

# **SELF-DIRECTED LEARNING APPROACH TO DEVELOPING TEACHING PROFESSIONALISM**

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**By**

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**PAÑÑASĀSTRA UNIVERSITY OF CAMBODIA**

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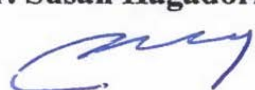
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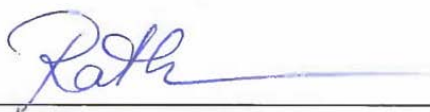
  
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## **ABSTRACT**

To become an education professional is a big challenge in the Cambodian context because of poverty, weak institutional management systems and lack of motivation. This research was conducted for two main purposes. First, it aimed to explore some facts about how some university instructors could become education professionals in the Cambodian context. Second, it intended to develop a self-directed learning model that could be practically applied in the Cambodian context and other similar contexts.

This qualitative research adopted a phenomenological research design. Purposive criterion-based sampling methods were used in this study. Eighteen university instructors from 15 public and private universities in Phnom Penh city were selected based on the selection criteria supported by the theoretical framework. A pilot was conducted to test the research instrument and research methods. A semi-structured interview technique was employed for collecting the primary data. A combination of a generic qualitative data analytical approach and a constant comparative method was utilized.

Based on the research findings and discussion, most of the respondents have been intrinsically motivated to grow academically and professionally because of trigger states formed by poverty and difficulties they have faced, good role models, parental and Buddhist influence and a passion for teaching. Their intrinsic motivation journey to the two top levels did not come through the sequence of the three bottom levels of Maslow's hierarchy of needs.

When those university instructors were intrinsically motivated and inspired to continue to grow further, they had to uphold a principle or an attitude of being the masters of themselves in order to achieve their short-term and long-term career goals.

In the Cambodian context, as far as teaching professionalism is concerned, the study found that being a master of oneself is the main personal principle that determined an individual's success in professional development and teaching professionalism. To be the masters of themselves, the Cambodian educators need to have several important personal qualities including self-responsibility for their own physical actions, verbal speech and mental thoughts, self-discipline, diligence and high commitment, patience, persistence and perseverance. Regarding self-directed learning methods, the Cambodian professionals practice self-reflection, reading professional literature and informal action research methods more often than other methods. In the end, Kao's self-directed learning model was developed as a revision of the theoretical framework.

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## LIST OF ABBREVIATIONS

ACC	Accreditation Committee of Cambodia
CD	Compact Disk
CSDE	Connecticut State Department of Education
ELT	English Language Teaching
ESL	English as a Second Language
HEI	Higher Education Institution
IELTS	International English Language Testing System
MoEYS	Ministry of Education, Youth and Sport
NSDC	National Staff Development Council
NEA	National Education Association
NHS	National Health Service
PhD	Doctor of Philosophy
PMA	Positive Mental Attitude
PUC	Paññāsāstra University of Cambodia
RGC	Royal Government of Cambodia
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USDE	U.S Department of Education

# CHAPTER I

## INTRODUCTION

### Background of the Study

There has been a significant growth from eight higher education institutions (HEIs) (one private university and 7 public ones) in 1998 (MoEYS, 2014; Un & Sok, 2018) to 121 public and private higher education institutions (48 public HEIs and 73 private HEIs) in 2017 (Un & Sok, 2018). The number of enrolments at both local and overseas HEIs has increased rapidly. According to Un and Sok (2018), from 1993 to 1997, there were around 10,000 students at all tertiary education levels per annum. It rose very quickly to 219,069 students in the academic year 2015-2016 (Un & Sok, 2018). The number of Cambodian students who study overseas alone had increased from 4,221 in 2016 to 5,275 in 2017 (UNESCO Institute of Statistics, 2017). This may mean that more and more qualified graduates will be coming back and working in Cambodia from year to year.

As far as success is concerned, many people define success of one's life differently. Some people define a successful person as someone who has a lot of wealth, such as a lot of money, a lot of property, or a lot of expensive materials including vehicles. Some people feel that a successful person is one who has a high managerial position. Some people refer to a successful person as someone who is happy. Some people view a successful person as someone who is healthy, while others think that a successful person is a person who is well-educated. In some societies, people do not value the high knowledge and technical competence a person has gained and developed. That is, well-educated people are not made good use of for developing an institution and the nation, even though those well-educated people have better thinking, have different opinions, have different philosophies and have better knowledge about the world. Leaders of some developing countries see the well-educated people as a social and political threat to their power rather than a kind of force for

helping develop their institutions and countries. As a result, those well-educated people are not valued, well-recognized or made good use of.

In an education sector, many old-timer and experienced teachers at all educational levels consider themselves to be the qualified and successful ones due to a number of years, the amount of teaching experience they have been teaching, and the same materials they have been using again and again over a long period of time. However, a number of years, the amount of experience they have had and the materials they have been using are not the only things which make any teacher become qualified and successful in their teaching career. Any individual who would like to become an education professional should do many other things and have many other good qualities.

A teacher's own motivation is a key for greater success in a teaching career, whether a teacher is enjoying teaching and always finds teaching interesting (intrinsic motivation) or whether he or she is teaching for the salary and other benefits such as having a long holiday, a position promotion, an admiration certificate and so forth (extrinsic motivation). Both types of motivation, intrinsic motivation and extrinsic motivation help initiate strong commitment, positive attitudes and professional growth of any individual who wishes to become an education professional. In theory, the ones who are highly self-motivated very often work or learn better than those who are not, and also know well how to motivate or inspire others to work and learn things better (Adair, 2006; Hardré, 2012; Killen, 2003; Kouzes & Posner, 2007; Wong & Wong, 2005). In contrast, the teachers who are not motivated neither work well nor grow better. They would never be able to motivate other people or students to work or learn better either. Therefore, motivation plays a very important role in both work and professional development.

Good personal qualities of an individual lead to his great success in his career and in life. A successful career holder is the one who very often has these personal qualities:

positive attitude toward a career, a clear vision of a career, a clear career goal, being inspiring and motivating, self-discipline, professional responsibility and accountability, high commitment and hard-work, persistence, curiosity and enthusiasm, critical thinking and life-long learning commitment. In Cambodia, especially in an educational context, when any educator has these personal qualities he might be able to become an education professional, as these personal qualities exist within himself rather than from external drives.

Personal attitude is a key for either a person's success or failure in life (Wong & Wong, 2009), as it determines the way he or she acts, behaves, or speaks. The two main Buddhist concepts of the right view and right conduct (The Dalai Lama & Muijenberg, 2009) help make every individual, including a leader, successful in leading their life and in their leadership if those two concepts are applied well. According to The Dalai Lama & Muijenberg (2009), the right view here refers to the right way of thinking that enables a person to make the smart and right decision on a certain thing. If people make the right decision, they will be able to do the right thing which could be beneficial for other people or for the public and society. However, if the people have negative attitude toward things they do and think in the wrong way, they will not make the right decision, and as a result, they will not do the right things which could badly affect other people or the public's interest and benefits. In the field of education, these Buddhist principles could also be best applied by education professionals.

Professional responsibility and accountability have become more and more important for education professionals in this globalization era. While technology has developed very quickly, politics, society, economics, environment and business have become more complex and interrelated to some extent. Every education institution has its own professional responsibilities and code of conduct for its teachers and staff to practice. However, professional accountability has been practiced for some fields such as engineering, health

care, and law, while it was not practiced in the field of education in the past. At present, the attention to education professional accountability has been drawn in some developed countries around the world. This might be due to the fact that education is initially a root for all careers. At least before high school graduates entering colleges or universities for certain profession training, they have received general education from ten to twelve years. They should not only be well-taught with general education knowledge but also develop their personalities and attitudes, and shape their behaviors to make them become qualified citizens (Kao, 2015). As education service providers, all teachers should be more accountable to the public good and to ensure that all citizens are well-taught so that they become the qualified ones.

There are a lot of theories about teacher's professional development which enable teachers to become professionals. According to Rust and Clark (n. d.), the secret of a teacher's successful teaching career is to continue developing and learning. The teachers who keep learning and growing will become professional educators (Wong & Wong, 2009). In order to become professional teachers at any school level, they should do various things before and during the implementation of their teaching career to develop themselves and learn further. Those include attending teacher training, conferences, and workshops; conducting teacher monitoring and evaluation, conducting research, reading pedagogical materials and so forth.

Efficient and effective teacher monitoring and evaluation helps teachers to improve teaching and learning. Each higher education institution can use various approaches to monitor and evaluate its teachers. Those include, firstly, effective classroom observations in which an observer or a principal should observe the teacher teach either formally or informally by using a proper effective observation tool from which a lot of data about teaching and learning are collected. Effective classroom observations would be followed by

constructive face-to-face feedback between the teacher and the supervisor (Marshell, 2010; Villegas-Reimers, 2003). Secondly, students evaluate the teacher teaching performance. Although it is hard to collect holistic information about teacher' real teaching performance and teaching pedagogy from students' point of view, the student evaluation findings would help teachers to improve teaching and learning to some extent, as students are good judges of some parts of teaching (Peterson, 2000). Finally, teacher's appraisal conducted annually and mid-yearly would help teachers to improve teaching and learning. The evaluation result and feedback the teacher has received from the supervisor would be used as a tool to either motivate or put pressure on them to develop their teaching career so that they are able to improve teaching and learning.

Pre-service teacher training and ongoing teacher training enhance individual teacher professional development. Ongoing teacher training consists of two different types of training. The first type of teacher training consists of the training methods which include in-service teacher training, teacher training workshops, regular technical meetings, on-the-job training, and national and international conferences. The second type of teacher training is what some scholars including Murray (2010) call collaborative techniques. Those collaborative training techniques include: swapping journals around among colleagues, conducting peer mentoring and coaching, creating a teacher support club, joining a teacher support network, joining local and national teachers' associations (Murray, 2010). New experiences, pedagogical theories and aspects, new teaching methods, approaches and techniques are often found to be introduced, shared and discussed in any of those teacher training methods. They help teachers at all educational levels to improve their teaching skills and competence, as Sparks (2002) acknowledges that teacher expertise plays the most important role in student's learning achievement.

Regarding teaching professionalism, the researcher has used various self-directed methods, such as reading pedagogical literature which includes reading pedagogical and methodological books written in English, and some sources from the internet, applying some theories in the real classroom situation, observing other teachers teach, doing self-reflection after teaching, conducting some classroom action research, and carrying out his own student evaluation at either the middle or end of the course or term, to improve his own teaching and to develop his own professional career. Some other university instructors may have used similar or other different methods to enhance their teaching competence to become professionals.

Education professionals have developed themselves best from their former good role models who have influenced their life for the better in many ways. There is a pool of references that support this role model, and they are presented in the literature review later on in this paper. In return, those professionals have to act as role models for the people they will have contact with. The Buddhist teaching also points out the good role model of any good leader who wishes to rule an organization or a nation well and effectively. The Khmer term “GRUE” is translated from the Hinduism term “GURU” which means a spiritual leader or teacher. In Khmer, the term “GRUE” or teacher means a role model for others. Thus, if education professionals are real leaders in the field of education, they should be role models for others, too.

However, in the Cambodian context, in practice, those professional development activities which were briefly mentioned above have not been implemented due to various factors which include teacher’s low teaching wages, unaffordability of the international conferences of the teachers, heavy workload carried by the teachers both inside and outside school and a lack of practical monitoring and evaluation system and mechanisms. Most trained teachers do not have chances to continually develop their teaching career (MoEYS,

2015). All of these would give the public enquiry about how Cambodian teachers and university instructors improve their teaching competence to become education professionals.

In short, to become a professional or qualified teacher does not sound easy at all, and it is unlikely because of luck. Otherwise, there are so many education professionals who are able to promote better quality of education for the institutions they work for. It is more likely that to become an education professional, an instructor should have certain good personal qualities, be highly motivated, attend teacher development training, practice self-directed learning activities and involved in teacher supervision activities.

This study aimed to investigate how some university instructors in Cambodia, where general and higher education systems are still weak, poverty is still critically vulnerable, educational budget is still limited, and most types of resources including human resources are still limited, have grown professionally or become education professionals so that some practical recommendations could be given to university instructors for their professional growth in the future.

### **Statement of the Problem**

A significant increase of HEIs as well as enrolments for HEIs would require more qualified instructors to meet the teaching demands. The new development of higher education sector apparently leaves some questions regarding quality assurance to be answered. Those questions include whether instructors are qualified enough to provide good quality of education at HEIs; how those instructors are developing their professional competencies; who monitors and evaluates those university instructors to make sure that they deliver higher education with certain required educational standards; whether they are well-supported both financially and technically to make them highly motivated and commit to a teaching career.

According to Vann (2012), the quality of HEIs in Cambodia is still very limited. In his study of Stakeholders' Perceptions of Quality in Cambodian Higher Education, different groups of respondents including university students, university lecturers, university administrators, HEI consultants, and international donors had the same perception of poor quality of education at HEIs in Cambodia. The study found that one of the main factors that has a negative impact on the poor quality of education provided by HEIs was unqualified lecturers. Those respondents share very similar view of unqualified university instructors who teach at HEIs. It also found out that both the so-called qualified and unqualified instructors were overloaded with too much teaching at different universities (Vann, 2012). That would terribly affect the quality of education delivery, as those instructors would not have adequate time for planning, conducting research, and developing themselves and their teaching competencies.

Regarding teacher professional development, it appears that nothing much has been done in terms of in-service teacher training, teaching conferences and workshops to support the teacher professional development at a school level. One MoEYS official told the researcher that there had been several workshops conducted at a national level to give technical support to curriculum development, research methodology, teaching methodology, leadership and management, and monitoring and evaluation for the universities (H. Ith, personal communication, March 18, 2015). Unfortunately, such workshops were offered to university administrative staff who had no relevant qualifications. The administrative staff who had gained new knowledge from the national level workshops have not passed it on to other university instructors later on. It is most likely that many individual instructors have to depend much on themselves, their independent learning strategies and their own resources.

Even though teacher monitoring and evaluation and ongoing teacher training are considered as ones of other influential factors on teacher professional development and on

quality assurance of education delivery as a whole, they have not been seriously taken into account by any HEI in Cambodia. In other words, teacher monitoring and evaluation, and ongoing teacher training have not been conducted formally by many public or private higher education institutions (Vann, 2012) so far although some scholars acknowledge that they can be good methods which are used to improve teaching and learning quality (Marshell, 2010; Ur, 2012). Most teachers who have gone through a proper teacher training system have not been followed up by any education authority or by the institution itself to monitor and evaluate their knowledge, teaching skills, competence and development since the time when they graduated from their teacher training colleges or universities (Kao, 2015).

Some HEIs have conducted some teacher professional development activities on an irregular basis. For example, teacher monitoring and evaluation has been conducted irregularly depending on a certain problem or bad teaching performance of an instructor who had been reported. This would make novice teachers struggle, as Murray (2010) points out that the new teachers may get frustrated and careless about teaching if they do not receive regular supervision and evaluation. The way of which teachers are irregularly monitored and evaluated maybe similar to what Mashell (2005) called as inefficient, ineffective and a waste of the supervisor's time. Similarly, ongoing teacher training activities such as in-service teacher training, teaching technical workshops and seminars, and education conferences have not been offered on a regular basis either. Moreover, other collaborative training methods such as sharing journals, peer mentoring and coaching, forming teacher support groups, joining a teacher support network, forming or joining local and national teachers' associations do not apparently exist either. The non-systematic operation of teacher monitoring and evaluation, and ongoing professional development activities may leave some technical teaching frustration for some teachers who are genuinely willing to improve their pedagogical knowledge and competence to become education professionals.

As far as teacher motivation is concerned, in a developing context like Cambodia, a large number of teachers have not been either extrinsically or intrinsically motivated. For example, in higher education sector, certain reliable extrinsic motivational mechanisms are not in place due to very limited financial budget either being allocated by the Royal Government of Cambodia (RGC) or being generated by the private HEIs. Heavy workload with low pay for university instructors may also lead to low extrinsic and intrinsic motivation of those instructors. Lack of both extrinsic and intrinsic motivation may have a connection to poor teaching performance and lack of willingness and commitment to professional development and self-growth in the long run.

From some literature found and the researcher's own experience, some people could become successful in their career or business due to their internal drives rather than external ones (Adair, 2006; Brown, 1994; Merriam, Caffarella & Baumgartner, 2007). Those internal drives could include their own intrinsic motivation, certain good personal qualities, such as positive attitude, being visionary and goal-oriented, being motivating and inspiring, being self-disciplined, being responsible and accountable, being highly committed and hard-working, being persistent, being curious and enthusiastic, being critical thinking and being life-long learning.

Some university instructors lack a career vision and goals, and self-motivation to grow further to become education professionals. They have no clear career vision and goals to be accomplished in a long term. When they do not have those in mind, they cannot see their career future in a better and clearer picture. They just do a teaching job for survival but not for a career path (Wong & Wong, 2009). Later on they find teaching a boring job and become demotivated and lose their interest, effort and commitment to their job. As a result, those instructors will suffer a great deal with their income generated from their teaching position and will not be able to become educational professionals one day. The lack of career

vision and goals, and also the lack of intrinsic motivation might have a close link to the negative attitude of those unprofessional instructors.

Negative thinking or poor attitude of those instructors toward their job and professional development would enable them to make the wrong decision on their work and professional growth. When they have wrong or negative thinking and wrong decision, they may perform their teaching poorly and may not be motivated to grow further. This contrasts to the two main Buddhist concepts of *the right view* and *the right conduct* (The Dalai Lama & Muijenberg, 2009). According to The Dalai Lama and Muijenberg (2009), instructors cannot perform their job in the right way if they have the negative attitude or thinking.

It appears that a lack of teacher professional development support from both school and national levels would be a barrier to preventing teacher professional growth. There might be some other significant negative factors that prevent many university instructors to become education professionals at HEIs in the current Cambodian context. Those include a lack of specialists who could give certain standard teacher training, teacher's low pay, and a lack of financial support for attending international conferences; most instructors are part-time contracted ones who are busy teaching at different institutions and might not have time to attend any organized teacher training workshop, and as a result, they might not be responsible for their teaching quality. A lack of practical supervision and evaluation mechanisms, a lack of exemplary models for them to follow or not accepting the models due to saving face culture, a lack of personal career vision and goals, some negative attitudes of some instructors toward professionalism, and a lack of self-motivation, commitment, persistence and perseverance, responsibility and accountability, determination and curiosity of some university instructors could also affect teaching quality. On the other hand, if such factors could prevent university instructors from professional growth, how could some instructors become professionals in the Cambodian context?

According to the researcher's experience of working as a normal secondary school teacher, an English teacher trainer, a supervisor and a university administrator, it has been very difficult to find some real professional teachers or instructors who met certain quality standards to be recruited for new teaching positions at either a school or university level. Some candidates appeared to have enthusiasm, commitment, professional conduct, adequate knowledge of the subject matter and teaching pedagogy and so forth during the interview or in the written test paper. Nevertheless, after they were accepted for the teaching positions, they did not do the job satisfactorily later. Some of them even caused more troubles for the school to handle. Some of those problems, for example, include attending the class late or cutting the class without prior request, teaching without proper lesson plans, poor teaching performance, treating students badly, being impolite with the students, and using inefficient and ineffective assessment methods. Thus, an assumption which has been made that those are qualified, professional instructors appeared to be quite wrong. If such unqualified instructors come to a HEI where they later would be badly affected by those factors raised earlier, there would be no way that they could professionally grow further.

However, there are still a small number of instructors who have thrived on their professional development despite poor conditions and negative factors that have had bad impacts on them. The researcher is curious to learn how those university instructors could become education professionals in the Cambodian context.

### **Objectives of the Study**

This research was conducted for two main purposes. At the beginning, it aimed to explore some facts about how some university instructors could become education professionals in the Cambodian context by trying to seek solutions to two major research questions. First, he intended to explore what key personal qualities university instructors have to intrinsically motivate them to continually grow professionally; second, he wanted to

discover how those university instructors have used self-directed learning methods to develop teaching professionalism in the Cambodian context. In the end, he aimed to develop a self-directed learning model that could be practically applied in the Cambodian context and other similar contexts.

### **Significance of the Study**

It is believed that the findings of this research would be used to develop a self-directed learning model which would be of great significance for the following bodies:

- University instructors: a self-directed learning model would be significantly beneficial to individual university instructors who wish to grow professionally and become education professionals in the poor context like Cambodia, where there are a lot of factors which have negative impact on university instructors and teacher professional development.
- HEIs in Cambodia: a self-directed learning model would encourage HEIs in Cambodia to modify teacher professional development policy which encourages and motivates university instructors to continually grow scholarly and professionally through the self-directed learning approach which could be more sustainable and manageable by any individual university instructor whilst HEIs in Cambodia still face a lot of challenges and have limited resources.

### **Scope and Limitations of the Study**

Due to the fact that this is a qualitative study, a small number of samples were selected, and its findings are contextualized rather than generalized (Lunenburg & Irly, 2008). This study focuses on how university instructors became education professionals in the Cambodian context. Thus, this study focuses only on two main areas including personal qualities and self-directed learning methods used by individual university instructors and may be seen as the key to their professional development in the Cambodian context. Only factors

related to those two main factors will be studied. Other factors and phenomena will not be covered in this study and will be suggested for other further studies.

Due to a shortage of research literature in the Cambodian context and due to the fact that most social factors are interrelated to one another, the researcher borrowed some literature from other fields, such as business and leadership relevant to the research phenomena to be incorporated the literature review.

The findings of the study relied much on the respondents' self-reports based on their own lived experiences, opinions and some printed documents collected for crosschecking the information they had given at the interviews. The researcher could not assure that everything they told him would be 100 percent true although interview and ethic protocols were strictly applied by the researcher. Due to limited time availability, observation was not conducted.

## **Research Questions**

In order to investigate how some university instructors became education professionals in the Cambodian context, this study aimed to answer the following two major research questions:

- 1) What personal qualities do university instructors have to intrinsically motivate themselves to grow professionally?*
- 2) How do university instructors use self-directed learning methods to develop teaching professionalism in the Cambodian context?*

## **Definition of Terms**

- An **education professional** is operationally defined as an educator who has at least any five of the following personal qualities and uses any five of the following self-directed learning methods based on the theoretical framework.

Personal Qualities:

- *positive attitude toward a career and professional development*
- *having a clear vision*
- *having both, short & long-term goals*
- *being motivating and inspiring*
- *self-discipline*
- *responsibility & accountability*
- *high commitment & hard work*
- *persistence*
- *curiosity & enthusiasm*
- *having a passion for teaching*
- *having personal career and life principles*
- *life-long learning commitment*

#### Self-Directed Learning Methods:

- *self-analysis*
- *self-reflection*
- *critical thinking*
- *good model: learning from a good role model; being a role model for others*
- *reading professional literature*
- *applying theories in the real teaching situation*
- *observing other teachers teach*
- *sharing pedagogical information with other teachers*
- *keeping a teaching diary or journal*
- *seeking student feedback*
- *planning effective lessons*
- *self-development through further study*

- *classroom action research*
- *research*
- *attending a workshop, a seminar, and a conference with personal interests*
- *presenting papers at workshops, seminars and conferences*

- **Personal qualities:** According to Guglielmino (1977), a self-directed learner is the one who is fully responsible for his own learning, highly committed to his own learning, is persistent in his own learning, has strong desire to learn and change things for the better, is able to control his own learning and development, has high degree of curiosity, is able to see problems as challenges, but not obstacles. Therefore, personal qualities of a self-directed learner in this study include the following certain (innate) personality traits, such as positive attitude toward a teaching career and professional development, being visionary, being goal-oriented, being motivating and inspiring, being committed, being responsible and accountable, being hard-working, being persistent, being persevering, being self-disciplined, being curious, and being enthusiastic.

- **Professionalism** is defined similarly by two dictionaries as a combination of all qualities, skills and high standards that are connected with trained and skilled people (Collins Cobuild English Dictionary, 1995; Cambridge Advanced Learner's Dictionary, 3rd ed.). In this study **teaching professionalism** is operationally defined as a combination of all qualities including positive personal qualities, deep knowledge of subject matters and teaching pedagogy and high teaching competencies that a person has to make him or her teach very productively and effectively.

- **Self-directed learning**, according to Coombs, is a kind of informal, spontaneous, unstructured learning which is done intentionally and consciously by an individual at any place and any time (as cited in Merriam et al., 2007). Guglielmino (1977)

identifies some main psychological qualities which make an individual ready for self-directed learning. Here are operational definitions of self-directed learning derived from those psychological qualities she has identified:

A highly self-directed learner is one who exhibits initiative, independence, and persistence in learning; one who accepts responsibility for his or her own learning and views problems as challenges, not obstacles; one who is capable of self-discipline and has a high degree of curiosity; one who has a strong desire to learn or change and is self-confident; one who is able to use basic study skills, organize his or her time and set an appropriate pace for learning, and to develop a plan for completing work; one who enjoys learning and has a tendency to be goal-oriented. (p. 73)

- **Self-directed learning approach** is operationally defined as any kind of personal methods or techniques that an individual instructor uses within their own interests and resources to learn and develop their teaching knowledge and competence in order to consciously grow and teach professionally. Those self-directed learning methods may include self-analysis, learning from a good role model and being a role model for others, reading literature which consists of reading pedagogical books and electronic materials from the internet, applying some theories and practicing new techniques in the real classroom situation, observing other teachers teach, sharing pedagogical information with other teachers in the same school, keeping a teaching diary or journal, carrying out student evaluation, planning very well before teaching, doing self-reflection, using critical thinking skills, attending workshops, seminars and conferences, presenting papers at workshops, seminars and conferences, and conducting classroom action research.

- **Intrinsic motivation:** Someone who is intrinsically motivated or highly self-motivated refers to how well a person feels determined and is willing to do things by him or herself rather than by any kind of external force or means (extrinsic motivation) from the outside of oneself or other people. Any individual who is intrinsically motivated enjoys working for his own interests, benefits, curiosity, clients, community, country and the world. He is intrinsically motivated when his interests and willingness of doing things come from his own mind and decision rather than from the outside self-rewards (Brown, 1994). Being self-motivated can be used interchangeably with being intrinsically motivated in this study.

## **CHAPTER II**

### **LITERATURE REVIEW**

This study will review some relevant literature of different aspects and factors related to teaching professionalism as well as successful individuals working in different fields. The literature is reviewed from various existing studies, printing and electronic articles and books of different related fields. In the end of the literature review, a theoretical framework is constructed based on the literature that has been studied and a researcher's personal experience, beliefs, and thoughts which could potentially contribute to better understanding of the architecture of the research that he is conducting (Glesne & Peshkin, 1992; Grady & Wallston, 1988; Maxwell, 1996; Strauss, 1987).

#### **Motivation**

Motivation is a key factor in the success of both schooling and working. Either students or workers are successfully productive and effective when they are motivated and inspired. Cartey (2000) claims that, "It is desire, not ability that determines success" (p. 2). Ormrod (2014) raises several effects of motivation on students' learning and behavior that include: motivation leads behavior toward certain goals; motivation strengthens effort and energy; motivation makes students have strong responsibility and strong commitment to tasks; motivation enhances students' cognitive development processes; and motivation improves students' performance. Similarly, an effective leader or education professional is commonly found not only highly motivated and inspired to carry out their jobs and duties successfully, but are also able to lead, motivate and inspire others to succeed in life. When people know how to motivate themselves, they will know how to motivate others (Cartey, 2000; Hill & Stone, 1987). There are two types of motivation, intrinsic motivation and extrinsic motivation (Brown, 1994, Ur, 2012).

**Intrinsic motivation.** According to Deci, “People seem to engage in the activities for their own sake and not because they lead to an extrinsic rewards. .... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” (as cited in Brown, 1994, p. 38). Brown (1994) views other psychologists’ thoughts of motivation in two separate components: behavior (rewards reinforce behavior) and cognition (the power of self-reward which comes from innate drive). He raises three different theories that show cognitive self-reward. Those include, firstly, drive theory from which motivation starts from innate drives. Ausubel explains six different drives which cover “exploration, manipulation, activity, stimulation, knowledge and ego enhancement” (as cited in Brown, 1994, p. 35). Brown (1994) explains that those six drives do not act as reinforcers for certain behaviors. Instead, they act as innate willingness that forces an individual to discover the unknown facts, to control and take care of environment, to be energetic, to accept mental, emotional, or physical enthusiasm, and to improve the individual’s own values and self-esteem.

Secondly, Maslow’s (1970) hierarchy of needs theory describes a system of needs of every human being at five different levels increasing from the satisfaction of exactly physical basic needs (level one) to safety needs (level two) to belonging and love needs (level three) to esteem needs (level four) and finally to self-actualization needs (level five), the highest level of motivation where a person can grow far beyond and fulfill his fullest and greatest potential (Brown, 1994). According to Maslow’s hierarchy of needs theory, a person cannot be motivated to pursue other things of higher needs unless the lower level needs of the pyramid have been certainly satisfied. In other words, if a person is still hungry, he may not be able to care much of his safety; when he has satisfied with his basic needs such as food, water, sleep and rest, he will be definitely motivated to pursue the next level of needs which include

finding better safety, security, protection, and belonging and love needs (Adair, 2006; Brown, 1994; Maslow, 1970).

Maslow's hierarchy of needs theory makes sense for the teachers in the third world countries where their salaries are very low. Those poorly paid teachers cannot think about or be more motivated to pursue higher academic studies, or perform their work better for better recognition or fame while their family's basic needs have not been satisfied yet. What they can think about is ways to make adequate incomes to support themselves and their family members who are in need of food, clothes and safety. It appears that the first three levels from the bottom of the pyramid of Maslow's hierarchy of needs theory focus on the extrinsic motivation. They are extrinsically motivated to do their work for their basic pay and to avoid being fired, as they need the money for their own basic needs, their own safety, and love (Adair, 2006; Brown, 1994; Maslow, 1970). On the other hand, the last two levels, esteem needs and self-actualization are closely related to intrinsic motivation. They are working effectively and growing further for their reputation, higher status and other higher personal values and self-fulfillments. As a result, they can become fully actualized according to their full potential after their biological and psychological, safety, belonging, love and esteem needs have satisfactorily been achieved (Adair, 2006; Brown, 1994; Maslow, 1970).

According to Maslow's hierarchy of needs theory, if anyone's ultimate goal is to be rich or wealthy, he will be extrinsically motivated and able to reach level three of the Maslow's hierarchy of needs pyramid only because getting rich or wealthy is unlimited and anyone never ends of his or her greed. In other words, there will never be enough for that type of person. However, if a person's ultimate goal is to achieve life integrity, personal fame, respects, personal growth and self-fulfillments, he or she is more likely to be intrinsically motivated to do his or her job and to grow further and further without an end.

He or she does not care whether extrinsic rewards are obtained or not, he or she will move on toward self-esteem and self-actualization.

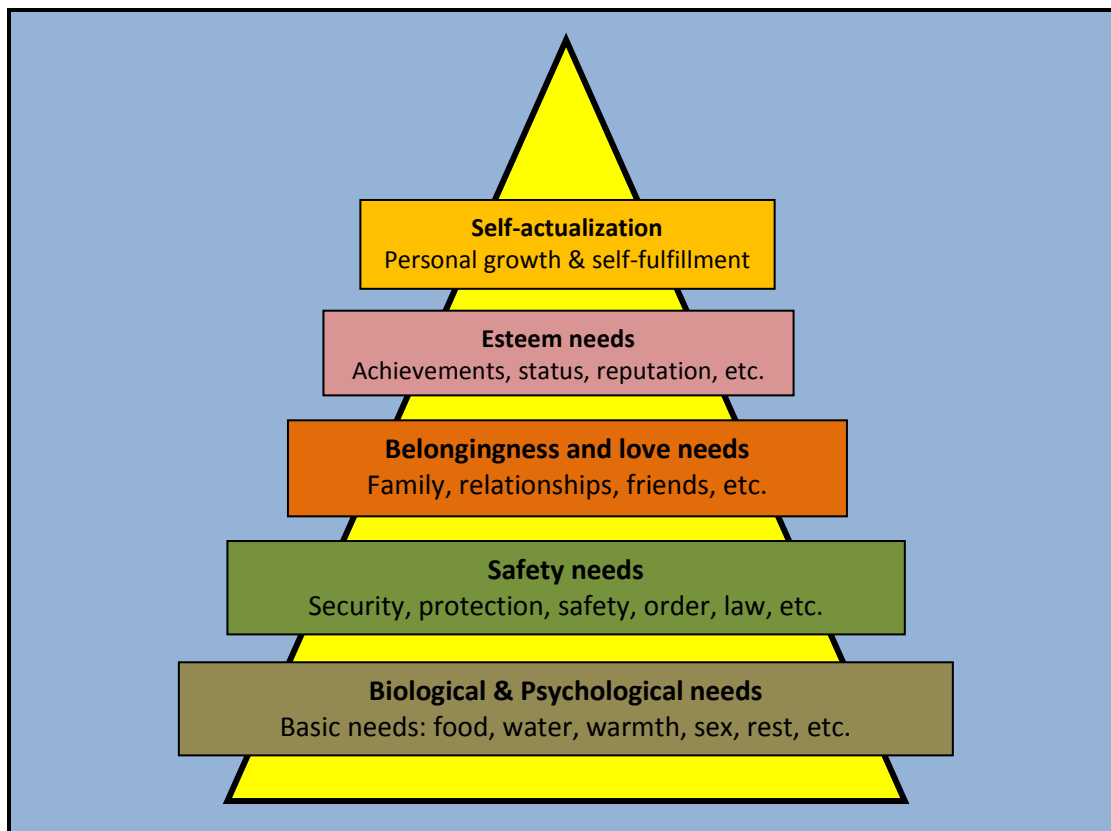


Figure 1: Maslow's Hierarchy of Needs. Adapted from Maslow's Hierarchy of Needs as a Guide to Fashion Creation with Wearable Technology (Matos & Rocha, 2014, p. 3)

Finally, self-control theory looks at the importance of a person's own self. A person is most highly motivated when he or she can make his or her own decisions and choices, whether they are in short-term or long-term contexts (Brown, 1994). For teacher's motivation, the self-control theory can imply that when teachers have opportunities to make their own decisions on what to do and what not to do regarding their teaching performance and professional development, they are reaching their need for autonomy. They may not feel pressured by others, and as a result, they become more motivated to do what they have decided to do (Brown, 1994).

Teacher motivation plays a crucial role in successful teaching and learning. Some scholars claim that the most important rule of motivation is to inspire him or herself first before a person inspires others (Adair, 2006; Cartey, 2000; Hill & Stone, 1987). Adair (2006) insists that, “The first and golden rule of motivation is that you will never inspire others unless you are inspired yourself. Only a motivated leader motivates others” (p. 91). It is obvious that students who are motivated will learn more than the ones who are not motivated (Killen, 2003). That may also be true for the teacher. The ones who are highly motivated and spiritually love to teach and make their students learn things effectively will know how to make their students want to learn best, too. According to Pou (2012), “Delivering quality education requires well-trained, highly motivated, disciplined and professionally competent teachers, school principals and all educational staff” (p. 313). Adair (2006) also strongly supports his claim with his insertion of one of the Japanese proverbs, “No man will find the best way to do a thing unless he loves to do that thing” (p. 94). He also borrows the Bedouin proverb which says, “What comes from your heart is greater than what comes from your hand alone” (Adair, 2006, p. 111). Knowles and Associates raised six assumptions about adult learners. Two among those six assumptions are much related to self-motivation. Those two assumptions include, first, “The most potent motivations are internal rather than external” and second, “Adults need to know why they need to learn something” (as cited in Merriam et al., 2007, p. 84).

According to Hill and Stone (1987), any individual can be successful in life when he or she adopts some self-motivators which are related to what they called Positive Mental Attitudes (PMA) toward things. One of the self-motivators they referred to is quoted here, “You can do it if you believe you can” (Hill & Stone, 1987, p. 55). Hill and Stone (1987) also view hope as a magic ingredient of motivating oneself.

As far as teacher motivation for professional growth is concerned, it can also be argued that teachers who are motivated will develop their profession and teach more effectively than those who are not motivated. Vaughan and McLaughlin (2011) claim that either a pupil or a teacher is motivated to learn and change for a different purpose. 77 per cent of 552 teachers who participated in the study of Teacher Motivation for Professional Development conducted by Karabenick and Coneley (2011) reported being more motivated to improve their teaching career. Merriam et al. (2007) raise three dimensions of Garrison's (1997) Model for self-directed learning among which motivational dimension is the one which plays an important role in influencing people to be involved in a self-directed learning activity or task.

Any individual teacher is intended to teach, learn and develop their teaching career due to either intrinsic or extrinsic motivation. Hardré (2012) refers to intrinsic motivation defined by Hardré et al., and Reeve as some individual teachers engage in an activity due to their interest and fun of it or valued outcomes connected to that activity (as cited in Hardré, 2012). Kouzes and Posner (2007), and Deci (1995) have a similar view on intrinsic motivation. They claim that people who are highly self-motivated would continue their hard-work toward the expected results due to their own sake, feelings and strong commitment, but not for any reward. Hardré also puts the view of Deci and Ryan, Pintrich and Schunk, and Reeve in this quote, "In both learning and work-based studies, intrinsic motivation predicts greater effort, engagement, enjoyment, and achievement than extrinsic motivation" (as cited in Hardré, 2012, p. 142). Regarding adult learning (andragogy), one of the six assumptions that Knowles and Associates (1984) raised was internal motivations, not the external ones, were the most important and effective ones. Hardré (2012) concludes that professional development opportunities must have a relationship with either intrinsic or extrinsic

motivation for their needs and interests. Otherwise, those teachers will not accept the teacher professional development training and even react badly to it.

