educators in the family or not, those members were still motivators to push the participants to choose a career they wanted, not just focusing on only teaching career. Words from significant people seemed to be influential because such words could be motivating factors to urge individual to even work harder to achieve the goal, and it was likely that the individual who had family members as educators turned to work in the field of education too if those members kept persuading that individual, so career path could be shaped for children by parents. Career path could be possibly directed by significant others around children, but it was not always true. Hence, it might be true that persuading somebody to choose a certain career was not as important as to push him to succeed in the career he/she wanted. Those comments were the following:

Participant one (Ny)

"My uncle was really a good teacher and he taught physics at high school. At that time, I also studied in that school. You know I always heard other students admire him that he taught well and explained clearly, and they really wanted to study with him. One day I told him that I also wanted to become a teacher; he said that 'You can be like me, too.' His words really made me try harder."

Participant five (Visal)

"For my father's and my mother's side, they mostly completed bachelor degree from university, and some work in the field of education. My grandfather was also a teacher. He really influenced me. My grandfather was very kind because he would support any family member who wanted to study at university. He even liked it if his children and grandchildren wanted to work in education, so he and others pushed me to be a teacher."

Participant three (Sava)

"My father really took part in my career. You know, he always aroused my interest to be a teacher. He explained me how to be a good teacher. He wanted me to be a teacher of higher level than his. In fact, he was a primary school teacher, but now he retired."

Participant four (Pheary)

"You know if I say this, it sounds very funny. There is a long line of educators for my family. Actually, my grandfather was a teacher in Sangkum Reas Niyum era. My father is also a teacher. Now he is a secondary school director. My older sister is also a teacher, and now I become one. You know everybody in my family urged me to apply for the teacher-training course after I completed high school at that time."

Participant two (Thy)

"In fact, the people in my family did not really asked me to become this, to become that. However, they did provide me with encouragement to grow up and become certain person. If I wish to choose something as my occupation, they will wait to encourage and give me warmth."

4.1.2 Personal Self-Efficacy

Possibly, there was the degree of self-efficacy, which the participants showed via their own willingness. The participants stated that they were responsible for their own learning since primary school until university. Regarding self-efficacy, it must have gone beyond the factors of age, gender, family income and background. Sometimes, when the family faced hardship or disharmony, self-efficacy to determine occurred. However, those participants were male, so they may have tried more than females to better their lives by going away from their home to pursue their study at university in the city. The success of a person depended on his determination, and although he presently faced the difficulty, he would succeed in the future if he kept trying and set his career goal clearly, and despite

having been discouraged, people could still do well to be successful in life only if they had clear goal in mind. Two participants stressed:

Participant five (Visal)

"My life must be good when I think about the future. Although I live in a poor family, I do not feel resented. I must try, try to get away from this bad situation, and I have to do better than my mother because she can't even read the native language."

Participant one (Ny)

"Well, my mother didn't think I was going to study at university. She really did not want me to pursue my higher education as we had some difficulties. Yes, sure. My family was poor, and we all lived in the province, but that could not hinder me. I determined that I would go by myself."

4.1.3 Cultural Factors Influencing Teaching Choice

Although there were a number of influences from family to push participants to be teachers, the participants stated other factors also particularly urged them to become teachers. Such factors revealed that the two participants' motivation for teaching was self-derived to be models for others. One more showed that he wanted to attend the teacher-training course to become a teacher for many children, and two others also wanted to assist children and be a good model for them. Thus the participants chose the same career for the purpose of a good model for students. Based on the views of the participants, sometimes the presence of persuader was nothing as the individual firmly determined to go on his way to help others, so role models were still considered vital when he/she displayed great expertise to students. In Cambodian society, people would look up to you as a teacher. Teachers were seen as role models for others; thus, if teachers did well, people would admire, but if they did not, they would be the one who deserved to be blamed. Here, it can be concluded that becoming a teacher was not a career to earn a living but to help others, and having a strong sense of becoming someone who helped the next generation in the society was very important. The responses from the participants were as follow:

Participant five (Visal)

"To me, the strong motivation about teaching can be a little bit different from others because you know I wanted to get a chance to take part in teacher-training course, and I need the certificate to work in the future. Erm….actually, my father also tried to persuade me to be a teacher, but that was not a big force on me because if I did not

want to be a teacher, he still could not do anything to me because it was my choice. I myself love teaching, so I am very happy when I could enter teaching because I can be a good model for other students."

Participant three (Sava)

"Since I was at primary school, I have always wished to become a teacher because I can remember well about my great teacher at grade 3. He really influenced on me. I wanted to be like him. He was a good model for me, so I also want to be a model for children."

Participant two(Thy)

"In my village, people always like to be teachers, but it is not easy to pass as a teacher. Oh! Everybody would take you as a model if you were a teacher. You know people would have good opinion of and respect for you. I think my chance to become a teacher now is totally self-derived."

Participant four (Pheary)

"Obviously, at first I wanted to work in the lab because I like diagnosing things. I wanted to learn more about the living things. I can say I am good at Biology. But I don't want to get headache with that all the time. One day I saw many children who had difficulties, and other orphans who didn't have parents. I really pity them, so I thought that there must be someone who takes care of them, especially their future. Sure, I wanted to help them and guide them."

Participant one (Ny)

"To be a good model for others is always my dream because I see that a number of young people are going to the wrong track. They don't care much about their learning, so what about their future? You know I will try my best to educate them. And when I look at the children in my village, I think that they really need teachers as role models."

4.1.4 School Environment and Preparation for Teaching

4.1.4.1 Group and School Experiences

The researcher asked the participants about experiences they had at school and the experiences they encountered as a group. Three participants said that they completed primary school, secondary school and high schools in different places—some high schools

included secondary schools in—and they had to ride their bike for three to seven kilometers to study at high school because schools were not near their villages at that time. Those three participants could come to the city to pursue their higher education. Two of the three studied at the public university and completed a bachelor and another studied at private university and completed a bachelor. Two other female participants just completed high school and got a scholarship to participate in the teacher-training course for two years as secondary school teachers. Talking about primary experiences, high school experiences and the life at university, the participants spoke for a long time. The remarkable notes were how those experiences affected their sense of self-efficacy, academic self-concept of ability and their motivation to become teachers. As the conversation between the researcher and the participants continued, the number of themes appeared. Those themes embraced: (1) how previous school teachers influence them and personal motivation, (2) difficulties and challenges in classroom, (3) social adaptation to university setting, and (4) strong determination to be successful.

4.1.4.1.1 How Former School Teachers Influenced Them and Personal Motivation

The participants were inspired to become teachers because their former classroom teachers played positive role models for them. Based on three participants' responses, it was true. Participants tried to think back of their school experiences about how primary, secondary, high school teachers, and university lecturers influenced them. Interestingly, the participants recalled the experiences that teachers, showing knowledge as their expertise, were able to urge students to try hard, and they were well organized. Similarly, teachers who placed high expectations on students may have used verbal encouragement, vigorous course work and certain academic help to shape personal belief in academic ability of students. Sometimes, career goal was not set by students yet as they were young, but when a former teacher provided a clue of career choice, students may have been interested in it, and they could start to shape their action to reach that goal. Thus, teachers at school could also indirectly guide the career path for students who had potential to be teachers. Responses of the three participants were the following:

Participant one (Ny)

"Actually, I really praised and always wanted to become like two people. I still remember them. They are in my mind all the time. One was my grade 5 teacher. He really trusted me to be a good teacher in the future. Another one was my geography teacher. He was very strict to me. I went to school without doing his homework, but

he could push me to do better. At that time I was not a hardworking student; I can say I was really lazy, but I really admired how he inspired me to be good."

Participant three (Sava)

"In my school experiences, there were some teachers that I considered as my good models. My grade one teacher at primary school was very strict to every student, especially about the school discipline. And also Mr……., and Mrs…….I can remember all those great people. You know they really loved their jobs, and they really cared about our learning. One more, my mathematics teacher at high school also had very high expectations for all students about their future. He made me trust myself. I can say that the feeling to become a teacher came from them."

Participant four (Pheary)

"There was one teacher at high school when I was in grade 12. He really made me confident in my own ability. He really influenced on me. He urged me to take exam to get trained as a teacher. Oh! He had spent one whole month teaching me for an exam preparation before exam date. Luckily, I passed. Now I still talk about him to my friends. I can remember how he got on well with students, and we all liked him very much. He always made students challenged. He also made me feel that I could do well."

4.1.4.1.2 Academic Experiences at University or at Teacher Training Center

Talking more about the roles of teachers, and their expectations for students, the participants also stated about the experiences they had at university. The focus of the researcher here was to see how university experiences influenced the participants' sense of self-efficacy to acquire knowledge that was necessary for being a teacher. Moreover, the researcher also wanted to know about the experiences while the participants participated in teacher-training course.

As discussed earlier about the high expectations teachers placed on their students and the role models they played, three participants agreed that their teachers made them successful in their studies. In addition, the experiences they revealed were about the time when they were from primary school until high school. However, two participants who talked about university experiences seemed to be upset with one or two lecturers. Understanding the implication of both participants, negative experiences were additionally motivating factors for them to commit in their study. The finding showed that for some people, the more they felt resented, the harder they worked to win the obstacle. Positive or

negative experience in life was not a problem when a person trusted his ability to succeed. However, teachers as role models for others should not have used de-motivating words to students. It could be noticed that sometimes the teacher was not fair to every student, which could weaken the self-concept and self-determination of students; hence, in most circumstances teachers should encourage students rather than discourage them. They stated:

Participant one (Ny)

"I still remember my lecturer seemed to look down on me about my work. I had spent the whole week doing his assignment. When the time I had to hand it in, he looked at me and said it was not well done. You know before I handed it in, I had already compared and checked the answers with a few classmates but the exercises were opinion based. My friends said that I expressed my ideas well in those exercises. I really felt confident in my ability. I asked him 'Can I pass this assignment?' And he answered 'Actually, you may fail but I can let you pass because you have spent the whole week doing it. Perhaps, you are tired and bored.' You know when the result of the first semester was released, I brought it to him and let him see it. I got higher score for other subjects except his. At that time he appeared to be stunned."

Participant five (Visal)

"Until now I still remember that there was one lecturer who really had negative ideas about me. He didn't encourage me. One day he asked me to answer the question and I used wrong word because I was just a year-two student at university. He didn't correct me. He even blamed me why I made mistake with such easy word. There were three tests within his course. For the first one I didn't do well because I didn't have much time to do self-study. Anyway, for the second test I got the second highest score among my classmates. He mocked me and said that I shouldn't have got such high score. You know I never got high score for his writing paper. I took my paper to other lecturers, and they just noted some points to improve my writing. I took that paper back to him and he still said I had many mistakes with writing."

Other three participants stated that they had positive experiences while they were in the teacher-training course. According to responses of three participants, positive experiences included constructive criticism from professors, personal willingness to improve, and confidence in academic ability. It was seen that when professors provided negative feedback, it did not mean to discourage students but to make students better.

Students who viewed comments from professor as challenging would persist to improve themselves to meet the desirable results. Thus, in the eyes of students, teachers were role models for them, so they needed to be careful with the messages conveyed to students.

Participant two (Thy)

"You know I come from the province, and attended the teacher-training center. There, the center demanded teacher trainees to work hard and do well with their study to become good teachers after they left. One day my professor provided me with the negative feedback about my work, but I didn't feel upset. I didn't think of it in the negative way. I thought that they wanted me to work harder and go beyond as they had high expectations for me. Then, I revised the task and took it back to him again, and he said that I was improving because I could correct mistakes by myself just seeing comments. Hence, I knew that he really urged me to learn."

Participant three (Sava)

"In the teacher-training center where I got trained as a teacher, one professor of Khmer literature studies corrected my essay. She said that I could be a good writer in the future. I myself think that encouraging words from teachers are really meaningful to students. Since then I always take the challenge to try to be the best as much as I can."

Participant four (Pheary)

"To be well-prepared as a teacher, I never regarded the feedback from my professors in the negative way. I never felt doubtful about my ability. I always checked the comments, which my professors provided, and then I improved my work. I just knew that I could do it. Whenever I had problems with my study, I always went to my professors for help, and they always helped and gave me encouragement. Actually, the comments from those professors just wanted to challenge me to better myself."

4.1.4.1.3 Social Experiences at University or at Teacher Training Center

The participants could have positive academic and social experiences at university or teacher-training center when they attended the teacher-training program. In the past, as stated by one participant, his university also used to provide teacher-training course. It was likely that the faith in personal capability to meet what the course required and personal self-efficacy to address some challenges were further affected by these two types of experiences.