**Extrinsic motivation.** Some behavioristic psychologists emphasize that rewards and punishments would reinforce behavior of an individual toward success (Brown, 1994). In other words, some individuals work hard or do things well due to some rewards, bonuses, pay or pay raise, promotions, benefits or because of avoiding any form of punishments such as getting fired from the job, or losing any certain position (Brown, 1994). Deci, and Sansone, and Harackiewicz define extrinsic motivation as individual teachers implement their teaching because of incentives or external pressures from their supervisors (as cited in Hardré, 2012). Many people and classroom practitioners acknowledge that teachers are highly motivated to work very hard if they are well-paid. Santiago acknowledged that salaries and opportunity costs have great influence on who goes into a teaching career, who stays in a teaching career and who returns to a teaching career after a career interruption (as cited in Cameron, 2003). Similarly, Cartey (2000) views that external motivation or motivation from outside only works for a temporary basis. He compares external motivation to a fire which goes out when it runs out of fuel.

According to Pol, the Director of Vorsor primary school in Kampong Spur province in Cambodia, whose father used to be a teacher in that school in the late 1960s, Khmer teachers in the decade of 1960s were competent, hard-working and highly respected in Cambodia, as they had been well-paid by the Government. All the teachers at all school levels were not allowed to do other jobs apart from teaching. By applying such strict teacher policies, the government forced teachers to concentrate on their teaching duties and professional development. Teachers in Cambodia during that period were looked up to in Cambodian society (as cited in Chea, 2016, July 6).

However, one may argue that high salary cannot always motivate teachers everywhere to work terribly hard. For example, according to Exley (2013), some teachers in Luxembourgian schools do not perform their teaching well despite the highest salaries compared to the rest of teachers around the world. In other words, the way some teachers perform their teaching in class in Luxembourg does not match up with the educational sector's reputation, teachers' high pays and teacher's high social status (Exley, 2013). Due to the best treatment from the Luxembourgian government, the excellent teaching compensation and the teacher's high social status, all teachers of all school levels in Luxemburg should have become professionals and teach most effectively in the world. Nevertheless, the quality of education delivery still has not been satisfied by many parents and students (Exley, 2013).

Due to the case of Luxembourgian teachers' situation mentioned above, high salary is not the only factor that motivates teachers to work effectively although many people acknowledge the high pay is the most important one that greatly impacts high quality of education. In the reality, qualified educators are able to earn very well from private schools or universities in Cambodia, as those private institutions somehow try to compete against one another for better recognition for their business purpose. If individual teachers work very hard, develop themselves and become qualified, they are able to earn much more than the public school teachers who are paid by the government. According to Wong and Wong (2009), this is quite obvious that only the professionals are able to receive the rewards. The professionals are never worried about losing their jobs or looking for the new ones and are never worried about their pays because every educational institution needs those (Wong & Wong, 2009). Therefore, in developing countries like Cambodia, there is still an opportunity for the professionals to make adequate income from their teaching career.

As far as intrinsic motivation and extrinsic motivation are concerned, a lot of research on motivation found intrinsic motivation more powerful than extrinsic motivation (Brown,

1994; Hardré, 2012; Knowles & Associates, 1984; Maslow, 1970). For long-term retention, people who are intrinsically motivated either work or learn things more effectively than those who look for extrinsic rewards (Brown, 1994). When people are intrinsically motivated, they work with high responsibility and accountability (Adair, 2006). As a result, they tend to produce satisfactory results. Without any personal motivation and inspiration, individual teachers cannot dedicate their life to the professional development, and as a result, they cannot become the education professionals.

### **Personal Qualities of Education Professionals**

According to Guglielmino, “self-directed learning consists of a complex of attitudes, values, and abilities that create the likelihood that an individual is capable of self-directed learning” (as cited in Merriam et al., 2007, p. 121). She identifies some main psychological qualities which make an individual ready for self-directed learning. Those psychological qualities include independence, responsibility, persistence, self-discipline, curiosity, willingness, self-confidence, good time management, goal-orientation and enthusiasm (Guglielmino, 1977).

#### **Attitudes towards a teaching career and professional development.**

Collins Cobuild English Dictionary (1995) defines someone’s attitude towards something as “the way that the person thinks and feels about it, especially when this shows in the way he or she behaves” (p. 96). Similarly, Cartey (2000) defines attitude as, “the way we think” (p. 4). No one’s body can make any action unless there is a message sent from the mind (which is referred to as the thinking) (Cartey, 2000). Cartey sees that the way that individuals behave or act depends very much on the way they think. That is, the way people think will definitely determine the way they will act or behave in the reality. This view is much related to the two Buddhist concepts of “the Right View and the Right Conduct” (The Dalai Lama and Muiyzenberg, 2009, p. 13).

Many scholars acknowledge that how successful or unsuccessful many people are in life depends much on their attitudes (Cartey, 2000; Hill & Ritt, 1998; Hill & Stone, 1987; Wong & Wong, 2009). According to Wong and Wong (2009), research found only one correlation between success and attitude, whilst no research has found any correlation between success and family background, race, financial status, or even educational accomplishments. James said, “The greatest discovery of my generation is that a human being can alter his life by altering his attitude of mind” (as cited in Wong & Wong, 2009, p. 39). Similarly, one in Harvard Business Review views that the main reason that someone works very hard and performs productively is completely because of his or her attitude (as cited in Cartey, 2000). In the same way, The Dalai Lama and Muiyzenberg (2009) view that a true leader is the one who takes the right view and does the right conduct, which are two main concepts of Buddhism. The right view here refers to the right way of thinking about all related factors before making the right decision which will make a leader act the right way and do the right thing. These two main concepts of Buddhism could be applied well in leadership of any field including education because in the field of education, education professionals are also leaders who are supposed to think critically and positively in order to make the right decision on their teaching plans which will enable them to teach the right thing in the right way.

**Positive attitudes of teachers towards their career and professional development.** Positive attitude or thinking plays a crucial role in any individual’s successful results in life (Cartey, 2000; Hill & Ritt, 1998; Hill & Stone, 1987; Wong & Wong, 2009). According to Tracy (2003), positive thinking enhances life and makes a person feel stronger, more motivated, and confident. He said, “Positive thinking is not just a motivational idea. It has measurable, constructive effects on your personality, your health, your levels of energy, and your creativity” (Tracy, 2003, p. 18). If people think positively

about teachers who work terribly hard to make students learn to become qualified citizens, they will respect teachers in general. On the other hand, if they think negatively about the teachers and see only the negative things that some teachers have done, those people will behave in a way that others can see that they look down on the teachers. Stone says:

If there is a single characteristic that separates successful people from those who are destined to a life of failure and defeat, it is a Positive Mental Attitude (PMA) (Hill & Ritt, 1998). Where a negative person sees problems, a person with PMA sees opportunities. (as cited in Hill & Ritt, 1998, p. 129)

Stone continues to explain that someone's future goes on and on if he or she thinks positively and builds a winning attitude (as cited in Hill & Ritt, 1998). Any individual can be successful in life when he or she uses some self-motivators which relate more to positive mental attitude toward things (Hill & Stone, 1987). For example, when anyone has positive attitude toward lifelong learning, he will keep growing. It appears more likely that people who have positive attitudes towards things produce more successful results than those who develop negative ones towards things in life.

If people positively think that they will learn something new from their new job, and will get various benefits personally in return from their hard work and success when an organization or institution successfully achieves its goals set, they will work harder and take greater care and higher responsibility for the work they do. Then, they might grow further and become more competent or skillful for their future career. This is well-supported by one saying, "The deepest craving of human beings is to be needed, to feel important and to be appreciated- give this and they will give in return" (Cartey, 2000, p. 201).

There is an old Khmer saying which states that being poor at property is alright, but not being poor at thoughts. That means if a person does not have any kind of property such as money, a house, a car and so forth, but he or she has positive, wise thinking, he or she will

not be poor in the future. On the other hand, if a person has a lot of things but has poor, negative thinking, all of his or her property will be gone one day. Many scholars including Cartey (2000) convincingly see that, “There is no way that we can get positive results from staff with a negative attitude” (p. 5). Similarly, negative thoughts discourage a person and make him or her become less energetic and confident (Tracy, 2003). This sounds quite obvious due to the fact that the way a person thinks will determine the way he or she acts, behaves or communicates (Cartey, 2000). Thus, Tracy (2003) concludes that positive thinking develops mental health and excellent work performance, while negative thoughts create mental health problem and decrease effectiveness of work performance.

A lot of teachers whom the researcher has met had a negative attitude toward lesson planning. They thought it was not necessary to write the lesson plans in much detail, as they have had a lot of teaching experience and have been teaching for a very long time. Although all of those teachers admitted the fact that lesson plans were so important and could help the teachers to teach more effectively, not many of them have planned their lessons well before teaching. The question is how could effective teaching be ensured whilst the teachers did not plan lessons effectively? Some old-timer teachers said they did not make proper lesson plans, but they have used their mental plans, as they knew their teaching materials very well after teaching the same courses for many years. Ur (2012) makes it clear regarding the lesson preparation. She says that before the lesson, it is necessary to write down what a teacher planned to do in the lesson so that the teacher will not forget what to do and which part of the material is or is not covered. It is not good enough just to put things in the mind. She claims that every teacher including very experienced and professional teachers like her have to prepare the lesson plan for every lesson they teach (Ur, 2012).

However, when the teachers do not plan lessons well, they will not have practice activities or exercises for students to complete; the students will not have worksheets to work

with or to complete. The teachers may not be able to post some critical thinking questions for students to think critically because they have not thought of what the critical thinking questions would be before the lessons. Without planning lessons properly and productively before class, the teachers would definitely follow the textbooks entirely or lecture instead of applying student-centered, task-based, cooperative learning approaches which would increase student learning productivity (Richards & Farrell, 2011). Those teachers came up with different excuses for not planning lessons effectively before class. Those excuses include low teaching salary, not having enough time while planning is very time consuming, not being competent enough in planning lessons due to the lack of knowledge of teaching theories, techniques, methods, approaches and strategies. In short, no teaching is perfect without a perfect lesson plan.

**Having a clear vision of a teaching career.** Having a clear picture of what a life of a professional will be like, what one will achieve and succeed, and how one will enjoy his or her success would highly motivate a person to work terribly hard to be there and to achieve what they have already set. Similarly, travelers always know where they are going, how they are going to get there and why they are going so that they have to plan in advance. In the same way, a career holder does the same thing. School teachers, for example, who wish to stay in the field of education throughout their life, may have a clear idea of what kind of teachers they would like to be, what outcomes they want to produce and what changes they want to make for their students, community and society.

According to Collins Cobuild English Dictionary (1995), a vision is what someone imagines or hopes a future situation would be like. Based on this definition, it is more likely that the ones who are able to see themselves as very successful in the future will put in more effort in learning and growing (Ur, 2012). She gives an example of a student who wishes to see him or herself as part of an international community. That student will want to learn any

foreign language such as English to realize his or her dream. Qualified professionals have a clear vision of whom they want to be and how they want to succeed in life (Flythe, n.d.).

Wong and Wong (2009) also acknowledge that professionals have a vision that enables them to visualize other things beyond their job. Having a clear vision in mind is essential for one to realize their dreams, achieve goals, produce a more satisfactory success and achievement and enjoy life (Brown & Associates LLC, 2015; Flythe, n.d.). According to Tracy (2003), a person who succeeds in life usually begins with a big dream or an ideal vision of what may happen to them. They imagine themselves living in a better future if their dreams come true.

According to Kotter (1996) a good vision provides three essential purposes which include the following: first, it shows the general path for better change; second, it motivates people to do the right thing; and finally, it helps make different people work together cooperatively in an efficient and effective way. As far as a teaching career is concerned, a vision encourages and inspires teachers to move forward and develop their career further to achieve their career and life goals. It motivates the teachers to dedicate and commit to their hard work, use their potential to the greatest level to grow professionally (Flythe, n.d.).

However, if teachers have no vision, they cannot see a better picture of themselves in the future. They might not use their potential to perform their job better and grow further, as they cannot see the good values of hard work and commitment to professional development in the future. They, then, just do a job for the present but do not invest anything in their job for the better future. As a result, it is quite unlikely that those teachers will become professionals if they do not have a clear vision. A vision is very powerful for either leaders or professionals in any field, as it helps them to go on the right path, think and grow in the right way of success.

**Setting a clear career goal.** According to Kao (2014), a study entitled “The

Relationship between Students' Grades and their Occupational Goals" finds that students who have clear career goals when starting their higher education are more motivated to perform better and achieve better grades than those who do not have clear occupational goals. He concludes that although there are other factors that may have some impact on students' performance and achievement in the end, obtaining clear career goals would give the most significant impact on the students' academic achievement. Likewise, teachers who have their own career goals, but do not just work from hand to mouth, would do their best with both their teaching performance and professional development to achieve their goals. Hill and Ritt (1998) have a similar point of view which is quoted as, "Setting goals is one way to keep your mind on the things you want, and off the things you don't want" (p. 108). Stone points out that, "A Positive Mental Attitude combined with definiteness of purpose-the selection of a specific goal-is the starting point of all success" (as cited in Hill & Ritt, 1998, p. 151). Stone additionally explains that anyone can choose to change their own world if they want to through positive thinking about things and goal setting. That person would deserve what he chose to do (as cited in Hill & Ritt, 1998). Carthey (2000) strongly supports the personal goals of a great leader. He said, "Know exactly where you want to go. Know exactly what you want to achieve. Know exactly what you want to do" (Carthey, 2000, p. 189). Wong and Wong (2009) also have a similar view that whatever teachers choose to do will definitely determine the quality of their life in the future.

Tracy (2003) claims that if one wants to keep their mind positive, they have to simply keep their focus on their goals. He said, "When something goes wrong, think about your goals. When you lose a sale, or even a job, think about your goals." (p. 218). When a person has his or her goals written in his or her mind, it does not matter what goes wrong. He or she should find out the mistakes or problems and try to fix them so that he or she can move forward to reach the goals. Tracy (2003) also emphasizes that "Your long-term goals are to

be financially independent, to enjoy excellent health, to have wonderful relationships, and to do work that makes a difference in the world, among others” (p. 218). He explains that when a person keeps thinking about his or her goals, and on what he or she is pursuing to achieve those goals, he or she will be unlikely to feel unhappy or to get angry with anyone or anything else. He concludes that thinking about their goals would empower them and make them become a more positive and confident person who will be able to succeed in life.

However, if people do not have a clear career goal in mind, they may not work so hard, commit to a job they are doing, develop themselves further, or have a good future. They just do a job from hand to mouth for only survival (Wong & Wong, 2009). Stone believes, “Ninety eight out of every hundred people who are dissatisfied with their world do not have a clear picture in their minds of the world they would like for themselves” (as cited in Hill & Ritt, 1998, pp. 151-152). The career goals could be set for a short-term, medium-term and long-term. In order to achieve any goal, a practical, clear plan must be highly considered and carried out promptly.

**Being motivating and inspiring.** The education professionals are not only motivated to do their job effectively but also are motivating and inspiring. Due to the fact that a teacher is a leader, according to Maxwell (2006), an effective teacher is the one who is able to inspire students. Ward (n.d.) has a similar saying about a great teacher. He said, “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” According to Ryan and Bohlin (1999), two among the three main findings from a research on excellence in teaching and the characteristics that distinguish teachers as excellent include first, “an excellent teacher stimulates and motivates,” and second, “an excellent teacher is committed and dedicated” (p. 156). Effective teachers always arouse students’ interests in learning and finds better ways to inspire them. They never give up trying this and that. Wong and Wong (2005) emphasize that, “the effective

teacher affects lives” (p. 5). That is more likely that an effective teacher does not only teach the subject matter but also makes students change their life for the better. By “changing their life”, they might be referring to the way that the students are able to develop healthy attitudes towards various things so that they are able to become qualified citizens who can form and develop a better society they live in.

According to Adair (2006), as mentioned earlier, only the motivated and inspired teachers are able to motivate and inspire others, especially students to learn best. A lot of scholars (Adair, 1990, 2006; Kouzes & Posner, 2007; Wong & Wong, 2009) similarly acknowledge that when leaders as well as teachers are highly motivated, they will know how to motivate others. Those highly motivated and inspired professionals often act as role models or exemplary models for their subordinates or students. This is well-aligned with the Buddhist theory of leadership that in order to lead others a person should be able to lead him or herself well first. In contrast, if the leaders or teachers do not know how to motivate themselves, how do they know how to motivate others to work hard and effectively? That is a good puzzle that the leader or teacher should strongly consider.

**Self-discipline.** Self-discipline plays a crucial role in both personal life and career (Cartey, 2000). In leadership, many scholars including the Buddha claim that in order to lead others, first of all a person must lead him or herself (Maxwell, 2013; The Dalai Lama & Muzemberg, 2009; Wong & Wong, 2009). Leading him or herself here refers partly to being self-disciplined. Maxwell (2013) points out that the real key to anyone’s success is their self-discipline. Similarly, another scholar views discipline as, “the bridge between hope and reality, between thought and achievement, between wishing for success and becoming truly successful” (Cartey, 2000, p. 191). He noticed that many people are very good at talking and have goals, but due to their poor self-discipline, they rarely get things done or achieved what they intended to achieve (Cartey, 2000). Tracy (2003) views that a feeling of

a sense of control refers to a feeling that a person is in control of or in charge of his or her own life which can be part of self-discipline. Goldsmith (2015) compares success to a sport which a player needs to practice and invest small efforts in his or her commitment, motivation, self-discipline, self-control and patience every day. In order to succeed in a certain profession, a person has to do the same as the sport player does.

**Professional responsibility and accountability.** According to the BusinessDictionary.com (2018), professional responsibility is defined as, “legal and moral duty of a professional to apply his or her knowledge in ways that benefit his or her client, and the wider society, without causing any injury to either” (p. 1). Meanwhile, the same source refers professional accountability to “The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner” (p. 1). In the fields of legal law, health care, architecture and engineering, and food industry, the terms responsibility and accountability are commonly used at both levels, a policy making level and a grass root practice level. These two terms could also be adopted in the field of education so that all the educators and educational practitioners will be accountable and responsible for providing efficient and good quality education to meet the learners’ real job demands, and for the public good.

To ensure that every learner learns best and becomes a qualified citizen who will be able to lead his or her life successfully, an education professional must comply with certain responsibilities and duties approved by some nations’ laws, education authorities such as Ministry of Education, Youth and Sport, education departments, or schools. The education professional, who is considered as a leader in the field of education, has to know very well about their duties and responsibilities for their teaching career (The Dalai Lama and Muyzenberg, 2009). Tracy (2003) points out that when a person accept responsibility for him or herself and what happens to him or her, he or she will become more positive, optimistic

toward him or herself, effective and happier. Regarding teaching responsibilities, every teacher at all educational levels must ensure that three domains which include new knowledge, skills and attitudes are sufficiently, efficiently and effectively taught. Wong and Wong (2005) highlight that, “School is where people go to acquire knowledge, learn skills, and develop values that make them productive citizens and help them grow to their fullest potential as human beings” (p. 5). Those responsibilities and duties must be implemented effectively in an ethical manner.

As far as responsibility is one of the keys to success in life and the career, Winfrey shares the philosophy which states, “My philosophy is that only you are responsible for your life, but doing the best at this moment puts you in the best place for the next moment” (as cited in Hill and Ritt, 1998, p. 95). Maha Ghosananda (1992) also suggests, “The present is the mother of the future” (p. 32). He explains that if the present is being looked after very well, the future will be done well. According to Hill and Ritt (1998) and Maha Ghosananda (1992), if the teachers are responsible for their own job, works very hard, and keep developing their own career at the present, they will become qualified and professional teachers who will be able to satisfy themselves, their students that they will teach, and their institution they will work for in the future.

In general, it appears that those education professional responsibilities cover all areas from teaching sufficient new knowledge, applicable new skills, to changing and shaping learners’ attitudes and behaviors. In most places, teachers are strictly supervised to see whether they have undertaken their approved responsibilities and duties so that learners receive best quality education. According to the brochure by Connecticut State Department of Education (CSDE) (2003), regulations of Connecticut State Agencies Section 10-145d-400a of the Connecticut Code of Professional Responsibility for Teachers listed three main areas of professional responsibility which include: responsibility to the students,

responsibility to the profession, and responsibility to the community. Under each area, a number of responsibilities are listed for a professional teacher to implement.

In teacher training programs and teacher training materials, teacher responsibilities, teacher's code of conduct or teacher ethics are either taught or written for new and experienced teachers to enable them to deliver education effectively and professionally. The fact is that most of individuals have spent nearly half or half of their lives at school to be educated before they leave for their own careers for the rest of their lives. Therefore, teachers must be fully responsible for their teaching career, as they play the most crucial role in developing students' education and shaping them to become qualified citizens.

According to Cartey (2000), at all levels, all staff implement their tasks because of one of two main reasons, "thought of personal gain or fear of loss" (p. xvi). For the 'thought of personal gain' he explains that the staff performs well for financial benefit, recognition, admiration, and career development. For 'fear of loss' he believes that the staff performs well because he does not want any punishment, any bad action, any embarrassment, or dismissal from work. Likewise, in education, it is more likely that education professionals have to perform their teaching duties for those two main reasons, too. In a school where there is good leadership, teachers who have practiced their responsibilities effectively are rewarded under the school rewarding policy. This would motivate the teachers to perform their teaching career even better. People's success is their strong responsibility for what they are doing (Cartey, 2000).

Bovens defines accountability as "A social relation in which an actor feels an obligation to explain and to justify his or her conduct to some significant other" (as cited in Levitt, Janta & Wegrich, 2008, p. 2). Levitt et al. (2008) define accountability as an ethical or moral concept which involves certain behavior it deals with the responsibilities of employers and individuals for their actions towards other people and stakeholders that receive

services provided by those individuals and organizations. Based on the literature, Levitt et al. (2008) point out five types of accountability which include first, organizational accountability to which staff work through a big boss and staff relationships that all actors have clear roles and responsibilities; second, political accountability which depends much on the way that educational institutions are run and managed democratically to make all actors hold their accountability for; third, legal accountability which requires all workers to work through relevant legal institutions to protect rights and ensure fairness for all parties involved; next, professional accountability which refers to the practice of codes of conduct and institutional rules; and finally, moral or ethical accountability which refers to all the actors' accountability towards core values set by the institutions. According to Cambridge Advanced Learner's Dictionary (3rd Edition) and NHS Education for Scotland (2012) that posts the Advanced Nursing Practice Toolkit on its website, the researcher operationally defines professional accountability as complete professional responsibility of individual professionals for their own actions and behavior towards their professions, organizations, the society and the other individuals as well as the public that receive services.

Regarding the accountability towards a profession, teachers have to follow a teacher's code of conduct which ensures a teacher's status, trust, integrity and teaching professionalism. The teacher has to ensure that they should provide best quality of education so that learners become qualified citizens. They should be competent at both the subject matter and teaching methodologies to make students learn best. The best teacher should be an exemplary model for his or her students (Kao, 2015). According to the Code of Professional Standards of Practice and Behavior for Nurses and Midwives by Nursing and Midwifery Council (2015), to promote professionalism and trust, the code says that:

Act with honesty and integrity at all times, treating people fairly and without discrimination, bullying or harassment; be aware at all times of how your behavior

can affect and influence the behavior of other people; and act as a role model of professional behavior for students. (p. 15)

For the accountability to a school where teachers work, they have to be responsible for providing best teaching service so that the institution keeps growing and attracting the public's attention. One thing the teachers have to acknowledge is that when they work hard and effectively, not only will the institution they work for grow but they also will grow. The other thing is that the institution has paid and taken care of those teachers who have worked under its authority. In return, the teachers have to do their best job and are most responsible for their institution if they wish to stay longer within the same institution.

Due to the accountability to society, most governments in the world require their higher education institutions to hold accountability for education quality in responding to financial support (Vann, 2012). In responding to their government's requirement, HEIs have to guarantee the quality of education and its service to the government's social and economic goals. To do so, HEIs are accountable to their potential stakeholders including financial agencies, government, employers, parents, community and learners (Vann, 2012). Regarding each HEI's accountability, the teachers play the most important role in educating individuals to become qualified citizens who are able to live peacefully and work productively and effectively for the better society and better world. It might be part of the teachers' faults if any individual has not been successful in life. The public would blame an education sector where all teachers work for. Moreover, when there are a lot of social conflicts and disorders, the public would blame the education sector which has not produced qualified people. Whilst the accountability to an individual or the public, the teacher's job is to give good quality education that helps every individual to serve their real needs and interests as well as to meet real employers' demands. A general purpose of education is to change one's life for the better. However, if university graduates are not qualified enough and cannot make their own

proper living, they would say bad things about individual teachers, then the institution and finally the whole sector. Therefore, it is a must that every individual professional has to be accountable to and responsible for their teaching profession, institution, society, and the public.

Accountability has become one of contemporary approaches to the governance reform of public sector services including education (Levitt et al., 2008). Due to the globalization era, competition among businesses and service providers has increased both locally and globally in terms of low cost but with high quality. All types of clients want employers and workers in all sectors to be accountable for their own product and service quality and professional conduct toward them. For example, in a health sector, accountability for professional duties and behavior has been highly respectful and lawfully written for both employers and employees, as their main duties are to cure patients and care for sick people's life.

**Diligence and high commitment.** High commitment is one among other important personal qualities of a professional of any field. How committed one is to their work depends much on the way in which he performs his or her work (Ryan & Bohlin, 1999). According to a study conducted by Professor Tate and his colleague of over a thousand teachers who have been nominated as 'teachers of the year', he found three important things about an excellent teacher. One of those three findings is "An excellent teacher is committed and dedicated" (as cited in Ryan & Bohlin, 1999, p. 156). He explains that, "Committed teachers show interest in their students, their school, their teaching, and their field" (Ryan & Bohlin, 1999, p. 156). In education, at a very basic level, committed teachers must demonstrate their regular professional responsibilities which include being well-prepared before class, starting classes on time, correcting assignments regularly and promptly, giving

support to coworkers, being approachable and available to students who need some either academic or personal help and advice (Ryan & Bohlin, 1999).

**Persistence.** Being persistent is another personal quality which partly determines an individual's success in academics, career and life. Everyone makes mistakes especially when starting doing something new. Many scholars share the same common advice: that one should keep moving, getting up, and persisting until one reaches success in the goals which have already been, set no matter how many mistakes, setbacks or obstacles one has experienced (Maxwell, 2013; Tracy, 2003; Siebold, 2010; Hill & Stone, 1987 ). Tracy (2003) points out that a person's willingness and ability to persist are the quality that will eventually ensure his success. According to Hill (2004), lack of persistence is one of major causes of failure. Tracy (2003) recalled Hill's success story of a young man who took his boss's working model into account. After seeing the young man working so hard, coming to work earlier than his boss and leaving his office later than him for several weeks, the boss one evening asked the young man why he always stayed later than his colleagues did. The young man simply replied that because he was highly motivated and determined to be successful in the company, and he knew that to meet his goal was to work much harder than others in the company (as cited in Tracy, 2003).

The boss just smiled but said nothing. After a while, the boss asked him to do an extra task which was not written in his job description. The young man did that task very well within a short period of time. His boss admired his work very much and assigned another new task which was completed very effectively. Within the first year of employment, he was assigned several other extra responsibilities which were completed very efficiently and effectively. In the second year the young man was promoted. He then tried to study and learn more, develop his skills, and continue to work terribly hard. He later on

gained more respect and love from other staff, managers and his boss. He was eventually promoted to be a vice president of the company.

Tracy (2003) encourages people to persist with a thing they have determined to achieve rather than to give it up. It is quite obvious that when implementing any project, people experience many setbacks and difficulties. Only their willingness, determination and ability to persist will eventually guarantee their achievement of their goals (Tracy, 2003).

Hill (2004) raises an example of Thomas Edison's dream of an electrical lamp that was put into action. Before Edison could succeed in his lamp project, he had failed thousand times but had not given up. Hill (2004) concludes, "Practical dreamers do not quit!" (p. 37).

According to Tracy (2003) it is more likely that a person is successful when he is highly motivated, highly committed to his work and works persistently and enjoyably. Tracy (2003) raises Aristotle's remark on some key values such as integrity, honesty, courage, generosity, persistence, and sincerity that could lead to one's happiness and personal fulfillment.

**Curiosity and enthusiasm.** Curiosity and enthusiasm are feelings of energetic interest in knowing and learning about a certain subject or activity and an eagerness to be involved in it (Cambridge Advanced Learner's Dictionary, 3<sup>rd</sup> ed.). According to Campbell (2015), curiosity has a connection with psychological, emotional, social, and health benefits. She raises six benefits of curiosity. Two of those six benefits are more relevant to this study. Those two benefits include, first, curiosity makes a person happier; she explains that according to research findings, curiosity has increased positive emotions, reduced levels of anxiety, and promoted more life satisfaction and greater psychological behavior. Second, curiosity improves achievement. According to Campbell (2015), findings of some studies show that curiosity leads to more enjoyment, better participation and performance, and higher achievement in school and at work. She explains that it is more likely common sense;

however, when a person is more curious about and interested in what he is doing, he is more motivated to get involved, invest greater effort in, and do well.

Enthusiasm plays a crucial role in someone's success in life. To become an enthusiastic person, Hopkins (2014) suggests five ingredients which include curiosity, interest, knowledge, belief and purpose. He explains that if a person dreams about owning his or her own home or car, he or she is curious about it and will work hard for it. Curiosity can develop enthusiasm. Regarding interest, he explains that a person must keep a high interest level about a thing he does. If he or she loses interests in what he or she is doing, he or she will lose his or her enthusiasm for it. He explains that enthusiasm and competence may never last so long without knowledge. In terms of belief, he explains that a person must have a strong belief that what he or she is doing is right and beneficial. A strong belief in things motivates a person to work harder to achieve results. Finally, having a clear purpose of what a person does helps make a person stay motivated and concentrate on such things. All these five ingredients can make a person enthusiastic about what he or she is doing. He concludes that having enthusiasm helps a person to stay motivated and concentrate on his or her climb to the top to achieve the goals he or she has set for his or her life.

**Life-long learning commitment.** Many successful people in many different fields view the same common life-long learning as one of the key for their success (Kao, 2015; Siebold, 2010; Tracy, 2003; Wong & Wong, 2009). Tracy (2003) highlights, "You can learn anything you need to learn, to accomplish any goal you can set for yourself" (p. 77). He explains that no one is smarter and more capable than us. Someone doing better than us now does not mean he or she is much better than us. He says that it just means that he or she has just learned how to achieve his or her goals in his or her certain field before we have. According to Tracy (2003), anyone can learn anything new from any field that he has never had any experience before. He, then, can also continue learning to improve his new job while

doing it. Brown (1994) cites Allen's nine characteristics of good ESL teachers. One of those nine characteristics is the ESL teacher should have "the persistent urge to upgrade oneself" (as cited in Brown, 1994, p. 429).

Many world class wealthy people have not finished their formal education at college, but they have committed to their life-long learning afterward (Siebold, 2010). Those people consider finishing college as just a beginning, and they continue reading books and watching business TV programs that make them grow better and get richer (Siebold, 2010). Siebold notices that the billionaires such as Bill Gates, Warren Buffett and so forth have their huge personal libraries filled with books written by leading business people, entrepreneurs and famous authors. They usually educate themselves (Siebold, 2010).

**Triggers.** According to Goldsmith and Reiter (2015), "A trigger is any stimulus that reshapes our thoughts and actions," (p. 15). They raise six distinctions which contribute to better understanding of how triggers impact people's behaviors. Those six distinctions include:

- 1) Triggers can be direct or indirect. *Direct triggers* are stimuli that immediately and obviously impact behavior. For example, while you were walking, a snake slithered across your foot. You jumped and felt frightened. *Indirect triggers* go around for a little while to influence our behavior. For instance, you eat a certain favorite food which your mother used to cook for you when you were a child. That food triggers your memories and feeling of missing her. Then, you decide to visit her.
- 2) Triggers can be external or internal. *External triggers* come from the environment while *internal triggers* come from thoughts or emotions that are not connected with any outside thing.

- 3) Triggers can be conscious or unconscious. One is often aware of *conscious triggers*. For example, driving too fast will cause accidents and death, so the driver knows he or she has to slow down. *Unconscious triggers* are beyond our awareness.
- 4) Triggers can be encouraging or discouraging. *Encouraging triggers* motivate people to keep up their hard work or work even harder. On the other hand, *discouraging triggers* demotivate them, causing them to work less or give up.
- 5) Triggers can be anticipated or unexpected. *Anticipated triggers* can be known far away ahead. For instance, we know well that most products will be on sale at Christmas or New Year's Eve. Thus, we keep the money to buy things we want at that time. *Unanticipated triggers* often take us by surprise and stimulate unfamiliar behavior.
- 6) Triggers can be productive or counterproductive. *Productive triggers* encourage or make us become the person we want to be while *counterproductive triggers* discourage us from achieving that goal. This appears to be the most essential difference (Goldsmith & Reiter, 2015).

According to Goldsmith and Reiter (2015), triggers can be internal or environmental (external). Encouraging and productive triggers very often influence people's positive thoughts or attitude and good behaviors or actions. They can help make people reach their ultimate goals and become the people they want to be. However, discouraging and counterproductive triggers will discourage and demotivate people, causing them to reduce their productivity or to give up.

According to Taylor (2009), intense experiential activities and emotions often act as triggers or disorienting dilemmas (Mezirow, 2009) which stimulate and provoke critical reflection and facilitate transformative learning. Pierce's research found that participants

with latest experiences of critical incidences, which refer to trigger events in their lives, seem more likely to change. He said, “The disturbing events in the participants’ lives.....create a fertile ground for perspective transformation” (as cited in Taylor, 2009, p. 12).

Goldsmith’s triggers can cause people’s positive and negative attitude and actions depending on their responses. When they cause positive attitude and behaviors, positive perspectives are changed and transformative learning occurs. In Mezirow’s transformative learning theory, trigger events or disorienting dilemmas encourage people to critically reflect on their assumptions and past experiences in order to transform new learning. Mezirow’s original study found 10 steps of transformative learning process. Those include:

- 1) A disorienting dilemma
- 2) Self-examination
- 3) A critical assessment of assumptions
- 4) Recognition of connection between one’s discontent and the process of transformation
- 5) Exploration of options for new roles, relationships, and action
- 6) Planning a course of action
- 7) Acquiring knowledge and skills for implementing one’s plan
- 8) Provisional trying of new roles
- 9) Building competence and self-confidence in new roles and relationships
- 10) A reintegration into one’s life on the basis of conditions dictated by one’s new perspective (as cited in Mezirow, 2009, p. 19).

Most of those 10 steps appear to be part of the self-reflection process that the classroom professional practitioners have gone through to transform their learning and professional development.

## Self-Directed Learning Methods

Adults learn things in three types of settings (Merriam et al., 2007). First, adults learn things in formal settings such as schools, colleges and universities where proper education systems, governing and management systems, and curricula are constructed, run and formally recognized with grades, certificates and diplomas; second, adults learn things in non-formal settings where learning opportunities and education curricula are organized outside the formal education system; and third, adults learn things in informal settings defined by Coombs as spontaneous, where unstructured learning takes place daily at any place and any time. For example, self-directed learning is a kind of spontaneous, unstructured learning which is done intentionally and consciously by an individual at any place and any time (as cited in Merriam et al., 2007). Learners at these informal settings can use different sources and materials for their learning (Schugurensky, 2000). Schugurensky, Marsick and Watkins suggest three forms of informal learning. Self-directed learning is a kind of learning which is intentional and conscious; incidental learning is a kind of accidental and unintentional learning that is realized after experience; and socialization or tacit learning is a kind of learning which is neither intentional nor conscious (as cited in Merriam et al., 2007).

An adult can become a self-directed and autonomous lifelong learner because of formal school self-directed learning programs and personal characteristics of learners (Merriam et al., 2007). According to Schrader-Naef, lifelong learning can be implemented when, “schools of all levels have to set the foundations for self-directed lifelong learning and adult education has to build on those foundations” (as cited in Merriam et al., 2007, p. 125). Self-directed learning plays a crucial role in sustainable lifelong learning, which emerges in the 21<sup>st</sup> century. Lifelong learning has been considerably playing a significant part in promoting quality education, and it is written as Sustainable Development Goal 4, “*Ensure*

*inclusive equitable quality education and promote lifelong learning opportunities for all*’ of Incheon Declaration and SDG4-Education 2030 Framework for Action (UNESCO, 2015).

Merriam et al., (2007), classified literature as (1) self-directed learning as a process of study and (2) self-directedness as a personal attribute of the learner. Self-directed learning as a process of learning is carried out both inside and outside school, although an individual’s directed learning very often takes place naturally in adulthood. Three types of models which include linear model, interactive model and instructional model were discussed in the category of self-directed learning as a process.

According to Merriam et al. (2007), the linear models look at old methods of thinking about teaching despite the fact that they can be used in different learning settings, such as formal, informal and non-formal ones. Tough and Knowles suggest the linear model of self-directed learning in which learners have to go through many steps to meet their learning goals. Tough defines self-directed learning as self-planned learning in which learners used thirteen steps from key decision-making points about choosing what resources for learning, where self-directed learning takes place, and when to learn, and so forth. Similarly, Knowles’ self-directed learning has six major steps which include climate setting, diagnosing learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (as cited in Merriam et al., 2007).