Based on the results of the study, the participants had social experiences such as the membership in society, gathering for leisure activities and academic activities. Three participants' overall social adjustment was favorable as they discussed about the university environment. It was assumed that socialization was very important for the life as teachers because they may have faced with different kinds of students who came from various places, so learning to know personality of others was also crucial. Moreover, willingness to learn to adjust oneself to a new setting was always necessary because the individual could not stay at the same place all the time. While studying, people created friendship through education, so it can be true that education brought people together for the same purpose. Their responses were the following:

Participant one (Ny)

"You know I seemed to be very close with many people who came from different provinces because they were like my brothers and sisters; they didn't discriminate each other. I felt that I was able to fit in really well with them. Though I came from a remote area, I thought I was like others. We looked up to each other equally. We stayed at the same dormitory, and it was good because we could socialize together. "

Participant two (Thy)

"When I had free time from my study, I played sports with other people, so I can say that I did a lot of socializing during my study. I had many friends. They were from different places. We did jogging around the campus and chatted; we learned a lot from each other. You can see that at that time I had to adapt with the new situation."

Participant five (Visal)

"While I was being trained, I had a lot of study sessions, which we had to learn from each other by working together as a group. There, we discussed to find out new thing from classmates. We were responsible for each other. Still I remember that we promised to celebrate a party when the semester ended, especially before Khmer New Year. Thus, it was like we socialized through studying."

During the conversation, two participants also stated that they got less experience from school socialization, so the researcher asked them to talk more about their perceptions of social experiences they had. Nonetheless, it could be assumed that those participants did not try to socialize with others or adjust themselves to a new setting; it might be true because they were both female, so they could be shy to talk to others, and socialization did not always occur when people did not have willingness to get out and start first. Waiting to be

socialized was not good. In response to socialization, it would be possible that feeling negative or judging others in the wrong way could hinder the opportunity to know others. Their comments were as follow:

Participant three (Sava)

"To me, I don't think I got many good experiences about socialization at the training center. You know I was one of the five female teacher trainees in the classroom. I was from the remote area. I confessed that I didn't know much about the life there because I seemed to have a culture shock. It was hard to meet people and easy to get lost. The training course helped me because I could know a few people, who also came from different provinces. I didn't know many people until I joined the study club. There we worked together after the class time."

Participant four (Pheary)

"To me it was little about socialization. I thought the people seemed unfriendly to me. It appeared they didn't want to talk to me. When I did social activities like attending various ceremonies, I always went to and stood near those people whom I felt having the shared value with me. That was where I could get to know one or two more people from the same cohort."

4.1.5 Influences from Community and Interest in Teaching

4.1.5.1 Community Support for Teaching Interest

How the community influenced and how the roles it played in improving self, the choice of occupation, and academic achievement were the last factors of the environment. The participant focused her attention to the influences she got from the involvement of NGO in the teacher-training course, and role models of the community and interest in teaching. Through the support of NGO, the participant could participate in the teaching course, and she showed that she had many experiences. That participant obtained the sponsorship because she was interested in teaching. She got the support since she was at her hometown because her family was poor, which faced financial crisis. It can be understood that when there were emotional or financial support, people would have good feeling to do well with their study as well as to bring about good results.

Participant four (Pheary)

"I can say that I got many experiences in the teacher training course. You know the amount of money that I got from the scholarship as a teacher trainee was very little. It

was not enough to support my study life. Luckily, one NGO supported me since my study at the province until now. I was given a computer. There was someone waiting to help me when I needed. I felt warm because I had all study materials like others. I learned a lot, and sometimes better than others. You know I promised my supporter that I would go back to help teach children in my community."

Discussing about the involvement from community support, four other participants claimed that they did not see any initiatives by local or international organization to help support them in the teacher-training course. One participant said that she really needed the sponsor in order to pursue and complete her study, but she did not get anything. The finding showed that the participant was still able to successfully complete the training course to achieve her goal in order to help others though she was female or did not have any support from others. Having strong determination to reach the future goal in mind, people would work harder and go further though obstacles happened along the way without any help from others. Her response was the following:

Participant three (Sava)

"I didn't see or get any support from the community or other organizations. I grew up in a remote area. I tried hard to complete my study with little help from my parents. You know the girls in my village just dropped out of school and moved to the city to work at the garment factory but I didn't because I always wanted to be a teacher so that I could help teach children to make them understand the importance of education by preventing them from quitting."

Three other participants said that they did not interact with any other community agencies or organization, so they did not say anything about this in detail.

4.2 Factors Causing Teachers to Remain Teaching

4.2.1 Course Work and Readiness for Teaching

Teacher trainees needed to get ready before they started their teaching career, so the training center or university needed to be responsible for offering good teacher education so that teacher trainees could get some experiences for their real work. The main point was to train trainees to be confident in their academic competence, and then they could offer good instruction to students, so students would do well at school. Particularly, to help the trainees address challenges when they experienced in the real job performance, a suitable preparation of teacher-training course should be made, especially in urban areas (Haberman, 1987). The

time and changes in what the job involve possibly influence personal opinions about course work and preparation. For instance, the teaching preparation given to the trainees in the past sometimes may not be useful or practical for the present job demands as the work keeps changing. Being able to practice teaching in real classroom, teachers seemed to be aware of circumstances for the next step of life as teachers. One participant spoke particularly about his university for teaching preparation.

Participant one (Ny)

"I may talk about my university life from 1991-1995. For what I was doing at that time, I knew my college preparation was quite good because I had everything needed for teaching practice. I just needed teaching materials and other things, and I had them. The university gave me one extra class, which I gained many experiences about teaching. Oh! It really helped my teaching now."

Generally, all 5 participants were satisfied with the experiences they got from the university or teacher-training center. However, three participants whose teaching experiences were less than those of others' stated that they really needed more experiences regarding meeting the real situation of classroom teaching as it could be a little bit different from what they learned in the teacher preparation course. They wanted to learn more about the reality of classroom management or lesson planning. The finding revealed that regardless good experiences they had from the training course, when they walked into real classroom, they still faced some problems that could not be avoided although they had more or less experience in teaching. Theory was one thing, but more practice was always needed for teachers; however, nothing was always enough. Interestingly, learning was not always enough for those people who really wanted to learn. Particularly, without the skill of classroom management, the learning and teaching process did not go smoothly, so teacher trainees needed to be able to run the class well. Their comments were as follow:

Participant four (Pheary)

"The real classroom time was not enough for me because the time ran fast while I was teaching. Sometimes I could not finish the lesson on time. Then my lesson plan didn't go smoothly. I also needed to know more about how to address the school discipline to my students because my students seemed to feel uneasy to accept what I said at that time. I often felt difficult to control my students."

Participant three (Sava)

"You know I learned a lot about the theory, but when I walked into the classroom starting to teach for the first day of my work, I felt that it was not easy because many things were not like what I had thought. I think the university should have allowed me to spend more time in teaching practicum. Then I would have been able to learn more about the behavior and learning styles of children."

Participant two (Thy)

"I admitted that I had a good preparation course. Anyway, I still needed more time to observe other teachers who had much experience in the nature of teaching in order to find out about the reality of the classroom setting. As a student teacher, I wanted to see what was happening and to learn more about the routines of the classroom. How can a teacher set the classroom routines to his/her students? Another thing was that I got problem with lesson planning. I really needed more help with it. I just wanted to know how to write effective lesson plan."

On the contrary, one participant claimed that the experience of teacher preparation from the training institution was not much for him because he had been involving himself in teaching students at some private schools already before he participated in the teacher education program. Besides, while he was working as a private teacher, he came to take course to get the certificate and get the state framework of the Ministry of Education, Youth and Sport. Teachers with previous teaching experience seemed to teach effectively, but willingness to teach was even more important. He commented that:

Participant five (Visal)

"How to be well-prepared for reality of classroom is not problem for me. Though I taught students at private schools, teaching at public school is quite the same. So, I don't have any difficulty with lesson plan or classroom management because I used to take a course in teaching. I just wanted to share my knowledge and teach children at public school. I think it is my duty."

4.2.2 Factors at Institution and Workplace Experiences

According to Peterson (1997), and Winter and Sweeny (1994), teachers who are well-prepared for their teaching before they walk into the classroom are confident in the subject area. Moreover, some teachers may think that if they can carry out the teaching task successfully, they are sure of their personal sense of self-efficacy to meet the teaching

demands. There are some factors that can cause teachers to decide whether they should leave teaching or whether they should stay in the profession. Such factors include the need for accountability, colleague interaction, discipline matters, loneliness and isolation, and lack of support and recognition from school administrators.

Nonetheless, there were only 5 participants to be examined in this study, so institutional factors represent a small population about their ideas on those issues. The researcher may say that there would be different results from this study if the number of participants was increased. Generally, the number of years that teachers had involved in their profession would also reveal the difference in degree of how they were satisfied with their job and teaching. Furthermore, other factors including teaching big class and being responsible for making many students meet their learning need also influenced the academic self-concept of ability and self-efficacy of teachers in teaching. To satisfy the learning need, the participants stressed that they had to be responsible for teaching at least 25 up to 80 students every day when they talked about their teaching task and class size.

4.2.2.1 Classroom Teacher Experiences

Here the researcher intended to focus more detailed on the real teaching experiences of the participants in order to learn about how the situations influenced their own self-efficacy concerning rewarding and challenging. Moreover, the researcher also wanted to know how the participants used their self-concept of ability to improve students' academic performance, social and emotional development. To get through the details of each question asked, the researcher listed sub-questions under each interview question to guide their attention to the intended information. The guiding categories to link to the matters were teaching success, reward and challenges, enhancement of students' learning outcomes based on teacher's ability, discipline of students, observed changes in role of instruction, and role of environmental factors and students' adaptation to academic setting.

4.2.2.2 Teaching Rewards, Successes, and Challenges

Remarkably, the participants showed that their feeling of success depended on the achievement of students and their positive changes. When the participants faced challenges through the process of teaching, the successes and rewards seemed to compensate those challenges. The matter related to the school discipline could be a challenge for new teachers. The finding was quite the same for all participants regardless the number of years of teaching; they still faced little problem in real life as a teacher, but they could use the rewards as motivation to compensate for the challenges to overcome the barrier. People were

enthusiastic to work harder and harder in case they loved the subject area and the profession they had, and one common thing that made teachers delighted was when students understood the importance of education. The financial rewards were not as meaningful as that understanding of students, so non-material gifts made teachers satisfied for a long time, and such gifts would function as stimulus for teachers to keep working. Particularly, within the workplace, when teachers did not share experience with each other, they may have felt isolated or not belonging.

Participant one (Ny)

"Teaching student is what I love most. I feel very happy when I see my students doing activities to learn. This really urges me to keep trying to transfer the knowledge that is important for their lives. One challenge was that I had to deal with one female student who was always aggressive to her classmates, but that was not a big problem for me at that time."

Participant five (Visal)

"I was delighted and proud of my former students. They used to be my seventh grade students. Now they are doing very well in grade 10. That case means that I had done something good to help them with their studies. Most of them loved studying very much. They understood the importance of learning. My challenge there was to work with many different kinds of students who came from different primary schools. Also the discipline addressed to them was a bit strict and strange to them as they transitioned from primary school to secondary school. That could be their experience in life, too. Students were young, so I had to adjust my words when addressing the discipline; otherwise, they were not easy to accept it."

Participant two (Thy)

"To me, talking about the reward, I mean when I saw my students progress and get a fruitful learning outcomes at the end of the year, I was happy. That success of students was my reward. I still remember that some students came to me to say they really thanked me for teaching them and making them succeed. Their words really made me delighted."

Participant four (Pheary)

"The love of subject area is my reward. Why I say like this? You know if you love your subject, you will not get bored with it. You will try hard to provide effective instruction to your students. One challenge I faced in the second year of my teaching

was that I had to review old lessons, oh, nearly teach all the lessons that my students had already learned in the previous grade. It was not a problem for me because I wanted to them learn much and be strong academically. Another challenge was that it was hard to ask old teachers for observation; they seemed to feel uneasy. Perhaps they didn't want me to copy their teaching style or they were shy. If they were shy, it sounded so funny because they had been teaching for a long time already."

Participant three (Sava)

"I can let you know that I feel very happy and successful when I got the letters of compliment from the school director, especially the meaningful words from the mouth of my students. I keep all those letters. I can know that my students seemed to be grateful to me when they said those words that they learned because of me. About the discipline, I was very strict to students because I wanted them to be good students now and good people in the future. I knew they understood that."

4.2.2.3 Enhancement of Students' Learning Outcomes Based on Teachers' Ability

Being classroom teachers, the participants always had challenges and frustrations, but if they were confident in their academic self-concept of ability, the matters seemed simple. Sometimes challenges and frustrations did not cause the participants to perform badly in their teaching. According to Henson (2001, p. 404), teachers worked hard to enhance the performance of students if they were confident in their own academic ability.

4.2.2.3.1 Respect for Teachers' Academic Ability

Based on the evaluation from the school principal, all five participants were considered effective and superior although some of them were novice teachers who had little experience and old teachers who had much experience. Hence, the principal regarded them as very good teachers. When the researcher asked them about whether they wanted a chance for leadership, two participants stated that the school principal gave them leadership roles including colleague team leader and discipline holder, and other three participants said that they were not interested in such roles.

4.2.2.4 Perceptions and Worries about School System

When the researcher asked the participants about whether they had any concerns or perceptions about the school system, two participants claimed that they had a lot of students' work to deal with, that there were frequent meetings, and others had no ideas about that. Regarding growth and change within an organization, it could be correct when the school

system wanted to recruit and keep qualified teachers. Moreover, worrying about the school system could create chances to change or better it, but praise or approval of the school system might mean that the existing conditions should be maintained and refined. The finding may imply that teaching large classes was still a problem for an old experienced teacher. Besides, new teachers seemed to be bold in term of boosting the school for betterment. Teaching too many classes could make teachers bored or be under pressure which did not make them satisfied because teachers would not stay motivated all the time. Although they said they were happy now, they would not still be happy in the future. Their comments stated:

Participant one (Ny)

"There are not many teachers teaching the same subject as me. I had to teach many classes. Each class has at least 30 students, so I have a lot of paperwork to read or correct. I just want to make sure that my time spent correcting the students' work was worthwhile. I hoped they read the feedback and improve themselves. Now I am used to much work of students because I cannot avoid it as a teacher."

Participant five (Visal)

"I think the school should have a meeting regularly; if it is possible the meeting should be held every two weeks. You know, to improve our school, we should gather to share ideas, and work together to better bad points in our school. If we work differently, we don't reach the same goal. All teachers in the meeting hall are very important because it shows that we closely work together."

4.2.2.5 Noticeable Changes in Teaching Career

The long period in teaching career could allow experienced teachers to see the changes in their profession. Those experienced teachers may have been historical in nature. On the contrary, novice teachers had a few years of teaching, so they based their perceptions of noticeable changes very little. The researcher knew the differences between experienced teachers and novice teachers. Thus, the researcher asked them to comment on changes they observed through the number of years of teaching. Novice teachers talked about the issue of accountability in teaching. Similarly, more experienced teachers also addressed about accountability, and especially they had more paperwork and the family helped with educational problem. It could be assumed that the more time teachers spent dealing with students, the more stressful they felt, so they sought for cooperation from parents of students, and sometimes teachers may have felt that they alone were not able to deal with all students

because students were different from one another. Some students were good ones wanting to learn by themselves with little push from others, but some were difficult to be motivated; thus, the more burden teachers had, the more they became dissatisfied with their current situation. They stated:

Participant four (Pheary)

"You know now the accountability has been increased through testing. I provide more tests to my students to judge their ability. I have to correct and give them to students on time. Teachers were always considered accountable, but I feel that it is more than that when I started teaching one year ago."

Participant three (Sava)

"I may talk about something related to standards of the quality of students. I know there have been standards. However, the accountability really exists now. Actually, students' work is always checked and marked all the time, so I need a lot of time with it. Sometimes I don't have time to do different things for my students. It looks like I have to teach for standard, but producing qualified students is good."

Participant one (Ny)

"I just notice that some children don't want to be good students. Perhaps their parents don't have much time to help educate them more, or they no longer care about the learning of their children, so teachers will have more burden to push the children. Actually, only teachers at school are not enough to push students to learn, so parents at home should take part and boost their children to study harder."

Participant five (Visal)

"What I can see is that some parents now don't spend time with their children's learning. They might be busy doing other things. They should possess parenting skills. Parents should know how to raise children and how to direct their future based on their preference."

4.2.3 Perception about Role of Home, School and Community in Students' Learning

Based on the experiences the participants involved in their teaching career, the researcher was interested to find out about the point of views of the participants, according the observation of changes about the roles of home, school, and community that played in the learning of students. Such roles could be essential because they displayed the motivation

of teachers in nurturing the early interest in teaching of students. The participants' views could reveal their degree of self-efficacy to perform in teaching.

As addressed in early conversation, the participants talked about the role home, school, and community that played in their own academic growth when they were students. Thus, the researcher wanted to see whether their own previous experiences and their present opinions about those roles might have played in their students' lives or not. The participants stressed that home, school and community should be considered as a single unit because they were correlated, each of which played a very important role in boosting the success of students. Regarding the perceptions about the role of home, the participants said that parents should involve in attending school events and checking their children's homework. Parents should help educate their children to have good behavior at school and in society, parents should be strong role models for their children, and parents should spend more time talking and listening to their children. Besides, referring to the perceptions about the school, all participants remarked that they based their own self-efficacy to try harder to enhance the school performance of the students. Two participants noted that the large class sizes really made them difficult to satisfy the students' needs. One participant focused on the exploration to understand the interest of students, which made them more involve in the learning process.

In addition, the participants also informed that the community organizations should increase their support on the education of young students. Without the involvement of family in the education of children, their learning was not fruitful no matter how hard teachers tried, so teachers alone were not enough, and home was very crucial to urge children to keep trying. With the career of teaching, understanding the learning interest of students was also important because teachers could satisfy the student need to the degree which was acceptable. However, to satisfy the needs of students, there should not be too many students in each classroom; otherwise, it would be the same because the process of acquiring the knowledge could not be seen. The discussion about home, school and community was as follow:

Participant two (Thy)

"To me, I think home is a really big factor because students spend most of the time at home with their parents. I heard from my students that their parents have never helped children with their homework, and they really needed their parent to explain more. The work of children should be supervised by their parents although they

control directly or not, parents should care about children's learning so that they will feel warm in studying."

Participant four (Pheay)

"School initiated things, so the role of home, I think, is to support things that the school has created to help the children learn. Home, school and community cannot be apart. The school cannot 100% help students to succeed; there must be the combination of all."

Participant one (Ny)

"I may say that school should explore the interest of each student, and teach them different learning modalities, the way of something is done. Try not to lecture all the time. It's not good for students. If it is possible, we should divide students into groups according to their preferred skills."

Participant three (Sava)

"As I experienced, the school should give strong help to students. One thing that I noticed was that the class size was too large that it was difficult to guarantee the delivery of the lessons. Cutting down the class size is good so that we can meet the needs of students. Sometimes, I am not sure whether all students can understand the lesson or not because it is hard for me to check the understanding of all students."

Participant five (Visal)

"It will be gorgeous if the neighborhood has a learning center so that parents can bring their children there when they have time, but the community should have enough resources for children to learn. The resources can relate to school-based learning initiatives. If possible, there should be at least one library in the community, but there must be support from particular sector."

4.5 School Climate, Teacher Retention, and Job Satisfaction

Reasonably, it may be concluded that good school climate was related to teacher retention. Good school climate could be the real factor that the teaching and teacher's commitment to enhance the learning outcomes of students were valued and recognized. Staying in good environment, teachers felt the sense of belonging to a group, they had right to involve in decision-making, and they were valued for their own style of teaching. According to Winter and Sweeney (1994), good school environment is in the hands of the school principal. Nevertheless, some teachers still leave teaching career though they have

positive school experiences. Other factors included that teachers may have personal motivation to grasp opportunities to work in educational administration and they may feel that they have an ability to succeed in another career apart from teaching. Positive and negative influences on whether teachers stay in the profession may result from those factors, which are related to academic self-concept of ability and self-efficacy.

At the end of the conversation with the participants, the researcher wanted them to stress on the school climate as it was regarded as a main factor affecting teacher retention. Degree of independence for style of teaching, general problems related to overall job satisfaction, communication with staff, classroom teacher satisfaction, plans for future, and suggestions for the school system could influence on teacher retention.

4.2.4.1 Degree of Independence for Styles of Teaching

Degree of independence for styles of teaching was defined as having freedom to teach a preferred curriculum in which the teacher could use his/her own methodology such as grouping, material selection or lesson format. Three participants said that the school principal allowed them to use their own styles of teaching; on the other hand, the structures of the semester exam that was composed by the technical team of the Ministry of Education, Youth and Sport sometimes affected their choice to be creative, and this matter could not be avoided.

4.2.4.2 Communication with Staff

The way that colleagues interacted with each other as in profession and in society was crucial because the interaction could help create collegiality, boost friendship, and assist them to get knowledge, which was for effective teaching (Erawan, 2010). Naturally, professional communication was like social one because when teachers interacted with each other, they could exchange the ideas about teaching including selection of teaching materials for certain lessons, and different teaching methodologies to improve the performance of students. Hence, when teachers had broader knowledge about which material they used and which instructional technique they employed, they were possible to enhance their own academic self-concept of ability to better student performance.

Seeing the importance of the colleague interaction, the researcher asked the participants how they communicated with each other in the society and in profession. The participants said that in their school they had what was called professional affiliations. All participants agreed that they always positively interacted with other colleagues in their workplace. The participants claimed that they were appreciated for their knowledge by other

teachers and staff, and they were optimistic about personal leadership qualities, which they regarded as positive experiences.

Two participants gave comments about positive experiences that could sum up the main points of other participants. The finding showed that old experienced teachers seemed to have more potential to become a team leader, and other teachers may have regarded them as their model. However, new teachers could also become a team leader because the experience was one thing but the knowledge was another, so the election to choose team the leader should have been done to provide equal chance for every teacher. Their comments about professional affiliations were as follow:

Participant two (Thy)

"Nowadays, my colleagues regard me as their leader. You know I am like a spokesperson for the group. I am a leader of technical team of my subject area. When there is a meeting, I will be the one who reports the concerns or shares ideas of my group to other teachers and the school principal. This is good when we can work together to reach the same goal."

Participant one (Ny)

"My colleagues and I got on very well with each other. However, one thing that was very difficult for me was to become the school principal where I taught because at that time the previous principal retired. I had to make my colleagues think about me in term of their leader but not their coworker. Still, I would always do well in my job and I always acted and dealt with people professionally. I still keep trying to better my school although I can be a principal or not."

Regarding social affiliations, some participants stated that they had little or sometimes no aspiration to spend the time with colleagues in order to enjoy themselves outside the school setting when they were not working. That was stressed more by the long experienced teachers rather than novice teachers because novice teachers may have wanted to know more about their colleagues or new people. That idea did not mean that experienced teachers had antisocial ideas but their personality in nature. The responses from experienced teachers were travelling far from school to home, having previous commitments, and being responsible for families. This finding revealed that old experienced teachers considered socializing outside school less important for them, while novice teachers tried to seek more socialization. The long experienced teachers did not spend more time for socialization because it could be assumed that the proximity from school to his house was far and that he

had family to be responsible for. Anyway, regardless for experienced or less experienced teachers, socialization was good but because of family household chore, socializing with colleagues was kept apart.

Participant one (Ny)

"You know my house is 30 kilometers away from the school, so after the working time, it is difficult for me to spend some more time with other colleagues. If I don't hurry, I will arrive home late. Then I can't help my family with anything, especially the housework. These difficulties and problems may shape my habit of not wasting the time with social interaction."

Participant three (Sava)

"I am very busy at home. I am a mother who has to be responsible for two little children to look after. Actually, I have many things to do as a housewife. I rush to go home to cook food for them. Obviously, I really have many things to do at home apart from teaching. "

Participant two (Thy)

"Sometimes I felt very pleased because my colleagues invited me to gather and eat something after the working time but I don't think I needed more socialization. I wanted to take a rest after working for the whole day and I had a lot of work to do. One more thing I needed to teach an extra class at home to earn more money to support my family. Still, I might have spent little time with them at the weekend if possible."

During the interview, two novice teachers revealed that socialization was very beneficial for them because they could get along with each other. Importantly, they had time to share feelings with one another. It may be that the earlier stage they started working, the more actively they did things. It can be clearly seen that without much burden of the family, teachers still had time to enjoy themselves with colleagues, but it might change when they had more domestic chore to run. Their responses were the following:

Participant five (Visal)

"For our socialization, we always go outside to eat something together. It looks like a very big family. We can have time to share joys, and we can talk about our concerns related to our work. We always chat, so we know each other clearly. I feel very warm when we see each other at our workplace because we may think about the

time spent together outside."

Participant four (Pheay)

"We usually spend time outside just to know more about each other, so this action can make us understand more about our colleagues. When I can get along with other colleagues, I feel that they are like my older brothers and sisters. Thus, I can work closely with them at school, and they always advise as I am a new teacher."