The interactive models look at how learners are responsible for their own learning. In these models, self-directed learning process is not well-planned, but it focuses on some factors which include opportunities learners find in their environments, the learners’ personal characteristics, cognitive processes, and the learning context. On the other hand, the instructional models are designed for formal and non-formal instructional programs. The

formal instructional programs integrate the self-directed learning models to enable university learners to become more independent in their own learning (Merriam et al., 2007).

Self-directedness as a personal attribute or characteristic of the learner has attracted more attention from different researchers in self-directed learning (Merriam et al., 2007). It is assumed that an adult can become more self-directed and independent in their own learning. For example, one of Knowles's four principles of andragogy is that "adults have a deep psychological need to be generally self-directing" (as cited in Merriam et al., 2007, p. 120). Some studies which look at adult's self-directed learning focus more on adult's personal characteristics and what is related to adult's learning in order to have better understanding of the common self-directed learner's personal attributes. However, their findings are still controversial among scholars, and they cannot be concluded (Merriam et al., 2007).

In Cambodia, some teachers who are highly motivated and think optimistically about their teaching careers have developed their teaching profession using their own self-directed learning methods. This refers to ways, techniques or activities an individual teacher uses to continually, professionally build up their own pedagogical knowledge and skills, expertise and other education-related aspects. Grootenboer (n.d.) claims that self-directed professional development was perceived by the study's recipients as being successful because they like controlling their own development, and their needs for professional development were fulfilled. Wong and Wong (2009) recognize that "The teacher who constantly learns and grows become a professional educator" (p. 297). They also claim that "The professional educator is always learning and growing" (p. 301). Wong and Wong (2009) also point out that to be a professional educator, an individual teacher should join a support group, listen to others who have years of teaching experience, listen to tapes, CDs and watch videos about

teaching and learning, read the literature, participate in conferences, use the research, and observe other good teachers.

The professional educators believe learning has no end. They keep developing their knowledge and teaching skills all the time. Williams points out that formal training at school is just a start, and knowledge could be expanded and increased more effectively later on. In some countries like the United States, the Philippines and other countries, teachers are encouraged to continue developing their professions and maintain their valid teaching license which is mandatory (Merriam et al., 2007). Whilst in Cambodia, this mandatory teaching license system has not been in place yet.

Regarding the professional development in the Cambodian context, the next section of this paper will present some main self-directed methods which are suggested and practiced by some professional educators and scholars to continually grow further.

**Self-analysis.** Self-analysis is operationally defined as a way of assessing one self's various aspects, such as personal characters, attitude and behavior, and what one is good or poor at. It looks quite similar to another term called 'self-reflection', but it is unlikely the same. Self-reflection in this study tends to focus only on one's strengths and weaknesses of his job performance. The details of self-reflection are written in its section in this paper. It sounds quite funny that many people do not know themselves very well. Understanding oneself very well is a starting point for personal and professional growth. Many people are very good at criticizing others' weaknesses and their failures, but they rarely look at themselves very closely and critically to see their own strengths and weaknesses. Effective leaders very often know themselves very well. They know their own strengths and weaknesses, knowledge of various areas, aptitudes, characters, virtues and skills, and are able to change and develop themselves (The Dalai Lama & Muijenberg, 2009).

**Self-reflection.** Self-reflection is another effective self-directed learning method

which some individual education professionals use as part of their life-long learning to learn and grow further. Surprisingly, self-reflection existed in the Buddhist teaching thousands of years ago. According to Bhikkhu (2010), after his enlightenment the Buddha taught his son named Rahula to reflect on his own physical action, verbal speech, and mental thought before, during and after performing it to see what he mentally thought, what he verbally said, and what he physically did or acted would make himself suffer, would make others suffer, or would make both himself and other people suffer. Self-reflection is adopted to be used as a self-directed learning method in the field of education for an individual professional development purpose.

The implication of the teacher as the researcher and as the reflective practitioner has appeared to be what Villegas-Reimers (2003) calls a 'must' in any teacher professional development program. In the reflective practitioner model, Glazer et al. describes that the teachers have to reflect on their daily experiences in the classroom, the experiments practiced in the classroom, and their impact (as cited in Villegas-Reimers, 2003). Ur (2012) points out that a teacher's own reflection on their daily teaching is the first and most significant basis for professional development. A number of researchers and scholars acknowledge reflective teaching or practice as a very significant part of ongoing professional development, as teachers can learn a great deal from their own teaching by reflecting and examining their teaching experiences against their teaching philosophies and other teaching theories so that they can plan and teach more effectively in the future (Bailey, Curtis & Nunan, 2001; Murray, 2010; Richards and Farrell, 2005; Zeichner & Liston, 2014). According to Mezirow (1991, 2009), there are three forms of critical reflection in transformative learning. Firstly, content reflection is when people think or reflect on what the actual experience is; secondly, process reflection is when people think and reflect on how people deal with that experience; thirdly, premise reflection is when people think and compare the new experience with the

previous experience, assumptions, long held values and beliefs to see what they can change or transform in the future. He said that through such reflection people can understand themselves more and then understand their own learning much better (Mezirow, 1991; 2009). Merriam and Cafarella (1999) view Mezirow's transformational learning as a kind of reflection that one reflects on himself and his own situation in order to understand himself and his situation better. The teachers can conduct their own self-reflection in writing after their lessons are over. Only the teachers themselves know best, firstly, which part of each lesson worked well or did not work well; secondly, which approach, method and technique worked well or did not work well; thirdly, which material the students enjoyed and learned the most; finally, which students learned things and which ones still need further support and practice (Kao, 2010). From their own self-reflection, they also need to critically think about those weaknesses found and how to improve their teaching in the future. Rushton and Suter (2012) suggest:

While reflecting on yourself, also learn about yourself – think about how you think, how you learn and of the things that interest you; think about your development and potential in such a way that it becomes natural, easy, long term and incremental as you grow in your role as a teaching professional; and think about the impact you are making on your learners. (p. 70)

Merriam et al. (2007) describe two basic processes of reflective practice initiated by Schön (1991) as reflection-on-action and reflection-in-action. Reflection-on-action is defined as a kind of reflection that “involves thinking through a situation after it has happened” (Merriam et al., 2007, p. 174). They explain that in reflection-on-action, people consciously look back on the experiences they have gone through, reassess those experiences, decide, plan, and do things in a different way in the future. Similarly, Finlay (2008) explains reflection-on-action, saying “Professionals are understood consciously to review, describe,

analyze and evaluate their past practice with a view to gaining insight to improve future practice” (p. 3).

On the other hand, according to Schön, reflection-in-action tends to look at “what we are doing while we are doing it” (as cited in Merriam et al., 2007, p. 176). Schön (1983) acknowledges that someone who reflects-in-action is a researcher during the time when practice takes place. He describes reflection-in-action, saying “When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories or established theory and technique, but constructs a new theory of the unique case” (p. 68). Merriam et al. (2007) assume that Schön (1991) might be the most famous western scholar who has encouraged professionals to incorporate reflection-in-action into professional development. However, as far as professional development is concerned, what some professionals have been thinking and doing so far may no longer work best (Merriam et al., 2007) because Schön views that:

We think critically about the thinking that got us into this fix or this opportunity; and we may, in the process, restructure strategies of action, understanding of phenomena, or ways of framing problems.... . Reflection gives rise to on-the-spot experiment. (as cited in Merriam et al., 2007, p. 176)

According to the concept of reflection-in-action by Schön (1991), here is an example. Professor Sok has planned several practice activities for his year three Bachelor’s degree class. After three practice activities were done, he realized that most of his students could not do them well due to their limited background knowledge of the topic raised. He, then, thought that he should raise some awareness of the next topic so that the students could have some basic knowledge of it; the next two practice activities needed to be adjusted immediately to enable them to participate more productively and effectively. After Professor

Sok made some adjustments to his teaching plan during his lesson, his students did better tasks and enjoyed the last two practice activities better.

Wallace (1998) refers to reflection on practice as action research, which is considered one of the most effective ways of solving problems within any profession, and continually growing even further. For example, in the field of education, teachers, teacher trainers and ELT (English Language Teaching) managers can reflect on their daily professional practice in order to work more effectively and to grow professionally (Wallace, 1998). Wallace acknowledges reflection on professional practice as action research, which is defined as “the collection and analysis of data related to some aspect of our professional practice” (Wallace, 1998, p. 16). Wallace proposes a model for teacher professional development which focuses on a process of reflection on teaching or what he called “professional practice” (Wallace, 1998, p. 12). Here is a summary of Wallace’s model for reflection on professional practice for professional development.

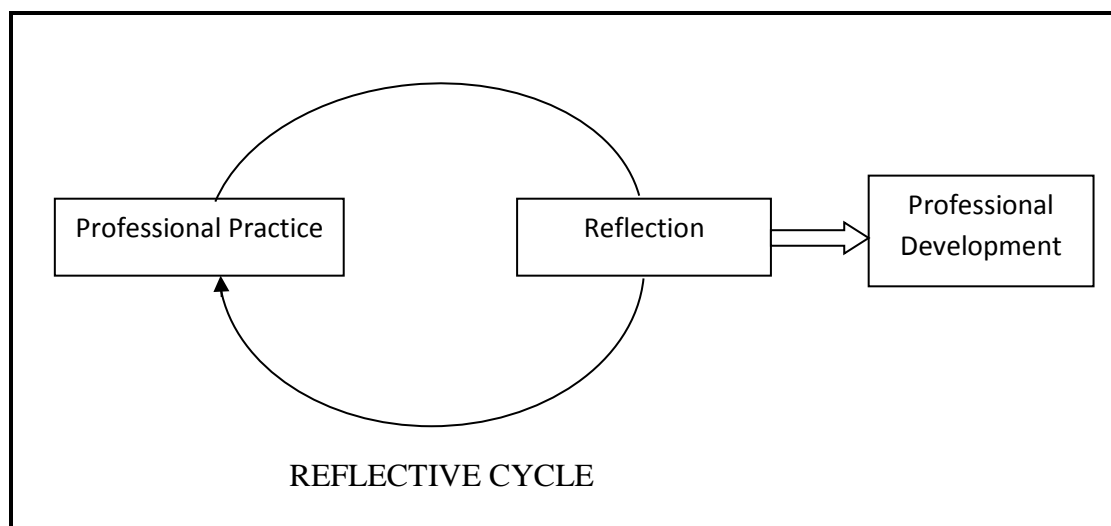


Figure 2: Wallace's (1998) Reflective Cycle and Professional Development from Action Research for Language Teachers (p. 13).

A related concept to reflection-on-action and reflection-in-action is reflection-for-action (Grushka et al., 2005; Killion & Todnem, 1991), which was developed from Schön's

work (Olteanu, 2017). Reflection-for-action is defined as “Thinking about future actions with the intention of improving or changing a practice” (Olteanu, 2017, p. 2). According to Farrell (2013), reflection-for-action requires classroom practitioners to reflect on the past teaching experiences and anticipate what might happen during a lesson before a lesson is taught.

In short, reflection-for-action refers to a thinking process before an implementation occurs by reflecting on the past action, reflection-in-action refers to a thinking process during the implementation to improve current action or event, while reflection-on-action refers to a thinking process after the implementation took place for further future improvement. These three concepts of reflection are similar to the Buddhist self-reflection concepts of mental thought, physical action and verbal speech before, during and after performance or implementation of one’s action.

All the self-reflection and reflective practice theories developed by many different scholars (Kao, 2010; Ly, 2013; Merriam et al., 2007; Rushton & Suter, 2012; Schön, 1991; Ur, 2012; Villegas-Reimers, 2003) serve the same purpose of on-going professional development for further improvement or better change. In other words, they are seen as one of the effective ways of life-long learning for future betterment.

**Critical thinking.** It is obvious that a wise person is one who always thinks critically, creatively and productively about things they do. If he does not think very well, he can never solve any problem effectively. As a result, he cannot be considered as wise. Critical thinking is the mother of success in a career and in life. Steve Siebold who used to be very broke when he was in college wanted to be rich and become a self-made millionaire later on. Before he got rich, he decided to conduct his study by interviewing over one thousand world rich people during a period of twenty six years. He discovered that in order to get rich, he had to think the same way as rich people do (Siebold, 2010). He found out that

the secret of becoming rich was not the amount of money that those world wealthy people had as their capitals, but their good thinking that made them rich because their thinking generated their money (Siebold, 2010). After his study, Siebold was confident and said, “Once I changed my thinking, the money started to flow. The changes began with my thinking, which led me to take effective action that eventually made me a millionaire.” (Siebold, 2010, pp. 11-12).

Becoming a professional is dependent on an individual’s internal desire, willingness, real self-motivation, commitment and attitude rather than external forces. This is strongly supported by Siebold’s (2010) study findings and other scholars like Wong and Wong (2009). Wong and Wong (2009) emphasize that only attitude, nothing else, makes a person either financially or professionally successful. Similarly, based on the findings from his study, Siebold (2010) concludes, “Getting rich is an inside job. It’s more about your mindset and mental toughness than it is about anything else, and you already have everything you need to make it happen!” (p. 514).

**Effective planning.** Planning very well in advance is necessarily essential and helps the teachers to teach effectively, as they have thought carefully and made a right decision on all the lesson procedures and details before class (Richards & Farrell, 2011; Ur, 2012). Planning here refers to both planning on a regular day-to-day basis (lesson plans), and planning on a weekly, monthly, term or yearly basis (course syllabus) (Richards & Farrell, 2011). A syllabus tells the teachers a long-term overview of what to teach, learn and assess (Scrivener, 2011). Different groups of teachers see and plan lessons differently according to their teaching experiences and period of teaching. Most experienced teachers tend to make a brief plan or outline some important procedures, techniques, activities and materials they will use to teach (Richards & Farrell, 2011; Scrivener, 2011).

On the other hand, novice teachers prefer detailed plans including detailed instructions for each activity written in the lesson plan (Richards & Farrell, 2011). One student teacher who conducted her teaching practice in Canada thought that a detailed lesson plan was very helpful in many important ways. Here are a few examples she raised. First, it helped her to stay focused on the overall curriculum objective; second, she felt more confident when entering the class with a lesson plan; finally, it helped her to manage her time better, as she could move on from one activity to another nicely (as cited in Richards & Farrell, 2011). Ur (2012) points out that with planning, it is not enough just to think about it and mark the relevant page of the textbook to be covered. She emphasizes that it is more important to write things down after the teacher has thought critically so that no point is forgotten during the lesson. Other scholars also acknowledge that being well-prepared before teaching can ensure effective teaching for every teacher (Wiseman & Hunt, 2014). Thus, being ready and effectively planning before class appears to be the only way that enables any teacher to teach effectively and productively. As a result, the students will learn best from the well-prepared teacher.

There is still a controversial issue regarding lesson planning. Some classroom practitioners and scholars feel that the old timer teachers may not need detailed written lesson plans. In other words, they tend to use their outline lesson plans or mental plans rather than the detailed written ones (Richards & Farrell, 2011). Many teachers at different levels in Cambodia do not plan lessons well before class (Tandon & Fukao, 2015). However, Richards and Farrell (2011) conclude that planning a lesson not only offers support to teaching but also tends to make the teachers think more clearly about how to apply the theories of effective teaching in a real class in a better way. Nevertheless, they warn that the lesson plan should not control the teacher's teaching. The teacher should teach the students to learn rather than to teach the plan. That is, the teacher should be flexible and creative due

to the learners' response to the lesson. Ur (2012) also claims that to teach every lesson effectively, even experienced teachers need to plan a lesson well despite different formats of the lesson plans they use.

Planning effective lessons does not only help the teachers to teach their lessons effectively but also gives them an opportunity to professionally grow further. During the lesson planning period, the teacher has to think (Scrivener, 2011), read, and search for techniques, methods, strategies and relevant materials to make their lesson plans interesting, effective and relevant (Scrivener, 2011; Ur, 2012). Imagine that when a teacher is given a new course or a new course book to teach, he or she needs to familiarize himself or herself with the content of the new course book and other related materials to make sure that he or she has enough knowledge of the new course and course book before starting to plan and teach the new course assigned. The teacher has to spend some time reading the new materials to have broader understanding of the new course and course book. Moreover, he or she needs to think of other things such as relevant methods, techniques, assessment procedures, and motivation, and teaching aids before making any decision on what lesson may look like in the end of the planning process.

**Good role models.** A good leader or education professional very often acts as a role model for his or her followers or students (Kouzes & Posner, 2007) and also learns many good things from any other good role model. Many people can learn from a good role model, as being an exemplary model can give more practical lessons to them most of the time at either a work place or school.

***Being a role model for others.*** According to the Buddhist teaching, if one wants to lead others, he or she should lead him or herself well first. The Dalai Lama and Muyzenberg (2009) view that, "The best way for a ruler to reign over his country is first of

all to rule himself” (p. 12). Wong and Wong (2009) also see the same thing which is quoted below:

If you want to become a professional educator with a successful future, if you want to be happy and recognized as a person who makes a difference in the lives of others, begin by making an impact on your own life. Begin by making a ‘difference’ in your own life. (p. 299)

Teaching good lessons to others is not always effective, as they are more abstract and difficult to learn from. Dörnyei and Kubanyiova (2014) explain that a positive role model, who they refer as an individual that has been most successful, can build up the observers’ expectations and encourage them to work towards similar achievement. That is why some leaders including education professionals choose a role model approach to teaching their staff or students. Regarding setting a role model for others, Bolden (n. d.) said that to be a role model for others, an individual should always do his or her best in anything he or she does. Wong and Wong (2009) list ten qualities of effective leaders. One among those ten qualities is setting a good example for others. Many good parents, good leaders and teachers use this approach in their leadership. Their role models may be more powerful and inspiring than a direct teaching approach because some people may not like being forced to do things or to change their attitudes directly. The way the leaders or professionals speak, act, behave, and do things will be listened to, watched, read and imitated by others (Fullan, 2000; Maxwell, 2003). When the subordinates realize and see that their leaders do the right things, treat their staff fairly, talk openly and directly, communicate directly, and, in general, demonstrate high standards (Whitbourne, 2013), they will pick up such good role models and do the same way for others they supervise or lead. Wong and Wong (2005) explain that the efficient and effective teachers (whom the researcher refers to professionals) are competent at changing the lives of students than those who are not professionals.

***Learning from other good role models.*** Due to the fact that no one is perfect, a real leader in any field does not only act as a role model for others but is also willing to learn from other good role models. Every individual always has his or her own strengths and weaknesses in different areas. People always learn from one another to improve their lives, knowledge, skills, jobs, work place, community and society they live in. Hill told a story of a young man who adopted his boss's working routine model to become successful in his career. He had noticed that his boss always came to work earlier than the other staff, and left later than the rest of the staff. The young man then had an idea of coming to work 15 minutes earlier than his boss and left 15 minutes later than him every day. This young man eventually moved up into the senior ranks of executives (as cited in Tracy, 2003). Wong and Wong (2009) said that when someone has no other good role model to learn from, he or she finds it difficult to make some change for the better. Regarding a teaching profession, in order to grow professionally, Wong and Wong (2009) suggest:

Find yourself a coach, a colleague who will serve as your role model. Seek someone who will help you learn and give you inspiration. Find someone you can hold up as a symbol of success you truly want to be. (p. 20)

According to Whitbourne (2013), when one is a young person, ethical adults may influence his or her life for the better. However, when a person is out in the real world, his or her current models are the ones who change that person's attitudes. Lots of young people have developed their personality and character from modeling of other elders, especially national and world heroes and heroines who are introduced in school curricula (Tracy, 2003). There are always some new things that every individual can learn and wants to learn from other good leaders or mentors. Likewise, those good leaders or mentors can also learn from other leaders or co-leaders above them. Learning has no end for everyone. Unfortunately, due to the fact that Cambodia had gone through the cruel genocidal regime which was known

as Pol Pot Regime (from 1975 to 1979), the regime left fewer elder role models for the young Cambodians to learn from in Cambodia (Zucker, 2008).

**Reading professional literature.** Reading is one of the most common effective methods that many professionals use for their professional development. Maxwell (2003) recalled the case of Theodore Roosevelt, the 26th President of the United States of America. It had taken him some time to become a great leader and then a great president of the United States of America. He kept learning and growing. He improved himself along the way to become an excellent leader of the United States. Maxwell continued by saying that former president Roosevelt died in his sleep on January 6, 1919. Surprisingly, when his body was removed from his bed, a book was found under his pillow. Everyone believed that Roosevelt was still motivated to learn and develop his knowledge till the very last moment of his life. Teachers can read any material independently on their own with their own pace and interests. The report of the survey conducted by the European Union (2010) finds that 78 percent of teachers who participated in the survey across many countries in Europe reported to have participated in ‘reading professional literature’ to improve teaching. The teachers can have access to a large number of pedagogical books, professional journals, and electronic materials including new research findings from both public libraries and individual institutions’ libraries (Ur, 2012). In addition, they can have an access to electronic materials from the internet. Johnson (2009) also claims an individual reading of books, internet sources and journals, is another easy way to develop teaching profession.

**Applying theories in the real teaching situation.** The new concept of ‘a teacher is a researcher’ can be applied best here. Any professional teacher always puts theories and knowledge they have gained from various sources into classroom practice. When they practice some new teaching approaches, methods and techniques, they can reflect on them and find better ways to make them work for their students in the future. Johnson

(2009) describes reflective and exploratory practice, and trying different methods/approaches out in class can be implemented to develop teaching profession although they are not programmed or formally monitored. Trying out new, different methods, techniques and approaches and using them very often helps motivate students learn more effectively, as the teachers make the lessons interesting, enjoyable and challenging for the learners (Killen, 2003). To get all of this done effectively, the teachers need to read or do other things to learn about those new theories, methods, approaches and techniques. Then, they should be well-planned with any new method, approach or technique they are going to practice in class.

**Observing other teachers teach.** Lesson observation is conducted by a school supervisor or director for a few important reasons. It could be done for teacher appraisal and for teacher development (Ur, 2012). For teacher development, the teacher is observed by a mentor, a trainer or colleague and then constructive feedback is given to improve his teaching quality. Getting a senior teacher to observe lessons and giving helpful criticism is a very good technique for teacher professional development (Ur, 2012).

Moreover, many new teachers can learn a great deal and improve their teaching by observing other exceptional, experienced teachers. Providing an opportunity for novice teachers to observe other excellent, experienced colleagues is another professional development method in which the teachers are able to learn some new knowledge, skills and attitudes that those excellent teachers practice in the classroom (Villegas-Reimers, 2003). About two thirds of teachers who participated in the survey conducted by the European Union (2010) reported to have taken part in mentoring and peer observations in Korea, Poland and the Slovak Republic, but less than one-fifth in Austria, Denmark, Ireland, Malta and Portugal. The teachers can arrange their observation schedules informally among their peers at their own convenient time in the same school without bothering school administrative involvement.

**Sharing pedagogical information with other teachers.** Informal talk, chit chat, or discussion about teaching and learning with the teachers of both the same and different fields, within both the same and different schools is an easiest way for teachers to learn and develop. The report of the survey conducted by the European Union (2010) also finds that an informal dialogue to improve teaching is the most common type (93 per cent of teachers reported to have used this method) of professional development across different countries in Europe. Johnson (2009) also describes informal talk to other teachers or discussion with them about their lessons and teaching materials in the staffroom is one of the easiest and most effective ways for professional growth, as they can borrow the ideas and pilot them in their classroom. Moreover, Vaughan and McLaughlin (2011) point out that all teachers interviewed spoke a lot about the role their peers played in their professional development due to the fact that their peers knew a great deal about a situation and needs of their own school, classroom and students. Teachers very often tend to share both pedagogical problems and successful teaching stories with their colleagues who they know well. From this informal way, they appear to learn a great deal from exchanging some successful teaching experience and technical advice with one another (Ur, 2012).

In the Cambodian context, however, one study finds that not many teachers have opportunities to learn and share best-practice lessons with their colleagues (Tandon & Fukao, 2015). Most university lecturers are part-time ones, and they normally teach at different universities on each day (Vann, 2012). They do not often have spare time to talk or discuss about their teaching and learning or about their students. Moreover, teachers may feel uncomfortable about sharing pedagogical problems that happened in their classes perhaps because they may not want their colleagues to know their weaknesses and want to save face (Ur, 2012).

**Keeping a teaching diary or journal.** Keeping a teaching diary or writing

journals about teaching is another self-directed method which any individual teacher can use personally and privately to become a professional. Johnson (2009) describes keeping a diary and reflecting on teacher's teaching is a good way to start to develop. In addition, professional teachers can even write further for publications. They can write from short articles to books (Johnson, 2009). However, it has been noticed that not many teachers and university lecturers have used this technique to improve their professional development in Cambodia. This is quite challenging for the ones who want to become a professional in the teaching world, as it is always done personally and privately that the teachers cannot be worried about losing face in front of others.

**Seeking students' feedback.** As mentioned earlier, most higher education institutions in Phnom Penh have used students to conduct teaching performance assessment of their teachers for either promotion or punishment purpose rather than for teaching improvement and professional development purposes. Although teaching performance assessment conducted by the students cannot provide thorough assessment of teaching pedagogy, it is easily conducted in a very cheap way. Obviously, teachers can ask their students to evaluate their teaching at the mid or end of the course to find out if they satisfy with the teaching. Ur (2012) also views that the feedback given by the students is the best way of improving teaching performance, as the students very often have a very clear thought of how well they have learned and why they learned things or have not learned things. Although some classroom practitioners may feel that student assessment and feedback could harm the teachers and their relationships with the students, Ur (2012) explains that from her teaching experience, the process of student feedback appears to enhance rather than badly affect the teacher-student relationships. She acknowledges that some students may give unclear and unhelpful information. However, some other student feedback is constructive and encouraging for improving her teaching in the future.

**Self-development through further studies.** Many people who recognize the real values of education and have positive attitude toward education tend to invest more in education. Another good way to develop professionally is to keep attending further job-related courses which are non-degree programs or further higher degree programs using their own money or through scholarship grants. Continuing further studies of any individual here is not only for the individual's learning satisfaction and his or her professional competencies and expertise, but also for international qualification recognition for further promotion (Ur, 2012). Attending additional courses or further higher degree programs will provide an excellent opportunity to reflect on what the instructor has been doing against other scholars' theories and research findings in order to adjust what he or she has not done effectively or to test some new theories found so that he or she can learn and professionally grow further (Ur, 2012).

Attending local and international conferences, seminars, workshops and other types of in-service training programs is also an excellent way that an individual university instructor should invest his or her own money. The organizers of those often offer a very good selection of famous speakers, presenters who very often talk about or present updated knowledge on the latest research and controversial ideas and issues, new teaching and learning techniques, approaches and methods that are beneficial for a teaching profession. It is also a good opportunity for the university instructors to meet both local and international experts, researchers and professionals to build a professional network within the specialized field (Ur, 2012).

**Classroom action research.** Some scholars and classroom practitioners have acknowledged that teachers are researchers (Scales et al., 2011; Villegas-Reimers, 2003). Most active teachers conduct small scale classroom action research to improve teaching and learning within the classroom settings (Ur, 2012). Classroom action research is another self-

directed learning method used for teacher professional development. Grootenboer (n.d.) claims that classroom action research is a good way to conduct a self-directed professional development project. Teachers use classroom action research in their own classrooms at their own comfort zone as they investigate teaching and learning problems of their own interest, collecting relevant data, critically analyzing their findings, and taking further action on what they have learned (Grant et al., 2001). Villegas-Reimers (2003) refers to O'Hanlon's three reasons that action research can be an effective model for teacher's professional development. Those three reasons include, first of all, it is inquiry-based, and it allows teachers to investigate their own worlds; secondly, it intends to improve teaching and learning in school; and finally, it leads to further proper action plan for improving conditions for teaching and learning (as cited in Villegas-Reimers, 2003). Cochran-Smith and Lytle describe teacher research as the following:

The emphasis here is on professional education that is about posing, not just answering, questions, interrogating one's own and others' practices and assumptions, and making classrooms sites for inquiry—that is, learning how to teach and improve one's teaching by collecting and analyzing the “data” of daily life in schools. (as cited in Grant et al., 2001, p. 24)

Holm, Hunter, and Welling suggest four reasons to support classroom action research as a method to make teachers grow professionally:

- 1) Action research is able to enhance student learning as teachers try to investigate and try new instructional, curricular, and assessment innovations.
- 2) The improvement of teaching effectiveness takes place as teachers systematically experiment and reflect on instructional, curricular, and assessment innovations.

- 3) Action research makes teachers become professionals as they share what they have learned with colleagues and pre-service students.
- 4) Action research is able to help teachers to get rid of the isolation that is commonly experienced by classroom teachers. (as cited in Grant et al., 2001, p. 24)

Some researchers describe action research as an effective part of the daily teaching process (Grant, et al., 2001). Wong and Wong (2005) view research, which they refer to classroom action research, as the process of critical thinking and problem solving activity that a person conducts to find solutions to any particular classroom problem.

According to professor Vinayagum Chinapah, a presenter from Stockholm University, at the International Policy Dialogue Forum at Siem Reap, Cambodia, in December, 2016, there has been too much research done so far by many researchers especially in the field of education. However, he said that not much had been done to improve education for all and to improve teachers' working and living conditions, due to the fact that the research has not been often conducted by classroom teachers and practitioners. He suggested that classroom teachers were the ones who knew a great deal about teaching and learning, and therefore, they should be the ones who need to do research, especially classroom action research, to find their own teaching problems and to find ways to solve those problems (personal communication, December 06, 2016).

In Cambodia, in practice, the classroom action research appears to be informally conducted on a very small scale by some professionals who are willing to learn and grow further about the classroom practice. Those teachers have normally done individually, and it has not often been documented. However, according to Vann (2012), most respondents of this study saw that due to the lack of qualified instructors to fulfill the HEI teaching vacancies, many instructors have taught at different HEI institutions. As a result, they never

have time to prepare lessons well before class and conduct any action research. The collaborative classroom action research is even worse, as most of the teachers have never worked as teams due to the time and compensation constraints. The classroom action research is also quite challenging for individual teachers who wish to become professionals in their teaching career.

## **Summary**

The above literature has reviewed different single areas of different fields that those scholars and researchers have discovered about most successful people including teachers. Different scholars, researchers and writers view different factors and qualities that an individual has obtained to become a qualified professional or a successful person in the field of education and other fields such as business. This could give a researcher a holistic picture of how to become an education professional from a theoretical view.

As far as motivation is concerned, the literature discussed how important motivation is in academy and at work. Motivation is seen as an important factor that any successful career holder highly acknowledges. It is a key factor that determines success of both schooling and working. From leadership and professional perspectives, some leading scholars claim that an effective leader and a professional educator are not only highly motivated and inspired to do their jobs effectively and efficiently but also to lead and inspire others to work toward the common goals successfully (Adair, 2006; Cartey, 2000; Hill & Stone, 1987; Kouzes & Posner, 2007; Maxwell, 2006; Wong & Wong, 2005).

The literature review discusses both types of motivation, intrinsic and extrinsic motivation. Intrinsic motivation involves in cognitive rewards and aims at bringing internal rewarding results, such as feelings of self-competence and self-determination, self-actualization and fulfillment. On the other hand, extrinsic motivation takes place because of either external rewards or avoiding punishment. Some behavioristic psychologists claim that

some individuals work very hard and succeed when they receive satisfactory rewards such as high pay, some fringe benefits, or when they do not want any type of punishment such as getting fired from a job, not being promoted and so forth. Maslow's (1970) Hierarchy of Needs theory, which consists of five different levels of human being's needs and motivation, was discussed. According to Maslow's Hierarchy of Needs theory, an individual person is not motivated to do other things unless each level of their needs is satisfactorily met. It appears that any worker like a teacher cannot become a professional if the three low levels of needs cannot be fulfilled. Based on the discussion of Maslow's Hierarchy of Needs theory in the literature review, workers whose ultimate goal is wealth will never feel enough, and as a result, they are extrinsically motivated to do their work to achieve those three bottom levels of needs of the pyramid of Maslow's. Then, those workers become intrinsically motivated to reach the top two levels of needs of the pyramid after they have satisfied the three bottom ones and have set a new goal to reach the fifth level of the Maslow's Hierarchy of Needs.

A lot of research on motivation found intrinsic motivation more powerful than extrinsic motivation (Brown, 1994; Hardré, 2012; Knowles & Associates, 1984; Maslow, 1970). For long-term retention, people who are intrinsically motivated either work or learn things more effectively than those who work for extrinsic rewards (Brown, 1994). The intrinsically motivated workers work with their full-responsibility, high commitment, self-discipline and persistence (Adair, 2006). As a result, they achieve their goals.

Regarding personal qualities, some leading scholars highly value critical thinking and positive attitudes as most powerful for a person to be successful in work, business and life (Cartey, 2000; Hill & Ritt, 1998; Hill & Stone, 1987; Wong & Wong, 2009), whilst the ones who have negative attitudes and poor critical thinking skills are not successful in their jobs and life (Cartey, 2000). Some other scholars look at a clear vision and career goal that people should start thinking of, as the vision and career goal they have had would lead their way to

succeed (Flythe, n.d.; Hill & Ritt, 1998; Marshal Brown & Associates LLC, 2015; Wong and Wong, 2009). Without a clear career vision and goals, individual workers or leaders of any field cannot become professionals and succeed in their careers and life.

As far as triggers are concerned, triggers are stimuli that reshape our attitudes and behaviors (Goldsmith & Reiter, 2015). Goldsmith and Reiter raise six distinctions which contribute to better understanding of triggers influence people's thinking and behaviors. Triggers can be direct or indirect, internal or external, conscious or unconscious, encouraging or discouraging, anticipated or unexpected, productive or counterproductive. Encouraging and productive triggers often give positive impact on people's positive thoughts and actions. The people with positive thinking and behaviors will change and transform their positive perspectives and new learning will happen. On the other hand, discouraging and counterproductive triggers often discourage and distract people from their productivity or to give up their effort. As a result, transformative learning will not occur (Goldsmith & Reiter, 2015). In Mezirow's transformative learning theory, trigger events or disorienting dilemmas make people think and reflect critically on their assumptions and past experiences in order to transform new learning (Mezirow, 2009). Most of the 10 steps of Mezirow's transformative learning process appear to be similar to the process of self-reflection.

Many other personal qualities, such as self-discipline, a sense of responsibility and accountability, high commitment, hard-work, persistence, curiosity, enthusiasm, critical thinking, life-long learning commitment and triggers that professional people contain and develop were discussed in the literature review. Those personal qualities were seen as the significant personal qualities that support and intrinsically motivate individual professionals to work terribly hard and keep growing professionally.

Regarding self-directed learning methods, many scholars acknowledge that teachers who constantly keep learning and growing become professionals, whilst those who do not

continue developing themselves do not become professionals and have no good future. Self-directed learners are more independent ones who are entirely responsible for their own professional growth rather than relying on external technical training support provided by an individual institution or other agencies. Those independent learners are able to control their own learning at their own pace and resources available for them. Self-directed learning methods are practiced by some university instructors who are truly willing to professionally grow further. According to the literature review, those methods include self-analysis, learning from a role model and being a role model for others, reading literature, applying teaching and learning theories in the real classroom, observing other teachers teach, sharing pedagogical information with other teachers, keeping a teaching diary or journal, conducting regular teaching performance assessment, being well-prepared before teaching, continuing their professional development through further studies with their self-financial support, doing self-reflection, and conducting classroom action research.

Effective planning, which is part of self-reflection, is not only helpful for effective teaching but also for teacher professional development. The effective teacher uses the lesson plans as his or her blueprint to guide his or her teaching. The teachers are confident when they have already planned well, as they know what to do to make the students learn effectively although some flexibility and creativity is made in class. The productive lesson plans require a lot of thinking, reading, learning new things, adapting teaching procedures and materials to meet the learners' real situation and needs. Planning is absolutely time-consuming, especially for newly-trained teachers because a lot of things are new for them to learn from. To become education professional, the teachers have to invest their time, make great effort and have a strong, ongoing commitment to planning before teaching. To do so, they are able to develop and improve their teaching competence a great deal. Based on the above conclusion drawn from the literature review, the theoretical framework is developed.

## **Theoretical Framework**

The following theoretical framework has been constructed based on the literature review (Lunenburg & Irby, 2008) and the researcher's perspective (Maxwell, 1996). Due to the literature review, a university instructor could grow professionally and become an education professional from going through either two distinctive paths which include Intrinsic Path and Extrinsic Path or from either one of those two paths.

According to the literature review, the researcher found out three gaps. Firstly, not much research on these two phenomena, university instructor's personal qualities including intrinsic motivation and self-directed learning methods, has been conducted in the Cambodian context despite some studies on negative factors that make a large number of teachers and university instructors in Cambodia unqualified and ineffective, and negative factors that make education in Cambodia have poor quality (Tandon & Fukao, 2015; Vann, 2012). Those personal qualities of the professionals or successful people that those researchers and scholars have discovered appear to be applicable in the developed world contexts where teachers and educators are better-paid, each educational institution has adequate financial aid, school managerial systems are in place, and quality assurance systems are well-structured and recognized, and so forth. Compared to the developing context like Cambodia where teaching wages are very low, the educational budget is very limited, and the managerial system is still weak, it is unlikely that Cambodian university instructors possess those personal qualities. Secondly, some scholars focused on individual internal drives in other contexts beside the Cambodian one (Campbell, 2015; Hill, 2004; Marriam, et al., 2007; Maxwell, 2013; Ryan & Bohlin, 1999; The Dalai Lama & Muiyzenberg, 2009). Thirdly, a lot of scholars looked at separate individual aspects of these two phenomena that contribute to an individual's professionalism or a successful person in other contexts beside Cambodia. In other words, no researcher has focused on all aspects holistically that make a person

become professional or successful, particularly, in the field of education. For example, some scholars found positive attitudes play the most important role in making a person successful in their career and life (Hill & Rith, 1998; Hill & Stone, 1987; Cartey, 2000; Wong & Wong, 2009) , whilst other scholars saw other things such as a clear vision and career goal (Brown & Associate LLC, 2015; Cartey, 2000; Flythe, n.d.; Hill & Rith,1998; Kao, 2014; Kotter, 1996; Tracy, 2003; Ur, 2012; Wong & Wong, 2009), or motivation (Adair, 2006; Kouzes & Posner, 2007; Maxwell, 2006) play the most important part in career development.