4.2.5 School Principal as Facilitator for Good School Climate

According to Riehl and Sipple (1996), the school principal needs to be responsible for many things; that is, he or she has to establish and maintain a positive but effective school climate. What are expected from the school principal are his/her influences and roles he/she plays in school climate, which ranges from extremely positive to unwanted. The school principal who produces positive school climate is the one who allows other colleagues to involve in decision-making, who values the academic capability of teachers, and who is willing to listen and open to change for betterment. Meanwhile, the principal who does not have the above mentioned points are not wanted. Two participants cited that their school principal gave them positive experiences as teachers. Three showed that the experiences they had were not desirable. One thing found was that the school principal seemed to give value to old experienced teachers in term of quality of teaching and decision-making more than that to new teachers. The presence of school principal to promote good school climate was needed, but the principal was expected to facilitate all kinds of matter happening at school to boost academic and social collegiality for every teacher. Their comments were as follow:

Participant two (Thy)

"The school principal where I work really motivates me. He usually comes to observe my teaching and gives me verbal feedback, which absolutely boost my teaching career. I can learn a lot from my weak points because only someone who observes me will know how my teaching is. One day, he came to me and said 'Teachers at our school are great' His words really made me motivated."

Participant one (Ny)

"My school principal always gives me encouragement. He noticed my ability and always values it. He told me to further use my best knowledge to enhance the learning of students. I know that he feel confident in my knowledge. He trusts I can

do well to improve students."

Participant three (Sava)

"One point that I noticed about my principal was that he always allows everyone to speak out their opinions, which is sometimes positive or negative. Those opinions seemed to have negative effect to our school rather than positive. We feel very confused many times and don't know what to do to deal with the problem."

Participant four (Pheary)

"Sometimes I am fed up with the school climate, so it should be improved. The school principal should cope with the problem by considering about the key concerns raised by other teachers, and make sure that other colleagues can take part in the decision-making process. I am confident in my own ability, and I can help find the solution, or sometimes I can help if the principal asks me to do. If it is still like this, perhaps I will find another job apart from teaching."

Participant five (Visal)

"The thing is that the principal accepts colleagues' opinions differently and in positive manner. I myself don't have any problem, but I feel that the problem exists because it is like nepotism in my workplace. However, it seems to be occurring now. I think there are different groups of teachers, and why they don't work together to better the school. The principal should handle this problem."

4.2.6 Economic Factor for Staying Teaching

School teachers admitted that their base salary was not enough to support the family life, and they also knew about the financial conditions of teachers. However, they were willing to be teachers. Before teachers entered the teaching profession, they realized that they would earn less money, and some did not have any choice but becoming teachers. They revealed that teaching and managing to earn more money from other activities were solutions for them. It was likely that they did other school activities to complement their salary with additional revenues. The finding revealed that some teachers taught remedial classes for extra money, and some had family business to survive, and though they had ways of earning a living, teaching was still their first priority in the life as teachers.

Participant one (Ny)

"You know my salary is not much, but because I love teaching; I want to help students, so I don't give up my job. However, to support my family, I run a small

business at home, and my wife is in charge of it. When I don't have to teach, I also take part in that business. Anyway, I still teach until I am retired."

Participant two (Thy)

"Yes, beside the school teaching time, I have the remedial class. Students just pay some money to attend this extra class. I know it is a good way to do this, but it can help me with the cost of transportation. In fact, my wife also has a domestic business at home; that can help our living condition. I still teach because I love teaching, not because of money alone. If I think about money, I don't become a teacher."

Participant five (Visal)

"Oh, I can tell you that I've got another job as a lecturer at private university. Yes, I know salary from high school is not much. But I still teach students at public school. To support my living condition, I have to earn more but I have never thought of leaving my state school framework. I concern about the lives of students."

Participant three (Sava)

"Actually, apart from teaching time, I have a sale business at home. Depending on state salary, my family will face difficulty. Yes, I have to spend time preparing my lessons to teach and earning extra money as well. Now I am not sure which one is more important—teaching or living. Anyway, teaching is still my responsibility."

Participant four (Pheary)

"Honestly, I don't earn much from teaching, but my husband can earn more than me, so I think my living condition is ok. Yes, teaching is still what I like, so I continue teaching though the salary is not much."

4.2.7 Talking about Job Satisfaction and Plans for Future Career

At the end of the conversation with participants, the researcher asked them to mirror their experiences about institutional factors. Moreover, the researcher asked them to talk about the possibilities of staying in the profession. The participants were required to rate the scale of 1 (the lowest) to 10 (the highest) about the level of satisfaction in the career of teaching. In addition to this rating, the participants had to give their reasons why they rated like this or like that. Discussing about their future plans was also posed on the participants, and lastly they had to suggest ideas on how to absorb and keep teachers, which was reflected under the school system.

4.2.7.1 Job Satisfaction Rating and Reasons for Rating

The participants' answers displayed that they were satisfied with their job rather than feeling bitter with it. Three participants rated from 9 to 10, and two other participants rated 8 to 9. Some reasons were found among the group of participants. First, the participants valued friendships and collegiality that were created by positive experiences they had either in their career or in the society. Second, they felt that their own efficacy and self-concept of ability could positively influence on the achievement of students. Third, they were generally pleased with their job although there were some challenges and unpleasantness they faced. Fourth, they loved and concerned about the lives of children. Finally, they thought about the school system, which did not practice a shared decision-making policy.

4.7.2 Plans for Future

There were three participants, whose plans were to stay in the career of teaching because they loved it, and they wanted to be good models for their students, and one of the three participants further said that his retirement year was coming soon, so he did not have to think about leaving teaching career. One participant addressed that he still worked in the field of education as his dream was to be administrator so that he had some power to use his ability to improve the well-being of students. One last participant said that he was not sure because he felt that teaching was like just preparing students to do the test, but he really valued the teaching career.

In short, according the study with five participants, results showed a wide range of experiences and ideas about the life as a teacher. Environmental factor—including home, school, and community—cultural, and economic factors influenced positively and negatively on academic self-concept of ability and self-efficacy, which sparked the interest for teaching. Positive experiences functioned as catalyst, which made the teachers confident in their academic ability and self-efficacy to continue teaching career. Based on conversation during the interviews, negative experiences also caused the participants to try harder.

Furthermore, job satisfaction could result from positive institutional experiences, which embraced the experiences they had during the teaching period, the relationship they had created with school personnel and other teachers, the way their job performance was recognized and valued, and the way they were able to participate in decision making. Academic self-concept of ability and self-efficacy to keep staying in the career of teaching were also affected positively or negatively by such factors.

CHAPTER 5
DISCUSSION

Reasons about choosing and staying in teaching career showed the in-depth information obtained from the interview format with 5 teachers at that high school as the study was qualitative. The sources of motivation, which supported these reasons, were of great importance, and the theoretical basis for investigating in this study was the use of self-motivational construct. The research questions and the interview questions related to why and how were the features of qualitative study. The research questions were closely connected with each other according the findings.

5.1 Effects of Home

Mostly, having the supportive family, the participants agreed that their family was one of the motivators. The direct support or verbal inspiration for the education of children was very important because, based on the interview with participants, the family helped them succeed in teaching career. For example, parents directly checked or supervised the homework of children; they provided the needed educational resources as well as verbal encouragement. The behaviors of parents were also found in the study of Hoover-Dempsey et al. (2002) and Clark (1983) to be the influential factors to make students succeed in learning. Moreover, the participants also stressed their family members were strong factors because they used verbal encouragement to make the participants study hard in school. Though these factors were not absolutely true, they could be viewed as variable forms of support about the motivation to push the participants to somehow select teaching (Ames & Archer, 1987; & Bempechat & Wells, 1989). In contrary, although some participants claimed that they had very little direct support from their parents, they were still successful because they trusted their sense of self-efficacy. Thus, parents who directly supported and encouraged children for academic advancement were fundamental to assist them to possess a sense of self to accomplish the work at school.

Strong factor emerged from this study was the personal determination to achieve even though there were challenges in family. This was true as cited by the participants who faced some difficulties such as lack of money or encouragement to become a teacher. The study conducted by Hoover-Dempsey et al. (2002) and Pajares (1996) also supported that those students who tried hard and trust their ability to overcome the hindrance would take responsibility to succeed their goals. The participants revealed that motivating factors that urged them to succeed in school were their personal persistence and belief in their own ability. Still, self-determination was perceived as basis for success though there was less

support from others. Besides, regarding home support, the participants also cited the support from siblings as academic booster.

Another point was that the influence of role models of family and community and the support from school teachers or university lecturers gave the participants the reasons for choosing teaching career and attending the teacher-training course. The role models of family and community and in some cases lecturers at college urged the participants to continue higher learning because they could be role models of others in the next generation. The participants also stated that parents did not put much pressure on children when they moved to higher grade, so such style could be marked as an effective parental behavior for all children, and the way parents showed the support for education of children and the work ethic of them was called parenting styles (Prom-Jackson, Johnson & Wallace, 1987). It might be true that career path was guided by influential people—significant others.

5.2 Effects of School during a Life as Students

The school also had influences on the growth of academic self-concept of ability and interest for a teaching career of the participants. Such growth and interest were enforced in three ways according to the interviews with participants. The first point was the roles teachers played. The participants had the impression of their own ability when teachers conveyed high expectations for them by using actions and teaching methods. That idea was parallel with the behaviors of teachers to push students to succeed academically as identified by Cotton and Wikelund (1991). The participants produced excellent work when their teachers trusted their potential and spent more time providing academic help and guidance. Such behaviors of teachers contributed to high efficacy of the participants, and before going to university and while attending the teacher-training course, the participants cited the influence of their former teachers or lecturers. Next, the individuals were determined to work harder when they failed and were disappointed by undesirable results of course work; this determination really involved in self-efficacy to succeed in teaching career. All the participants tried to recall the time at school when they had to improve their work based on the feedback from their teachers. Although the feedback was positive or negative, it really urged them to work harder to better themselves. The last point was the adjustment to the life at university and sense of efficacy to do well at school as well as to complete the task successfully because the participants understood the level of education they had, so they had to work harder to suit that level.

5.3 Effects of Community

Through the conversation with the study participants, the organization or other community agents had little influence on the academic self-concept of ability and self-efficacy to become a teacher; it was just the financial support. However, the participant who had been supported by the organization said that she had great experiences from special teacher-training course. She claimed that it really changed her life. If the participants got the support from other sectors to attend the teacher preparation program, such support was like the partnership deemed to be the effective way to absorb the students, especially students at remote area to participate in the training course. Consequently, the participant who obtained the support from the community agency determined to achieve and complete the training course requirements. Anyway, despite having the support from others, if the individual did not try hard or determine to overcome any obstacles, success would not come into existence.

5.4 Experiences in Teaching Environment

The students who learned well at school did not forget their teachers' good deeds, which made them achieve in education, so students showed the gratitude to their teachers who helped educate them. That display of gratitude functioned as positive influence to strengthen the participants' personal belief in their own ability and willingness to stay in teaching career. This was known when the participants were asked to rate the assigned scale on the level of their commitment in teaching career, and their ratings were from 8 to 10. In addition to the commitment in career, the participants talked much about rewards and challenges they had had.

All five participants passionately stated about their subject area, and they set a strong determination to make some positive changes in the lives of students who had been taught by them. Supported by Traina (1999), teachers who had real concerns about the general well-being of students would be likely to persist in their actions though they faced some difficulties. This case was stressed when the participants talked about academic needs of students and their overall well-being in school. In response to the performance of teachers toward their students, the participants also talked about how they themselves personally experienced with their former teachers at school, and how they became better students because of the behaviors that their former teachers acted to them. One more thing was that the participants also revealed their personal success events—it was when their students showed gratitude to teachers about their academic progress or at the end of the school year when the great progress of students was renowned to teachers. Caring about students' learning was good, but teacher should have addressed the importance of education to

students so that they could do more self-study beside studying at school.

Anyway, the participants marked that every success happened along with challenges. Apparently, the issues were related to when the participants had to set discipline to students, when new teachers needed mentorships, and when they had to deal with the realities of classroom teaching, which novice teachers really needed. Supported by Haberman (1987), extra experiences in reality of teaching were very important for the university students planning to teach in urban area. On the contrary, other participants did not regard those problems as their obstacles, but they seemed to overcome the challenges by having to be confident in their own ability. Though the participants faced some challenges while they were teaching, they were still considered as effective or better teachers by their school principal, and all the participants were sure of their academic competence, and focused on their self-efficacy to still be good teachers for their students. Whatever career it was, challenges and success may have happened simultaneously, but being sure in one's own ability was the way to success.

5.5 Colleague Interactions

School climate was influenced by an element called collegiality (Peterson, 1997). According to the conversation with participants, they said that they had pleasant relationship with other colleagues at the workplace. One participant talked about the professional relationships, which dealt with leadership. The participant meant the appointment to be a technical team leader, which he had to be a representative for his group whenever there were meetings. Other colleagues paid respect to him for both his knowledge and ability of leadership in that instance. Remarkably, it was not known why new teachers were not able to become a team leader regardless experience of teaching. Some participants concerning social basis explained that they did not have desire to spend leisure time with other colleagues because they had to do their housework when they finished the school working time. Understanding the burden of family, it may mean that socializing outside working time was not as important as having family to care for. However, the participants also said they had positive relationship with other coworkers, which was supported by Butler (1995) that when colleagues get on well with each other and when they collaborate with each other, the school climate will be favorable.

5.6 School Climate and School Principal for Teachers

School climate can be most favorable and important to make teachers want to work when the school principal knows that he has roles to set the tone his staff (Winter & Sweeney, 1994). The school climate can determine whether or not teachers are satisfied with their job and whether the teachers can be kept to stay teaching because if they work in good climate, willingness of teaching will be increased. The participants stated that the school climate where they taught was favorable because they had many good experiences. Those experiences included when the school principal praised them for their good work, and when they were openly allowed to show their attitude to address concerning issues. These positive experiences boosted the academic self-concept of ability and self-efficacy in the workplace. The concern was when the school principal behaved in a manner, which was opposite to those points mentioned above. Thus, one participant commented on that concern as a reason that he could possibly withdraw from the teaching career if the school did not improve bad points. This situation must have taken into consideration because when some teachers were left behind or were ignored, the whole school climate would be affected, so an appropriate way was to take care of all kinds of staff within the school.

Moreover, some of the positive working conditions may compensate for negative conditions which may include the lack of materials and supplies, cynical colleagues or very large classes. However, in some situations, the negative might outweigh the positive which lead teachers to leave their school or teaching. Not surprisingly, individual teachers may have various expectations and priorities for their work and workplace—what satisfies somebody may not satisfy another. For example, one teacher may be disappointed about the old condition of the school building while other colleagues barely notice the disrepair.

5.7 Career Commitment and Job Satisfaction

Most participants indicated they were generally satisfied with the profession as teachers although challenges occurred while they were performing the job and no matter how the relationships with the school principal and other colleagues were. The evidence used to show the level of satisfaction was the rating scale. The participants ranged from 8 to 10 on the scale of 1 to 10. To support that rating scale, the participants were asked to give more description about their future career plans. Within those plans, two participants identified that they did not hesitate but continued to stay in teaching profession. Their plans to still stay in the teaching profession were because of some reasons:

First, they did not want to end friendships or relationship, which was created with

other colleagues. Second, they were sure of their self-concept of ability and self-efficacy to make students have fruitful learning results. Lastly, they loved the teaching profession and had commitment in the job. Another participant was not clear with her future plan because she might want to work in another field; in contrast, two others talked about their future plans, which they wanted to work in the school administration to improve the school climate to even more favorable. Wanting to work in administrative level was good, but if their wish did not come true, they might stop trying, which could possibly weaken their willingness of teaching. In short, job satisfaction resulted from feelings of having positive conditions with the work itself and in the workplace.

Noticeably, it was hard to specify a simple set of elements which would satisfy all teachers because people were different and many features of the working place were interdependent. All elements required attention so that the expectations of a wide array of individuals could be met, and the satisfaction in their work could be made possible. Being effective in the classroom was very important for all teachers, but if working conditions hindered teachers to achieve intrinsic rewards for which they chose teaching, they might leave the classroom or psychologically leave the profession. Jonhson et al. (2005) supports that the factors which influence a teacher's sense of efficacy in the classroom and satisfaction on the job can affect positively or negatively on teacher retention.

5.8 Cultural Factor for Choosing and Staying in Teaching Profession

Seeing the importance of role models for others, Cambodian society would always respect and give value to those people who were teachers because they were models for generations of children. According the study of Fullan (1993), teaching was seen as moral profession and teachers functioned as change agents, and Lumpkin (2008, p. 47) added that teachers were role models for students in term of showing honesty by telling the truth and acting in an honorable way, displaying trust when establishing and upholding class expectations, and showing fairness when teachers did not discriminate against students or treat them disparately. Teachers who developed a respectful sense of community within a class were very important by demonstrating respect for students regardless of ethnicity, race, gender, socioeconomic status, or individual characteristics or abilities. Importantly, teachers showed responsibility by being morally accountable for their actions and fulfilling their duties. Hence, students would imitate most of activities of their teachers as they valued their teachers as models, so it could be a reason of becoming and staying in the profession as to be a symbol for others.

5.9 Economic Factor for Choosing and Staying in Profession

In response to the finding, some teachers had a second job to live. According to Benveniste et al. (2008, p. 56), teachers depend on the second job because it may be very important source of income to add to low teacher pay. Teachers may want to do second job rather than teaching double shifts to get more salary. As cited in Benveniste et al. (2008, p. 56), it is 1.8 times more common that a teacher who is 30 years old or older to have a second job than it is for the one who is below 30 years. It was likely that teachers may not have focused on their teaching well unlike the time when they had less family burden, and having to care for family could make their teaching less effective, but such situation could not be avoided. It could be understood that when teachers started teaching for the first time, they taught well, but when they got older and had more household to be responsible for, the quality of delivery of knowledge could also be affected.

Compensation of teachers is widely believed to be critical in absorbing teachers to the profession and keeping them in the classroom. The pay may play as an incentive and reward to enhance the quality of teaching pool and teaching force as well as to reduce teacher attrition. It might be understood that stronger candidates to become teachers would be attracted to teaching career and more effective teachers might be retained if teachers could earn higher pay both on entry and over time. According to Johnson et al. (2005, p. 37), pay is considered as an important factor in teachers' initial career choices. Moreover, Loeb and Reininger (2004, p. 39) as cited in Johnson et al. (2005, p. 37), " teachers respond to wages and are more likely to choose to teach when the starting teacher wages are high relative to wages in other occupations."

CHAPTER 6
CONCLUSION

6.1 Conclusion

According to the findings of this study, families played role in socializing children and really influenced on early development of self and achievement in school. Parents seemed to directly help their children do homework or support any school initiatives, and used verbal encouragement to urge their children to study harder, which was regarded as influential endeavors to boost their academic self-concept of ability and self-efficacy to succeed in schoolwork. Interestingly, big family where there were aunts, uncles, and cousins living together could also serve as sources of motivation to push students to do well in school. In case of living in the family, brothers and sisters could possibly function as agents to provide assistance for school tasks. In this study, family members and siblings supported the participants for their education. Such support served as a strong factor, which influenced the participants to choose the teaching career. Hence, children's socialization for academic achievement resulted from the roles that family played.

Moreover, another thing found in the study was that parents did not help the children with their study anymore when children became older in age or when they moved to higher grade. Older siblings were asked to assist younger brothers and sisters with their schoolwork. Such socialization from siblings to those participants showed the family involvement, which one or two members worked in the area of education, and especially the sense of unity and principle, which helped advance the academic self-concept of ability for the participants to become teachers in the future.

Remarkably, the study also found that the individual determined to be successful although there was a strong support from family for their higher level of education. Nevertheless, it should be cautious that parents were necessary for children because parents could help them feel capable to learn well at school. Thus, the success in career may have resulted from supportive parental behaviors and a sense of self-determination of individual to achieve the tasks.

Besides, the influences of home were crucial for the success of students at school. Verbal encouragement and active forms of socialization from parental behaviors and other family members were important in making students obtain a strong sense of self-concept of ability to academically do well at school. Mutually, the academic self-concept of ability could reinforce personal self-efficacy to win obstacles to attain the goal of career such as teaching profession.

The study also found that academic experiences influenced self-concept of ability and self-efficacy for teaching, and the reasons why teachers chose teaching career and wanted to stay in it embraced high expectation of teachers on students' achievement, constructive criticism on course work, role models of former teachers, persistence of each student to generate work with quality, and one's own adaptation to the environment of social and academic life.

Concerning past experiences at school, the former instructors could cause the participants to imitate to make desired changes in their own students. Teaching practices provided critical but supportive feedback on the work of students. According to the findings, high teacher expectations and their influences on the development of self really made students do well at school because teacher high expectations for their students were related to their sense of efficacy to enhance the learning outcomes of students.

The study also found that the academic growth of the participants was affected by previous teachers, who were aware of their role models for their students. Thus, the participants were motivated to work harder, and they accepted their belief in academic value, and the study showed that the participants had high degree of self-efficacy to defeat the barriers because they trusted their abilities.

In fact, the study also found that the community helped play the role to foster the academic development of young people, and it had effects on whether or not students believed in their ability to achieve in higher education and their pursuing accomplishment of a professional teaching career. The community influences, which included role models and representatives from organizations or agents, boosted the participants to work harder. Teachers needed to use their sense of self-efficacy while teaching in order to inspire students to perform better in their learning. Thus, when students could deal with negative and unpleasant situations, they were likely to gain a stronger sense of efficacy.

Based on the findings, institutional experiences that teachers faced in real classroom situation and that the school system was run had influenced teachers' sense of efficacy and academic ability to teach. Interestingly, being able to satisfy the students' needs, having good relationships with the principal and colleagues, being able to involve in decision-making and procedural issues were counted as institutional factors that could also directly influence on the participants' self-efficacy to teach. Such factors could reveal the school good climate and mark the degree of job satisfaction, which was likely to affect self-efficacy to remain in teaching. Importantly, the discipline problem could be a major cause that made the students concern about or hesitate to select a teaching career, or in some cases, teachers

could decide to leave the profession because of the school discipline.

One more thing found in the study was collective efficacy that could affect each teacher's efficacy. Feeling satisfied as teams of teachers and schools was even stronger than the only sense of self-efficacy. Job satisfaction and retention of work arose from whether or not a teacher felt belonging to a larger unit and contributing to positive changes in students on a large extent.

Besides, the study found that becoming teachers came from the cultural factor because Cambodian society regarded teachers as role models for children. Most actions done by teachers would be imitated by students, so teachers were expected to be seen with honesty, trust, fairness, respect, and responsibility. The study also revealed that teachers were still able to teach with little salary from the state as some of them had the second job to additionally support their living standard because their aim of teaching was not to earn the money but to educate children.

Noticeably, those teachers who decided to choose teaching career could imagine the real life of a teacher. The common motivations for becoming a teacher was based on the intrinsic reasoning including a desire for the feeling of personal achievement, the satisfaction of working with children, a job contributing to society, a job providing responsibility, a job caring for others, a secure job, and a profession offering intellectual changes. The study suggested that the incentive factor did not have a significant impact on the choice for teaching career. However, potential teachers were found to be motivated by salary, but the decision to stay in the profession was placed on the emphasis on how the public or society perceived teaching and satisfaction of teachers with their own professional development; thus, the status of teachers in the society was very important. In short, strong reasons to become teachers for students would make them stay in the profession though there were some challenges or dissatisfactions in the life of teaching.

Particularly, as being very fresh in conducting such study, the researcher could learn much about the features of the research topic, which was broader than what was expected, and which addressed issues specific to the researcher's own situation, and importantly the researcher could understand the process of doing a research although there were some errors along the way. Moreover, conducting a study, the researcher could also have many personal gains. The researcher might become an expert in the subject, and this was the start of a lifetime's special interest. With this study, the researcher also developed several general skills such as communication skill with people—the participants, writing skill in English, running a project—the researcher thought that this study was like a project for the him—

organization and time management, computer literacy, evaluation of published papers and presentations at research defenses, and possibly the researcher might be able to use the knowledge gained to supervise or give advice to next cohort of students who are interested in conducting on similar research topic. All of these skills were considered fundamental for the fresh researcher.

6.2 Further Research

In Cambodia there were only a few researches which were done to investigate the reasons why teachers chose teaching career and stayed in the profession, so there should be more studies conducted to find out the factors which influence teachers' decision to choose and remain teaching.

The study was conducted to see the factors that caused teachers to opt for teaching career and stay in it, but it was done with only one high school in the province; thus, there should be more schools and training institutions included for the next investigation. Furthermore, the future research should be conducted both in the province and the city to embrace different views from teachers at various areas. Possibly, it should also be done with private school to compare between responses from public school teachers and those from private teachers. Moreover, the number of participants was only 5 in the study, so the next study should take more participants so that the finding will be more accurate, and the future research should also seek for the reasons why some teachers leave the profession so that comparison can be made between those teachers who are in teaching force and those who have already left teaching. Then, more reasons about teacher retention and attrition will be known.

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Royal University of Phnom Penh

Appendix A: Information Sheet

PROGRAM:	Master of Education
Research Title:	Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province
Supervisor:	Dr. Rosario Pozo Gordaliza
Research student:	Uy Veasna
Mobile phone:	077 48 48 49
Email address:	veasnauy@yahoo.com

This study focuses on two factors, which are deemed important in influencing on the interest and choice of teaching career. It aims to find out how two related factors influence individual to choose and succeed in teaching career as well as in planning to continue teaching at that high school. The first factor is environment including home, school, and community influences. The second factor is institution including workplace experiences, climate at school, and job satisfaction.