Based on those three gaps found, and to make this study more specific and focused, only the *intrinsic path* is chosen to be studied. In the intrinsic path, only two main factors which include *personal qualities* and *self-directed learning methods* which strongly contribute to individual instructors' professional development to make them become education professionals are studied. Those two main factors are mainly studied for two significant reasons. For the first reason, it is difficult for individual university instructors to become education professionals due to the fact that Cambodian HEIs, in general, still have limited resources, poor school management, poor teacher supervision and evaluation systems, limited teaching compensation, limited ongoing teacher professional development. In addition, many Cambodian university instructors have not been able to fulfill their basic needs listed at the three bottom levels of Maslow's hierarchy of needs. For the second reason, those two main areas in the intrinsic path are more personal, self-controlled, self-responsible, independent, and they could be implemented personally and informally rather than nationally, institutionally, and formally in a systematic way. That is, they could be internally managed by any individual rather than by an institution or organization with their own available resources, personal financial support, and at their own pace. It could be more sustainable for university instructors who wish to grow scholarly and professionally. On the other hand, the other factors in the extrinsic path, the institutional training and professional

development methods and the institutional policies and incentives, are more institutional and controlled and managed by an institution rather than by individual university instructors. In other words, they are often offered and required by an institution or external means rather than the individuals' internal forces or drives. Therefore, the intrinsic path would be worth studying.

From the above literature review as well as the researcher's perspective (Maxwell, 1996), it is believed that educational instructors could become education professionals when they have those listed personal psychological qualities which intrinsically drive them to use various self-directed learning methods to make them qualified. They take those self-directed learning methods seriously because they have those personal psychological qualities which include positive attitude, a clear vision and goals to be achieved, being motivating and inspiring, good self-discipline, full responsibility, high commitment and hard work, great persistence, curiosity and enthusiasm, critical thinking, and lifelong learning commitment. Those personal psychological qualities could strongly support the university instructors to use those self-directed learning methods to continue growing professionally.

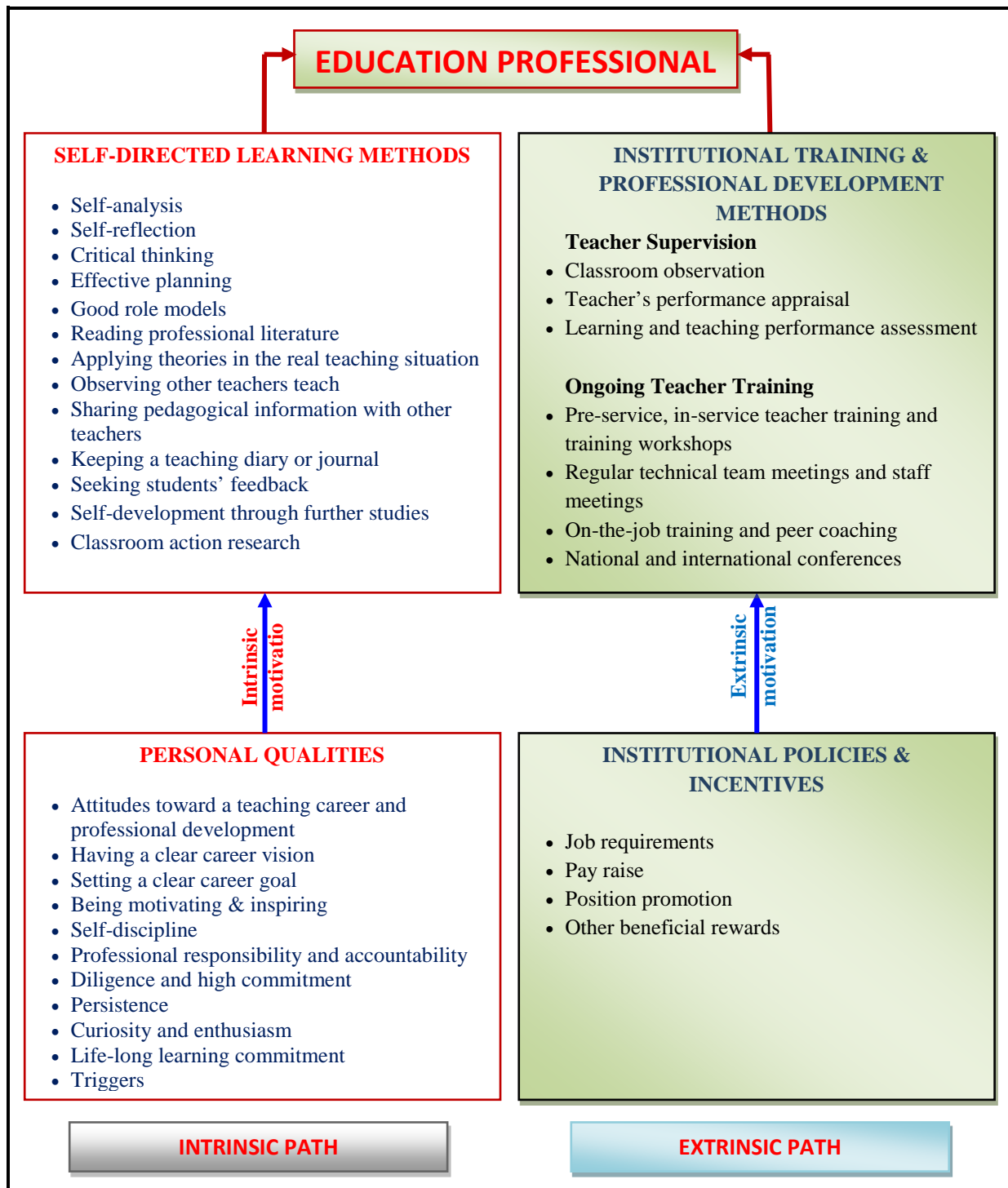


Figure 3: Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, I describe five main elements of social research: epistemology, theoretical and philosophical perspectives, methodology and methods (Crotty, 1998) which I adopted for my study.

#### **Epistemology, Theoretical and Philosophical Perspectives**

My study adopted social constructionism as the epistemology, constructivism as the theoretical perspective, and Buddhism as the philosophical perspective. Constructionism is an epistemology which focuses on collective meanings constructed by a group of individuals, whereas constructivism focuses exclusively on different meanings constructed by individual mind (Crotty, 1998; Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009).

Social constructionist epistemology and constructivist perspective are mostly relevant to my study due to the fact that common knowledge about the reality of the phenomena and common meanings of them are constructed and shared within and among research participants (Patton, 2002), especially when they live in a homogeneous culture such as Cambodia's. The meanings of the research phenomena do not exist on their own without the activity of participant's mind, thinking and emotion. In other words, the meaning of the research phenomena is constructed inside the participants' mind (Crotty, 1998; Koro-Ljungber et al., 2009; Patton, 2002).

This research is constructed in part from the Buddhist philosophical perspective, which is parallel to constructivism in a way that both put a great emphasis on each individual's mind. From the Buddhist perspective, understanding one's mind and strengthening an individual's inner-self quality, values, morale and peace in order to build a better community and the better nation is one goal all human beings need to achieve (Wisadavet, 2003). According to The Dalai Lama, and Muyzenberg, (2009), the Buddha

acknowledged the great power of self-oriented drives of all human beings. The Buddhist teaching encourages individual persons to start everything from themselves rather than from others outside the selves (Maha Ghosananda, 1992; Wisadavet, 2003). This Buddhist philosophical perspective fits this research very well because those two phenomena being studied, personal qualities and self-directed learning, focus on individuals' internal drives rather than other factors from outside.

According to the constructivist perspective, this research aims at understanding the research phenomena and the meanings of those phenomena constructed by the individual research participants within their lived experiences. Therefore, this research adopted a qualitative approach in which a phenomenological inquiry was the most relevant paradigm to be used. According to Patton (2002), a phenomenological approach is “a focus on exploring how human beings make sense of experience and transform experience into consciousness, both individually and as shared meaning” (p. 104). Likewise, Manen claimed that “Phenomenology aims at gaining a deeper understanding of the nature or meaning of our everyday experiences” (as cited in Patton, 2002, p. 104). Thus, the constructionist epistemology, constructivism theoretical perspective, Buddhist philosophical perspective and the phenomenological approach are closely relevant to my research.

## **Research Design**

My research adopted phenomenological research design for the following reasons. Firstly, I need to deeply understand the meanings of the emerging themes of the two phenomena, personal qualities and self-directed learning methods, of the study from the data collected on the respondents' real lived experiences, behaviors or actions, motivations and feelings (Lunenburt & Irby, 2008; Waters, 2017). Secondly, to have deep and rich meanings of descriptions of the phenomena, inductive qualitative methods such as interviews were used to collect the data from the respondents who have lived experiences of those two phenomena

of the study (Lunenburg & Irby, 2008; Patton, 2002). Finally, one aspect of the qualitative methods, especially in the phenomenological research design, is to give high value to the researcher's own experience, perspectives and reflection on the field he has been working in. Because the researcher is most familiar with the field, he knows very well what problems need to be studied (Lunenburg & Irby, 2008; Maxwell, 1996). Personal experiential knowledge of the researcher is called different names by different scholars. Some called it "Researcher's Perspective" or "My Personal Perspective" (Lunenburg & Irby, 2008, p. 90). Glesne and Peshkin called it "Subjectivity", Strauss called it "Experiential Data" (as cited in Maxwell, 1996, p. 28), and Maxwell (1996) called it "Researcher Experience Memo" (p. 29). The researcher's perspective plays a crucial role in a research design (Lunenburg & Irby, 2008; Maxwell, 1996).

According to Lunenburg and Irby (2008) and Patton (2002), to ensure that the data were reliable, consistent and trustworthy, I used triangulation methods. One method is triangulation of data collection. It was used to collect the data from two different data sources, interviewing the participants and reviewing supporting printed materials. Another type is triangulation method of participants. The participants were both males and females who had different career and academic backgrounds. Some of them had started their teaching from a primary school and secondary school teaching position, whilst two participants had started from being a nurse, then, became a medical doctor and university instructor. Those respondents have taught different subjects of undergraduate and graduate programs. Some had studied overseas, whilst some others had studied only inside Cambodia. One respondent was a monk instructor who had a different living setting with a different life discipline. The researcher was considered as one respondent whose perspective or reflexivity was used as one voice (Patton, 2002) for the data analysis. The last method is triangulation of data

analysis in which a combination of constant comparative and generic data analysis methods were applied.

### **Researcher's Perspective**

To be open, transparent and trustworthy for the researcher and readers, I wrote statements called 'Researcher's Perspective' (Lunenburg & Irby, 2008), or reflexivity (Patton, 2002) which is attached in appendix A.

### **Research Sampling Methods**

Purposive criterion-based sampling method was adopted in this study because it was useful and relevant to phenomenology, as it helped collect deep and rich data to answer the research questions (Lunenburg & Irby, 2008; Maxwell, 1996). The participants were purposively selected as exemplary models for other educators to learn from. Eighteen Cambodian university instructors were selected according to the selection criteria (see the detailed selection criteria in appendix B) from 15 local universities which are located in Phnom Penh city. Among those 15 universities, there are 12 private universities and three public ones, which have gone through a pilot phase of accreditation conducted by the Accreditation Committee of Cambodia (ACC). They were expected to provide rich data to answer the research questions (Lunenburg & Irby, 2008; Maxwell, 1996). Some of those 18 respondents were selected by the researcher, supervisors of university's faculties or departments, and by other university instructors or administrators who knew that those respondents met the selection criteria best.

### **Validity, Reliability and Trustworthiness in Qualitative Research**

In qualitative research, to ensure that the study is valid, reliable, credible and trustworthy, two main strategies were used. First, a pilot phase was conducted to ensure that the sampling selection criteria and the interview guide were reliable enough or whether they needed to be adjusted to collect deep, rich and meaningful data. Second, triangulation

methods and the researcher's reflexivity were employed in this study (Lunenburg & Irby, 2008) to crosscheck whether the data given by the respondents, the data collected from some respondents' printed materials, and the data from the researcher's own reflexivity were accurate, consistent, true, reliable and applicable (Noble & Smith, 2015). According to Lunenburg and Irby (2008), data triangulation method is used to ensure validity of the data in qualitative study.

### **Data Collection Procedure**

**Piloting phase.** Three university Khmer instructors were selected to join the pilot phase. One respondent was selected by me, the researcher, another respondent was recommended by the first respondent who knew that she had met the selection criteria, and the other respondent was nominated by a supervisor of one university's faculty. There were three main purposes of conducting the pilot: firstly, to find out whether each selection procedure of the above three sample selection techniques was acceptable for collecting the right data; secondly, to find out whether the sample selection criteria were valid and reliable enough to select the right respondents who could give deep and relevant data; and finally, to find out whether the interview guide could be adjusted to collect the most relevant and richest data.

After the pilot, the findings showed that those three sampling selection techniques above (that is the research sample selected by the researcher, the first respondent's recommendation, and the supervisor of the university's faculty) were reliable, and the sampling selection criteria were sufficiently valid, as those piloting respondents could give meaningful data. Regarding the research interview guide, some small changes were made to a few main and probing questions, and two additional self-directed learning methods were added to the previous list of self-directed learning methods.

**Main phases.** The interviews were conducted in two rounds. I interviewed 12 respondents in the first round and three more respondents in the second round. I employed a semi-structured interview technique for collecting the primary data in both rounds. The university instructor interviews were conducted in a one-to-one interview mode with each selected instructor at a relevant and comfortable place such as a café, or the respondent's own working office. Open-ended questions were asked, and written or unwritten follow-up (probing) questions were asked for further clarification or explanation. However, leading questions were avoided so that the respondents would give honest, comprehensive information and feelings.

Two interviews were conducted in English, while the rest were conducted in Khmer depending on the respondent's own language preference. When the respondents' English proficiency was very good, and they were pleased with the English interview, the interview was conducted in English. On the other hand, when the respondents could not speak English very well, the interview was conducted in Khmer to avoid some misunderstanding between the interviewer and interviewees. Using the mother tongue language enabled the interviewees to give clear, precise and detailed information. However, some English technical terms were acceptable in the Khmer interviews. The interviews were recorded with the respondents' approval, and all the audio records were kept safely.

Then, the supporting materials were collected, such as their course syllabi, lesson plans, lesson outlines, teaching notes, self-study journals and students' assessment records to see what they actually had done for teaching and professional development, and to crosscheck with what they had said during the interviews.

## **Research Instruments**

Due to the fact that this study used the semi-structured interview technique, main questions and sub-questions under different main areas were written in the interview guide.

Moreover, probing questions were inserted at any place where further clarification was necessarily needed. Thus, 11 main questions followed by 20 subsequent questions under research question one and 17 subsequent questions under research question two were developed to investigate answers to those two research questions. Every respondent was asked to give extra comments when necessary. All the questions were written in English (appendix C) and Khmer (appendix D). The ones written in Khmer were used with the respondents who did not want to speak English or could not speak English accurately and fluently, whilst the ones written in English were used with the respondents whose English proficiency was excellent.

## **Data Analysis**

The main purpose of data analysis of the phenomenological study design is to deeply understand the meaning of the descriptions, stories or experiences of the respondents (Patton, 2002; Waters, 2017). A combination of two qualitative data analytical approaches was adopted in this study. Those include generic qualitative data analytical approach and constant comparative method. The generic data analytical approach deals with data transcribing, coding and thematizing. The data transcribing and coding process was conducted immediately after each interview was completed. The interviews were transcribed either in Khmer language or English language depending on the original audio records (see a sample transcript in appendix F). That is, 16 Khmer audio records were transcribed in Khmer, and two English audio records were transcribed in English. After several interviews were conducted, those interviews were transcribed and the data were coded, then they were categorized into themes and sub-themes (see a sample coding in appendix G).

*Descriptive* and *In Vivo* Coding methods (Saldaña, 2009) were used. According to Saldaña, descriptive coding summarizes the basic topic of a passage of qualitative data in a word or short phrase (appendix G). *In Vivo* Coding refers to “a word or short phrase from

the actual language found in the qualitative data record” (Saldaña, 2009, p. 74). For example, “**ភាពជាម្ចាស់ការលើខ្លួនឯង**” was in vivo coding as “**being a master of oneself.**”

The constant comparative method was adopted when the data analysis process began from an early stage of the data collection and continued until the end of the data collection (Lunenburg & Irby, 2008; Maxwell, 1996). In other words, after several interviews were completed, I started to constantly analyze those data by comparing and contrasting those previous data with the new data (Lunenburg & Irby, 2008). By using the constant comparative method, I could ask more specific questions and focus on more important factors or areas of the study in the next interviews so that I could get richer and more meaningful information.

Because of the constant comparative method of qualitative data analysis, at the end of the data collection stage, some follow-up data collection activities were also being done to fill up the missing data in order to better understand the meanings of the respondents’ lived experiences of teaching professionalism (Glaser & Strauss, 1967; Maxwell, 1996; Patton, 2002). I went backward and forward between those follow-up activities and data analysis until the whole data were saturated. It means that no new themes emerged from the data. Some essential statements were quoted and were used in the data analysis and discussion sections of the study. An emergent strategy was used in order to identify what themes emerged from the study of the phenomena (Lunenburg & Irby, 2008; Waters, 2017). Then, the data were compared and contrasted within and between those themes and sub-themes across those participants’ stories or experiences against the literature and the researcher’s perspective (Maxwell, 1996). Finally, I synthesized the meanings and essences of all the collective data, the literature and my reflexivity to build new theories through induction and interpretation of those data (Patton, 2002).

## **Ethical Issues**

Due to the fact that this study focuses on an individual instructor's personal lived experience, a permission letter or request letter was not necessarily required. To ensure that the participants' privacy was protected, confidentiality was highly considered. All of the recording and transcribing process was conducted in an ethical manner, and all the information in all different record forms was kept confidentially. All the respondents' identifying information such as their real names, positions, other personal and institutional information were not revealed in any part of the research paper for the public to ensure that they feel safe so that they could give real and true information. The respondents' real names were replaced by English letters instead. I kept the recordings and transcripts in my password protected computer. Only the transcribers and I knew where the audio recordings and transcripts were located. Before receiving digital audio recordings, I told the transcribers to ensure that the data were kept confidential, and the recordings and transcripts were destroyed upon my request. The findings were reported in a way that protects the participants' identities to the safest level and highest extent, whilst the quality of the study was maintained. Details are provided in the informed consent letter (appendix E).

## **Summary**

In short, five main elements of social research which are epistemology, theoretical perspective philosophical perspective, methodology and methods described in this chapter were adopted in this study. It employed social constructionism as an epistemology and constructivism as a theoretical perspective. This study employed qualitative methods in which a phenomenological research design was adopted. Eighteen university instructors who have been working at both public and private HEIs in Phnom Penh city were selected to join the study. Those 18 different university instructors' real experiences were studied based on the two phenomena, personal qualities and self-directed learning methods. The researcher's

personal experiences, knowledge and perspective also partly played an important role in this study design (Glesne & Peshkin, 1992). Purposive criterion-based sampling methods were used to identify the most relevant respondents who could give adequate data in this study. Those selected respondents met the required selection criteria listed in the appendix B.

The data were collected in two different phases after the pilot. A semi-structured interview technique was used to collect the primary data. Different types of questions were developed for the interview. The interviewing questions were also translated into Khmer because the interviews were conducted in both English and Khmer depending on the interviewees' English proficiency and comfort. All the interviews were conducted face-to-face, and they were recorded with an approval from the interviewees. Moreover, some relevant printing materials, such as lessons plans, teaching materials, research papers and published papers were also collected to crosscheck the data given by the interviewees. After each interview was completed, the recording audio material was played back and transcribed in English and Khmer depending on the original audio record.

Because a combination of a generic qualitative data analytical approach and constant comparative method was adopted in this study, next, the data were coded, and categorized into themes and sub-themes before they were analyzed, compared and contrasted between those different categories and sub-categories across those different respondents' experiences, and against the literature review and the researcher's perspective. Finally, a synthesis of the meanings and essences of all the collective data found, the literature and the researcher's perspective was provided to develop new theory. Ethical issues were highly considered. Places of employment and other personal information were not publically revealed.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **Research Findings**

##### **Demographic Information**

**Participants.** There were 18 participants among whom there were 2 female respondents and one Buddhist monk. Their ages varied from over 30 years old to over 50 years old. Seventeen participants had families and children.

**Educational background.** All of them had at least master's degrees from local and overseas universities. The older participants had not finished their university education yet when they started teaching. They had attended their high school education and higher education later on when higher education institutions started to open for private students and accept applicants who paid their own private school fees. That is, they had continued their higher education while they were working either full-time or part-time.

**Working background.** All participants have been teaching at least for 10 years. Most participants started their teaching career from either a primary school or secondary school level and moved up to a university instructor afterward. Several participants have been teaching over 20 years including the period of teaching at primary and secondary schools. Two respondents were medical doctors who have been teaching at medical universities. One Buddhist monk has been teaching at a university. A few of them have also been working as education consultants.

##### **Personal Qualities of Education Professionals: What personal qualities do university instructors have to intrinsically motivate themselves to grow professionally?**

This section presents findings of personal qualities of education professionals from 18 participants. Those personal qualities include: positive attitude toward a career and

professional development, career vision and goals setting, motivating and inspiring, personal situations, being able to motivate others, personal principles in a career and in life, ethical conduct, self-discipline, self-responsibility, diligence and high commitment, patience, persistence and perseverance, curiosity and enthusiasm, and life-long learning commitment.

**Positive attitude toward a career and professional development.** Most respondents I interviewed thought positively about their teaching professional development and teaching professionalism. They were so optimistic about their career development, as they believed that if they were qualified in their teaching profession, they could earn better living and live happily. They believed in themselves that they could do things better, they could learn more about their job. Respondent **A** strongly admitted that it depended on themselves, their own thinking and behavior at both, work and professional development. She said that if an individual had his or her own positive thought, knew what to do, had good self-discipline, but did not depend on others, he or she could develop him or herself and could work effectively. Instructor **E** said that to work as a teacher, he had to keep updating himself and upgrading his knowledge because the world has been changing very fast. He also said that to be a qualified teacher, he had to continue learning and developing his own knowledge broadly, as learning had no end. He strongly believed that a very good university instructor needed to know a great deal of many things so that he could deliver his lessons very well. Another instructor (instructor **F**) had a positive attitude of strong determination and high commitment to his own career development. He said, “First of all, I have confidence in myself and my ability, and I don’t want to be looked down on by others. I’ve never been tired of learning, reading and discovering new things regarding my job.” He talked confidently that he wanted to prove that he was a local PhD graduate who could do his job as an education consultant effectively and productively too. Respondent **H** said that he never thought of giving up his medical study at all despite the fact that it was too difficult, and he

sometimes struggled. He said he often looked for various ways of learning to make him learn his major more effectively.

Those university instructors have stayed in their teaching career for their entire lives even though a few of them had attempted to change their career sometime in the past. Instructor **E** quit his teaching to start up his business with his friend, but it failed. Then, he decided to come back to his teaching job and has continued until now.

**Being motivating and inspiring.** Every instructor I interviewed has been highly self-motivated in different ways according to their own individual situation and context. They expressed their feelings of loving a teaching career from inside rather than from other outside factors. Some of them strongly believed in their own ability, commitment and self-responsibility for their own professional growth. Some others said that they were highly inspired and committed to their career and its growth because they would like to realize and achieve their dream, vision and goals. Respondent **K** mentioned three things that made him highly self-motivated:

Firstly, a difficult, poor living condition I had gone through in the past; the poverty and various difficulties I had faced inspired me to grow further. Secondly, my intrinsic motivation existed due to some change and development of the society. I saw some people develop themselves well, and there was a greater demand of more qualified educated people. Thirdly, I would like to become a significant technical person who can contribute more to the development of the nation.

Although some outside or extrinsic motivating factors have some influence on their decision making on their academic and career development, their own intrinsic motivation has played the most important role in making them achieve their academic and career goals in the end. Respondent **H** emphasized that “Unless there is intrinsic desire and motivation, I can’t be a medical doctor.”

Most of the respondents expressed their strengths of inspiring and motivating students and children to work harder in different ways. Most instructors I interviewed said that they inspired their students by raising some good examples of the most successful figures around the world. Those figures include business people, politicians, religious people, and leaders. Some instructors said that they inspired their students by being nice, friendly, kind and simple. They tried to be close with the students and other people they worked with. For example, instructor **B** said that he sometimes had to sit next to the groups of students who were discussing things. He also said he always talked to his students in an informal way so that his students did not feel fearful to say things or to give their opinions. He sometimes joked with the students. Instructor **F** inspired and motivated his students by announcing that everyone would not fail the course he was teaching at a course orientation at the beginning of the term. He said that everyone would be asked to work very hard with a lot of assignments and take-home exams. Everyone would have an opportunity to revise their paper work again and again till they reached a certain standard he had set for each piece of work. He warned the students that they and he would do a lot of on-line work. He promised his class to work very hard to make his students learn and pass the course. That instructor's philosophy was "the students coming to school to succeed and to pass their course." He showed great support to his students.

Instructor **H** said that he usually linked the way he motivated his medical students to Buddhist teaching and core value of sharing to inspire them to treat patients well to save their field of Bon (literally means to have storage of good deed and merit) for the future. Instructors **J** and **K** said that they inspired their students by providing some ideas and experiences of how to learn things and do their job successfully, what responsibilities and commitment to take forward to achieve their learning goals. Instructor **M** said that he tried to inspire his students by explaining cause and effect of something. Instructor **N** said that he

influenced his students to improve their attitude and behaviors in different ways. First of all, he said that he tried to understand the students by looking deep inside their hearts so that he could understand their feelings in order to guide them, give them real-life lessons that could change their attitude in the long term. Next, he said he sometimes told them stories related to Buddhist teaching which impact their life a great deal. He noticed that although graduates left the school for years, they still remembered him and recalled some moral and attitude teaching in front of him when he met them. That is an evidence of his good influence on his students' life. He acknowledged one scholar's sentence which states, "The best teacher influences the student's life for the better."

**Being a role model for others.** All of the respondents agreed with the saying, "A teacher is a role model for students". To be aligned with that saying, most of the respondents showed great pride in being a role model for their students when talking to me. Respondent **A** said that she had been a role model for her students all the time in her teaching and training. From the planning stage to the post-teaching stage of most lessons, she had acted professionally so that her students could learn from her as a model. She said that some students thanked her and her teaching role model which changed the way they taught their students. Respondent **B** said that he believed in the above saying. He said that he did not know whether many students would adopt his exemplary model. However, he said that acting as their role model was the teacher's main responsibility. He did not agree with the Khmer proverb which states, "Copy the teacher's rules but not his bad actions." He believed that whenever he acted correctly, the students would copy his actions. That was the reason that made him work so hard and do only good things so that all of these would be a good role model for the students to copy from. He gave an example of his practice of the Servant Leadership theory. He said being a teacher was like being a leader who would serve other followers the best, but not acting like a master of the followers.

Respondent **C** said that she had influenced her students through her respect, politeness, gentleness, seriousness and hard work. She said that some of her students could still remember her name and her teaching after graduating from school. Respondent **I** also said that he had acted as a role model for his students during his teaching. He gave some examples which include being hard-working, being responsible for his work as a teacher, and behaving well in front of the classes. Respondent **K**, moreover, said that he had promised to himself that he had to act as a role model for the students in his teaching career. Therefore, he had to be a good person, a good teacher, a good leader, and a good role model for his students. He said that he must keep this phrase in mind all the time, “I’m a good role model.” This phrase could remind him all the time so that he could always do a good job.

Respondent **L** said that he had acted as a role model for many students he taught and supervised. However, he could not tell whoever received his model for themselves. Here are some examples of his role model he gave. He said that he was very good at building relationships with various people at his work place, and most of his coworkers liked him. He treated his patients and students ethically and professionally by not taking any bribe from any client at his workplace. He was so strict, responsible and accurate. Respondents **M** and **N** also acknowledged that being a good example for others played a crucial role in shaping the society. They wanted to mean that teachers were good examples for students and the public in general. Respondent **N** said that the society needed a lot of good role models to learn from in order to build a good nation and a knowledge society.

**Avoiding blame and being looked down on.** Several respondents said that they had to be more responsible, highly committed and hard-working to avoid any form of punishment. They did not want to lose face in front of others at a work place. Respondent **F** said, “I don’t want someone to look down on me although I pursued my PhD studies inside Cambodia. I had to prove that I could also do what others who studied overseas could do.”

They shared the same feelings of embarrassment and shame if they were blamed for their ineffective teaching performance and their lack of job responsibilities. They said they would feel mentally painful and very upset if they were blamed publically or non-publically for any bad teaching performance or irresponsibility for their job.

**Having a passion for teaching.** Most of the instructors I interviewed said that they loved teaching very much. A few of them had tried to do other jobs or business but could not continue those new jobs because they did not like them. Here is what respondent **A** said:

In fact, my main purpose is I love teaching so much. I tried to do another job once with one local NGO at Battambang province. But during my work with that NGO, I did not like my job at all. I did not like to travel much to the community and I had to write reports on my field visits when I got back to the office. Furthermore, I did not like the nature of the work, as I was sometimes asked to manipulate data in my reports in order to get more funds. I prefer teaching to other jobs not for money, and especially I wanted to improve my teaching competency.

Instructor **B** expressed his similar interests in teaching. He said:

I've come to work in this university even I was sick. I've worked from the morning till 8:30 PM from Monday to Sunday. I've never thought of over-time pay for my over-time work at all. Maybe that could be the reason that the president promoted me and let me manage one Institute.

Other instructors I interviewed expressed similar feelings of great joy and good fun in their teaching and never wanted to give up teaching.

Respondent **D** said that he had teaching passion from a young age. When he was young, he liked teaching other neighboring children and friends. He was so proud when he stood up in front of other children and explained things to them. Respondent **I** expressed a

similar feeling about his favor in teaching rather than other jobs. He said that he loved teaching so much and never felt that he would want to give it up. He said he had tried other jobs, but he did not like them at all, and he decided to quit them and stayed with teaching until now. Respondent **J**, moreover, expressed the same great willingness in teaching. He said he still loved teaching and passing new knowledge, experience and skills to his students. He said that if he did not like it, he would not stay in this career for nearly thirty years. Apart from teaching, he said that he also liked upgrading himself further. He thought that teaching and learning went hand-in-hand. He was excited when talking about teaching, and he also expressed his feeling of excitement and happiness when entering his classrooms.

Respondent **N** showed his thrill of teaching and sharing some advice with students and other people to change their attitude and behaviors and to reduce their sufferings, as he saw many Khmer people mentally suffer a lot in different ways and situations. He said that he was so excited to teach them, make some jokes, tell some funny stories to make them release their stress, pain and sufferings so that they could feel happier and enjoyed their lives better.

**Students' achievement and productivity.** A few other instructors have been highly self-motivated when their students learned from their lessons which they had prepared and delivered very well. I also have had the same feelings of pride when I have done a very good job and seen that my students have learned a great deal. The instructors said that they were so excited and happy when they saw the students actively engage in their practice activities, enjoy their learning and learn things. However, the instructors were not happy and did not enjoy their meals when getting back home after their students had not participated in the lessons and had not learned much from the lessons. That was the main reason which has encouraged them to be qualified, competent, well-prepared, creative, hard-working, highly

committed, and self-disciplined in order to ensure that they do a very good job to satisfy their students and to motivate themselves as well.

**Clear future vision and goals.** Clear future vision and goals also make several instructors I interviewed highly self-motivated to grow endlessly and work more professionally. Those instructors had a dream of becoming university lecturers or medical doctors from a very young age. To make their dreams come true, they said that they had to continue their studies at a university while working as teachers and nurses at the same time. It was very hard for them when they worked to support their families and children's education, and had to continue their higher education at the same time. Those instructors are more likely goal-driven. Most of the respondents said similar things that they had been in love with the teaching career. They also said that they were happy to share their knowledge, experience and skills with the students and other people.

**Being competitive.** Respondent **E** was inspired to upgrade his higher education by comparing himself to others. He said:

Some of them have master's degrees, and some others have PhD's degrees. I tend to feel that I should build up my degree, my capacity, earn a higher degree. I want to teach at a master's degree level, so at least I have a master's degree and also probably a PhD degree.

He also felt that he should have a PhD's degree if he wanted to give a role model to students because he said:

People would look up to you as a model, for example, because you have a PhD's degree overseas or even in Cambodia or we give a role model to our students so that they also want to get higher degrees like us.

Respondent **J** set up his goal by comparing himself with others. He had a vision of not letting other colleagues or younger ones reach a level where he was. That is, he wanted

to take a lead in terms of education and profession. He said, “When I looked around my colleagues, they had the same bachelor’s degree. I told myself that I have to move upward by taking the next degree (master’s degree). And I had the same feeling for my PhD study.”

**Having personal principles in a career and in life.** Every instructor had their own core values or principles in life and in the career. Instructor **A**’s personal principle in a career and in life was ‘being responsible for herself’. She said that she had to be fully responsible for what she was assigned to do. She liked working independently and never wanted to be supervised all the time. Instructor **B**’s core value is impermanence. Like the Buddha, he believed that nothing was permanent. It just depended much on time when things can change. He raised the concept of impermanence in leadership. Any leader could not lead forever, as he might one day get retired or die because of old age or illness. Therefore, in his leadership, he trained younger people to learn to lead in the future, as old leaders would leave or pass away. He said he had encouraged his students to change an old mindset that “No one can lead this country, place or organization without me.” He suggested that people including leaders should learn to accept any change that would happen, learn to abandon things, and learn to transfer things including power, as everything is impermanent.

Instructor **F**’s own personal principle is self-confidence. He said that he always believed in himself, his own ability, hard-work and commitment and self-discipline which were keys for his career success. He raised his own example of pursuing his PhD studies inside Cambodia, but he was qualified enough to work as a public policy consultant for various projects at different Ministries and Departments in Cambodia. He said his knowledge and competency was well-recognized because of a lot of products he had produced and developed.

Respondent **H**’s own core value in life and career is being self-responsible for what he was assigned or delegated to do. He said that he took responsibility for a duty very seriously

because of his generosity and sympathy to the poor. He said that he always told his medical students to be fully responsible for taking care of patients, as their life depended much on them. He told them that when their illnesses got treated well, the patients would respect and remember those doctors, nurses and the hospital they had stayed in for the rest of their life. However, if patients died in the hospital whose staff did not take care of them and cure them well, their relatives would curse and hate the hospital as well as all the staff working there. He strongly encouraged his medical students not to think of money as most important when working as a medical doctor. Curing and taking care of their lives would be the most important ethic for them to remember and practice.

Respondent **K**'s personal key principle is that he never gives up on things. He said that he was always persistent and tried things out again and again. If one way did not work, he said he would try the other way. He never dropped it or gave it up, and always encouraged himself to move ahead even though he failed once or a few times. He said that he always encouraged himself to give himself a chance to succeed what he attempted to achieve. Respondent **N** believed that growing value in life is a key to improve life individually and socially. He described growing value included growing the quality of education, developing positive attitude, and developing mentality within oneself. He pointed out that in order for a person to grow his or her inner value of all those aspects, a family, teacher and society needed to work together hand-in-hand. Respondent **K**'s key principle in life is self-discipline. He said that although he was much socialized, he never forgot his own duty and responsibility for his job and family. He continued learning and improving his teaching performance because he had been trying to achieve his own goals in the future. Respondent **M**'s core value in life is persistence. He believed that as far as a person had his or her own goals to reach and had prepared to reach them, he or she would get there one day.

He said in his practice, he never gave up. However, he could pause and think of other ways to get things done or to go slowly rather than to dismiss what they had thought to be done.

Respondent **O**'s key principle in his career and in life is great responsibility and independence. Regarding responsibility, he pointed out that when he agreed to receive any duty or assignment from an employer, he had to do it with his own full responsibility for the task he accepted. In whatever condition, the outcome of that task must be achieved within a certain time frame. As far as his independence is concerned, he mentioned that he liked listening to other people's opinions for his further modification or adjustment to the plan he had made or thought of. Otherwise, he very often followed what he had thought before because he thought he had trusted himself better than others' ideas. He said he rarely changed his plan, as he had critically thought about it very well. He acknowledged other people's opinions, but he argued that other people sometimes were not in his situation, and so never knew what he thought and what he planned to do in much detail.