The participants are requested to participate in the in-depth focused group interviews. They are asked about their background such as how they were educated, how they became teachers, and their own teaching experiences such as how they teach their students and how they reflect about the school climate in making them succeed and stay in teaching profession. The interviews are divided into two parts. The first part is about the environmental factors, which is expected to last 60 minutes. Then, the participants can have a break for 15 minutes. The second part is about the institutional factors, which approximately lasts the same duration. The interviews are audio-recorded for transcribing and analyzing the data. The patterns and themes are arranged and labeled to ease the analysis.

The participants are informed that their interview participation is voluntary. They are free not to answer any question if they do not want. Remarkably, they can withdraw from the interviews without any harm or negative effect to themselves. The researcher also stresses that the names of the participants will not be revealed or identified in the final paper of the thesis.

Tape-recordings and transcription will be used and recognized by only the researcher, and will not be read or listened by any other people. Numbers are used to represent each participant during the interviews. Their identifications such as workplace or position will not be recognized in the analysis process.

Any questions or doubts pertaining to this study, please feel free to contact **Mr. Uy Veasna** via the above phone number and email, or if you want to find out more about how to conduct the study, please email to **Dr. Rosario Pozo Gordaliza** via **rosariopozogordaliza@gmail.com**.

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ឧបសម្ព័ន្ធ A ៖ សន្លឹកព័ត៌មាន

កម្មវិធី៖	បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ
ប្រធានបទ៖	កត្តាដែលបណ្ដាលអោយគ្រូជ្រើសរើសអាជីពបង្រៀននិងនៅ តែបន្តការបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្ដាល
សាស្ត្រាចារ្យដឹកនាំ៖	Dr. Rosario Pozo Gordaliza
និស្សិត៖	លោក អ៊ុយ វាសនា
ទូរស័ព្ទទំនាក់ទំនង៖	០៧៧ ៥៨៩ ៨៥៩
អ៊ីម៉ែល៖	veasnauy@yahoo.com

ការសិក្សាស្រាវជ្រាវនេះផ្ដោតលើកត្តាសំខាន់ពីរ ដែលជះឥទ្ធិពលលើចំណង់ចំណូលចិត្ត និងជំរើសនៃអាជីពជាគ្រូបង្រៀន។ការសិក្សាស្រាវជ្រាវនេះមានគោលបំណងស្វែងយល់ ថាតើកត្តាដែលទាក់ទងគ្នាពីរជះឥទ្ធិពលលើបុគ្គលម្នាក់ៗ ក្នុងការជ្រើសរើស និងជោគជ័យ ក្នុងអាជីពបង្រៀន ក៏ដូចជាការបន្តការបង្រៀននៅវិទ្យាល័យមួយយ៉ាងដូចម្ដេច។ កត្តាទី១ គឺ កត្តាបរិស្ថាន រួមមានគ្រួសារ សាលារៀន និងសហគមន៍។ កត្តាទី២ គឺកត្តាស្ថាប័ន រួមមាន បទពិសោធន៍នៅកន្លែងធ្វើការ បរិយាកាសសាលារៀន និងការពេញចិត្តនឹងការងារ។

អ្នកចូលរួមត្រូវបានគេស្នើសុំអោយចូលរួមក្នុងការសម្ភាសន៍យ៉ាងស៊ីជំរៅជាលក្ខណៈក្រុម។ ពួកគេត្រូវគេសួរអំពីជីវប្រវត្តិ ដូចជា ថាតើពួកគេទទួលបានគេអប់រំយ៉ាងណា ថាតើយ៉ាង ដូចម្ដេចបានជាពួកគេក្លាយជាគ្រូបង្រៀនហើយនិងបទពិសោធន៍ផ្ទាល់ខ្លួនរបស់ពួកគេដូច ជារបៀបពួកគេបង្រៀនសិស្សនិងរបៀបពួកគេឆ្លើយតបឆ្លើងពីបរិយាកាសសាលារៀនក្នុងការ ធ្វើអោយពួកគេជោគជ័យ និងនៅតែបន្ត ពីអាជីពបង្រៀន។ ការសម្ភាសត្រូវបែងចែកជាពីរ ផ្នែក។ ផ្នែកទី១គឺនិយាយអំពីកត្តាបរិស្ថាន ដែលត្រូវគេគិតទុកថាអស់រយៈពេល៦០នាទី។ បន្ទាប់មកអ្នកចូលរួមអាចសំរាករយៈពេល១៥នាទី។ ផ្នែកទី២គឺនិយាយអំពីកត្តាស្ថាប័ន ដែលប្រើរយៈពេលប្រហែលគ្នា។ការសម្ភាសត្រូវថតទុកដើម្បីការសរសេរចូល និងការវិភាគ ទិន្នន័យ។ គំរូ និងគោលរឿងត្រូវគេរៀបចំ និងពិណ៌នាដើម្បីងាយស្រួលដល់ការវិភាគ។ អ្នកចូលរួមត្រូវគេប្រាប់អោយដឹងថា ការចូលរួមសម្ភាសរបស់ពួកគេគឺជាការស្ម័គ្រចិត្ត។ ពួកគេមានសេរីភាពក្នុងការមិនឆ្លើយសំណួរណាដែលពួកមិនចង់។ ជាការកត់សម្គាល់ ពួកគេអាចដកខ្លួនចេញពីការសម្ភាសដោយគ្មានការគ្រោះថ្នាក់ ឬមានផលអវិជ្ជមានចំពោះ ខ្លួនគេឡើយ។ អ្នកស្រាវជ្រាវក៏សង្កត់ធ្ងន់ផងដែរថា ឈ្មោះនៃអ្នកចូលរួមនឹងមិនត្រូវគេ លាតត្រដាង ឬកត់សម្គាល់នៅក្នុងកិច្ចការចុងក្រោយនៃនិក្ខេបបទទេ។

ការថតជាខ្សែអាត់សម្លេង និងការសរសេរចូលនឹងត្រូវប្រើប្រាស់ និងស្គាល់ដោយអ្នក ស្រាវជ្រាវតែម្នាក់គត់ ហើយនឹងមិនត្រូវអានឬស្តាប់ដោយអ្នកដ៏ទៃនោះទេ។ លេខកូដត្រូវ គេប្រើដើម្បីតាងឱ្យអ្នកចូលរួមនិមួយៗ កំឡុងពេលសម្ភាស។ ការកត់សំគាល់ដូចជា ទឹកន្លែងធ្វើការ ឬមុខដំណែងរបស់ពួកគេនឹងមិនត្រូវគេស្គាល់ទេនៅក្នុងដំណើរការនៃការ វិភាគ។

បើមានសំណួរ ឬចំងល់អ្វីដែលទាក់ទងទៅនឹងការស្រាវជ្រាវនេះ សូមទាក់ទង **លោក អ៊ុយ វាសនា** តាមរយៈលេខទូរស័ព្ទ និងអ៊ីម៉ែលខាងលើ ឬប្រសិនបើអ្នកចង់ស្វែង យល់បន្ថែមអំពីរបៀបធ្វើការស្រាវជ្រាវ សូមអ៊ីម៉ែលទៅ **Dr. Rosario Pozo Gordaliza** តាមរយៈ **rosariopozogordaliza@gmail.com**។

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Appendix B: Informed Consent Form

PROGRAM:	Master of Education
Research Title:	Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province
Contact Details:	Uy Veasna
	077 48 48 49
	veasnauy@yahoo.com

I have been given information about *'Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province'* and discussed the research study wih Mr. Uy Veasna who is conducting this research as part of a Master of Education degree supervised by Dr. Rosario Pozo Gordaliza.

I understand that if I agree to take part in this study, I will be asked some questions related to my choice and experiences of becoming a teacher. During the interviews, an audio tape will be placed near me to record my voice. I also understand that I will be required to participate in focused group interviews. Each interview may last about 60 minutes and will be audio-taped.

I have been advised of the potential risks and burdens associated with this study, which includes spending more time beyond the allocated time of my own school, and I have had an opportunity to ask Mr. Uy Veasna any questions I have about the study and my participation.

I understand that my participation in this study is voluntary. I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdraw of consent will not affect my relationship with the school where I am teaching. I also understand that the identity of all participants in this research will be kept confidential and that no participant will be identifiable in any published data.

By signing below, I am indicating my consent to join this research entitled *'Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province'* conducted by Mr. Uy Veasna as in discussion with him. I understand that the data collected from my participation will be used for Veasna's thesis, so I consent for it to be used in this manner.

Name (please print)	Signature	Date
…………………………..	………………………..	………………….

ឧបសម្ព័ន្ធ B ៖ លិខិតព្រមព្រៀង

កម្មវិធី៖	បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ
ប្រធានបទ៖	កត្តាដែលបណ្ដាលឱ្យគ្រូជ្រើសរើសអាជីពបង្រៀននិងនៅ តែបន្តការបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្ដាល
សាស្ត្រាចារ្យដឹកនាំ៖	Dr. Rosario Pozo Gordaliza
និស្សិត៖	លោក អ៊ុយ វាសនា
ទូរស័ព្ទទំនាក់ទំនង៖	០៧៧ ៥៨៩ ៨៥៩
អ៊ីម៉ែល៖	veasnauy@yahoo.com

ខ្ញុំបានត្រូវគេផ្ដល់ពត៌មានអំពី ̏ កត្តាដែលបណ្ដាលឱ្យគ្រូជ្រើសរើសអាជីពបង្រៀន និង នៅតែបន្តការបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្ដាល ̋ និងបានសិក្សាការស្រាវជ្រាវ ជាមួយលោក អ៊ុយ វាសនា ដែលកំពុងធ្វើការសិក្សាស្រាវជ្រាវនេះជាផ្នែកមួយនៃគម្រោការ របស់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ ដែលបានដឹកនាំដោយ Dr. Rosario Pozo Gordalisa ។

ខ្ញុំយល់ថា បើសិនជាខ្ញុំយល់ព្រមចូលរួមក្នុងការសិក្សានេះ ខ្ញុំនឹងត្រូវគេសួរសំនួរខ្លះដែល ទាក់ទងនឹងជម្រើសរបស់ខ្ញុំ និងបទពិសោធន៍នៃការក្លាយជាគ្រូបង្រៀន។ កំឡុងពេល សម្ភាសន៍ ម៉ាស៊ីនថតសំឡេងនឹងត្រូវបានគេដាក់នៅក្បែខ្ញុំដើម្បីថតសំឡេង។ ហើយខ្ញុំក៏ យល់ដែរថា ខ្ញុំនឹងត្រូវគេតម្រូវឱ្យចូលរួម ការសំម្ភាសន៍ជាក្រុម។ ការសម្ភាសន៍នីមួយៗ អាចចំណាយពេល៦០នាទី និងត្រូវគេថតសំឡេងទុកទៀត។

ខ្ញុំបានត្រូវគេផ្ដល់ដំបូន្មានពីបន្ទុក និងហានិភ័យជាមួយការសិក្សានេះ ដូចជាការចំណាយ ពេលវេលាច្រើនក្រៅពីម៉ោងសាលា ហើយខ្ញុំក៏មានឱកាសសួរលោក អ៊ុយ វាសនា នូវសំនួរមួយចំនួនទាក់ទងនឹងការសិក្សា និងការចូលរួមរបស់ខ្ញុំ។

ខ្ញុំយល់ថាការចូលរួមរបស់ខ្ញុំនៅក្នុងការសិក្សានេះ គឺជាការស្ម័គ្រចិត្ត។ ខ្ញុំមានសិទ្ធិក្នុងការ បដិសេធមិនចូលរួម និងអាចដកខ្លួនចេញពីការស្រាវជ្រាវនេះបានគ្រប់ពេល។ ការបដិសេធន៍ មិនចូលរួម ឬការដកខ្លួនចេញរបស់ខ្ញុំនឹងមិនប៉ះពាល់ដល់ទំនាក់ទំនងជាមួយសាលាដែល ខ្ញុំបង្រៀននោះទេ។ ខ្ញុំក៏យល់ដែរថា រាល់អត្តសញ្ញាណរបស់អ្នកចូលរួមក្នុងការស្រាវជ្រាវ នេះនឹងត្រូវគេរក្សាជាការសម្ងាត់ ហើយគ្មានអ្នកចូលរួមណានឹងត្រូវគេស្គាល់ក្នុងទិន្នន័យ

ដែលចេញផ្សាយទៅ។

ដោយការចុះហត្ថលេខាខាងក្រោម ខ្ញុំបង្ហាញពីការយល់ព្រមចូលរួមក្នុងការស្រាវជ្រាវមួយ ដែលមានចំណងជើងថា "*កត្តាដែលបណ្តាលអោយគ្រូជ្រើសរើសអាជីពបង្រៀននិងនៅតែ បន្តការបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្តាល*" សិក្សាដោយលោក អុិយ វាសនា ដូចដែល បានពិភាក្សាជាមួយគាត់។ ខ្ញុំយល់ថាទិន្នន័យដែលប្រមូលបានពីកាចូលរួមរបស់ ខ្ញុំនឹងត្រូវប្រើប្រាស់សំរាប់និក្ខេបបទរបស់លោក វាសនា។ ដូច្នេះហើយខ្ញុំយល់ព្រមអោយ គេប្រើប្រាស់ទិន្នន័យក្នុងលក្ខខណ្ឌនេះ។

ឈ្មោះៈ *(ជាលាយលក្ខអក្សរ)*.....................................
ហត្ថលេខា(ឬស្គាមផ្ទិតមេដៃ)............................... **កាលបរិច្ឆេទៈ**........................

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
Royal University of Phnom Penh

Appendix C: Interview Schedule

Study on "Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province"

Introduction

My name is **Uy Veasna.** I am a graduate student in the Master of Education Program (M.Ed) at the Royal University of Phnom Penh (RUPP). I am conducting a study on *"Factors causing teachers to choose teaching career and remain teaching at one high school in Kandal province."* The purpose of this study is to find out two related factors, which influence on individual to choose and succeed in teaching career as well as to continue teaching at that high school. The first factor is environment including home, school, and community influences. The second factor is institution including workplace experiences, climate at school, and job satisfaction. Noticeably, your responses to the questions below will be kept confidential and the data from your responses will be analyzed collectively and holistically. Moreover, your own name and the name of your institution will not be shown in the research paper. Please feel free to give thorough information as much as possible.

This study is conducted as a thesis for the requirement of the degree of Master of Education at the Royal University of Phnom Penh for academic year 2010-2012.

Interview questions
Part One: (Effects of Environment for Choosing or Interest in Teaching)

1. Please tell me personal information
   -gender, social class and culture, age, marital status
   -level of education, teaching experience
   -degree you have

2. Tell me your early academic growth
   -book reading, checking homework, or parent involvement in school activities

3. How you feel confident in your own ability to become a teacher
   -family role models influence you
   -your motivation to be a teacher is self-derived

4. How you can complete a degree without financial assistance
   -loans, grants, or scholarship

5. Your past teachers' high expectations for students
   -praise, encouragement, or trust in your ability to achieve

6. How you succeeded in school
   -success influenced by teachers
   -your own determination, hard work, and personal belief in your ability

7. How important was teacher role model to you?
   -you saw one special teacher as your symbol

8. How you felt about negative feedback on your work from teachers
   -not doubtful about your academic ability
   -motivated you to even work harder
   -discouraged you

9. How important were help and academic assistance to you to become a successful teacher?
   -help from school/university personnel to make you trust your ability

10. How conducive was your university/training center environment?
    -academic adjustment and social adjustment

11. How important were role models or supports from NGOs or community agencies?
    -your choice and attainment of teaching career
    -improve your self-concept and inspire you to be a teacher

Part two: (Economic factor to choose and remain teaching)
1. As you know the base salary of public school teachers is not much, why do you become a teacher? How you manage to live with this little salary?
   -able to teach double shift classes
   -able to teach remedial classes
   -have additional earnings—second job
   -no choice, why?

2. How does salary relate to your teaching performance?
   -any barrier when thinking about salary
   -salary weaken your willingness to teach

Part three: (Cultural factor to choose and remain Teaching)
1. How do you think of becoming a teacher in Cambodian society?
   -good model for others
   -guide students to the right track
   -think about the future generation

Part four: (Effects of Institution to Continue Teaching)

1. Please tell me more about your background
   -any educator in your family
   -any career before teaching
   -experiences in teacher-training course
   -teaching tasks
   -teaching experience (How many years?)

2. Teaching experiences
   -achievement and rewards
   -challenges/concerns
   -problem solving
   -techniques you got from teacher-training to solve problems

3. How you came to teach at high school
   -your opinions about the school when you first arrived
   -your first teaching here

4. Your current teaching task and your opinions about your students
   -academic capability and performance of students
   -role of home, school, and community on students' learning
   -self-evaluation of your efficacy to better students
   -Coping with discipline problems
   -overall job satisfaction as a teacher

5. How your teacher trainers prepared you to deal with real classroom situation
   -any requests for them

6. Your opinions about teaching nowadays and when you first taught
   -any factors influencing your opinions, please explain
   -how the school system address factors

7. Tell me your school climate and its effects on you
   -degree of freedom for teaching styles
   -how school principal thought about your talent and effectiveness of teaching
   -any chance that you can work in leadership role at school. If yes, please describe in detail about anticipated obstacles for your choice, what and why?
   -how often you interact with other colleagues, work or social relationship? Who started first?
   -your opinions about principal in boosting good school climate, including respect for various opinions, inclusion in decision-making and equal chance for leadership role
   -problems related to overall school climate you want to see addressed

8. Any plans for the future career
   -still teach at high school, why? How long?
   -find another career apart from education, why? Does salary have anything to do with it?
   -improve yourself to work in administrative position at high school X, what position? Why this choice?
   -if you leave teaching, what factors make you decide like this?

9. What should high school X do to keep teachers in the position?
   -any recommendation or elaboration

10. How much are you satisfied with your job? Please rate the number and explain your reasons for rating.

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    ◄─────────────────────────────────────────────────────►
      1      2     3     4     5     6     7     8     9     10
   (Lowest)                                            (Highest)
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សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
Royal University of Phnom Penh

ឧបសម្ព័ន្ធ C ៖ សំនួរសម្រាប់សម្ភាស
ការស្រាវជ្រាវលើប្រធានបទ ˝កត្តាដែលបណ្ដាលអោយគ្រូជ្រើសរើស អាជីពបង្រៀននិងនៅតែបន្តការបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្ដាល˝

សេចក្ដីផ្ដើម

ខ្ញុំបាទ/នាងខ្ញុំ **អ៊ុយ វាសនា** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកអប់រំនៃ សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ខ្ញុំកំពុងធ្វើការសិក្សាមួយ លើប្រធានបទ *˝កត្តាដែល បណ្ដាលអោយគ្រូជ្រើសរើសអាជីពបង្រៀន និងនៅតែបន្តការបង្រៀននៅវិទ្យាល័យមួយ ក្នុងខេត្តកណ្ដាល˝*។ គោលបំណងនៃការសិក្សានេះគឺដើម្បីស្វែងរកកត្តាដែលជាប់ទាក់ទង ពីរយៈដែលជះឥទ្ធិពលលើការជ្រើសរើស និងការជោគជ័យក្នុងអាជីពបង្រៀន ក៏ដូចជា ការបន្តការបង្រៀននៅវិទ្យាល័យនោះ។ កត្តាទី១ គឺបរិស្ថាន រួមមាន គ្រួសារ សាលារៀន និង សហគមន៍។កត្តាទី២ គឺស្ថាប័ន រួមមានបទពិសោធន៍នៅកន្លែងធ្វើការ បរិយាកាស សាលារៀន និងការពេញចិត្តនឹងការងារ។ គួរអោយកត់សំគាល់ផងដែរថា ចំលើយរបស់ អ្នកចំពោះសំនួរខាងក្រោមនឹងត្រូវរក្សាទុកជាការសំងាត់ ហើយទិន្នន័យដែលបានមកពី ចំលើយរបស់អ្នកនឹងត្រូវគេវិភាគរួមគ្នាទាំងអស់។ ម្យ៉ាងវិញទៀត ឈ្មោះ និងស្ថាប័នរបស់ អ្នកនឹងមិនត្រូវគេបង្ហាញនៅក្នុងកិច្ចការ ស្រាវជ្រាវនោះទេ។ សូមមានអារម្មណ៍រីករាយក្នុង ការផ្ដល់ព័ត៌មានដ៏ហ្មត់ចត់តាមដែលអាចធ្វើទៅបាន។

ការសិក្សានេះ គឺធ្វើឡើងដើម្បីបំពេញតំរូវការនៃការបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែក អប់រំ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញសំរាប់ឆ្នាំសិក្សា ២០១០-២០១២។

សំនួរសំរាប់សម្ភាសន៍
ផ្នែកទី១ ៖ (កត្តាបរិស្ថានដែលដំរុញអោយមានការជ្រើសរើសនិងចំណាប់អារម្មណ៍ នឹងការបង្រៀន)

១.សូមប្រាប់ខ្ញុំពីព័ត៌មានផ្ទាល់ខ្លួនរបស់អ្នក

-ភេទ ឋាន: និងវប្បធម៌ អាយុ ស្ថានភាពគ្រួសារ

-កម្រិតនៃការអប់រំ បទពិសោធន៍បង្រៀន

២. សូមប្រាប់ខ្ញុំអំពីការសិក្សារបស់អ្នកកាលនៅពីក្មេង
   -ការអានសៀវភៅ ការត្រួតពិនិត្យកិច្ចការដែលត្រូវដាក់អោយ
   ឬការចូលរួមរបស់ឪពុកម្ដាយក្នុងសកម្មភាពសាលារៀន

៣.អ្នកមានទំនុកចិត្តចំពោះសមត្ថភាពដើម្បីក្លាយទៅជាគ្រូបង្រៀនយ៉ាងណាដែរ
   -គ្រួសារជាគំរូដល់អ្នក
   -អ្នកចង់ក្លាយទៅជាគ្រូបង្រៀនដោយខ្លួនឯង

៤.អ្នកអាចបញ្ចប់ការសិក្សាដោយគ្មានជំនួយផ្នែកហិរញ្ញវត្ថុបានយ៉ាងណាដែរ
   -ប្រាក់កម្ចី ប្រាក់ឧបតម្ភពីរដ្ឋាភិបាល ឬ អាហារូបករណ៍

៥.ការរំពឹងទុកអ្វីខ្លះរបស់អតីតគ្រូបង្រៀនរបស់អ្នកកាលពីមុនចំពោះសិស្ស
 -ការសរសើរ ការលើកទឹកចិត្ត ឬការជឿទុកចិត្តចំពោះសមត្ថភាពក្នុងការសំរេច
  ជោគជ័យ

៦.អ្នកទទួលបានជោគជ័យនៅសាលារៀនយ៉ាងណាខ្លះ៖
  -ការទទួលបានជោគជ័យដោយសារគ្រូបង្រៀន
  -ការប្ដេជ្ញាចិត្ត ការព្យាយាម និងការជឿជាក់លើសមត្ថភាពខ្លួនឯង

៧.តើគ្រូបង្រៀនសំខាន់ចំពោះអ្នកយ៉ាងណាខ្លះ?
  -អ្នកបានឃើញគ្រូបង្រៀនពិសេសណាមួយជាមិត្តសញ្ញារបស់អ្នក

៨.អ្នកមានអារម្មណ៍យ៉ាងណាដែរចំពោះការផ្ដល់ការឆ្លើយតបអវិជ្ជមានចំពោះការងារ
  សាលារបស់អ្នកពីគ្រូបង្រៀន
  -មិនសង្ឃឹមចំពោះសមត្ថភាពរបស់អ្នក
  -ជំរុញអោយអ្នកកាន់តែខិតខំប្រឹងប្រែង
  -បំបាក់ទឹកចិត្តរបស់អ្នក

៩.ជំនួយ និងជំនួយសិក្សាសំខាន់យ៉ាងណាដែរក្នុងការអោយអ្នកក្លាយជាគ្រូបង្រៀន
  ដ៏ជោគជ័យ
  -ការជួយពីបុគ្គលិកសាលារៀន ឬសាកលវិទ្យាល័យ ដើម្បីធ្វើអោយអ្នកមាន
  ទំនុកចិត្តលើសមត្ថភាពខ្លួនឯង

១០.តើបរិស្ថានសាកលវិទ្យាល័យឬមជ្ឈមណ្ឌលហ្វឹកហ្វឺនគ្រូអំណោយផល
    យ៉ាងណាខ្លះ?
    -ការសំរបខ្លួនចំពោះការសិក្សានិងការសំរបខ្លួននៅក្នុងសង្គម

១១.តើការឧបត្ថមពីអង្គការ ឬភ្នាក់ងារសហគមន៍ សំខាន់យ៉ាងណាដែរ?
    -ជម្រើស និងការសម្រេចផលនៃអាជីពបង្រៀន
    -ពង្រឹងគំនិត និងជម្រុញចិត្តអ្នកអោយធ្វើជាគ្រូបង្រៀន

ផ្នែកទី២ ៖ កត្តាសេដ្ឋកិច្ចក្នុងការជ្រើសរើសនិងបន្តការបង្រៀន

១.ដូចដែលអ្នកដឹងហើយថាប្រាក់គ្រូសាលារដ្ឋគឺមិនច្រើនទេ តើហេតុអ្វីបានជាអ្នកក្លាយ
    ជាគ្រូបង្រៀន? ដូចម្តេចបានជាអ្នកអាចលែងករស់នៅដោយប្រាក់ខែតិចតួចបាន?
    -អាចបង្រៀនពីរវេន
    -អាចបង្រៀនគួរ
    -មានប្រាក់ចំណូលបន្ថែម មុខរបរទី២?
    -គ្មានជំរើស ហេតុអ្វី?