**Ethical conduct.** Most respondents expressed similar practice of their ethical conduct of their teaching career. Due to the fact that a teaching position is not a high-paying job in Cambodia, those instructors I interviewed felt similar that they had actually applied their teaching code of conduct well so far. Otherwise, they could not gain respect from their students. For example, instructor **A** said, "I never want anyone to blame me because of my misbehavior with the students or school where I've worked for. I have to be fully responsible for my job." Respondent **H** also said a similar thing, that he had never been careless about his job as a medical doctor and instructor. He said he always considered clients to be the priority. He told his students, "If you don't care about your patients but care too much about money, they will die because of your carelessness and your poor professional conduct." He motivated his medical students by saying, "When you don't get any money from the patients, it doesn't mean that you get nothing. In fact, you have received some good deed and merit

for your future or next life according to the Buddhist teaching.” Respondent **O** raised an example of his ethical conduct of work with respect to the time and schedules as very important for any professional worker. He said he highly valued someone’s punctuality for work and any other arrangement. He then added that the next most important thing was to be more accountable and responsible for what he was assigned to do, no matter whether it was well-paid or poorly-paid.

**Self-discipline.** All the respondents acknowledged that self-discipline was a personal quality that partly contributed to teaching professionalism of any individual who was willing to become a professional. Respondent **C** raised an example of her self-discipline with punctuality and suitable dressing at work. She said she always arrived classes earlier and dressed properly so that she could give her good examples to her teacher trainees. Respondent **B** emphasized that self-discipline was so important because it could make any person succeed in his or her life. He said he could achieve his short-term goals because he could control and monitor his own work and results. He had more autonomy for his own plans to reach his goals. He felt that he worked without much pressure from any higher authority. By being self-disciplined, he was highly motivated to complete his tasks more effectively compared to the way he was closely supervised and monitored by other supervisors within an organization. Respondent **E** also felt that he had done what he had promised to do. He often followed his schedule of his own tasks strictly to get things done properly.

Respondent **H** also mentioned that self-discipline could ensure effectiveness of both self-directed learning and working performance. Without good self-discipline, a person is not serious about what he or she is doing. An instructor who is self-disciplined is more responsible for his or her job and students’ learning. Respondent **I** said that he was a serious person who wanted to get things done perfectly. Thus, he must be very self-disciplined in

order to get things done effectively and perfectly. Regarding his professional development and work performance, respondent **K** said that he was self-disciplined because it was the number one among other important personal quality traits that could sustain long-term success. He said that he never left any task incomplete behind. Respondent **N**, who was a monk, said that not eating dinner was one way of being self-disciplined. Being punctual is another example of his self-discipline. He said he was never late for an appointment or class, as he always practiced his principle that he could wait for others, but he did not want others to wait for him.

**Self-responsibility.** All the respondents highly valued responsibility as one important quality that determined success and achievement in life. Respondent **A** said that she was fully responsible for her job and professional development. Otherwise, she could not become a professional instructor at this moment. She said, “I have been strongly self-responsible for my job.” She added that she had never wanted anyone to give orders or tell her to do this or that. She used a Khmer phrase, “ម្ចាស់ការលើខ្លួនឯង” which is translated into English as, “being a master or boss of oneself”. She showed me some of her students’ homework papers she had checked and given some written feedback in those papers to prove her own job’s responsibility. She also shared a few examples of teachers who were self-responsible and who were not self-responsible. The ones who were fully self-responsible had improved remarkably, whereas the ones who were not responsible had not developed much and their teaching competency tended to stay the same. To be more responsible, respondent **B** said that he had planned his different tasks and projects well to avoid some time conflict. He said that he never missed any class although he had to do other things outside the school he was working for. Respondent **D** said that his employers always trusted him because he was responsible and accountable for his teaching assignments and students’ learning achievement. His lesson plans, written feedback and comments on the students’ assignments could give an

evidence of his responsibility for his job. Respondent **E** said that he always planned very well before class because it was a teacher's responsibility for ensuring that students must learn something from each lesson. His lesson plans had clear procedures and practice activities to ensure that the learners would achieve the course learning outcomes. If he did not teach a certain lesson well, he said that he had felt so guilty and very bad for the rest of the day. Therefore, to avoid such bad feeling, he said he must be strongly responsible for his job, especially his lesson preparation before class.

Respondent **F** said that he was completely self-responsible (in Khmer language: មានទំនួលខុសត្រូវលើខ្លួនឯង) for his teaching job. He said that he liked being independent and being his own boss. He gave an example of supervising six students of a master program. He said each student's whole research paper was paid one hundred US dollars only. He said that he had to meet those six students about 30 meetings which took approximately 15 working days in total. Due to the low pay, he said that he should not have done that piece of work. However, he said because of the teacher's professional ethics and conduct, he had to highly commit to that assignment and be accountable for the school and to the students. He showed me a pile of his Master's Degree students' paper work which could prove his full responsibility and high comment to the students' learning achievement. Respondent **H** also put great emphasis on responsibility for the job he had done. He said he always took care of his patients and treated them well. He said that he never thought of the money before treating any patient. He cured the patients first, and he said that he never cared much whether the patient had money or did not have any money. He said that he hated any medical doctor who did not have his or her professional ethics at work. For example, he said some doctors did not give written prescriptions to the patients because they wanted the patients to come back for the next treatments and so forth. He said that it was not ethically acceptable to work in that way as a

professional doctor. He said that he also taught his students to be strongly self-responsible for their own tasks and duties because no one could follow them all the time at work.

Respondent **J** mentioned that he wanted some praise but not any blame from anyone. Thus, he said he had to be fully responsible for his own job. He said that he always submitted results of his classes' assessments on time and never cut any class during his teaching assignments. Respondent **L** felt the same thing that he never wanted anyone to blame or criticize him because of his poor performance or misbehavior at a workplace. To avoid bad criticism, he said he had to be completely responsible for his job and duties assigned. He added that he never left any task incomplete behind. Respondent **N** also expressed his full responsibility for his teaching by planning lessons well before classes and delivering them effectively. He said that he never waited till the last minute to plan lessons. He had to prepare them in advance so that he had enough time to learn the content of the lessons and prepare some relevant materials, slides, handouts and some assessment activities. Respondent **P** said that to be recognized as an education professional, a person had to be very self-responsible and self-disciplined, highly committed and persistent.

**Diligence and high commitment.** Every respondent recognized and valued hard work and commitment as personal qualities that determined success in life and a career. All of the respondents have stayed in their teaching position for at least ten years. That could prove their high commitment to their teaching career. Respondent **A** said that she had been highly committed to her teaching although her salary was not much as expected. The results from her hard work and commitment would encourage her to constantly work hard. She said that she had not been demotivated despite her low pay, as she had been enjoying her teaching. Respondent **F** also said that his consultation work needed very high commitment to complete each project, each policy, or each report before a deadline. Similarly, he worked even harder and was more highly committed to his part-time teaching, especially at the Master's Degree

and PhD levels. He acknowledged that teaching these graduate program courses required a lot of preparation before teaching and a lot of marking of students' assignments after classes. It was very challenging for him due to the fact that he was a PhD graduate from a local university, while some of his students were non-Khmer native nationals. In order to prove that he was qualified enough, he had to work very hard to avoid any mistake in his teaching.

Respondent N felt similarly about commitment. He said he always had strong commitment to his own learning and job. He said when he received any assignment, he promised to do it well. He would not give it up. Instead he said he would try to find different ways to get things done, as he strongly believed that whatever he did, he inspired himself that he did it for himself. Therefore, for teaching, he was always well-prepared beforehand. Respondent O thought the same. He said that he strongly valued high commitment and persistence which were the two personal qualities that drove his success in his teaching career. He said nothing was too difficult for him to do as far as he was highly committed to doing it. He would invest his great effort, thought, energy, time and other resources in his assignments so that he could get them done satisfactorily.

**Patience, persistence and perseverance.** Most respondents recognized persistence and perseverance as two important personal qualities among other qualities that enabled a worker to grow professionally in their career. They said that if they were not persistent and did not persevere from the time they started their teaching, they could not become qualified on these days. Respondent A said that anything new was always challenging, and it needed greater effort and perseverance. She said that to succeed in a difficult job was quite rewarding, as she could learn a great deal from completing such challenging job. One more thing she said was that she would be very cheerful after her difficult project or task was successfully completed. She also felt that building good habits of mind in getting challenging tasks done would be motivating. Respondent E gave his example

of his persistence of trying to get a PhD scholarship. He said that he had applied for that scholarship a few times. He did not give up after the first, second and third failures. Finally, he got it in the end.

Respondent **H** described his interesting and rewarding academic and work history. He said he had continued his informal general education from grade six in the evenings till he received a Junior High School Certificate. Then his informal study was interrupted by the government's big mission called KOR 5 which literally means A5. Adults from all the whole country were sent to clear forests along the Khmer-Thai border in the West of the country to prevent the Khmer Rouge from staying in those jungle areas. However, he had not given up his education. He asked his teachers to send some lessons and exercises to him so that he could continue his learning during his mission. He continued his informal education when he returned from his mission until he could pass the Senior High School National Exam and got the certificate which could open his door to take a medical doctor entrance exam later on. It sounds that he made a very great effort and persevered. Through his hard work and perseverance, he worked his way up from being a simple nurse to a professional medical doctor who could enjoy the rest of his life.

Respondent **K** said that he always encouraged himself to move forward even though he had been struggling at the early stage of his career. He had to do more self-study on his own, read more, and explore new techniques, approaches, methods and strategies in order to build up his teaching competency. He said that he had been working terribly hard both academically and professionally to improve his family living condition. Respondent **O** also said that he had to persevere so that he could support his family and children's education.

**Curiosity and enthusiasm.** Several respondents expressed the same sense of curiosity about their great interests in learning new things, especially, things related to their field of work. Respondent **A** said that she was always interested in knowing what she had not known before, and was willing to learn it. She showed me her self-study notes to prove her curiosity and enthusiasm about her professional development. Respondent **E** said that he was very curious about what scholars, researchers and education professionals he met found out and wrote about so that he could learn something new from them. Respondent **E** showed me his self-study notes in which he created idea mapping charts, some summaries of the texts he had read. Respondent **G** also said that he sometimes heard other people say things that he had not known before. He was curious to find out what those people said, and so he tried to search and read more till he could find some information he wanted. Respondent **H** said that he was always enthusiastic about learning new things. He said he never felt that he knew everything although he had been working in the same field for about thirty years. He continued by saying that a lot of things had been changed and found, especially, during these days when technology has been developed a lot. He said that he had been very open-minded because of his previous medical instructor who often asked for a copy of books that his students had found something new from them. He said that the instructor was very open-minded about his students' new ideas and knowledge which were different from his.

Respondent **K** expressed his feeling of strong motivation and enthusiasm for doing something from the bottom of his heart. He very often did it with great pleasure and joy whether he received good or bad pay. In addition, respondent **L** said that like other people, he always had some ambition to become a successful person in his career. However, he said that it depended on certain circumstances and his own capacity and energy to achieve what he wished to achieve or not. Respondent **N** showed his updated syllabi with some adjustments of the classroom practice activities, assessment activities and extra materials from other

sources used to boost the students' better engagement, participation, production and assessment of the learning outcomes. That could demonstrate his responsibility, hard-work and commitment, curiosity and enthusiasm about his teaching.

Respondent **P** said that he was always curious about discovering new things. He said that he had developed his teaching career a great deal so far with his curiosity.

**Life-long learning commitment.** All the respondents viewed life-long learning as necessarily important for university instructors and other career professionals such as medical doctors and many others because many things including technology have changed dramatically. Respondent **A** said that she had never given up learning, as there were a lot of new things found in the field of education. She gave an example of spending some time searching and reading about a new subject she was assigned to teach. Otherwise, she could not explain her students clearly. Some students read even more on-line. If the teachers did not know much about courses they were teaching, they would be embarrassed by the students' questions. She found herself keep learning all the time even though she was retired from her public school.

Respondent **B** was so impressed with what he had been developing a lot so far through his daily tasks of his job. He said that he learned a lot of new things every single day. He learned from his reading, searching the internet, talking to his students and colleagues. He said there were many things that he had not learned yet, and he continued learning every day from a lot of different materials including the ones written in digital and electronic devices and on social media. Respondents **D** and **E** also showed their enthusiasm and high commitment to their professional development. They said they could not see why they had to stop learning new things. Respondent **F** said that he did not always accept too many classes per academic term because he wanted to spend some time on his own reading and developing his own knowledge further. He said that money was not the only important

thing to be considered, but also his competency and knowledge about the subject matters were also more important ones to be considered. He also said that because he had a PhD degree from a local university, he had to work much harder on his own professional development to prove that he was also qualified enough to do his job as an instructor of the PhD program.

Respondent **G** said that reading every day became his habit. He read about two to three books per week. He said he had enjoyed reading very much, and he had learned a lot about teaching methodologies, techniques and strategies from his independent reading.

Respondent **I** said that after his Master's Degree study, he was a bit tired and felt that he would not continue his further studies in the future. However, three years after of his return from studies overseas, he started to be more motivated to continue his PhD program. He was preparing himself for it in the near future.

Respondent **J** said that he officially stopped his studies after his PhD studies. However, life-long learning did not stop there. In other words, he still continued reading and searching for something new to learn, as there were so many things emerging those days. He said that career development had no end, and every professional had to keep updating their knowledge and skills to catch up the world's development.

Respondent **K** said that he sometimes felt demotivated to continue his further education and to continue developing his career because he could not find adequate compensation to what he had and contributed so far. Other factors such as poor health conditions and stress from work and family also contributed to his decrease of interest in on-going learning. On the other hand, in the reality, he could not give up learning, as he had no other choice and he had been in the field of education for his whole life. Therefore, he had to move on developing himself further. Otherwise, he had to quit his job and do something else outside the field of education.

Respondent **M** showed his high commitment to his professional development. He said:

If I were asked to choose one among the two options which were between continuing learning or divorcing my wife, and stopping learning and living with my wife, I would choose the first option which was continuing learning and divorce my wife.

Respondent **O** also expressed the same interest in his on-going professional development. He said that he could learn from different sources and in different ways. For example, he could learn from social media sources, from attending some conferences, workshops and seminars. He could also learn from his colleagues, from further reading and self-reflection.

It appears that all the respondents shared these common personal qualities: responsibility, diligence, high commitment, self-discipline, persistence and perseverance, a passion for teaching, life-long learning and positive attitude toward education and career development.

**Personal situations.** To better understand how the research participants had developed their personal qualities, it is important to understand the life situations that had motivated the respondents to work hard both academically and professionally. Those situations could be positive or negative and were memorable from the time when they had occurred. The life situations include following role models and Buddhism and converting negative experiences into internal energy to self-improve.

**Taking role models.** Many participants took some people as their role models and advisors or mentors. People who could be their role models include parents, family members, instructors, senior colleagues and some famous figures. Those instructors said that they wished and intended to be excellent like those role models. They said that they still remembered some of their previous teachers' good advice, effective teaching performance, sound knowledge about the subject matters as well as other general knowledge and have tried

to follow what they could do so far to improve their knowledge and teaching quality.

Respondent **A** said that her American colleague was very good and always encouraged her to work hard, to do some action research, and to present papers at conferences. She said she was greatly influenced by that colleague. Respondent **H** admired his few good role models from whom he learned a great deal. He said he had learned how to treat any patient ethically with respect and how to work effectively as a role model for other younger colleagues.

Respondent **P** said that he had been shaped by a few role models who were his father and teachers.

Most respondents have had their own good role models to learn from. In this case, the saying “Like father like son; and like teacher like student” might be true in the Cambodian context. Some of them recognized their parents, grandparents as their role models, whilst some others saw their teachers, colleagues, or even other famous people as their role models. Those important people had shaped and transformed them to become education professionals.

*Parents as their advisors or first educators.* Several of them have been highly motivated to grow further and improve their teaching professionalism because of their parents’ direct influence and teaching. For example, respondent **H** told me about his mother’s words with very exciting feeling. His eyes became red and his tears nearly dropped when he recalled his mother’s inspiring teaching from which is quoted here, “My dear son, any time you read a book or study, it means that you’re making some money and saving it in your bank account.” Instructor **C** also recalled her parents’ advice on high education. Before her father passed away, she said that he told her to continue her further study at university because he strongly believed that only good education she would have could make her get rid of poverty and help build the country. Instructor **D** also said that his mother’s words were so powerful. He reported his mother’s words as this, “My son, you can’t be hopeless in a very

young age. You know, I am quite old, but I still have hope in my life.” Similarly, I remember my father’s word which was stated as:

There is no property that is more valuable than knowledge. Any property can be damaged or lost by any means such as theft, robbery, fire or natural disaster. Good education or knowledge cannot be stolen, robbed or destroyed by any of those mentioned above. It is gone with you when you die.” I understood what my father said very well at a time when I could make my living through the good education I obtained.

Some respondents acknowledged that parents’ good role models and teaching played a very important role in shaping their children from an early stage of their childhood. Some of them said that the proverb “Life father like son” worked perfectly in the Cambodian context. They said that if parents brought their children up very well, encouraged them to pay attention to their schooling, taught them respects, the children would learn to do so.

*Parents or grandparents as their role models.* Several respondents including respondents **C**, **D**, **H** and **M** learned a great deal from their mothers, fathers, or grandparents when they were young. Those elders shaped them very well through either their advice or daily actions. Respondent **C** said that her grandfather and mother made her learn a lot. They always told her to work very hard at school and explained to her that only high education would make her life better. They also told her that not only to work for money but also for fame and reputation because they used to work as civil servants who received a lot of pride. Respondent **D** was inspired by his mother’s advice given to him when he one day felt hopeless. Respondent **H** said that his mother’s good advice and his father’s modeling behaviors made him remember for his whole life. Moreover, respondent **M** said that his father who used to work as a primary school director gave him a lot of good examples which

made him successful now. He also said that he could even follow some of his father's teaching techniques in his teaching.

*Teachers as their role models.* Respondent **A** was confident that her latest mentor who worked with her several years ago influenced her life and teaching profession a great deal. She said that she always told herself to be as good and professional as him. She said that the way he taught, managed his class and communicated with the students really motivated her to imitate him so that she could do the same way as he had done. Respondent **B** also said that he learned a lot from the president and other senior colleagues of the university he worked for. He said that he could learn some good leadership skills, teaching techniques, methods and approaches which he could adapt and apply them in his own teaching. He said that he could do all of those from his direct interaction, direct teaching when he was a student, direct observations and from getting some information about those senior teaching staff from his students or coworkers.

Respondent **C** said that a few Polish professors of her Master's Degree program had influenced her life and teaching profession. She said that those professors were very nice, gentle, friendly and very helpful. They always encouraged and motivated the students including her to work so hard. Respondent **E** was not sure whether he considered any particular former teacher as his role model. However, he felt that he could learn a lot from various instructors of a BA program he took. In addition, respondent **H** could raise a few influential medical instructors who had influenced his life and medical teaching profession in several important ways. He said those instructors had worked terribly hard and had never been corrupt in their careers. They always practiced their professional conduct very well. They never thought of money first before treating patients and so forth. He said that he now acted the same way as those respectful medical professors, and taught his students the same lessons as his professors had done to him in the past. Respondents **J** and **K** also said that they

never forgot their several previous inspiring professors who could make them learn and change a lot. They could recall all those professors and teachers' names very well to me. They said that their role models were highly appreciated and respectful.

*Colleagues as their role models.* Respondent **D** said that he had noticed a few senior colleagues within the Faculty of Education of PUC so that he could learn from their role models. He said that he nearly quit his Master's Degree program due to his heavy workload, school fees and time constraint. However, when thinking of his own academic and career goals, and how to become like those senior fellows, he felt more motivated to continue it till he finally completed it successfully. Respondent **E** also said that he tried to observe a few senior colleagues, whom he did not consider as his role models, to find out what he could learn from them. But he recalled a few previous instructors of his BA program. He said that he could learn and adapt some teaching styles from them and apply those in his own teaching. Respondent **L** mentioned that he could learn quite a lot from his senior colleagues, especially their attitudes, behaviors and professional ethics they had practiced. Respondents **M** and **O** also said that they took a few senior colleagues as their role models from whom they could learn a lot. They said that they could learn the ways those senior fellows had taught and the ways they led their staff and teachers. For instance, respondent **O** said that he learned the way his senior fellows had committed to their work, been self-disciplined and self-responsible for their tasks, and been persistent.

*Famous people as their role models.* Respondent **F** said that he looked at some important national figures as his role models. He said he had tried to find out how those famous people became famous and adopted their methods in his work and in life. Respondent **N**, on the other hand, looked at some international well-recognized figures such as politicians Nelson Mandela, Martin Luther King, Abraham Lincoln as his role models.

He said he did not only use those as his role models but also used those names and their excellent leadership and reputation to motivate students in class.

***Buddhist influence.*** A few respondents believed in Buddhist's teaching of doing good things receiving good things, good deeds, merit, and dignity. Respondent C said,

The more I share knowledge, skills, experience and philosophies with the students and other people, the more good deeds, merit, dignity and goodness (it is called 'Bon' in Khmer language) I could receive. What I have done is considered as the good deeds I will save for myself in the future and next life.

Instructor H said that he always taught his medical students the core value of sharing. He said:

All of you have not been to the *Wats* (Buddhist temples) very often to donate any of your property to the Buddhist monks. But you can earn a lot of good deeds by treating the patients very well and make them survive from their illnesses and diseases. This is your field of good deeds. The more patients you can treat well, the more good deeds and merit you can earn.

As a result, the belief in doing good things and receiving good things may motivate them to share their knowledge, skills and experiences with other people in order to gain and save some good deeds or Bon for their future and next birth. A few respondents thought that Buddhist teaching was a good roadmap for people to follow if they wanted to lead a happy life.

***Negative experiences.*** The research participants had turned poverty, suffering and other negative experiences into intrinsic motivation and determination to succeed. Most of the instructors I interviewed had a very similar poor family background. They had gone through a lot of difficult, poor living conditions which could distract them from their education and professional development from the beginning of their school and career.

Those instructors started to change their attitude and behavior toward their professional development and teaching professionalism from the time when they met suffering or bad experiences or exciting and emotional feelings which they never forgot. For example, instructor **B** recalled his terrible working and living conditions when he was a child. He said that his family was too poor, and he had to work on a fishing boat during the nights, work as a motorbike driver in the mornings and go to school in the afternoons. Another unforgettable trigger event that contributed to his change was the way that his high school director looked down on him. The school director told other students at a student's assembly not to copy instructor **B**'s bad model which was considered as diamond excrement [which is literally translated from Khmer language ‘អាចម៍ពេជ្រ’ (ach pich)]. He said that his school director had told all the students at that student's meeting that the diamond excrement was even worse than the chicken one because the diamond excrement could make a person blind if it went into his eyes. Instructor **B** felt very bad with his school director's bad words. However, he felt that he had changed a lot since then.

Respondent **D** said “In my family, my parents were construction workers, and I came to study in Phnom Penh because I want to get rid of the poor living of working as a construction worker.” However, they said they could not give up their effort and high commitment to their education and professional development, as they thought and expected that their life could be improved later on. A few of the respondents felt that because of the hardship they had met, they had to change and work harder to get rid of such poor and terrible conditions. Instructor **I** said, “I've been motivated to work terribly hard and keep growing because of my poor family background and a lot of difficulties I had met in the past.” Respondent **L** also shared his vulnerable condition in the past. He said, “I was an orphan after the Pol Pot Regime, and my life was terrible without any parents to look after

me. I promised that I had to overcome all those vulnerable things and make my life better in the future.”

Respondent **H** was also upset with his senior mentor’s bitter advice when that senior mentor overheard him complaining in the bathroom about his low wage as a nurse compared to a doctor’s high wage. His mentor overheard the instructor’s complaint and responded, “If you want the same wage as the doctor, you must get a doctor’s degree like them.” He said that the advice sounded awkward but was powerful to him. That instructor reconsidered that mentor’s words again and again and determined to work very hard toward achieving the doctor’s degree later on.

I personally had a very similar poor family background and felt more or less the same as those respondents. I had to keep growing and building my competence so that I could make my life, living and working conditions better one day. I was hopeful and optimistic that what I had invested in the past would make me change later. Now it is true, as those instructors have better living and working conditions as a result of the proper vision, goals, high commitment, persistence and self-discipline they have had. These memories have permanently existed in their heads. When they got tired and lost some interests in their education and career development, those memories came up and they continued their commitment to achieving their end goal. These memories of trigger events become state of the trigger permanently exist in those respondents’ minds.

### **Self-Directed Learning Methods: How do university instructors use self-directed learning methods to develop teaching professionalism in the Cambodian context?**

Those university instructors moved from working as school teachers at a primary or secondary school level to instructors at universities or consultants at companies, NGOs and governmental ministry like the ministry of Education, Youth and Sport (MoEYS). Similarly,

the other two medical instructors also developed themselves from being primary nurses to medical doctors. All of them have been struggling with their education and professional development while they had to work and did other things to support their families at the same time. They showed their high commitment to and fully self-responsible for their education and professional development, and their work.

As far as their education and professional development are concerned, besides the personal qualities the respondents have, they have used different methods, techniques, approaches and strategies to develop their own education and profession. Among those methods, techniques, approaches and strategies, self-directed learning methods have been commonly adopted by those respondents to continue growing professionally in the Cambodian context. Here are the findings related to the self-directed learning methods.

**Participants' definitions of self-directed learning.** Respondent **A** defined self-directed learning as a method or way used to learn new things by a person's own self. Self-directed learning methods may include reading printed materials, searching the internet, and attending workshops, conferences and seminars with a person's own interests. Respondent **B** defined it as something a person has cultivated by himself or herself through observations of what other people do or teach, through application of what has been seen, and then through reflection on what had been done or applied. After the reflection, one must prepare and then apply it again, and reflect on it again. In short, he came with a summary of the self-directed learning as a learning circle which he had to act, adapt and add, reflect and learn; then a second circle comes again in the same way. That is, acting, adapting and adding, reflecting and then acting again. Respondent **C** defined self-directed learning as a kind of self-study which a learner has to be self-responsible for his own learning by reading a lot, memorizing a lot, thinking and reflecting a lot, and practicing it on his own a lot.

Respondent **D** mentioned that from his experience, to learn things by himself productively, he suggested that a person should have three things which include self-esteem or self-confidence, self-arrangement and self-discipline. Respondent **E** defined self-directed learning as a way of learning things by a person's own initiative and interests through certain strategies to achieve his set goal. He said that self-directed learning involved meta-cognitive strategies: planning, thinking, and analyzing. Respondent **K** also shared his experience of self-directed learning and defined it as a kind of learning that a person must have to have a clear goal and action plan, and to implement the plan. By "action plan" here he also included the way of getting the right materials for his own self-study.

In short, self-directed learning is a way of independent learning in which a person must have a clear goal to be achieved, uses certain methods and strategies, understands the new knowledge, applies it in a real situation, and reflects and evaluates the methods and results he has used and achieved for future improvement.

**Having a clear vision and long-term goals.** Several instructors said that they had a vision and a long-term career goal of becoming a university lecturer. For instance, instructor **D** said:

My dream was to be a university lecturer one day. When my father brought me to Phnom Penh city, I asked him to have a look at some universities, such as Royal University of Phnom Penh (RUPP) and National Institute of Education (NIE).

Because of that strong desire, I tried to change my job from a primary school teacher to a university lecturer by attending BA at Build Bright University, and then attending a Master's Degree in TESOL program at Paññāsāstra University of Cambodia.

Instructor **F** said that his last goal was to write some books in the end, as he wanted his professional achievement to remain helpful for other young people longer. Respondent **H** was serious about setting a very clear goal. He said that to be successful in either academics

or a career, first of all, a person must have a very clear goal to be reached; and secondly, he must constantly work hard to achieve his goal. On the other hand, a few other instructors did not set up their long-term career goals from their early stage of life. In other words, they set up both their academic and career goals step-by-step. When one short-term goal was reached, they set up another one, and they continued practicing the same way till the last career goals were met. They said that they did that because their families were poor, time was not allowed, opportunities were not given, and their past real situations required them to do so.

**Academic goals.** All the respondents wanted to achieve their PhD degree. A few of them had been pursuing it, one of them received it, while several respondents have not started it and a few others had given up due to their age, family responsibilities and their health conditions. Those respondents who have not reached their PhD level thought that they had to have some balance between time spending on their further education, and time for taking care of their small children when more and more other children started taking drugs and got addicted to it.

**Career goals.** Several respondents had certain long-term career goals to be achieved since the time they started a teaching job as a primary school teacher, a secondary school teacher or a nurse many years ago. However, several other instructors had set certain short-term career goals step-by-step to be achieved. That is, when they met the first goal, they set a second short-term goal and worked toward it, and then they set up the next career goal to be achieved. For example, respondent **H** said that he was trained as a nurse when he had not had a junior high school certificate yet. Then he continued his informal education all the way through till he finished his medical doctor many years later.

**Ultimate goals of success in life and career—Life-long professional development and sharing knowledge and skills to others.** Most of the respondents

shared similar ultimate goals in life and career. Those were to continue growing to become more professional and to share their knowledge, experience and skills with others such as their students, colleagues and the public. For example, respondent **N** said, “I want to continue improving myself and to continue sharing what will benefit the students and the public. I think to continue building a better me is my ultimate goal.”

*Money.* Although every instructor expected that they had worked so hard to grow professionally so that they could earn more money to support their families, most of them were not satisfied with the compensation they received from their workplace compared to the huge workload they had carried out. All of them acknowledged that to be effective teachers, they needed to devote their time and invest it in their professional development.

*Good health and personal life.* A few of the instructors said that they had worked so hard and were so committed to their professional growth because of their ultimate goal which was to keep themselves fit and develop a happy family. When they got older, they tended to try to balance their time, workload and their health care which was considered as more important for them.

*Respect, fame and honor.* Several instructors’ ultimate goal of life was respect, fame and honor recognized by their students, community and their workplace. Instructor **A** said, “When we become qualified and professional, our students can learn a great deal from us and admire our hard work and good education we provide.” Instructor **C** said that her main goal was to be well-known, and respected, and share her knowledge, skills and experience with other younger people. Money was not too important for her. As a result, the students pass a word of mouth from one to another about their good work.

*Position.* The majority of the respondents did not dream of a high political or managerial position in their institutions or society. Instructor **E** and instructor **G**’s ultimate goal was to become researchers or scholars at MoEYS or deans of any university after they

could finish their PhD program because they wanted to promote a research culture in Cambodia and to influence the young generation for the better.

*Professional integrity and happy life.* Instructor **B** said that his ultimate goal was to make young people he taught grow and succeed in their work, business and in life. He was not interested in high positions, financial gain, fame and reputation. He said that he enjoyed his full freedom of work at his current workplace. He had no pressure from top management members because he did his duties well and highly committed to his job. A few respondents wished to have a happy family as a result of their dedication to their professional development and work commitment. Respondent **F** said, “I’ve been working terribly hard both academically and professionally because I want to build a good and happy family in a difficult social and economic context.”

Respondent **E** said,

I have studied most of my life inside and outside the country, but I have nothing. I don’t think my relatives, friends and neighbors respect me because I am quite well-educated. I don’t think I have a happy life yet.

Another respondent said, “I have never let other people know that I have a PhD degree because I don’t think that other people show their respect to me by seeing my high degree.”

Respondent **P** said that his ultimate goal was to become a qualified university instructor who was able to share knowledge to other younger people.

*No clear goals.* Two respondents said they did not have certain both academic and career goals before. However, they believed in themselves that they could grow and make people they served satisfied with their teaching.

**Setting step-by-step goals.** Due to the Cambodian context where teacher’s pay is still limited, every teacher is responsible for carrying out their official duties, personal duties of taking care of their children, making extra income to support their families and

academically developing their own education and career, most instructors I interviewed tended to set both of their goals, academic and career goals, step-by-step. They said that they could not think of any long-term goals because of various logical reasons mentioned above. When one short-term goal was met, another short-term goal was created and actions were taken to reach that second goal. Because of the close attachment to their family security and financial support, most of those instructors chose to continue their higher degrees locally so that they could keep an eye on their families and children. As a result, it has taken them a lot of time to achieve their highest academic goals. By taking their high degrees inside the country while working either part-time or full-time simultaneously, they needed to be highly committed, highly self-motivated, very hard-working, persistent, very self-disciplined, strongly responsible and so forth.

**Self-analysis.** Most of the respondents said that they often analyzed themselves and tried to understand themselves so that they could get rid of some negative points and try to improve themselves. They said that when they could know themselves well, it was a starting point to find ways to improve their weaknesses. Some of them said that they had improved some negative personalities such as from being narrow-minded to being more open-minded, from being stingy to being more generous, from being bad-tempered to being better-tempered, from being irresponsible to being more responsible, and from being not self-disciplined to being more self-disciplined. Respondent **I** said that he knew himself very well that he had to do things step-by-step. He could not do things which were beyond his own capacity and his own resources. Respondent **O** said that he often looked at himself critically and analytically to see where he was, what he lacked, and what weaknesses and what strengths he had regarding his career, leadership and life. From his self-analysis, he could know where he started to develop himself and his own career further.

**Self-reflection on teaching activities.** All the respondents thought that self-

reflection was a very important and effective method of self-development in any career, especially in the context where technical support was not sufficient. Most respondents said that they could know very well about what they did well, what worked well, what the students enjoyed doing and what they did not from their self-reflection. After realizing what needed to be improved, they could search, read and think of other different ways to make their lessons more effective and productive. A few respondents said that they had reflected on their lesson plans, teaching, speech and behaviors in class, and on their own attitude toward their students. They said that they had improved a lot. Respondent A said that one day she shouted at a few students who had not completed their homework. After that she realized that it was inappropriate, as it insulted those students and others. Later on she stopped shouting at them. She learned to calm herself down and speak better words and with a nicer tone.

Some respondents did their self-reflection while conducting the lessons. In other words, they started thinking about each activity immediately after it was over and took some notes so that they would not forget them. On the other hand, some respondents said they did their self-reflection immediately after each lesson was completed. They sat down and reflected on which activities went well and which ones did not go well and why they did not go on well. Moreover, a few other respondents preferred discussing the weaknesses of their lessons with their teacher assistants or with their teammates after their lessons were finished and tried to find some other possible ways to improve their teaching and students' learning productivity. Respondent N said:

Some students show that they do not like studying, so I always discuss with my teammate or teacher assistant. How can we make it better? What can we do to improve it? We note down what we discuss. What activities should we do to make

this lesson effective? What activity should we put into the lesson? What should come next and so on?

Respondents **A**, **C** and **F** said that they had reflected on their lesson plans, teaching, speech and behaviors in class, and their own attitude toward their students. They said that they had improved a lot. Respondent **O** said that teaching techniques were like muscle art techniques which required more creativity and flexibility. During his self-reflection activities, he often thought of how he could be more flexible and creative to make his teaching more effective and productive.

Likewise, self-reflection is my favorite and most effective self-directed learning method I have used so far to develop my teaching competency. In Cambodia, due to poor teaching salary, limited resources and weak monitoring and teacher professional development systems, self-reflection is the only way I have grown professionally so far. I could do it easily on my own with my own resources, time and commitment. Most importantly, I could control it by myself. I could not rely on any other means from outside to make me grow. I told myself that I had to do it on my own and keep learning new things through my own reading, self-reflection and classroom action research.

**Critical thinking skills to solve teaching and learning problems.** Most of the respondents acknowledged critical thinking as a method of professional development, especially self-development because when someone thought critically about something or a certain problem, he could find ways to do that thing or solve that problem more effectively than a person who did not think critically. Respondent **A** said that she could not ignore or leave any problem unsolved. She raised an example of her teaching situation that when her students did not understand her lesson, she tried to search for more information and methods from various materials and/or think more critically to find any other more relevant information or better ways to make her students learn better. When she started

thinking very critically and deeply about something, she said she could also develop her own new knowledge and teaching competency. Respondent **I** raised an example of critical thinking about whether some certain theories could be applied in the Cambodian classroom situation and how they could be adapted and applied. He said that the teachers had to think about these very critically and deeply in order to adapt and apply those teaching theories appropriately and effectively.

Respondent **K** said that he usually raised some questions about certain problems to be solved. The questions could guide him to think more deeply and critically about the problems. Raising questions and trying to find the right answers to those questions was an effective way of using the critical thinking technique. Respondents **K** and **M** also felt the same thing, saying that using critical thinking to solve problems was a good way to develop their knowledge and competency. Respondent **O** said that in order for him to find good solutions to a certain problem, he had to have all relevant information from different sources because all the relevant information could contribute to sufficient and effective analysis of the problems. The effective analysis could be a basis of synthesis and good decision making. He said that effective and productive critical thinking went through a few important procedures which included collecting relevant, sufficient data or information, data analysis and synthesis, and making a right decision.

**Developing effective lesson plans.** All the respondents acknowledged that lesson planning significantly played a crucial role in ensuring effectiveness in teaching and learning. In addition, it also helped teachers to continue growing professionally. Respondent **A** said that lesson preparation was so important for ensuring the quality of teaching and learning, as proper lesson plans could guide teachers very well to deliver their teaching more effectively. The teachers have thought thoroughly about what and how to teach before class, as they could not have time to think of what and how to teach certain things in class. In the

classroom, the teacher just delivers and manages what he has already put in the lesson plans although little flexibility cannot be avoided. She said that all the teaching materials and practice activities had to be thought of and prepared very well while planning before class. She showed her lesson plans which had clear learning outcomes, procedures and a lot of practice activities to make students engage and achieve the learning outcomes.

In addition, she said that planning lessons could effectively make teachers improve their knowledge and teaching competency because they had to recall some theories they had gone through, they had to read further to learn some new things related to what they were supposed to teach. She said that she could improve a lot from her lesson planning task. However, she acknowledged that planning took much time for novice teachers at the beginning of their teaching career because everything was still very new for them. But after great effort had been invested in lesson planning, the teachers would gradually become more confident and skillful with their lesson planning, and it would be less time consuming later on.

Other respondents also felt the same as respondent **A** regarding lesson planning. They said that they would be more confident if they had good lessons in their hands during teaching. They said that teaching with very good lesson plans often made the teachers achieve their learning objectives or outcomes they had planned. On the other hand, they said that teaching without good lesson plans very often did not make both the teacher and students enjoy the lessons and achieve the lessons' learning outcomes. After the lessons plans were made, they said they could reuse those plans in the future when they were assigned to teach the same courses. They said that that would make their life much easier in the future although some adjustments could be considered. Respondent **E** expressed the same feeling as others, "Planning the lessons is important because you will know what you will do in the class." However, he did not see that lesson planning helped him learn anything new.

Respondent **F** also acknowledged that very good lesson plans would produce productive and effective teaching. He showed me his different folders of his lesson plans for different subjects he had been teaching. He wrote down a lot of details including some handouts and some website links for the students to explore further.

Respondent **H** said that, regarding teaching, planning lessons was the most important because if the teacher had a very good lesson plan, he just followed what he had already thought of and written in the lesson plan. He said that some teachers who did not plan lessons just read out what was written in the textbooks to the students, or talked about something else outside the lessons to fill up the time. Moreover, respondent **I** realized that lesson planning had not only made him feel confident in the class and know what to do in class but also made him learn other things during the planning period. For example, he said that he could learn the content of the new course, and he could read some methodology books to discover what teaching methods, techniques and strategies he could use to make the students learn the content of the lessons more easily. Respondent **J** showed me his lesson outlines which covered some titles of new input and output activities and some assessment techniques. He said that although most of the time he had not had detailed lesson plans, those lesson outlines could guide him very clearly about what to be done, practiced and assessed. Respondent **K** raised three types of benefits from lesson planning. First, being well-prepared in advance could make him look professional; second, lesson plans made him more confident in class, as he had thought of everything before the lessons were taught; and finally, lesson planning made his teaching profession grow further, as when planning the lessons he had to think about what he knew and what he did not know and needed to read or investigate further. He could also anticipate some problems that might be raised by the students so that he could prepare some possible answers beforehand.

Respondent N said that being a teacher, he always thought of what he could do better to make students learn the lessons well. He said that the teacher should not only sit down and talk, not only teach and give assignments, he should also create many practice activities and games to make the students have fun in class, share ideas, experiment and expose themselves to the real situation. He said that to ensure that all of these things happen in the class, the teacher had to plan lessons well before class. He raised an example of his embarrassing experience of not being well-prepared one day when he gave a presentation related to Buddhist teaching to a large audience at his school. He said that he could not answer one of the audience member's political questions related to his presentation. He realized that he could not answer such difficult question because he had not anticipated any possible political questions related to his presentation topic. He did not prepare for that. He felt that he was a loser at that moment in front of the big crowd of audience. He said that it was a big lesson for him to learn to be well-prepared before such event took place.

Similarly, respondent O said that planning before class or other events was a MUST. He said that planning could be considered as a kind of positive attitude that any professional had to take into account. He added that detailed planning even made the life of the teachers much easier, as they had just to follow those details written in the lesson plans while teaching. He acknowledged that planning was one of his main strengths of his teaching career.

In short, planning well before class makes teachers benefit both their professional development and effective teaching and learning. The teachers know very well what to do, and they can be flexible with what they have already planned. Without proper planning, the quality of education could not be assured, and they could not grow professionally.

**Reading professional literature.** Further reading after formal training or degree programs is pretty common for most technical persons including teachers. Some other people

read even more either for fun, business or professional development. It is a kind of self-directed learning technique that any individual can do and control it in their own pace and within their convenient time frame. All the respondents said they had used this reading technique all the time to improve their further knowledge and teaching profession. They said that now because of the internet available everywhere, they found reading even much easier and much cheaper, as they did not need to carry books with them when traveling away from home.

Respondent **A** said that reading is one way of her life-long learning and self-directed learning. She said she had learned a great deal about teaching and learning from her reading. She raised some examples of what she had learned from reading. Those include what is *writing for learning* and what is *writing for skills*, integrated skills and critical thinking skills in teaching languages. She said that she often read to learn something she did not know, especially something she heard from what other people had said or what her students had asked. After she found some answers, she noted down and reflected on her teaching experience. She showed me her self-study notes which she summarized, highlighted some important phrases she had quoted from the literature she had read.

Respondent **B** said he read a lot of books related to education, philosophy, teaching pedagogies and leaderships. He also read articles and presentation slides on the Internet and You Tube. He said that his wife, who was a teacher too, asked him some questions that he could not answer. Those questions encouraged him to read more to find some answers for her. By doing that he could also learn a lot, too. He also showed me his favorite websites and YouTube links he had read most often. Respondent **C** showed me her study notes she took from her reading.

Respondent **D** said that he often read books related to the courses he had been assigned to teach to expand his own knowledge related to those courses. Respondent **F**

explained his reading strategies that worked best for him. He said he always started reading at either mid-nights or in the early mornings so that he could concentrate much better on his reading. After reading, he tried to summarize what he had read by drawing a concept map, and then he tried to describe or explain what was written in his concept map. He showed me his self-study notes which contained some idea mapping charts, some summaries of the literature he had read. He also kept his daily journal in which he had written what had done and what problems he had faced every day. Respondent **G** also said that he read a lot too, especially some books related to teaching methodologies, philosophy, psychology and leadership. He sometimes integrated some new theories he read into his lessons to make them more interesting. Respondent **I** said that he had preferred reading things aloud so that he could hear and remember them better. Respondent **K** said that he had divided his time and his reading into two types. One type of reading, he spent some time reading some books that were related to his job. Those books were related to leadership, psychology, and education. The other type of reading that he focused on was related to the development of his English proficiency, as he had planned to get a PhD scholarship. He said that he had set a clear schedule and practiced it seriously for each type of reading he mentioned above.

Respondent **L** also said that reading was so important for developing his knowledge. To read more effectively, he said that he had used both skimming and scanning skills well. He said that he had to know which part of the book or text was important and which part was not. One more thing that he had to consider was what time or which part of the day was good for him. Reading style was also important for him to think about. For him, he said that he had to read things aloud to himself. Otherwise, he could not remember what he had read when he read silently. Like other respondents, respondent **M** said that further reading was a must for teachers. He said that he very often read books or electronic articles related to the

subjects he taught, as he strongly believed that knowing a great deal about the subject matters made him feel more confident in his teaching.

Respondent **N** said that regarding reading, he usually read something he wanted to know and after reading he may transfer it into writing. One example he gave was after reading, he put it into a book, he summarized it, paraphrased it, and then he revised it again and again, especially when he wrote some books. He concluded that three things that he had done to improve himself most of the time were asking other people who knew answers, reading some books, and searching for some information in the internet. Respondent **O** also said a similar thing about reading. He said that he had read different materials including books, newspapers, electronic articles from various Internet websites, and from other social media sources. He said that he enjoyed reading things written and posted in those sources. Respondent **P** said he enjoyed reading the most. Reading has become his habit, and he said he had read many books related to teaching pedagogy and other books related to education. He showed me a big pile of different books related to education he had read. He also could remember a lot of important contents and ideas written in some books by quoting some important phrases to me during the interview.

**Applying theories in the real teaching situation.** Most respondents mentioned that they had either applied or adapted some new theories they had read in their real class situations. Some of them said that after applying them in their real classes, they had to reflect on them to see what could work well and what needed to be adjusted to make them more suitable for the students' own real context. Respondent **A** gave an example of applying some theories related to critical thinking in teacher training workshops she delivered when she was working for her institution. She said that the teacher trainees were very happy when they could understand her sessions very well. Respondent **B** said that he had tried to modify what he had read to make those new theories applicable for his classes. He said that

he sometimes completed the activities by himself first to see whether they were difficult or easy, relevant or not relevant for the Cambodian students. If they did not work well, or he found them too difficult, he had to revise them and tried them out again before bringing those new theories and techniques into his classes. Other respondents did similar things as what the respondents above did. Respondent **J** said that he could apply some new theories partly in his own teaching depending on the school and students' real contexts because different schools had different school policies, different school cultures and different types of students.

**Observing other teachers teach.** All the respondents acknowledged that observing other teachers teach was a good method that could help them learn something new from those teachers. However, in the Cambodian context and where culture of saving face exists, classroom observation was not commonly practiced by most of the respondents as well as by others. Because classroom observation is not commonly practiced, the teachers who would be observed may feel undermined, while the observers may feel more superior. This kind of situation could make both parties, the observer and teacher, feel uncomfortable.

Respondent **A** said that it had been quite difficult to observe other instructors teach, especially Khmer instructors, as they were not happy to be observed. Moreover, classroom observation was often done for a teaching performance evaluation purpose rather than for a professional development one. Classroom observation for teacher evaluation purpose has become a culture. However, she said that she could observe some foreign teachers from whom she could learn a great deal. Observing foreign teachers was much welcomed and they were very happy to be observed for the professional development purpose.

Respondent **B** said he used to observe some instructors teaching without their approval. In other words, he said he had observed them while he was attending his regular graduate classes as a graduate student. That was why he did not need to ask permission from them. In addition, he said that he had also attended some technical teacher training

workshops run by some faculty members to learn some teaching pedagogies. Respondents **C** and **D** also said that they had observed their colleagues teach in the past, especially to learn how to manage a class more effectively. After their classroom observations, they said they had discussed the lessons they had observed with the teachers. They sometimes reflected on the lessons they had observed on their own teaching. The other respondents said that they had never observed other teachers teach for their professional development purpose at all.

Respondents **B** and **I** also said that they had not observed some teachers teach but they had heard from their students that some other teachers had done these or those practices which they did not like. Those respondents said that they had used their students' feedback on other teachers' teaching performance to reflect on their own teaching so that they could learn and improve their own teaching performance.

**Sharing pedagogical information with other teachers.** Most respondents acknowledged that sharing some pedagogical and technical information with other colleagues was also a good way to develop their teaching profession. Respondents **A** and **E** said that they sometimes discussed and shared some techniques, strategies and approaches to teaching different courses. Respondent **E** gave an example of asking for help to learn how to use a certain course book from other instructors. They then told him his experience of how to use that textbook. Nevertheless, in the reality, most of them had not practiced that method due to the fact that most instructors were part-time and they taught and worked at different universities and departments or sectors. They usually did not have time to discuss and share some technical and pedagogical information or experiences they had with one another. Some respondents said that most of the time they met at a teacher's lounge, they talked about some political issues, their business or some other things which were not much related to their teaching.

**Keeping a teaching diary or journal.** This method was not commonly practiced by many respondents I interviewed. Only respondent **F** said that he had always kept his personal daily diary for his daily activities related to his job. From his diary he could learn what he had done and what he needed to do in the future. A few other respondents said that they had not written in their diaries regularly; as a result, they could not see that they had learned a lot from this method.

**Seeking students' feedback.** All the respondents said that students' feedback on their teaching was so helpful for them to improve their teaching performance if they were willing to upgrade their teaching competence. Some respondents said that they had personally sought some feedback from their students quite regularly, while others said that they had not done it regularly, but they relied much on the student's evaluation survey conducted by the schools.

Respondent **A** said that she usually asked for the students' feedback once or twice per academic term, either in the middle of the term or at the end of the term. She said that at the feedback session, she often asked the whole class to make some comments on her teaching. The questions she asked include "How has my teaching been going on so far? Was there anything important missing? What are strengths and weaknesses of my teaching? What difficulties related to my teaching have you had so far? What should I do to make you learn better in the future?" She said because of a good rapport between her and her students, they were not shy or afraid of students giving some honest comments on her teaching to her at all. Respondent **B** said that he had asked for some feedback from his classes nearly every academic term at the beginning, in the mid-term or at the end of the term. Most of the time, he conducted a feedback session orally as a whole class. He said that he often asked the students who trusted him to start giving the comments first to encourage other students to give some feedback later on. He said that the students' feedback and comments were

important and interesting for him to adjust and improve his teaching. Respondent **C** said that she usually asked her students to write their comments on her teaching performance anonymously on a piece of paper, and she collected it from them. Then, she went through all the comments they had made. She said that she had thought of the most serious comments on her teaching weaknesses and tried to find ways to improve her teaching later on. She showed me some the comments and feedback she had collected from her students and in her personal notebook. However, respondent **D** said that he had not personally asked for the students' feedback due to the fact that the school had regularly conducted the student's evaluation survey. He said that he could use the results of the student's evaluation survey to reflect on his teaching. He could learn from some weaknesses of his teaching performance after the results had come out.

Respondent **F** said that he had asked his students to write their comments and feedback on his teaching through memos in their e-mails. He said that he had dropped three questions after each lesson was finished. Those three questions include "First, what have you learned from the lesson? How many points? Second, which area didn't you understand? Third, what suggestions do you have?" He showed me some of those feedback sheets he had collected from his students. Respondent **G** also found feedback from the students very helpful for teacher's professional development because many students could see the teacher's teaching differently and had different opinions about it, as the students usually had different learning styles. He said that these days, the students could have access to various electronic sources and media to get some information. As a result, some students may know even more than the instructors. Respondent **H** said that he had always encouraged his students to ask questions or make some comments on his lessons, either the content or teaching methodologies from the beginning of each course or class. He said that he was always open and pleased to listen to his students' opinions or findings they had found from other sources.

He said that being honest with the students was so important because that way he would build trust and good relationship between the teacher and the students.

Respondent **I** appeared to be enthusiastic about seeking feedback from the students. He said that he had regularly asked for feedback and comments from his students of every class he had taught. He said that he always conducted his feedback session after three or four weeks of his teaching. He said that seeking feedback from the students was a golden opportunity for him to learn to improve his teaching performance. He said that for some teachers, student's feedback was scaring or useless. They were not confident enough to face the truth or reality of their teaching weaknesses. Respondent **J** also said that he had often asked for the students' feedback on his teaching performance. He said that his school also conducted student evaluations regularly, and he had received a few admiration certificates from his school.

Respondent **M** also said he had sought feedback from his students personally in addition to the student evaluations conducted by the school. When there were some weaknesses found from the student evaluations, the school's vice president invited him to discuss those weaknesses. Respondent **N** also said that he had asked his students to give feedback on his teaching from the beginning of his teaching in the university he worked for. He sometimes conducted the feedback session in the middle of the term so that he could adjust his teaching on time to improve students' learning.

Respondent **O** said that he was often open and invited his students to give some comments on his teaching. He often conducted the feedback sessions orally as a whole class. He said that he had encouraged his students that if they had travelled on the same vehicle, and if anyone saw that the vehicle had a flat tire and told him about that, it would mean that the wheel could be replaced and they could continue their journey together. However, if anyone saw any fault of the vehicle but did not tell the driver about that vehicle's fault, an accident

could happen and all the people in the vehicle would get into trouble. That was the same situation as his class. Respondent Q also said that he had learned a great deal from his students' feedback on his teaching. He often asked for the students' feedback in the middle of the courses or at the time when the courses were nearly finished. He also showed me some students evaluation sheets as evidence.

All those respondents expressed the same thing that they had learned a great deal from their students' feedback and comments on their teaching weaknesses. The students' feedback and comments were crucial for improving their teaching competence as well as their professional development. They said that they had to explore and learn more from various sources so that they could find better teaching strategies, techniques and methods to improve their teaching quality.

**Self-development through further studies.** The majority of the respondents said that they had continued their graduate studies through scholarships, while only several of them said that they had spent their own money to pursue their graduate studies either overseas or locally. The ones who received the scholarships said that they had tried their best to apply for the scholarships. Some of them had failed several times, but they had not given up. Meeting the English language proficiency requirement was also very hard for them. They said they had tried to improve their English language proficiency and taken the IELTS tests from a few times to several times each. Those great efforts could prove their full commitment and willingness to develop their career further although they had not spent their own money for their further studies. Similarly, for those respondents who did not get the scholarships for their graduate studies also used their own money to pay for their graduate studies. By paying their own school fees, they could show clearly that they had also highly committed to their own professional development.

**Classroom action research.** Only a few respondents said that they had done some classroom action research informally in their own classes. They said that they had tried out some new teaching and learning strategies and techniques, but they had not kept any records of the data collected and had not written any reports on what they had done at all. Several others did not know whether classroom action research could be done easily by themselves and they could learn a lot from that kind of research for their own professional development. Respondent A was the one who had done some classroom action research in her classes said that it had to be done to solve certain classroom problems that happened in the classroom. One example she raised was the research on group work with mixed level classes. She wanted to know well whether the group work with mixed level students was more effective than group work with separate levels of students (high level students were grouped with high level students, and low level students were grouped together with low level students). When she mixed the strong or high level students with the weak ones, she had noticed that the strong students very often dominated the weak and shy ones, whilst the weak and shy students just listened to the strong or high level students within the groups.

On the other hand, when she put all the weak and shy students together, and the strong or high level students with the strong ones, she had noticed that the students in both types of the groups worked better. In the weak and shy groups, they could speak and share ideas more when comparing to the mixed level groups before. The strong groups of students also worked more actively with their own pace. They felt more excited and happier because they could understand each other within their own level of language proficiency. The results showed that the mixed level groups did not work as well as the same-level groups of students, as both the strong and weak students found it difficult and uncomfortable to work with one another within the groups. She said that she often learned a lot from her classroom action research. She said that she had conducted classroom action research to check or find out

whether the existing theories worked well or not with her own classroom context. A few other respondents said they had occasionally done it informally, but they had not kept any certain record of it.

Respondent **F**'s daily journal he had written could be used as his self-reflection and action research records from which he could work out some action plans to be carried out in the future to improve his teaching. He said those notes he put in his daily journal could help him a lot when he planned lessons because he used them as the basis for further actions to take to improve his career. It was amazing that he has kept writing his daily journals about his work.

**Research.** Most respondents acknowledged that research was one way of developing and improving their teaching career. A few respondents had only been involved in some research as part of their job. For example, respondents **E** and **F** showed me a few project reports on their research. However, in Cambodia, many university instructors including the respondents I interviewed have not been involved in research, as many universities are still based on teaching instruction rather than research. Most respondents said the same thing that their teaching wages were more stable than the wages paid by research projects. That could be one main reason that many university instructors have not been involved in research.

**Attending workshops, seminars, and conferences with personal interests.** All the respondents said that they had attended some national and international conferences, workshops and seminars to improve their teaching and research competencies. However, regarding attending conferences, seminars and workshops, no one said that he or she had spent their own money on those, which were conducted either locally or abroad. They said that they had not attended them unless they had been invited to attend them freely because they said that they could not afford them. Most of them expressed their happiness

when they were invited to attend those events without paying their own money. They said that they had learned quite a lot from those interesting events. Some of them took notes, kept handouts, and recorded the voice of the trainers of those events for their future use and records. Respondent **O** said that he had recorded a lot of training from the workshops, seminars and conferences he had attended. He said that he had enjoyed doing it.

**Presenting papers at workshops, seminars and conferences.** Presenting papers at conferences, workshops and seminars is seen as an important way of disseminating information, knowledge, skills and experiences as well as learning other new things. The paper presenters could learn new things because they had to prepare a lot, read a lot, and even do some research to find some findings to be presented. Some presenters also had their articles published in some journals. To get a certain article published, it was even much harder to write than to get a paper presented. Both, the presenter and article writer have to sacrifice their time, energy and resources to prepare their papers and articles for their presentations and publications. Most of the respondents said that they had presented some papers at some conferences, workshops and seminars both inside and outside Cambodia. For instance, respondents **A, E, F** and **O** showed me some papers they had presented at CamTESOL conferences, international conferences and at other workshops inside Cambodia. They said that it had been time consuming, but it was worth doing it, as they could gain some credits in their careers both locally and internationally. They acknowledged that they could learn a lot from presenting papers and publishing some articles at international journals.

**Asking other people about what certain teachers have done.** A few respondents said that they had learned about different teaching styles or methods of other instructors by asking their students who had studied with them. They did not observe lessons directly because it was inconvenient for the teachers whose lessons would be observed. In fact, lesson observation for the teacher professional development purpose is not a common

cultural practice in the Cambodian education system. Many teachers never feel confident enough to be observed, as classroom observation has been traditionally practiced for the purpose of teacher evaluation. Those could be possible reasons that they did not like either to observe others teach or to let others observe them. After getting some information about what and how other instructors had taught, they started reflecting on their own teaching to see what could be adopted, adjusted or improved in the future.

## **Summary**

Self-reflection and self-analysis, using critical thinking, seeking feedback from students and others, step-by-step goal setting, reading professional literature, seeking training to upgrade their knowledge and skills, lesson planning, and classroom action research appear to be quite common self-directed learning methods that most respondents have used to grow academically and professionally. Classroom action research has been conducted informally among several respondents. They tried some new teaching strategies and techniques out in their own classrooms, but they did not keep any records of the data and did not write any reports based on their findings. The ones who have used this method realized that it was quite effective, as it required several other skills such as critical thinking and analytical skills, planning skills, data collection skills, and reading skills.

## **Discussion**

In this part of the chapter, I discuss emerging themes and sub-themes from the findings against the literature. Many theories are supported by the literature, whereas some theories are new. First, the life situations that transformed the participants are compared and contrasted to the triggers in Mezirow's (2009) transformative learning theory and to other literature. Second, the participants' intrinsic motivation is discussed against Maslow's hierarchy of needs. Then, many of the studied educators' personal qualities are induced into one core personal principle called being a master of oneself. Next, the self-directed learning

methods of self-reflection, using critical thinking, seeking feedback from students, step-by-step goal setting, reading professional literature, seeking training, lesson planning, and classroom action research are discussed against Mezirow's ten stages of transformative learning process. Finally, a new self-directed learning model is illustrated and described.

### **Trigger States**

The stimuli described and discussed below have stayed in the respondents' memories which could remind and motivate them to keep developing themselves and their teaching professionalism. These stimuli were similar to what Goldsmith and Reiter (2015) called triggers which could be good or bad, encouraging or discouraging, productive or counterproductive for reshaping one's thoughts and actions. In other words, Goldsmith and Reiter's triggers can cause positive and negative attitudes and actions. When they cause positive, encouraging and productive attitudes and actions, positive perspectives are changed and transformed and new learning happens (Goldsmith & Reiter, 2015). In Mezirow's (2009) transformative learning theory, a trigger is a disorienting dilemma (Mezirow's first step of transformative learning process) which causes a person to critically reflect on their assumptions and past experiences. A stimulus or trigger (Goldsmith & Reiter, 2015) or disorienting dilemma (Mezirow, 2009) is a one-time *event* that eventually leads a person to transform. However, my research found that the triggers that affected my participants were long-term *states* that stayed in their memories and kept reminding them to continue to grow academically and professionally. A trigger can be considered a self-reminder after subconscious state (P. Kol, personal communication, August 10, 2018). Thus, I define a *trigger state* as a *permanently internalized spirit that exists in a person's mind all the time and intrinsically motivates them to continuously transform their attitude and behaviors*. The trigger states found in the study include having role models, parents' influence, Buddhist

influence, bitter experiences, avoiding blame and being looked down on, and passion for teaching.

**Taking role models.** According to the research findings, most respondents shared the same view of learning a great deal from their role models who could be their parents, leaders, family members, school teachers, university instructors, mentors, senior colleagues and famous figures. Some respondents acknowledged parents' good role models and teaching which played a very important role in shaping them from a very early stage of their childhood. Most of the respondents could also recall their favorite role models, stories and experience they had with them. For example, respondent **H** had learned a great deal of how to treat patients ethically with good respect, and also to learn how to work effectively and productively from his senior colleagues and instructors so that he could be a good role model for his students and novice doctors at his work place.

In leadership, some scholars also acknowledge a good role model that a leader or professional person should act for their followers (Kouzes & Posner, 2007; Maxwell, 2003, 2013; The Dalai Lama & Muijenberg, 2009; Wong & Wong, 2009). Hill told a story of a young man who had tried to follow a role model of his boss to make him successful a few years later (as cited in Tracy, 2003). Young people often develop their personality and character from other ethical elders' exemplary models (Tracy, 2003; Whitbourne, 2013).

I also have a few role models who have shaped me to become a professional. Those were my secondary school teacher and one teacher trainer when I was at teacher training college. They worked so hard and treated all students with respect even though they earned little teaching wage. Wong and Wong (2009) also suggest that a worker should find himself a coach, a colleague who could be his role model. They said, "Find yourself a coach, a colleague who will serve as your role model. Seek someone who will help you learn and give

you inspiration. Find someone you can hold up as a symbol of success you truly want to be.” (p. 20). Thus, the elders’ role models greatly influence younger people’s lives for the better.

In Cambodian culture, young people usually respect the elders who have given a good example to the younger ones. Similarly, children have to respect their parents, educated elders, teachers and monks. The elders who could play good role models for the young even make them respect those better. According to Whitbourne (2013), ethical adults could influence a young person’s life for the better. Teachers are considered as students and children’s second parents who may receive a similar level of respect. On the other hand, at present, there is a lack of good role models for young people to learn from because a number of elder role models seem to decline (Zucker, 2008) and a level of respect from the young toward the old also drops for a few important reasons.

For the first reason, many well-educated people were killed in Pol Pot Regime (from 1975 to 1979) while most of those who were alive also retired. This situation makes it difficult for teachers and other people to find a good role model to follow or learn from (Zucker, 2008). It is well-supported by Wong and Wong (2009) who said that it is difficult for someone who wants to make some improvement when he or she has no other good role models to learn from. For the second reason, the public in Cambodia now give more value to materials rather than real high or good education a person has. Many people perceive that someone is successful when he has a lot of money and possessions including property, or when he has a high or important position in the public sector from which he could make more personal income and benefits. As a result, a lot of young people nowadays may prefer the wealthy people and high ranking officials to well-educated people as their role models. That may be why in Cambodia there are not many teachers and university instructors who could become education professionals although they have graduated from good local and international universities.

In short, good role models still play a crucial role in shaping young people to be better and more qualified ones even though the good role models are rarely found in the current Cambodian education context. The young people who have some good role models in mind have established a trigger state that keeps them intrinsically motivated to grow further and become better citizens and more professional workers.

**Parents' influence.** In Cambodian history, culture and Buddhism, parents have been considered as the living Buddhist at home. They have been well-respected by their children from one generation to another generation. It is believed that if the children respect their parents well, the spirits of the parents will take care of the children and help them to succeed in everything including business, career and in life. Cambodian society has a very long history of respecting the 'mother' and treating the mother as the most important figure in both the family and society. Evidently in Cambodian leadership and governance, the term “ម្តាយ” (it is pronounced as *may*) which literally means “mother” has been existed for thousands of years. In other words, all the heads of administrative offices, sectors, and organizations have been called “may.....” For example, a team leader is called “may krom”, a village chief is called “may phum”, a commune chief is called “may khum”, and even government employees, soldiers, policemen, etc., call their directors, managers, heads, or chiefs as “may”. Thus, parents, especially, the mothers have great influence on their children in Cambodian society.

Based on the research findings, several respondents have been highly motivated to do well at school when they were young, to develop their teaching professionalism because of their parents' good role models, direct influence and teaching. For instance, respondent **H** quoted his mother's inspiring words, “My dear son, any time you read a book or study, it means that you're making some money and saving it in your bank account.” Respondent **D** also recalled his mother's powerful and inspiring words when he felt hopeless with his future. He reported his mother's words as this, “My son, you can't be hopeless in a very young age. You know, I am quite old, but I still have hope in my life.” Respondent **C**'s father also

encouraged her to continue her higher education because he strongly believed that only good education could make her get rid of poverty. Similarly, I remember my father's lesson when I was young. It is absolutely true to me. He said:

There is no property that is more valuable than knowledge. Any property can be damaged or lost by any means such as theft, robbery, fire or natural disaster. Good education or knowledge cannot be stolen, robbed or destroyed by any of those mentioned above. It is gone with you when you die.

In Cambodian and other Asian culture, most people believe that they receive blessings from their parents when they respect and treat them very well. Even though their parents were dead, the parents' spirits and souls were still well-respected. For example, every year Khmer people offer special foods, drinks, and other materials to Buddhist monks at Khmer New Year and Pchum Ben (one of the Khmer religious ceremonies) to dedicate those to their ancestors' spirits. They pray and want some blessings, peace, and good luck from those ancestors in return. Now all the half-blood Khmer-Chinese people also celebrate a 'Tomb Anniversary' or what Chinese calls 'Chheng Meng'. At that ceremony, special foods, drinks, fruit and other materials are offered to those ancestors' spirits in order to ask for peace and good luck to their families who are alive. All these actions show good respects, love and thanks from the children to those who had passed away. Those lessons, advice and actions toward their alive parents and dead ancestors show great influence of those on their children, and they have become the trigger states that permanently stay with them and intrinsically motivate them to move forward without giving up.

Although no parents want to see their children fail in their lives, some fathers in the current Cambodian context and other similar contexts have been too busy at work or business and have been involved too much with their personal social activities. For example, they go to work in the day time and enjoy drinking, singing karaoke and going to the bars in the

evenings and weekends. They have not had enough time with their families and to educate their children. The things those fathers did have even given a bad role model to their children to follow for the rest of their lives.

**Buddhist influence.** Buddhism has dominated and become the state religion in the Kingdom of Cambodia, and it has become the main religion which has been respectfully practiced for several hundreds of years (Cormack, as cited in Tan, 2008). Around 96.9% of 16,352,336 Cambodians are Buddhist (Cambodia Population, 2018).

According to the research findings, the Buddhist teaching has greatly influenced the respondents and the way they have been working so far. They believe in the Buddhist teaching of doing good things receiving good things, good deeds, merit, and dignity.

Respondent **C** said:

The more I share knowledge, skills, experience and philosophies with the students and other people, the more good deeds, merit, and dignity I could receive. What I have done is considered as the good deeds I will save for myself in the future and next life.

In Buddhism, sharing is one kind of Buddhist core values. Buddhist believers always believe that if they give or donate anything such as money, materials, food, and so forth to others, especially, the poor and people in needs, they will gain and receive what Khmer people called Bon or good deeds, merit, dignity and goodness later on and in their next birth. Dr. Kol Pheng, the President of Paññāsāstra University of Cambodia, once shared one important thing of the Buddhist teaching of sharing: “The noblest sharing is sharing wisdom” (P. Kol, personal communication, August 10, 2018). He explained that the most valuable and excellent gift for other people was to share wisdom and knowledge with other people. Thus, he concluded that working as a teacher was a good opportunity to share good knowledge and wisdom with others so that they could become good and qualified citizens. Instructor **H** said that he always taught his medical students the core value of sharing. He said:

All of you have not been to the *Wats* (Buddhist temples) very often to donate any of your property to the Buddhist monks. But you can earn a lot of good deeds by treating the patients very well and make them survive from their illnesses and diseases. This is your field of *Bon* (good deed). The more patients you can treat well, the more good deeds and merit you can earn.

Those findings are strongly supported by Khoeun and Keo, who refer to two forms of *dana*, which is defined as the giving of materials or immateriality to needy people: “*amisa-dana*, giving materials, and *dhamma-dana*, sharing ideas, wisdom, consciousness, or knowledge” (as cited in Ly, 2013, p. 32). According to Khoeun and Keo, the benefits of *dana* at present are respect, fondness, and friendship. For the next birth’s good deeds, merit and dignity, the material givers will have plenty of materials, while the immaterial and wisdom givers will be wise (as cited in Ly, 2013).

As a result, the belief in Buddhist teaching of sharing and helping people in needs through doing good things receive good things may motivate and encourage those respondents and other Khmer people to share their knowledge, expertise, experiences and wisdom with other people in order to gain and save some *Bon* or good deeds for their present life and the next birth. These values have become those respondents’ trigger states which have intrinsically motivated them to continue helping others to promote peace, happiness and harmony.

**Bitter experiences.** After the Pol Pot Regime collapsed in 1979, Cambodia declined to the year zero because everything was terribly destroyed. The economy was zero, most educated people were killed or died of hunger and diseases, health care and education systems were not in place, important documents, books and some school buildings were destroyed. As a result, everyone started to make their own living with their bare hands. Many

people faced a lot of problems including poverty, mental sufferings and illnesses due to the fact that some of their relatives, parents, and children were missing in Pol Pot Regime.

According to the research findings, most respondents shared similar difficult and poor family backgrounds because their parents had lost all of their belongings and even some relatives, wives or husbands, and children in Pol Pot regime. Their families had started to make a living from scratch. For example, instructors **B**, **D** and **L** had terrible working and living conditions when they were children. Respondent **D** said, “In my family, my parents were construction workers, and I came to study in Phnom Penh because I want to get rid of the poor living by working as a construction worker.” Respondent **L** said, “I was an orphan after Pol Pot Regime, and my life was terrible without any parents to look after. I promised that I had to overcome all those vulnerable things and make my life better in the future.” Instructor **I** said, “I’ve been motivated to work terribly hard and keep growing because of my poor family background and a lot of difficulties I had met in the past.”

Those respondents felt that those hardships, sufferings and terrible experiences they had met have absolutely inspired them to change the way they had acted at school and work places. They decided to work harder, more highly committed to both, their job and career development so that they could escape from such poor and terrible living conditions. When they lost some motivation, their memories of those suffering, poor living conditions made them move forward. They did not give up. In other words, those suffering and poor living experiences have become trigger states that remind them all the time and intrinsically motivate them to grow and work professionally. Otherwise, not only them but also their children would repeat those terrible living conditions and situations.

However, some other people have gone through quite similar difficult, suffering experiences, but they did not use those to encourage and inspire them to change their lives for the better. They just ignored those and have not done much or used their great potential to

grow and make their lives change. As a result, they have not made much progress with their education, career or economy.

**Avoiding blame and being looked down on.** Several respondents expressed the same feelings that they did not want to be blamed or looked down on by their bosses, supervisors or colleagues regarding their work performance and duties. They seemed very responsible for their own learning and their jobs. Those respondents liked to be more autonomous and did not like to be monitored and supervised closely. Therefore, they said that they had to be more responsible, highly committed and hard-working to avoid any form of punishment and blame. They did not want to lose face in front of others at the work place. Respondent **B** shared his school director's curse in public at his school due to his poor class performance. The school director told other students at a student's assembly not to copy his bad example. His school director had compared him with the diamond excrement which was even worse than the chicken waste because the diamond excrement could make a person blind if it went into his eyes. He was so upset and remembered that curse all the time. Nevertheless, that curse triggered him to change, and he realized that he had changed a lot since then.

Respondent **F** said, "I don't want someone to look down on me although I pursued my PhD studies inside Cambodia. I had to prove that I could also do what others who study overseas could do." Another example was respondent **H** who was also upset with his senior mentor's insulting advice when that senior mentor overheard him complaining in the bathroom one day about his low wage as a nurse compared to a doctor's high wage. His mentor responded, "If you want the same wage as the doctor, you must get a doctor's degree like them." He said that he was not happy with the advice, but it was powerful to him to change. He reconsidered that mentor's words again and again and determined to work very hard toward achieving the medical doctor's degree later on.

Those respondents shared the same feelings of embarrassment and shame if they were blamed for their ineffective teaching performance and their lack of job responsibilities. They said they mentally hurt and very upset if they were blamed publically or non-publically for any bad teaching performance or irresponsibility for their job. These memories have permanently internalized into their brains. When they got tired and lost some motivation, those memories came up as their trigger states that motivate them to continue their commitment to achieving their short-term and long-term goals.

On the other hand, everyone is different everywhere. In all working situations, there are some people who never care about their work, their companies or organizations. A lot of workers try to take some advantages from poor management and leadership of their organizations or bosses. As a matter of fact, in the Cambodian context where many organizations have poor management and leadership, poor monitoring and evaluation systems, many workers including teachers in the field of education have not worked hard enough, have not practiced their professional conduct well, and do not keep developing themselves and their own career further. In other words, they try not to work hard, are not enthusiastic, and try to play safe. They do not care much of whether the organizations they work for grow better or get worse. They do not have a kind of ownership at their work place. They are not dedicated to their jobs at all. These people usually have very poor attitude toward themselves and their work. Consequently, they would not develop much and grow further with their education, career or economy.

**Having a passion for teaching.** Most of the instructors I interviewed said that they loved teaching very much. A few of them said that they had tried to do other jobs or businesses, but they could not succeed, and they did not like them. For instance, respondent A said:

In fact, my main purpose is I love teaching so much. I tried to do other job once with one local NGO at Battambang province. But during my work with that NGO, I did not like my job at all. I did not like to travel much to the community and I had to write reports on my field visits when I got back to the office. Furthermore, I did not like the nature of the work, as I was sometimes asked to manipulate data in my reports in order to get more funds. I prefer teaching to other jobs not for money, and especially I want to improve my teaching competency.

Instructor **B** expressed his similar interests in teaching. He said:

I've come to work in this university even I was sick. I've worked from the morning till 8:30 P.M. from Monday to Sunday. I've never thought of over-time pay for my over-time work at all. Maybe that could be the reason that the president promoted me and let me manage one institute.