២. តើប្រាក់ខែមានជះឥទ្ធិពលដល់ការបង្រៀនរបស់អ្នកដូចម្តេចខ្លះ?
    -មានឧបសគ្គទេពេលគិតដល់ប្រាក់ខែ
    -ប្រាក់ខែតិចធ្វើអោយឥនន្ធ:បង្រៀនចុះ

ផ្នែកទី៣ ៖ កត្តាវប្បធម៌ក្នុងការជ្រើសរើសនិងបន្តការបង្រៀន

១. តើអ្នកគិតយ៉ាងដូចម្តេចក្នុងការក្លាយជាគ្រូបង្រៀននៅក្នុងសង្គមខ្មែរ?
    -គំរូល្អដល់អ្នកដ៏ទៃ
    -ដឹកនាំសិស្សអោយដើរតាមផ្លូវល្អ
    -គិតពីអនាគតក្មេងជំនាន់ក្រោយ

ផ្នែកទី៤ ៖(កត្តាស្ថាប័នដែលធ្វើអោយគ្រូបន្តការបង្រៀន)

១.សូមប្រាប់ខ្ញុំបន្ថែមទៀតពីជីវប្រវត្តិរបស់អ្នក
    -សញ្ញាប័ត្រដែលអ្នកមាន
    -មានសមាជិកគ្រួសារជាអ្នកអប់រើទេ

-មានអាជីពអ្វីផ្សេងទេមុនពេលធ្វើគ្រូបង្រៀន

-ទទួលបានបទពិសោធន៍អ្វីខ្លះក្នុងវគ្គបណ្ដុះបណ្ដាលគ្រូ

-កិច្ចការបង្រៀន

-បទពិសោធន៍បង្រៀន(ប៉ុន្មានឆ្នាំ?)

២.បទពិសោធន៍នៃការបង្រៀន

-ការសម្រេចបាននិង រង្វាន់

-ការប្រកួតប្រជែង ឬកង្វល់

-ការដោះស្រាយបញ្ហា

-វិធីសាស្ត្រដែលអ្នកទទួលបានពីវគ្គបណ្ដុះបណ្ដាលគ្រូបង្រៀនដើម្បីដោះស្រាយ
 បញ្ហា

៣.អ្នកបានមកបង្រៀននៅវិទ្យាល័យមួយនេះដោយរបៀបណា

-យោបល់របស់អ្នកអំពីសាលារៀននៅពេលដែលអ្នកបានមកដល់លើកដំបូង

-ការបង្រៀនលើកដំបូងរបស់អ្នកនៅទីនេះ

៤.កិច្ចការបង្រៀនរបស់អ្នកពេលបច្ចុប្បន្ននិងទស្សនៈរបស់អ្នកចំពោះសិស្ស

-សមត្ថភាពសិក្សានិងទង្វើរបស់សិស្ស

-តួនាទីនៃគ្រូសារ សាលារៀន និងសង្គមចំពោះការសិក្សារបស់សិស្ស

-ការវាយតំលៃផ្ទាល់ខ្លួនចំពោះសមត្ថភាពរបស់អ្នកក្នុងការពញ្រឹងសិស្ស

-ការដោះស្រាយបញ្ហាវិន័យ

-ការពេញចិត្តនឹងការងារទូទៅក្នុងនាមជាគ្រូ

៥.គ្រូបង្អើករបស់អ្នកបានរៀបចំអ្វីខ្លះអោយអ្នកសំរាប់ដោះស្រាយស្ថានភាពពិតនៅ
 ថ្នាក់រៀន

-មានសំណូមពរទេចំពោះពួកគេ

៦.យោបល់របស់អ្នកចំពោះការបង្រៀនសព្វថ្ងៃ និងការបង្រៀនលើកដំបូងរបស់អ្នក

-មានកត្តាអ្វីខ្លះដែលជះឥទ្ធិពលដល់គំនិតរបស់អ្នក, សូមពន្យល់

-សាលាលើកឡើងបញ្ហាទាំងនោះយ៉ាងណា

៧.សូមប្រាប់ខ្ញុំពីបរិយាកាសសាលារៀនរបស់អ្នកនិងផលរបស់វាចំពោះអ្នក
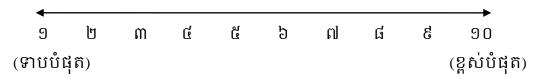
-កំរិតនៃសេរីភាពក្នុងការជ្រើសរើសវិធីសាស្ត្របង្រៀនដោយខ្លួនឯង

-នាយកសាលាគិតយ៉ាងណាចំពោះទេពកោសល្យនិងប្រសិទ្ធិភាពនៃការបង្រៀន
របស់អ្នក

-មានឱកាសដែលអ្នកអាចធ្វើការក្នុងតួនាទីជាអ្នកដឹកនាំនៅសាលាដែរឬទេ

-ប្រសិនបើមាន សូមរៀបរាប់អំពីឧបសគ្គដែលអ្នកគិតទុកមុនសំរាប់ជំវើសរបស់អ្នក
តើអ្វីទៅ និងហេតុអ្វី?

-អ្នកប្រាស្រ័យទាក់ទងជាមួយសហសេវិកជារៀយ៉ាងៗយ៉ាងណាដែរ ទំនាក់ទំនង
ការងារ ឬទំនាក់ទំនងសង្គម? ហើយអ្នកណាជាអ្នកចាប់ផ្ដើមមុន?

-ទស្សន:របស់អ្នកចំពោះនាយកសាលាក្នុងការលើកស្ទួយអោយមានបរិយាកាស
ល្អនៅសាលារៀន រួមមានការគោរពចំពោះទស្សន:ផ្សេង ចូលរួមក្នុងការសំរេចចិត្ត
និងឱកាសស្មើរគ្នាសំរាប់តួនាទីជាអ្នកដឹកនាំ

-បញ្ហាទាក់ទងទៅនឹងបរិយាកាសទូទៅនៅសាលារៀនដែលអ្នកចង់ឃើញគេ
លើកឡើង

៨.មានគំរោងសំរាប់អាជីពទៅថ្ងៃអនាគត
-នៅតែបន្តការបង្រៀននៅវិទ្យាល័យមួយនេះ? ហេតុអ្វី? រយ:ពេលប៉ុន្មាន?
-ស្វែងរកការងារផ្សេងទៀតក្រៅពីការអប់រំ ហេតុអ្វី?
-តើបញ្ហាប្រាក់ខែមានពាក់ព័ន្ធដល់រឿងនេះទេ?
-ពង្រឹងខ្លួនអ្នកដើម្បីមុខជំណែងរដ្ឋបាលណាមួយទេ? ជំណែងអ្វី? ហេតុអ្វីជ្រើស?

៩.វិទ្យាល័យមួយនេះគួរតែធ្វើអ្វីដើម្បីថែរក្សាគ្រូបង្រៀន?
-មានអនុសាសន៍ ឬសេចក្ដីលំអិតណាមួយដែរឬទេ

១០. តើអ្នកពេញចិត្តនឹងការងាររបស់អ្នកដល់កំរិតណា? សូមបង់លេខ ហើយពន្យល់ពី
ពីហេតុផលនៃការបង់លេខរបស់អ្នក។

$$\longleftrightarrow$$

         ១   ២   ៣   ៤   ៥   ៦   ៧   ៨   ៩   ១០
(ទាបបំផុត)   (ខ្ពស់បំផុត)

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Appendix D: Request Letter for Field Research
ឧបសម្ព័ន្ធ D៖ លិខិតស្នើសុំចុះធ្វើការស្រាវជ្រាវ

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ
៚៰៚✳៰៚

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
Royal University of Phnom Penh

លេខ: ....**សភភព**

រាជធានីភ្នំពេញ ថ្ងៃទី........ខែ.........ឆ្នាំ..........

សាកលវិទ្យាធិការសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
សូមគោរពជូន

....
កម្មវត្ថុ: សំណើសុំជួយសម្រួលដល់ការស្រាវជ្រាវរបស់និស្សិតឈ្មោះ **អុិយ វាសនា**
រយៈពេល.....................នៅ.................................

    តបតាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកឲ្យបានជ្រាបថា **លោក អុិយ វាសនា** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ ជំនាន់ទី៥ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគំរោងចុះស្រាវជ្រាវលើប្រធានបទ "កត្តាដែលជះឥទ្ធិពលដល់ការជ្រើសរើសការបង្រៀនជាអាជីពនិងនៅតែបន្តអាជីពជាគ្រូបង្រៀននៅវិទ្យាល័យមួយក្នុងខេត្តកណ្ដាល"
ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែក
អប់រំ។ គោលបំណងនៃការស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗ ដែលទាក់ទង
ទៅនឹងកត្តាដែលជះឥទ្ធិពលដល់ការជ្រើសរើសការបង្រៀនជាអាជីព និងនៅតែបន្តអាជីព
ជាគ្រូបង្រៀន។ ការស្រាវជ្រាវនេះនឹងមានរយៈពេល.....................ដោយគិតចាប់ពីថ្ងៃ
ទី............ខែ.........ឆ្នាំ.............រហូតដល់ថ្ងៃទី..........ខែ..........ឆ្នាំ.............។

    អាស្រ័យហេតុនេះ សូម...................................មេត្តាជ្រាបជាព័ត៌មាន និងជួយ
សម្រួលឲ្យ **លោក អុិយ វាសនា** បានធ្វើការសិក្សាស្រាវជ្រាវនៅ.....................របស់......
...............ដោយអនុគ្រោះ។

    សូម................មេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះស្មាគ្រអំពីខ្ញុំ។

![Royal University of Phnom Penh logo] សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

Royal University of Phnom Penh

Appendix E: Data Display Matrix
ឧបសម្ព័ន្ធ E៖ តារាងបង្ហាញទិន្នន័យ
Part One: Comments on Effects of Environment

Participants	Home	School	Community
1	-help teach read books -check homework -self-determined -educator in family -role model for others	-former teachers as role models - former teachers trusted her ability -lecturer discourage but tried harder -good close relationship and socialize together	
2	-parents' verbal encouragement -encouraged and made feel warm	-constructive criticism on coursework -play sport -socialize while studying -culture shock at TTC	-role model in village
3	-parents are supportive and helpful -father arouse to be teacher -personal wish to be teacher	-former teacher as role models -former teachers conveyed high expectation to students -encouraging words from professor	-really needed support from community or NGO but one one helped
4	-mother tells to do homework and helps do it -tutor -long line of educators in family -help and guide others	-former teacher made her confident -negative feedback as motivator -little socialization at TTC	-Supported by NGO with computer and study materials

Participants			
5	-older sister helps with reading and homework -make feel hopeful and encouraged -try harder despite hardship -educator in family -self-motivation	-lecturer discourage but tried harder -group study—socialization	

Part Two: Comments on Effects of Institution

Participants	Workplace Experiences	School climate	Job satisfaction
1	-good teaching preparation -love teaching -transfer important knowledge for students' lives -deal with aggressive student -teach many classes—much paperwork	-get on well with each other -spend less time after class -get encouragement	-more burden to push students -parents should involve in children's learning -difficult to become a school principal -principal values his ability
2	-good teacher preparation course -need more time to observe old experienced teachers -learn more about classroom routine and lesson planning -reward—seeing students progress and get fruitful outcomes -grateful words—delighted	-team leader -report concerns and share ideas -work together to reach the same goal -don't need more socialization after class -principal motivate -get verbal feedback	-too many opinions during a meeting

3	-theory is different from practice -should spend more time on teaching practicum -learn behavior and learning styles of students -letter of compliment—happy and successful -students' grateful words—motivator	-standard of quality of students	-trust ability and efficacy to better students
4	-classroom time is not enough -need to know more about how to address discipline -difficult to control students -reward—love subject area -hard to ask old teachers for observation	-increase accountability -work closely -fed up with school climate -everyone should take part in decision-making	-value friendship and collegiality
5	-well-prepared because of previous experience -delighted and proud of former students -work with different kinds of students	-should have a meeting regularly -should closely work together -spend time together -nepotism at school	-parents should have parenting skill and involve more in the education of children -please despite some challenges

Part Three: Comments on Cultural and Economic Reasons for Teaching

Participant	Cultural Reasons	Economic Reasons
1	-role model for others	- not care much about state salary but love teaching -run small business at home
2	-people in the community admire those who are teachers -teachers as model for others	- teach remedial classes -his wife runs small business at home
3	-role model from former teacher, and then the participant wants to be a model for other students as well	-sale business at home but teaching is still important
4	-help others and guide others -be model for them	-husband help earn enough money to support living standard
5	-enter teaching because of being model for students	-have another job as lecturer at private university