Other respondents I interviewed expressed similar interests and feelings of great joy and good fun in their teaching career and never wanted to give it up. Respondent **D** said that he had a passion for teaching from his young age. When he was young, he liked teaching other neighboring children and friends. He was so proud when he stood up in front of other children and explained things to them. Respondents **I, J** and **N** expressed similar feelings about their favor in teaching rather than other jobs. They said that they loved teaching so much and never felt that they would want to give it up. Those respondents said that they had tried other jobs, but they did not like them at all, and they decided to quit them and stayed with teaching till now instead. They loved teaching and passing new knowledge, experience and skills to their students. Apart from teaching, they also liked upgrading themselves further. Respondent **N** also said that he was so excited to teach the students and other people, make some jokes with them, tell some funny stories to make them release their stress, pain and sufferings so that they could feel happier and enjoyed their lives better.

Based on what those respondents said about their interests and passion for teaching, it appears that they love teaching, sharing knowledge, skills and attitude with people from the bottom of their hearts. The longer period those respondents have stayed in the teaching career could also prove their strong interests and loving kindness for helping other people rather than to teach to make a living. It is obvious that when anyone loves doing something from their inner drive, they will devote their time, energy, effort and resource to it (Adair, 2006, Killen, 2003; Knowles & Associates, 1984). According to Killen (2003), students who were motivated would learn more than the ones who were not motivated. This could also be applied for teachers. The ones who are highly motivated and spiritually love to teach will make their students learn best, too. Adair (2006) also has similar views regarding motivation. Borrowing one of the Japanese proverbs, he says, “No man will find the best way to do a thing unless he loves to do that thing” (p. 94). He also shares the Bedouin proverb which says, “What comes from your heart is greater than what comes from your hand alone” (Adair, 2006, p. 111). Their passion for teaching has become a trigger state which intrinsically motivates them to grow and teach professionally.

In contrast, in the Cambodian context where not many job vacancies are available, many people could not choose the jobs they love the most to do. For instance, not many people want to work as teachers like in the period of 1960s when teachers’ salaries were so high compared to other jobs offered by the Cambodian Government (as cited in Chea, 2016, July 6). A lot of public school teachers now have chosen a teaching career because they had no other better choice. Teacher exams for the last three decades have come last. In other words, the candidates who came to join the teacher training because they had failed several other jobs they applied for earlier. This is because a teaching career is not such an attractive one anymore in Cambodia. Whilst in the 1960s, a teaching career was one among other most attractive careers, and the teacher exams came the earliest among other jobs. In the current

situation, if someone loves teaching and has a passion for teaching, he works the hardest to improve his education and his career. But for those who choose a teaching job as a stepping stone may not work as hard as the ones who love it. As a result, these teachers become the victims of the teaching position from which they cannot make enough living, while they cannot work in other fields they love either. They find teaching just as a routine job but not as a career from which they can grow and develop a great deal.

In general, the respondents appeared to be highly self-motivated because of some life situations including good role models they have in mind, parents' influence, Buddhist influence, various difficult experiences and poverty they had faced from their childhood, being looked down on by their colleagues or bosses, and a passion for teaching which has stayed permanently with them as what I call the **trigger states**, as opposed to trigger events founded by Mezirow (2009) and Goldsmith and Reiter (2015). According to Mezirow (2009) and Goldsmith and Reiter (2015), a trigger is an event or stimulus that influences or transforms a person's attitude and behavior. However, the person might stop their learning when that trigger disappears from their memory. The trigger event may encourage a person to do a certain thing or to change for a short period of time. It may disappear later on, and when it disappears, the person may not be highly motivated to do the thing they wanted to do earlier.

On the other hand, my study defined a *trigger state* as a permanently internalized spirit that exists in a person's mind all the time and intrinsically motivates them to continuously transform their attitude and behaviors. According to Goldsmith and Reiter (2015), negative, discouraging, and counterproductive triggers will reshape negative, discouraging and counterproductive attitudes and actions. Unlike my research findings, some people who had negative life situations could develop and transform to positive trigger states which positively motivate them to have positive thoughts and actions. For example,

respondent **B** described his childhood hardship and poverty which has been rooted in his mind all the time, and those negative real life situations could be developed to positive trigger states which could transform their positive attitudes and actions.

Regarding trigger states, respondent **H** also mentioned his mother's good and encouraging advice and his elder's blame with a bad word. They had unforgettable important experiences, events, or messages in their life. These become trigger states which keep encouraging and inspiring them to try hard to get rid of such poverty, hardship or bad experiences and to achieve their ultimate professional goals they have set up from the initial time when the events took place. These trigger states are strong spirits that permanently stay with those respondents all the time. When their motivation tended to decrease, they still continued to be encouraged and motivated further when they recalled their past experience, difficult life, events, messages or advice, and so forth.

Based on the above discussion, role models, parents' teaching and advice, Buddhist teaching and influence, poverty, suffering and bad experiences the respondents have faced, intention to avoid blame from superiors and to avoid being looked down on by colleagues and neighbors, and a passion for teaching have become trigger states which intrinsically motivate those respondents to grow and teach professionally. Each respondent could be highly intrinsically motivated by one trigger state or multiple trigger states. Those trigger states could appear one after another, and could be old and new ones. The study has not looked at whether one trigger state is more powerful than the multiple trigger states or vice versa. Another new study on this may be suggested. Here is a summary of how trigger states and intrinsic motivation are developed:

<ul style="list-style-type: none"><li>-Role models</li><li>-Parents' influence</li><li>-Buddhist influence</li></ul>
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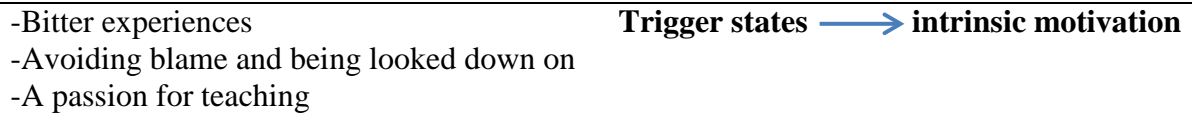


Figure 4: Development of Trigger States and Intrinsic Motivation

### Intrinsic Motivation

According to the findings, all the respondents were eager and inspired to teach and be involved in education because of their intrinsic motivation, which was developed by trigger states, rather than outside factors or extrinsic motivators such as salary, positions and other fringe benefits. That was aligned with Knowles and his associates (1984) who raised two assumptions among six assumptions which are much connected with adult learners' self-motivation. Those two assumptions include, first, the internal or intrinsic motivation is more powerful than the external or extrinsic motivation; and second, adults need to be well-aware of why they need to learn something (as cited in Merriam et al., 2007). The way that intrinsic motivation is more powerful and inspirational than extrinsic motivation is well-supported by various scholars including Deci and Ryan, Pintrich and Schunk, and Reeve who said in this quote, "In both learning and work-based studies, intrinsic motivation predicts greater effort, engagement, enjoyment, and achievement than extrinsic motivation" (as cited in Hardré, 2012, p. 142).

Other scholars also support an individual's intrinsic motivation which plays the most important role in leadership. They emphasized that the most important rule of an individual's motivation is to inspire him or herself first before they can inspire others (Adair, 2006; Cartey, 2000; Hill & Stone, 1987). Adair (2006) also inserts one of the Japanese proverbs which says, "No man will find the best way to do a thing unless he loves to do that thing" (p. 94). He also acknowledges the Bedouin proverb which states, "What comes from your heart is greater than what comes from your hand alone" (Adair, 2006, p. 111). However, Hardré's

(2012) conclusion seemed to hesitate to put more emphasis on any kind of motivation among both, intrinsic and extrinsic. Hardré claims that either intrinsic or extrinsic motivation has an enormous impact on teacher professional development.

In the Cambodian context and other similar contexts, intrinsic motivation is more relevant and applicable to workers including university instructors who wish to grow professionally, whereas external or extrinsic motivation is not reliable and sufficient enough to make them grow well. For example, the teachers' salaries are still low against the continuous inflation of goods. Regular follow-up training and teacher professional development activities are not in place both institutionally and nationally. Teaching staff retention and motivation policy has not existed at an institutional level. The university instructors may not be able to grow professionally if they rely too much on those external motivators. In contrast, only intrinsic motivation will enable them to grow professionally because it exists internally and it totally depends on themselves, their goals, self-responsibility, self-discipline, high commitment, patience, persistence and perseverance.

### **Findings against Maslow's Hierarchy of Needs**

If comparing a level of intrinsic motivation with Maslow's hierarchy of needs theory (1970), a trigger state is a kind of permanent fuel that makes a machine work all the time from the beginning stage where it has occurred. The trigger state of a person is much contrasted to Maslow's hierarchy of needs theory in which a person is motivated to move on to the next level of needs when the first basic needs are met or achieved. It might mean that the person cannot be motivated to other things at higher levels (level four and five) when he is not satisfied with his basic needs at level one, two and three (Adair, 2006; Brown, 1994; Maslow, 1970).

The findings show that most of the respondents have been intrinsically motivated to reach level four and level five (which focus more on intrinsic motivation) of Maslow's

hierarchy of needs before they could meet all the first three bottom basic levels (which focus more on extrinsic motivation) of Maslow's hierarchy of needs while they were living in a critically poor condition. They did not try to make more income to fulfill their basic needs and to get rid of their poverty first before they continued their higher education. They did not try to make themselves have better living, more comfortable life and safer security at that time. Instead, they had to concentrate on their career development and had higher education, whereas they left their families financially suffer for a while because those respondents believed that when they could become qualified and professional, they could make more money from their career, and they could have better house, better food, safer security for them and their families. For example, after they became qualified, they could make more money and purchase a car which made them safer and more comfortable when traveling. They could have better houses for their families. They could also have more friends, better relationship with colleagues, neighbors and relatives when their economy status improved. Thus, in the Cambodian context and other similar contexts in practice, those respondents' intrinsic motivation has worked differently or in the other way round from Maslow's hierarchy of needs theory. In other words, based on the research findings, it could be argued that some people are intrinsically motivated to fulfill the two top levels of needs (esteem needs and self-actualization) first before meeting the basic levels of needs later (biological and psychological needs, safety needs and belongingness and love needs).

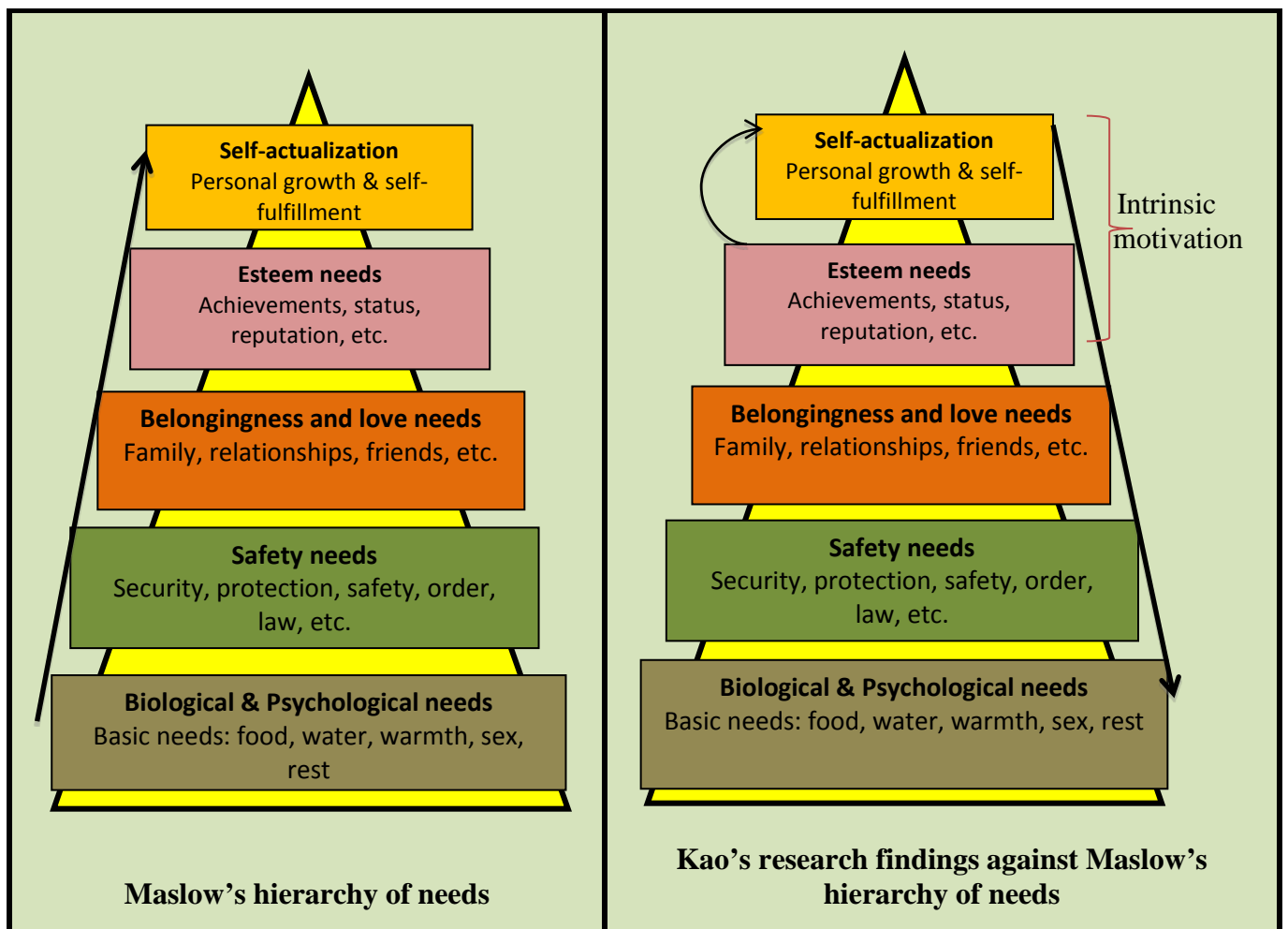


Figure 5: Maslow's Hierarchy of Needs and Kao's Research Findings against Maslow's Hierarchy of Needs

It is true in the Cambodian context and some other Asian contexts where most people value someone's economic and social statuses rather than educational and professional ones. A wealthy person might be more respected than a well-educated person. For example, respondent E said that he had spent a lot of time studying inside and outside the country, but he had nothing. He never thought that his relatives, friends and neighbors respected him because he was well-educated. Another respondent said, "I have never let other people know that I have a Ph.D. degree because I don't think that other people show their respect to me by seeing my high degree." Because Cambodian society might value people based on their

economic and social statuses more than academic and professional ones, most higher education degree holders might not be respected and well-recognized. As a result, most Khmer people at present pay more attention to more economic, financial and social gains rather than education and professional gains. That is many people could care more about how to get richer, and to have better or higher positions at their work place, especially with the governmental working sector. Therefore, being better-educated or having higher education degrees might not generally be encouraged by many families and parents, especially among the parents who are not well-educated. However, some people may think that if a person has both, high education degrees and economic and social statuses, they will be even more respected and loved by others around.

In the field of education, teachers or educators may think differently from people who work in the business or other sectors. Many teachers may not be as greedy as other people who work in other fields. It is very difficult to measure what is enough for a person, as the person's ambition is unlimited. For some people, they never feel that they have enough of everything, whilst some others may feel they are fine with what they have. For the ones who have a trigger state of something in mind, they keep motivating to work and grow even from the initial level of needs to be fulfilled. Their intrinsic motivation process and professional development might not follow Maslow's hierarchy of needs theory.

In short, due to Maslow's hierarchy of needs theory, a person will be extrinsically motivated and able to reach level three of the Maslow's hierarchy of needs pyramid only if his ultimate goal is to be rich or wealthy because getting wealthy might be unlimited and anyone could never end of their greed. In other words, there will never be enough for that type of person. However, for a person whose ultimate goal is to achieve life integrity, respects, personal growth and self-fulfillments, he or she might be more likely to be intrinsically motivated with his or her trigger states to do his or her job and to grow further

and further without an end. The level of their intrinsic motivation permanently could stay from the early stage of their career with no regard to whether the first three levels of Maslow's hierarchy of needs might be satisfied, as their intrinsic motivation is fueled by the trigger states formed by poverty, difficult experiences they had, good role models, parents' influence, Buddhist influence, and having a passion for teaching.

### **Being a Master of Oneself**

This section discusses several key personal qualities that education professionals have when they adopted a personal principle of being a master of oneself in order to grow academically and professionally. Those key personal qualities include the following:

**Being self-responsible.** Based on the research findings, being self-responsible for what a person is doing is a key personal quality for the person's success. In the field of education, professional educators must be responsible for their education and career development. All the respondents acknowledged that they had been self-responsible for their own education development and teaching quality for their learners because they did not see that education system and each higher education institution give adequate financial and technical support to follow up the university graduates later on. This is well-aligned with Winfrey's philosophy which states, "My philosophy is that only you are responsible for your life, but doing the best at this moment puts you in the best place for the next moment" (as cited in Hill and Ritt, 1998, p. 95). Likewise, one Buddhist religious figure also sees responsibility similarly, "The present is the mother of the future" (Maha Ghosananda, 1992, p. 32). He explains that if the present is being looked after very well, the future will be done well. It could be interpreted that if the teachers are responsible for their own job, highly committed to their work, and continues growing their own career at the present, they will become qualified and professionals in the future (Hill & Ritt, 1998; Maha Ghosananda, 1992).

Furthermore, being self-responsible here also fits with a view of other scholars including the Buddha who claims that in order to lead others, first of all a person must lead him or herself (Maxwell, 2013; The Dalai Lama & Muzumbar, 2009; Wong & Wong, 2009). There is no doubt that the Buddhist teaching refers much to being self-responsible for our own thinking, decision making, actions and results. The Buddhist teaching may even go beyond that. It may also refer to how to discipline ourselves, how to control our own feelings, anger and sadness.

This is quite obvious that in the developed world whose education systems are good, financial support, human resources, equipment and materials are sufficient, and teacher's salary is satisfactory, and technology is advanced, teachers at all levels are more likely to become professionals. Those external means or factors help make them grow further. In contrast, in the Cambodian context where all of those mentioned above are not in place, it is very difficult to make teachers at all school levels in Cambodia become professionals unless they are highly self-responsible for their own education and career development as well as working effectiveness. A few respondents used the Khmer term, “ម្ចាស់ការលើខ្លួនឯង” which is translated into English as “being a master or boss of oneself”. My personal experience of teaching, teacher training and career development for over thirty years also supports the self-responsibility of an individual or what those respondents' key term of “being a master of oneself” in the Cambodian context.

Being a master of oneself is a personal principle that enables us to be our own boss of all things we do; it enables us to control our own thinking, decision making, physical actions, verbal speeches (Bhikkhu, 2010), success and even failure, as everything starts or comes from ourselves rather than from others or other outsiders that are beyond our own boundary of control, thoughts and responsibility. Success will not be determined by others, or other outside factors apart from ourselves. We are the ones who own everything we thought of,

acted and achieved what we intended to achieve. In the Cambodian context, it is mostly relevant for individual instructors to be the masters of themselves because it is not practical to wait for other people, a school, or other bodies apart from themselves to make a decision on their behalf and to make them grow professionally while all of those external factors are not controlled by those individuals themselves. As far as the instructors understand the concept and values of being a master of oneself, they are more likely to find their way to succeed in the career as well as in life. This is similar to what Tracy (2003) points out that when a person accepts responsibility for him or herself and what happens to him or her, he or she will become more positive, optimistic toward him or herself, effective and happier.

In contrast, in the Cambodian context in practice, not many people including teachers adopt a positive attitude of being a master of oneself at their workplace. They tend to rely more on others apart from themselves. They see and copy other people's poor working habits, poor working performance, and their carelessness, as a Khmer proverb “ចូលស្ទឹងតាមបត់” (in English it means that when moving along the river, we must move along its bends) and a European proverb “Do like people in Rome do” still greatly influences them. They do not want to be different from others. They try to play safe. And they tend to put more responsibility on others rather than on themselves. This is considered as a kind of poor attitude which does not make them work more effectively and become professionals in the future.

**Self-discipline.** Due to the research findings, all the respondents acknowledged that self-discipline was a personal quality that partly determined teaching professionalism of any individual who wished to become a professional. They realized that self-discipline helped them achieve their goals and what they had planned to do. Self-discipline helped them save time. Self-discipline could ensure effectiveness of both self-directed learning and working performance. Without good self-discipline, people are not serious about what they are doing.

The instructors who are self-disciplined are more responsible for their jobs and students' learning. One respondent considered self-discipline as number one among other important personal quality traits that could sustain long-term professional development and success.

Self-discipline is also strongly supported by some literature. Cartey (2000) claims that self-discipline plays an important role in both personal daily life and a career. Being a teacher is an autonomous job which requires a person to be more self-disciplined because he or she may not be directly and closely supervised by the supervisor. The teacher is also a leader who should always act as a role model for students and others in the community (Fullan, 2000; Kouzes & Posner, 2007; Maxwell, 2003; The Dalai Lama & Muijenberg, 2009). Many scholars including the Buddha point out that in order to lead others, first of all a person must lead him or herself (Maxwell, 2013; The Dalai Lama & Muijenberg, 2009; Wong & Wong, 2009). Leading themselves here could partly mean that the person should be self-disciplined, as no one is watching him all the time at the workplace.

According to the research findings, all of those respondents have been self-disciplined with their own professional development and teaching. In the Cambodian context, where a monitoring and evaluation system has not been practically in place, some teachers could take that advantage not to be self-disciplined because they have not been supervised effectively. As a result, they could not grow further and could not become professionals. However, the individual instructors who wish to improve their teaching professionalism have to be on their own more, and be more self-disciplined so that they could use some self-directed learning methods to improve and develop their teaching profession. In other words, using self-directed learning methods definitely require the individual instructors to be more self-disciplined, as one scholar points out that the real key to anyone's success is their self-discipline (Maxwell, 2013). Similarly, Cartey (2000) also views discipline as, "the bridge between hope and reality, between thought and achievement, between wishing for success

and becoming truly successful” (p. 191). He noticed that many people were very good at talking and had goals, but due to their poor self-discipline, they rarely had things done or achieved what they intended to achieve (Cartey, 2000).

In the Cambodian context and other similar contexts, instructors who wish to grow professionally should be more self-disciplined with their own work performance and professional development, as they rely much on their self-directed learning. For the ones who can be on their own and be the masters of themselves, they have to be very self-disciplined in order to succeed in what they have been doing in order to achieve their goals.

**Diligence and high commitment.** A diligent person is someone who works hard in a careful and conscientious way (Collins Cobuild English Dictionary, 1995). Commitment is defined as a promise or firm decision to do something (Cambridge Advanced Learner’s Dictionary, 3<sup>rd</sup> edition). It is considered as one of important personal qualities of a professional in any career. All the respondents seriously valued hard work and commitment as personal qualities that determine success in a career and in life. Two physical indicators that show whether those respondents have been committed to their career were: first of all, they have only a teaching career; and secondly, they have already stayed in their teaching position for at least 10 years.

All the respondents expressed their great satisfaction from their hard-work and commitment to their job and professional development. Some respondents said that they had been working so hard and highly committed to their job despite low salaries because they had been enjoying their teaching. Respondent **F** said that he had been working very hard and more highly committed to his part-time teaching of graduate program courses. He found his teaching those graduate program courses challenging because he was a PhD graduate from a local university, whereas some of his students were non-Khmer native nationals. In order to avoid any criticism about his local qualification and to prove that he was qualified enough, he

had to prepare very well before class, read a lot, regularly check and give feedback on their assignments. Regarding life-long learning, respondent **M** was seriously committed to his professional development. He felt that he was never tired of learning and upgrading his knowledge. Respondent **N** felt similar about commitment. He said he would try his best to find different ways to get things done rather than to give them up, as he strongly believed in his inspiration, hard-work and high commitment, self-responsibility and self-discipline. Respondent **O** also said that nothing was too difficult for him to do as far as he was determined and highly committed to it.

In the Cambodian context and other similar contexts where workers or teachers' salaries are low, workers' motivation is more likely low, monitoring and evaluation system is weak, promotion mechanism does not exist, the workers or teachers would not work hard and commit to their jobs. In the organization or institution where its workers are not hard-working and committed to their jobs, it would not grow at all because those people would definitely become demotivated and less productive. Those workers or teachers would also harm themselves if they kept working in that organization or institution, as they lost an opportunity to learn and grow further while working in the same place.

On the other hand, only for the instructors who have certain visions, clear future career goals, good understanding of more benefits and gains from their own hard-work and commitment, and have a positive attitude of being self-responsible and being the masters of themselves, would be hard-working and highly committed to their jobs. One of Professor Tate's research findings of an excellent teacher strongly supports this stance. That finding was "An excellent teacher is committed and dedicated" (as cited in Ryan & Bohlin, 1999, p. 156). He explains that, "Committed teachers show interest in their students, their school, their teaching, and their field" (as cited in Ryan & Bohlin, 1999, p. 156). Committed teachers must demonstrate their regular professional responsibilities which include being

well-prepared before class, starting classes on time, correcting assignments regularly and promptly, giving support to coworkers, being approachable and available to students who need some either academic or personal help and advice (Ryan & Bohlin, 1999). In short, the university instructors who have a positive attitude or personal principle of *being the masters of themselves* would definitely work hard and commit to their own jobs and professional development.

Due to the fact that professional development is more likely an investment, great effort, strong commitment and much time should be wisely invested. Wong and Wong (2009) also support this view by saying that to become a professional it requires hard work and great effort. Any individual cannot become a professional within a day or two, as education needs to be earned and invested just like earning and investing money in other business to be rich. If people do not take a step-by-step approach to learn new things about education, they are unlikely to reach their ultimate career goals.

**Kol's 3 P's (Patience, Persistence and Perseverance).** Being patient, persistent and persevering are three other important personal qualities of a professional in any career. They also partly help determine any individual's success in their career and in life. Dr. Kol Pheng, the President of Paññāsāstra University of Cambodia, also acknowledged that the three personal qualities which include patience, persistence and perseverance play a crucial role in any person's success in life and the career (P. Kol, personal communication, August 10, 2018). They are aligned with Tracy (2003) who points out that anyone's willingness and ability to persist are the quality that will eventually ensure his success. Hill (2004) also agrees with persistence which is a key for anyone's success, as he thinks that when a man lacks persistence, he may not succeed. According to the research findings, most respondents recognized persistence and perseverance as two qualities among other qualities that enabled them to grow professionally in their teaching career. They felt that if they did

not persevere from the beginning of their teaching career, they could not become qualified later on.

Several scholars share common advice that a person should keep moving, getting up, and persisting until reaching the goals which have already been set no matter how many mistakes, setbacks or obstacles he or she has experienced (Hill & Stone, 1987; Maxwell, 2013; Siebold, 2010; Tracy, 2003;). Respondent **A** always found new things and new tasks challenging, and they needed greater effort and perseverance to succeed. She felt that to get a difficult job done was quite motivating and rewarding, as she could learn to build a good habit of mind in getting such challenging job done and could learn something new.

Hill (2004) also raises an example of Thomas Edison's dream of an electrical lamp that was put into action. Before Edison could succeed in his lamp project, he had failed thousand times but had not given up. Hill (2004) concludes, "Practical dreamers do not quit!" (p. 37). According to the research findings, respondent **E** gave his example of his persistence of trying to get a PhD scholarship. He said that he had not given up his application for his PhD scholarship although he had failed a few times. He kept trying again and again, and he finally received his PhD scholarship to study overseas.

Moreover, according to Tracy (2003), it is more likely that a person is successful when he or she is highly motivated, highly committed to his or her work and works persistently and enjoyably. He encourages people to persist with a thing they have determined to achieve rather than to give it up. Respondent **H** described his informal schooling history which sounds quite impossible for many people to succeed. He said that he had worked terribly hard, had been persistent with his school work. He started working as a nurse at the time when he even had not finished his high school education. He was persevering to complete his high school education through informal education and continued to study a medical doctor program after he had passed the medical selection exam. He said

that although it had been very difficult for him to go through, he had enjoyed his hard work and never felt that he should have given it up because he had his own career goal to be achieved.

As a matter of fact, it is quite obvious that when any project is being run, people experience many problems and challenges. Only their willingness, determination and ability to persist and persevere will eventually guarantee their achievement of their goals (Tracy, 2003). He raises Aristotle's remark on some key values such as integrity, honesty, courage, generosity, persistence, and sincerity that could lead to one's happiness and personal fulfillment (Tracy, 2003). Dr. Kol Pheng, the President of Paññāsāstra University of Cambodia, suggested 3 P's which stand for *patience*, *persistence* and *perseverance* as the three personal qualities which determined a person's success in the career and in life. He emphasized that no one was successful in his or her job or business without practicing those three personal qualities (P. Kol, personal communication, August 10, 2018). That is well-supported by respondent **K** who said that he had always encouraged himself to move forward even though continuing his higher education and working simultaneously had been struggling and challenging for him. He said that he had been working terribly hard both academically and professionally to improve his family living condition.

In short, according to the Khmer saying "Persistence leads success", no success is easily achieved. Great effort, energy, hard work, commitment, self-responsibility, patience, persistence and perseverance must be taken into account when university instructors want to succeed in their teaching career and in life. In the Cambodian context and other similar contexts where teacher professional development supporting system and monitoring and evaluation system are still weak, all teaching and learning resources are limited, and teachers' salaries are inadequate, many instructors have failed and have not been able to grow professionally. They have relied much on those poor systems and poor working conditions

which never help them to be stronger or more professional. Some instructors feel that they should do their work based on the salaries they receive. They cannot work so hard unless they receive sufficient salaries.

Teacher's low pay is the main negative factor that inhibits best students to choose a teaching position as their career in Cambodia (Tandon & Fukao, 2015). Some of them may think that they will work much harder if their salaries are raised. In order to supplement their low pays from their organizations or government, they have to do other different jobs to make extra incomes. When they do other jobs while working as a teacher, they do not have enough time to prepare lessons, to correct students' papers, to read books and to do research. Moreover, they are unable to teach effectively. As a result, they will not be able to develop themselves to become professionals.

Nevertheless, if the instructors wish to become education professionals, they have to be the *masters of themselves*. When they have such positive attitude of being the masters of themselves, they have to adopt these personal qualities which include being self-responsible for what they are doing and learning, being self-disciplined, being hard-working and highly committed to what they are doing and learning, and being patient, persistent and persevering in their attempt to achieve what they tend to achieve. It is unlikely that waiting for things to be offered, encouraged and pushed by external factors will make them grow further, as all of those external ones cannot be relied on, cannot be trusted, and they are beyond their own control and responsibility.

### **Self-Directed Learning Methods**

This section discusses the most common self-directed learning methods which the education professionals in Cambodia have used to grow academically and professionally. Those self-directed learning methods include self-reflection, critical thinking, seeking feedback, step-by-step goal setting, reading professional literature, seeking training, lesson

planning, and classroom action research. Mezirow's (2009) ten original stages of transformative learning process are mainly used to support the findings.

**Self-reflection.** According to the research findings, most of the respondents realized that being able to analyze and understand themselves, know their good and poor personalities, identify their own strong and weak points, reflect on their own good and bad living experience, working experiences as well as working performance is a kind of conscious learning and development both scholarly and professionally. Most of those respondents said that when they knew themselves very well, their strengths and weaknesses of the things they had done, they felt that it was the beginning of their own journey toward success in what they were doing. Some respondents said that they had transformed their personalities from self-reflection and self-analysis. Some of them could improve their negative characters from being narrow-minded to being more open-minded, from being unkind to being more generous, from being bad-tempered to being better-tempered, from being irresponsible to being more responsible, and from being undisciplined to being more self-disciplined. For example, respondent **O** often reflected and analyzed himself critically to see where he was, what he lacked, what strengths and weaknesses he had regarding his career, leadership and life. From his self-analysis and self-reflection, he could know where he could start and what he could do to develop himself and his own career further. The above findings were supported by three steps of transformative learning founded by Mezirow (2009). Those Mezirow's three steps include step 2—*self-examination* which is the same as what I called *self-analysis*, step 3—*a critical assessment of assumptions*, and step 4—*recognition of connection between one's discontent and the process of transformation*.

Self-reflection is a kind of transformative learning for adults who wish to grow academically and professionally. All the respondents agreed that self-reflection was a significant and effective method of self-development and career development in any career,

especially in the situations where technical support, financial budget and resources are limited and insufficient. Most respondents knew very well what they had done very well, what needed to be improved, what their students and staff enjoyed the most, what they did not like at all, and what they should do next to improve their work and teaching performance. Similarly, Ur (2012) strongly agreed with teacher's own reflection on their daily teaching as the first and most significant basis for professional development. Many researchers and scholars acknowledged that reflective teaching or practice was a very significant part of ongoing professional development, as teachers could learn a lot from their own teaching by reflecting and examining their teaching experiences against their teaching philosophies and other teaching theories so that they can plan and teach more effectively in the future (Bailey et al., 2001; Murray, 2010; Richards and Farrell, 2005; Zeichner & Liston, 2014).

Some of the respondents said that they had conducted their self-reflection while delivering their lessons which is well-aligned with Schön's theory of 'reflection-in-action' which we are supposed to observe what we are doing during the time when we are doing it (as cited in Merriam et al., 2007). Schön (1983) acknowledges that someone who reflects-in-action is a researcher during the time when practice or implementation is taking place. He explains reflection-in-action as "When someone reflects-in-action, he becomes a researcher in the practice context" (p. 68). Some respondents said that they had done their self-reflection immediately after each lesson was over and had written down some notes for future improvement. This kind of reflection fit well with Schön's theory of 'reflection-on-action' which is defined as a kind of reflection that "involves thinking through a situation after it has happened" (as cited in Merriam et al., 2007, p. 174). Merriam et al. (2007) explain that in reflection-on-action, people consciously recall their experiences they have gone through, reassess those experiences, decide, plan, and do things in a different way in the future. Several steps of Mezirow's (2009) transformative learning process which include: step 1—a

*trigger or disorientating dilemma*; step 2—*self-examination*, step 5—*exploration of options for a new action*; step 6—*planning a course of action*; and step 7—*acquiring knowledge and skills for implementing the new action* work most appropriately with Schön's theory of reflection-on-action. Similarly, Finlay (2008) also explains reflection-on-action as "Professionals are understood consciously to review, describe, analyze and evaluate their past practice with a view to gaining insight to improve future practice" (p. 3). Wallace (1998) also proposed a model for reflection on professional practice for further professional development. Due to the fact that professional development is a life-long learning process, in Wallace's reflective model, self-reflection is continually done in a cycle manner (Wallace, 1998).

Self-reflection has existed in Buddhist teaching for thousands of years for an individual's improvement and development. According to Bhikkhu (2010), the Buddhist teaching suggested that a person should reflect on his own physical action, verbal speech, and mental thought before, during and after the implementation of something to see what he mentally thought, what he verbally said, and what he physically did or acted that would make himself as well as others benefit or harm, and happy or suffer. Schön's theory of 'reflection-in-action and reflection-on-action' and reflection-for-action (Olteanu, 2017), which was further developed from Schön's work, and the Buddhist teaching of self-reflection are similar, as they are a kind of transformative learning (Mezirow, 1991, 2009), and they work best in personal and professional development.

In an education context, the reflection on physical action enables instructors to change and improve their own actions and behaviors to ensure that they act and behave professionally as role models for the learners to copy from. For the reflection on verbal speech, it enables instructors to use their speech more appropriately, politely, kindly and in a friendly manner so that the learners will take the instructors' good examples of how to use

their speech more meaningfully, communicatively and nicely because the instructors' speech greatly influence the learners' speech in the future. For instance, respondent A said that one day she was so angry with a few students who had not completed their homework. She told them off and shouted at them badly. Then, she realized that it did not sound nice, as it did not only insult those few students but also the rest of the class. Later on she learned to control herself and tried to be more patient.

The reflection on mental thoughts enables the instructors to change their own poor attitude toward their teaching career, career development and their students. Due to the fact that instructors are leaders of the learners, the instructors' attitude may greatly affect their teaching and the learners' learning because the instructors' attitude determines their own actions, behaviors and speech. In other words, when they have a negative attitude toward their job and students, they will act or speak badly about their jobs and to their students. However, when they have a positive attitude toward their job and students, they will speak and act nicely about their job, politely and kindly to the students.

In the Cambodian context, as far as self-reflection and self-examination are concerned, many Khmer people including some leaders do not often criticize, analyze or reflect on themselves, their weaknesses and their mistakes. It appears that most of the time leaders and normal people like showing off their strengths, achievement and wealth. They rarely or never tell their weak points or negative things to others. However, they like criticizing others, society, or their own bosses and government about their weaknesses or negative things. In the field of education, it is more likely the same. Many teachers and university instructors do not look at themselves, do not criticize, analyze or examine, and reflect on their own teaching, jobs or personalities. Many people including school teachers and university instructors have wasted a lot of time talking about or criticize others or their own institutions, playing Facebook or other social media, listening to music, watching

movies and doing other unimportant things. They have not used their free time to do self-reflection on themselves, their jobs and their own learning so that they can improve their own personalities, careers, education and their lives. They have lost a lot of opportunities to grow and develop themselves and their careers. As a result, their lives have not transformed much and their economy has not improved much either.

Based on Mezirow's (1991, 2009) transformational learning theory, learning is a long process in which we reflect on ourselves and our own teaching situation, we critically think about our problems, try to solve those problems, make better adjustment, plan a new action and carry it out for better future improvement. It requires adult learners to be the masters of themselves in order to succeed in their transformative learning.

**Critical thinking.** Critical thinking is part of self-reflection because when instructors reflect on their teaching, they have to think of answers to some questions related to how the lesson went, why the lesson went in that way, and what they should do next to improve their teaching in the future. Most of the respondents felt that critical thinking was a means to solve problems and issues they had faced. Different respondents have used different thinking strategies to solve problems. For example, respondent **A** had never left teaching problems unsolved. She had to do different things such as read, search and think of better strategies to solve her teaching difficulties and problems. Respondent **I** was so critical about some teaching theories and thought of how he could apply them in his real teaching situation. Respondent **K** found out that raising some questions about certain problems in his mind was an effective way to solve most of the problems he had met. Those questions would guide him to deeply and critically think of some solutions to such problems. Moreover, respondent **O** had to follow several steps when he wanted to solve some problems. Those include: collecting all relevant, sufficient information from different sources, analyzing and synthesizing all the information collected, and making a decision. These procedures were

aligned with the Buddhist concepts of “The right view and the right conduct” (The Dalai Lama and Muijenberg, 2009, p. 13).

According to Siebold (2010), who conducted his study on over one thousand world rich people during a period of 26 years, the secret of getting rich was not the amount of money that those world wealthy people had as their capitals, but their good thinking that made them rich because their thinking generated their money. In order to become a professional, it depends much on an individual’s internal desire, willingness, real intrinsic motivation, commitment and attitude rather than external forces (Siebold, 2010; Tracy, 2003; Wong & Wong, 2009). Wong and Wong (2009) put a great emphasis on attitude, nothing else, that makes a person either financially or professionally successful. Tracy (2003) suggests that every individual should constantly develop a habitual way of thinking so that he can “become a completely positive and constructive person” (p. 179) in everything he does. Critical thinking is also strongly supported by a few steps of transformative learning process by Mezirow (2009). Those steps include step 2—*self-examination*, step 3—a *critical assessment of assumptions*, and step 6—*planning a course of action*, as when the adult learners follow those three steps, they have to think critically and productively. Those steps cannot be implemented without application of critical thinking.

In short, critical thinking encounters all three stages of reflection period, before action, during action, and after action within all the three forms: verbal speech, physical action, and mental thought (Bhikkhu, 2010). Reflection before action and after action involves lesson planning because during the lesson planning period, the instructors have to think critically and constructively of what, how and why things happened in the previous lesson and what, how and why things will happen in the next lesson.

In the Cambodian context, many people including teachers do not think critically about what they are doing. This is due to the fact that many people have not had good

education because of poverty, and missing some schooling opportunities due to long-time civil wars. In their own business or at their workplace, they are not creative enough because of a lack of critical thinking skills. They like doing the same things, running the same business from one another. At their workplace, people very often do what is told to do. They tend to follow their bosses' instructions or guidance rigidly to avoid some mistakes from which creativity is not encouraged. Thus, they lose a lot of opportunities to think about things more critically and creatively. In other words, they have not used their great potential they have for their work and their living. For example, in the field of education, many teachers do not reflect or think much of what they could do better to improve their own teaching and learning quality for their students. They tend to do things as their routines. As a result, they cannot make much progress with their teaching and cannot become education professionals.

**Seeking feedback.** Some instructors are serious about obtaining feedback from students while Cambodian instructors generally neglect such feedback, especially from student evaluation of teaching. For example, respondent **Q** said that he learned a lot from students' feedback on his teaching. Some instructors also learned a lot from discussing teaching methodologies with their colleagues at the teacher's meeting room or other places. Seeking feedback goes in line with Mezirow's (2009) step 5—*exploration of options for new roles, relationships and action*, which can be easily applied.

**Step-by-step goal setting.** According to the research findings, most respondents had their vision and a long-term career goal of becoming a university instructor. Some scholars acknowledged that to have a clear vision in mind is crucial for someone to realize their dreams, achieve goals, produce satisfactory results and have a happy life (Brown & Associates LLC, 2015; Cartey, 2000; Kao, 2014; Flythe, n.d.; Mezirow et al., 2009; Tracy, 2003). Regarding goal setting, in Mezirow's (2009) 10 steps of transformative learning

process, step 6—*planning a course of action*—also requires learners to plan what to do in order to learn new things. Hill and Ritt (1998) also point out that, “Setting goals is one way to keep your mind on the things you want, and off the things you don’t want” (p. 108). They have worked terribly hard to achieve their long-term goals although it had taken some of them a long period of time. However, a few respondents had not set up their long-term career goals to be achieved. What they did was setting up a short-term goal of their academy and career to be achieved. When one short-term goal was achieved, another goal was set up to be achieved. They continued doing things the same way until they achieved their ultimate career goal in the end. For instance, respondent **H** had been trained as a nurse when he had not had a Junior High School Certificate yet, and he continued his informal education later on until he finished his medical degree many years later. It had taken him a long time to reach his ultimate career goal as a medical doctor. Two other respondents started their teaching at a primary school and continued their non-formal education programs till they received their high school certificates. Then, they continued their part-time higher education so that they could be recruited as the university instructors later. This is due to the fact that in the Cambodian context most teachers including university instructors have more important responsibilities to take.

The participants’ family responsibility was breadwinners. They had to do multiple jobs and worked many hours a day. However, they took responsibility in upgrading themselves both academically and professionally. They had to keep developing their teaching profession, attending higher education while they were being busy with the heavy workload. Still, they had to safeguard their children’s safety, education and to ensure that their children were not involved in drug, violence and alcohol when all of these have become a very big concern for all parents and children within this modernized society. Because of all these important responsibilities, they could not leave home for many years for higher

education overseas. To cope with their real situations, they chose to do things step by step although they learned that it has taken them for so long.

However, when they chose to continue their further education inside the country, they have a lot of challenges, such as time management for work, taking care of the family, and their own study. The ones who could overcome those challenges and succeed in their higher education inside the country had to be highly self-motivated, highly committed, strongly responsible, very self-disciplined, very hard-working, patient, and persistent while working either full-time or part-time at the same time.

In the Cambodian context, most workers have not thought of their career goals to be met. They just let things be. As a result, they could not grow academically and professionally. Nevertheless, for the ones who wish to become professionals in their career, setting step-by-step short-term goals works best for them, while they could also keep a good balance between their academic education and career development, earning income to support the family, and spending time with and taking care of their families.

**Reading professional literature.** Reading is a kind of common self-directed learning method which is always done independently at the readers' own pace and their own convenient time. It is easily controlled by the readers themselves. All the respondents had used this method most of the time to improve their language and teaching skills. They enjoyed reading. They appeared to use different soft and hard reading materials, different reading strategies and skills when they read. Most of the time they read for improving their knowledge related to the field of education and teaching skills. Most of them read silently, whilst one respondent preferred reading aloud to himself. Some respondents preferred reading in the early mornings, some preferred reading at nights, and some others read any time when they wanted to explore new knowledge or information related to their teaching career. Respondent **F** tried to summarize what he had read by drawing a concept map, and

then he tried to describe or explain what was written in his concept map. Respondent **N** usually read about something he wanted to know related to Buddhism. After reading he normally wrote things down in his notebook, and summarized or paraphrased the texts for his books he was writing. Respondents **G** and **P** enjoyed reading professional literature the most, and they have built good reading habits. Most respondents often applied and integrated some theories they had read into their real teaching.

According to the 10 steps of Mezirow's (2009) transformative learning process, three steps fall on reading professional literature area. Those three steps include step 5—*exploration of options for new roles, relationships and action*; step 7—*acquiring knowledge and skills for implementing one's plan*; and step 9—*building competence and self-confidence in new roles and relationships*. When adults read, they can learn some new knowledge and critically reflect on such new knowledge so that they can obtain it for their future use. Because reading is a self-directed learning method that people can do independently, it helps adults who wish to improve their knowledge and skills. When they gain more new knowledge and skills, they definitely build their competence and self-confidence in performing their new roles.

Regarding reading as a life-long self-directed learning method, Maxwell (2003) gave an example of a case of Theodore Roosevelt, the 26<sup>th</sup> President of the United States of America. He had kept learning and growing by himself, and finally became one of the great presidents of America. Everyone thought that President Roosevelt was highly motivated to learn and develop himself till the last minute of his life after one book had been found under his pillow when his body was removed from his bed. The research findings showed similar results to the European Union's (2010) survey's report from which 78 percent of teachers, who participated in the survey across many countries in Europe reported to have participated in 'reading professional literature' to improve teaching. Ur (2012) and Johnson (2009) also

suggest that teachers can develop their teaching profession by reading a large number of professional and pedagogical books, journals and other electronic materials available on-line.

Although reading can be done independently by any individual person, there is lack of reading culture in the Cambodian society (Siv, 2016). Cambodian people tend to speak and listen to one another rather than to read and write things. For example, respondent I said that he felt that he could remember more by hearing not by reading things silently. When he read books, he preferred reading things aloud so that he could hear and remember them better. Cambodian people, in general, tend to either listen to the radio or watch the television rather than reading newspapers. From my observation all the newspaper companies never make much money from selling their newspapers, whilst the radio or TV companies make more money in Cambodia. In the Cambodian context, not many teachers and university instructors read much due to the fact that the teachers are too busy with other extra jobs beside their teaching career or with too much private part-time teaching to earn more incomes to supplement their official teaching salaries offered by either the government or private institutions where they are working for. As a result, they do not have time for reading to learn new things and to grow further in their teaching career.

However, for the ones who have clear career goals, visions and are intrinsically motivated to grow professionally could spare their time for their own reading. Most of those respondents I interviewed were highly committed and dedicated to their teaching career development, and they said that they had read a lot and could learn a lot too so far. A few respondents even showed me a lot of books they had read so far. Those books were mostly about education or related to the field of education. Consequently, they have improved their teaching profession a great deal.

**Seeking training.** Based on the research findings, all the respondents have used different self-directed learning methods. Apart from self-reflection, reading professional

literature and classroom action research, they have also used other methods such as, attending conferences, seminars and short teacher training programs with their own interests and using their own expenses. There are plenty of training and learning opportunities in Cambodia that instructors can take to develop their teaching career when they wish to improve their teaching professionalism. Too often, Cambodian instructors only attend training when their names are assigned or sent by their institutions. Seeking training and other learning opportunities matches Mezirow's (2009) step 7—*acquiring knowledge and skills for implementing one's plan*.

**Lesson planning.** In the field of education, lesson planning is part of a self-reflection process due to the fact that it is done in a cycle (Wallace, 1998). All methodologists acknowledge that lesson planning is very important for ensuring effective teaching and learning although they recognize different formats or styles of lesson plans that different teachers and classroom practitioners have used (Richards & Farrell, 2011; Ur, 2012; Wiseman & Hunt, 2014). Effective lesson plans obviously do not only ensure effective teaching and learning but also help instructors to grow further because during the lesson planning period, the instructors have to think, read to understand the content of the materials well, and search for techniques, methods, strategies and relevant materials, and to develop relevant content of the lesson, create relevant teaching and learning practice activities and strategies to make their lesson plans interesting, effective and relevant (Scrivener, 2011; Ur, 2012). Mezirow (2009) could lend a few steps of transformative learning process while planning teaching. Those steps include step 6—*planning a course of action*, step 7—*acquiring knowledge and skills for implementing one's plan*, step 8—*provisional trying of new roles*, and step 9—*building competence and self-confidence in new roles and relationships*.

While planning a course of action or planning new teaching, the instructors or other adult learners have read and explored more new knowledge and skills for better and more effective implementation of their plans. They have to think of more new responsibilities and roles to play to make their learning and teaching more effective. They can also build new competence and self-confidence in their new teaching.

Based on the research findings, all the respondents acknowledged that lesson planning significantly played a crucial role in effective teaching and learning as well as professional development. They said that teachers have thought thoroughly about what and how to teach before class, as they could not have time to think of what and how to teach certain things in class. They could be more confident if they had good lessons in their hands during teaching. Moreover, they said that teaching with very good lesson plans often made the students achieve the lesson's learning objectives or outcomes the teachers had planned. On the other hand, teaching without good lesson plans very often made both the teachers and students bored and the learners did not achieve the lessons' learning outcomes. Respondents **I** and **K** raised three types of benefits from lesson planning. First, being well-prepared in advance could make them look professional; second, lesson plans made them more confident in class, as they had thought of everything before the lessons were taught; and finally, lesson planning made their teaching profession grow further, as when planning the lessons they had to think about what they knew and what they did not know and needed to read or investigate further. They could also anticipate some problems that might be raised by the students so that they could prepare some possible answers beforehand.

Regarding effective planning and teaching, the researcher thinks and calculates in this simple way. He believes that effective planning makes up 50% of teaching quality, while other 50% of teaching quality depends much on effective delivery of the above effective plan. In other words, 100% of the effective teaching is formulated from effective planning (50%)

plus effective lesson delivery (50%). When the teacher has planned a very good lesson plan for a certain lesson, it means that the teacher has done his job 50% effectively. And when the teacher follows that lesson plan entirely, it means that he has done other 50% well. However, if the teacher does not plan a lesson well, it means that the teacher has not done 50% well of his teaching job. Then, the teacher will not be able to deliver his teaching for other 50% well because he had no lesson plan to follow.

Although some scholars, teaching methodologists and classroom practitioners recognize the value of lesson planning, some others still argue that the old timer classroom practitioners may not need detailed written lesson plans. For the experienced teachers, they thought that they could just write some lesson outlines or mental plans (Richards & Farrell, 2011). Many teachers at different education levels in Cambodia have not written detailed lesson plans well before class (Tandon & Fukao, 2015). Despite the fact that planning lessons is required by the schools and Ministry of Education, Youth and Sport, many teachers including university instructors have not planned effectively before class because of a few important reasons. Firstly, many teachers put the blame for not being able to plan lessons because of their low salaries, and they have to do other jobs to earn some extra incomes to support them; they have no time for planning lessons. Secondly, school and national monitoring and evaluation systems are still weak; this makes those teachers take some advantage from the poor monitoring and evaluation systems. Thirdly, incentive and retaining policy at a school level is not in place in many institutions in Cambodia. As a result, teaching and learning effectiveness and quality cannot be assured at all, as the teachers have not planned well beforehand. They have not thought of many things related to the lesson content, teaching methodologies, techniques and strategies that could make the students achieve the lesson's learning outcomes in advanced. Thus, the formula of 100% of effective teaching and

learning = 50% of effective planning + 50 of effective delivery of the lesson plan may sounds more likely practical for classroom instructors to consider.

**Classroom action research.** Classroom action research can be done not only to improve teaching and learning quality but also to develop teaching professionalism. Grootenboer (n.d) also claims that classroom action research is an effective method for a self-directed professional development project. It can be conducted within teachers' own classrooms at their own pace and comfort zone to investigate some pedagogical problems, collect relevant data, analyze the findings, and take further actions to improve their teaching and learning in the future (Grant et al., 2001). Unfortunately, only a few respondents had understood the classroom action research and had conducted it informally in their classes. For instance, one example of classroom action research that respondent **A** had conducted was the research on group work with mixed level classes. She wanted to know well whether the group work with mixed level students was more effective than group work with separate levels of students (high level students were grouped with high level students, and low level students were grouped together with low level students). After her experiment, the results showed that both groups, the strong groups and the weak groups seemed to work more actively and happily than the mixed level group arrangement. She had conducted classroom action research to check or find out whether the existing theories worked well or not with her own classroom context.

A few other respondents said they had occasionally done it informally, but they have not kept any certain record of it, whilst most others did not know whether classroom action research could be conducted quite easily by themselves to improve their teaching competency and develop their teaching profession. Due to my teaching experience, I have informally conducted a lot of classroom action research on some aspects of classroom management, motivation, teaching methods, techniques and approaches to test or find out whether the

existing teaching theories worked best in my classroom situations. By doing a lot of classroom action research, I could learn a great deal about teaching and learning. I love using this method to develop my teaching career because I can manage it by myself within my own control, responsibility, pace and resources. It is one of my favorite self-directed learning methods because it has helped me grow a lot so far. It never causes any harm to me or the students at all.

I absolutely agree with Holm, Hunter, and Welling's four reasons to support classroom action research as a method for teacher professional development:

- 1) Action research is able to enhance student learning as teachers try to investigate and try new instructional, curricular, and assessment innovations.
- 2) The improvement of teaching effectiveness takes place as teachers systematically experiment and reflect on instructional, curricular, and assessment innovations.
- 3) Action research makes teachers become professionals as they share what they have learned with colleagues and pre-service students.
- 4) Action research is able to help teachers to get rid of the isolation that is commonly experienced by classroom teachers. (as cited in Grant et al., 2001, p. 24)

According to O'Hanlon, classroom action research can be an effective model for teacher's professional development for three main reasons. First, it is inquiry-based, and it allows teachers to investigate their own worlds and problems of their interests; second, it aims to improve teaching and learning quality; and finally, it enables teachers to make better decisions on further action plans for improving teaching and learning quality (as cited in Villegas-Reimers, 2003). Wong and Wong (2005) view research, which they refer to classroom action research, as the process of critical thinking and problem solving activity that a person conducts to find solutions to any particular classroom problem. It is similar to what Wallace (1998) calls reflection on practice as an 'action research', which could be one of the

most effective ways of solving problems existed within any profession, and it makes practitioners continually grow professionally.

Classroom action research is a complex process which involves several steps of Mezirow's (2009) transformative learning process. Those steps include step 3—*a critical assessment of assumptions*, step 5—*exploration of options for new roles, relationships, and action*, step 6—*planning a course of action*, step 7—*acquiring and skills for implementing one's action*, step 8—*provisional trying of new roles*, step 9—*building competence and self-confidence in new roles and relationships*, and step 10—*reintegration into one's life on the basis of conditions dictated by one's new perspective*. Based on those steps of Mezirow's transformative learning process, in order to conduct any classroom action research in the field of education, instructors have to read to be aware of what theories exist behind their practical action of teaching. Then, they had to consider thinking of practical problems they have faced in the classroom, assess their own assumptions in order to try to find out actual problems and think of possible solutions from the literature and their real teaching practice. Next, they have to plan what to do next, what techniques and methods they can use to improve their teaching. After that, they need to explore more techniques, methods, approaches and strategies to make their teaching improve. Later on, they have to try those new techniques, methods, approaches and strategies out in their real classroom to see how they work. Then, they can build their new competence and self-confidence in those new ways of teaching and learning to grow more professionally. Action research can be conducted in many cycles (Wallace, 1998). When instructors conduct many cycles, it means they integrate action research into their teaching career. This reintegration is the 10<sup>th</sup> step of Mezirow's transformative learning process.

Although classroom action research is known as another self-directed learning method for teacher professional development (Grant et al., 2001; Grootenboer, n.d.; Wallace, 1998),

not many respondents as well as other instructors have understood this method well and used it in their classrooms in Cambodia. In the Cambodian context, classroom action research seems to be informally conducted by a very small number of classroom practitioners who want to learn and grow more professionally. According to Vann (2012), due to a lack of qualified instructors teaching in Cambodian HEIs and teachers' low teaching wages, most so-called qualified instructors have taught more than one HEI to raise adequate incomes. Consequently, those university instructors never had enough time to plan properly before teaching, to correct students' assignments, and to conduct any research or classroom action research to improve their teaching and learning effectiveness and grow further. Classroom action research is still a quite big challenge for most Cambodian university instructors. They need to understand it better and learn how to conduct it for the purposes of teacher professional development and teaching and learning quality enhancement.

## **Summary**

Self-reflection is a kind of self-directed learning method which emerges as the most practical in the Cambodian context and probably other similar contexts for university instructors' life-long learning purpose and professional development due to the fact that it could be done independently and controlled by themselves at their own pace within their own time and resources. When the instructors reflect on themselves and their own teaching, they have to critically think, analyze, make better decisions on further action plans to be taken. Moreover, other self-directed learning methods such as critical thinking, seeking feedback from students and colleagues, step-by-step goal setting, reading professional literature, seeking further training, lesson planning, and conducting classroom action research also help support the instructors to grow professionally. Most importantly, in order to adopt any or most of those self-directed learning methods effectively and productively, the instructors should be intrinsically motivated and adopt the personal principle of being the masters of

themselves. To be the masters of themselves, the instructors or workers should be self-disciplined, self-responsible, diligent, highly committed, patient, persistent and persevering in their attempt to reach their career goals.

As far as Mezirow's (2009) 10 steps of transformative learning process are concerned, based on the above discussion, those 10 stages strongly support adults' transformative learning in the Cambodian context; however, this research suggests that those ten stages do not need to be applied in the same sequence as the original steps of Mezirow's transformative learning process. Therefore, those self-directed learning methods found in this study could practically be implemented in the Cambodian context and other similar contexts by university instructors who wish to grow academically and professionally.

Based on the research findings and discussion, a professional development model called Kao's self-directed learning model is developed. This self-directed learning model can be practically applied in the Cambodian context and other similar contexts, where extrinsic motivators or external factors cannot be available or relied on. These personal qualities: trigger states, intrinsic motivation and a personal principle or attitude of being a master of oneself are used as the capital to invest in professional development of any field or career.

## Kao's Self-Directed Learning Model

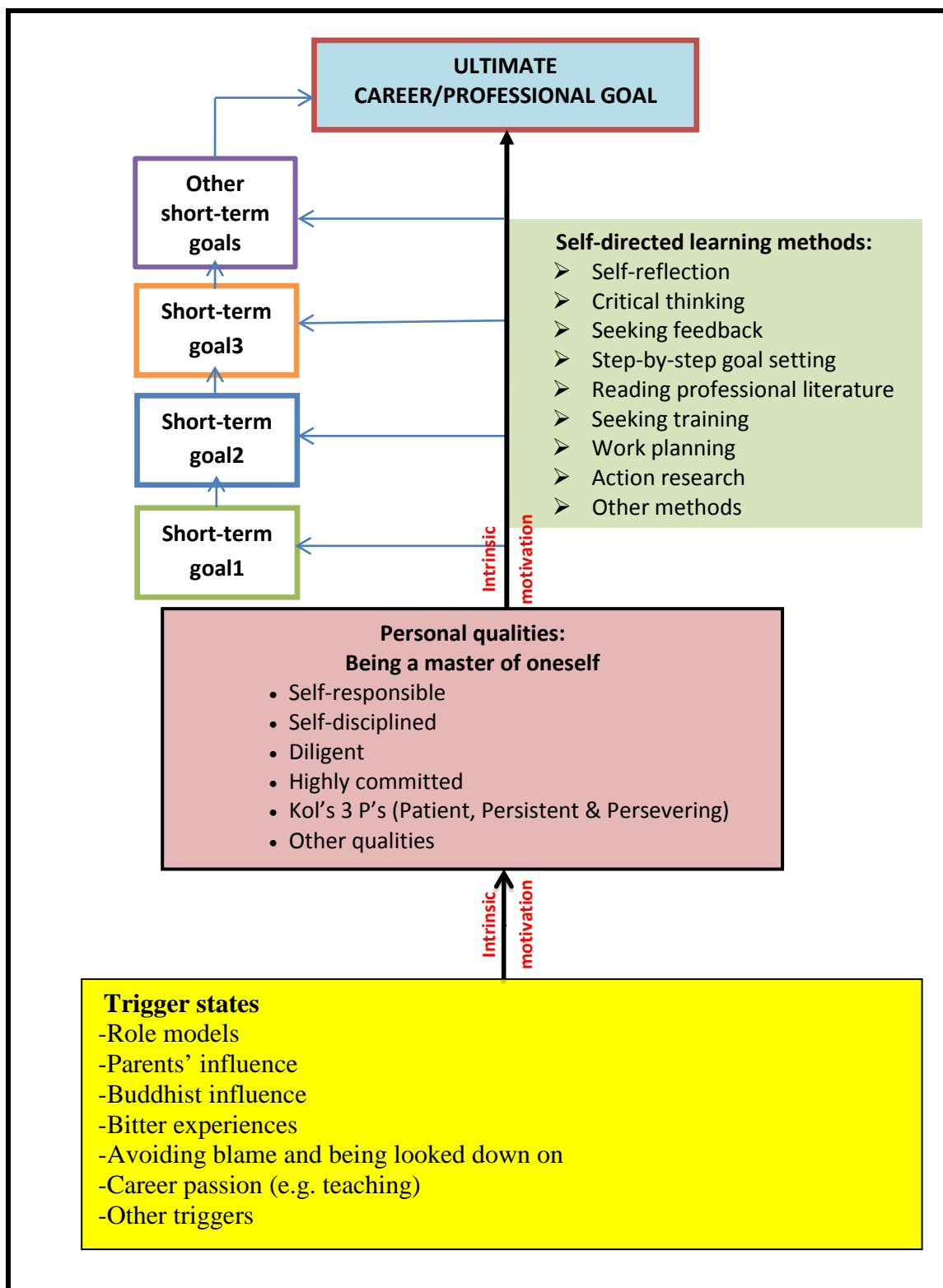


Figure 6: Kao's Self-Directed Learning Model

In order to implement this Kao's self-directed learning model effectively, the following procedures should be considered.

First of all, trigger states are foundation of transformative learning and change in life. Adult learners like university instructors are highly motivated to grow academically and professionally by trigger states which are developed from some real life situations. Those trigger states can be either positive or negative (Goldsmith & Reiter, 2015). Based on the findings, the positive trigger states can be developed from both the positive and negative life situations. Positive trigger states which can be developed from positive real life situations include: good role models the people live and work with; parents' teaching, advice and model can be positive real life situations that develop positive triggers; Buddhist teaching and a passion for teaching are also positive life situations that can develop positive triggers; however, poverty, suffering and bad experiences in life, and blames and looking down on from or by other people are negative real life situations which can also develop positive trigger states which encourage and motivate adults to learn new things and transform their life for the better.

Next, the trigger states intrinsically motivate an individual to think of ultimate goals to be achieved in life. Some people can keep learning and growing toward those ultimate goals they have set although it is a long way to go. However, in the Cambodian context and other similar contexts, setting short-term academic and career goals to be achieved is a good alternative for adults who have some problems with their income, working conditions, and full family responsibilities. When one short-term goal is achieved, they can set the next step short-term goals to be achieved. They can move on the same pattern until they can finally achieve their ultimate academic and career goals. It may take them a longer period of time to achieve their ultimate goals compared to the people who have sufficient financial support, and have no family responsibilities to be handled.

Then, in order to reach any of their goals set, the adult learners should adopt the personal principle of being the masters of themselves because no one will control and supervise their learning and working. They have to be their own bosses, as they are learning and working for themselves. If they cannot learn well and do a good job, they are the ones who will receive bad consequence of their own thoughts and actions. Therefore, in order to be the masters of themselves, they should practice these personal qualities including self-responsibility, self-discipline, diligence or hard work, high commitment, patience, persistence and perseverance, and other personal qualities they can think of by themselves.

Finally, after they have trigger states which intrinsically motivate them to set their short-term and long-term goals to be achieved, and the key personal principle of being the masters of themselves, they have to think about what they should do to achieve their goals. In this case, they have to look for self-directed learning methods that they can use and manage. They can use self-reflection and self-examination, apply critical thinking skills, seek feedback from their peers and students about their working performance, set step-by-step short-term goals to be achieved in order to reach the ultimate goals, continue reading professional literature such as job-related books and articles, try to attend further training on their own, plan lessons or projects regularly and effectively, and do action research in order to develop their competency, skills and self-confidence so that they are able to do the job more effectively, efficiently and productively. Remember that in order to use any of these self-directed learning methods effectively and productively to achieve their goals, adult learners must continually be the masters of themselves by practicing those personal qualities mentioned above.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter consists of a summary of the research questions and research methodology, a synthesis of new theories developed, and recommendations.

This phenomenological study tried to explore what personal qualities the university instructors have to intrinsically motivate themselves to grow professionally, and in what way the university instructors use self-directed learning methods to develop teaching professionalism in the Cambodian context. To answer these two research questions, data were collected from September 2017 to May 2018 from 18 participants who were university instructors working in 15 public and private universities in Phnom Penh city by interviewing and collecting some printed documents. Generic qualitative and constant comparative methods of data analysis were adopted due to the fact that the data analysis process was running after several interviews were conducted and some follow-up data collection activities were still conducted to get more meaningful data about the study phenomena. The data were transcribed, coded and organized under themes and sub-themes, and they were analyzed.

#### **Conclusion**

According to the findings and discussion, setting up short-term goals and reaching them one after another is a good way that motivates the university instructors to reach their ultimate career goals in the end in the Cambodian context and other similar contexts where teachers' salaries are still low, teacher professional development fund and programs are irregularly available, monitoring and evaluation system is still weak, staff retaining policy and mechanism are not in place, financial and human capital resources are limited, equipment, technology, and teaching materials are limited. Whilst school teachers and university instructors are poorly paid, they have to take a few important roles including

working as instructors, make adequate incomes for their families, take care of their children, and upgrade their higher education and career development. They need to have a balance between all those responsibilities, as they do not want to succeed in one thing but fail in the other things.

In order to have such a balance, they have to practice a step-by-step approach to setting up short-term goals to be achieved although they realize that it could take them a long time to reach their ultimate career goals in the end. When one short-term goal is achieved, they set up another short-term goal; when they reach the second goal, they set up the third goal; and they continue doing the same way till their ultimate career goals are finally achieved. Based on the findings, the majority of the respondents had started their teaching from either a primary or secondary school. They then have continued upgrading themselves step by step along the way while taking other responsibilities mentioned earlier. In the end, those people could become qualified university instructors.

Based on the above discussion, role models, parents' teaching and advice, Buddhist teaching and influence, poverty, suffering and bad experiences the respondents have faced, intention to avoid blame from their superiors and to avoid being looked down on by colleagues and neighbors, a passion for teaching, and so forth have become trigger states, which are strong spirit conditions that are permanently internalized in someone's mind from an initial time when those things occurred. Those trigger states intrinsically motivate and inspire those university instructors to continue growing and teaching professionally. An individual instructor could be intrinsically motivated by one trigger state, or multiple trigger states. Those trigger states could appear one after another, and could be old and new ones. Those trigger states are like renewable energy that makes an engine work all the time.

When those university instructors are intrinsically motivated and inspired to continue to grow further, they have to uphold a principle or an attitude of being the masters of

themselves in order to succeed in what they are doing to reach their short-term and long-term career goals. In the Cambodian context and other similar contexts, as far as teaching professionalism is concerned, being a master of oneself is the only personal principle that determines an individual instructors' success in their education development and teaching professionalism. In order to be the masters of themselves, the instructors must have these several important personal qualities which include being self-responsible for their own physical actions, verbal speech and mental thoughts; being self-disciplined so that they could get things done efficiently and effectively; being diligent and highly committed to what they are doing; and being patient, persistent and persevering in things they are doing, as nothing could be succeeded easily without any great effort, energy, patience and persistence.

When people are the masters of themselves, they are able to succeed in their wealth, careers and in life in both, the third world context and the developed world context. In the developing world contexts, where proper systems are not in place, resources are limited, and workers have poor attitude, if teachers and other workers are not the masters of themselves, they will not do their best, not be self-responsible for what they are doing, saying and thinking, not be self-disciplined, not be hard-working and committed to their profession and further education development, not be patient, persistent and persevering in overcoming challenges and problems occurred to achieve their goals when no much technical and financial support is given by the institutions and other external sources. In other words, when the workers are not intrinsically motivated, they will not definitely act as the masters of themselves, and as a result, they cannot ensure their success and achievement of their ultimate career goals.

Nevertheless, in the developed contexts where many good systems are in place, sufficient financial and human resources are available, and technology is so advanced, and extrinsic motivators are provided some university instructors and teachers may still become

education professionals even though they are not the masters of themselves because whether they want to learn and grow further or not, those good supporting systems and the resources they have would encourage and push them to grow. Moreover, if the instructors or workers are the masters of themselves, they may even lead in terms of teaching professionalism or other professions, as they have been intrinsically motivated to grow and become professional in addition to receiving a great deal of support from the effective existing operating systems and resources available for them. It means that they have all, positive attitude of being the masters of themselves, intrinsic motivation and extrinsic motivation which refer to various external supports from the systems and institutions. Consequently, the instructors or workers can even become education professionals or other professionals more easily in the developed contexts than the ones in the developing countries.

Being a master of oneself is the only powerful personal principle that could be implemented by individual instructors who wish to grow scholarly, professionally, financially and even peacefully because when they are the masters of themselves, they must know well that they are the only owners and the only bosses of themselves, of their own mental thoughts, of their own physical actions, and verbal speeches (Bhikkhu, 2010). They also own and manage their feelings of success or failure, feelings of excitement and pain to maintain peace in themselves in the end. When the workers are the masters of themselves, they have been highly, intrinsically motivated to do things they are supposed to do. When they are intrinsically motivated, they will do things effectively and thoroughly to succeed. Other extrinsic motivators may not be necessarily needed because their intrinsic motivation is more powerful (Adair, 2006; Hardré, 2012; Killen, 2003; Knowles & Associates, 1984; Merriam et al., 2007; Wong & Wong, 2009). In the Cambodian context, if the workers become the masters of themselves, they would be able to learn, discover and grow more scholarly and

professionally. Otherwise, it is less likely for them to continue to grow and develop their career further.

As far as intrinsic motivation is concerned, according to Maslow's hierarchy of needs theory, the people whose ultimate goal is to be wealthy will be extrinsically motivated and able to reach level three of the Maslow's hierarchy of needs pyramid because they never satisfy their greed. In other words, they usually feel that they will never have enough wealth. If they have ten million US dollars, they will definitely want to make twenty million US dollars. Their greed will go on and on. However, according to the research findings and discussion above, for the people whose ultimate goal is to achieve life integrity, respect, personal growth and self-fulfillments, they will be more likely to be intrinsically motivated to do their job and to grow further and further without an end. Their intrinsic motivation has been developed from the first, second or third stage of Maslow's hierarchy of needs where trigger states started to exist while those biological and psychological needs, safety needs and belongingness and love needs had not been satisfied yet. Most of those respondents have been intrinsically motivated to reach high prestige needs (level four) and self-actualization needs (level five) by the trigger states formed by poverty, difficult experiences they had, good role models they had, their parents' influence, Buddhist influence, and having a passion for teaching. After they could reach those top two levels of Maslow's hierarchy of needs theory, they could make more satisfactory incomes, and fulfill all the needs at all the five levels of Maslow's hierarchy of needs theory.

Regarding self-directed learning methods, it appears that although all the respondents have used a variety of self-directed learning methods to grow scholarly and professionally, self-reflection method emerges as the most practical in the Cambodian context and probably other similar contexts for individual's life-long learning purpose and professional growth due to the fact that it could be done and managed independently by themselves within their

comfort zone, at their own time, resources and pace. When the instructors reflect on themselves and their own teaching, they can reflect on their physical actions, verbal speeches, and mental thoughts before, during and after their teaching (Bhikkhu, 2010) to see what strengths and weaknesses they have for further improvement. During the reflection period, they have to critically think, analyze, make better decisions on further action plans to be taken. Reflection before and after teaching involves lesson planning because during the lesson planning period, the instructors have to think critically and constructively of what, how and why things happened in the previous lesson and what, how and why things should happen in the next lesson. While reflection during teaching, the instructors can think of other options or possible flexibilities to what they have already planned so that the lessons can be more interesting, challenging, and fun for the learners. They could also reflect on their own speech, attitude and behaviors during teaching in order to improve what they found as their weaknesses (Bhikkhu, 2010).

Moreover, other self-directed learning methods such as setting step-by-step academic and career goals to be achieved, reading books and electronic materials related to instructors' own profession, conducting classroom action research, attending further training programs, conferences and seminars within their own initiatives, interests and budget, seeking feedback from students and colleagues, and other self-directed learning methods also help support them to grow professionally. The instructors can choose their own favorite self-directed learning methods according to their own interests, available resources and time. These self-directed learning methods can be used and monitored by any individual who wishes to grow scholarly and professionally in their careers within their own great interests and intrinsic motivation without any external pressure. In the Cambodian context, the workers who are intrinsically motivated to grow scholarly and professionally with any or most of those self-directed learning methods have to act as the masters of themselves. To be the masters of

themselves, they should use all their potential to manage and be highly self-responsible for their own education and career development, be self-disciplined, diligent, highly committed, patient, persistent and persevering in their attempt to reach their career goals.

Based on the above discussion, Mezirow's (2009) 10 stages of transformative learning process strongly support adults' transformative learning in the Cambodian context although those ten steps are not applied in the same order of the original stages of Mezirow's transformative learning process. Different steps of Mezirow's transformative learning process could be applied in each of the self-directed learning methods found in this study. In other words, in one self-directed learning method, the university instructors can at least use two steps of Mezirow's transformative learning process. Therefore, those self-directed learning methods found in this study could be practically reliable and applied in the Cambodian context and other similar contexts by the university instructors who are highly committed to growing academically and professionally.

In the Cambodian context and other similar contexts, strengthening, developing and improving ones' own personal qualities, education, and career by themselves is the most effective and practical way of transformative learning (Mezirow, 1991, 2009) which could be managed, controlled, and enjoyed by themselves using their own great interests, internal motivation, potential, mental thoughts, resources and time. The ones who wish to grow scholarly and professionally in these difficult contexts cannot wait for external support which is not sufficiently provided or available. Starting from oneself and being a master of oneself are mostly aligned with and well-supported by the Buddhist philosophical perspective, which puts a great emphasis on strengthening an individual's inner-self quality, values, morale and peace in order to transform and build a better person, a better community, a better nation, and the better world (Wisadavet, 2003).

## Recommendations

This section contains recommendations for practice, institutional policy, and further research.

### Recommendations for Practice

**Kao's self-directed learning model.** The new theory developed from the research findings contribute to the development of the self-directed learning model which could be beneficial for the university instructors who would like to become education professionals in the Cambodian context and other similar contexts where a lot of external factors do not sufficiently support them to develop their teaching professionalism. If the university instructors wish to grow professionally, this self-directed learning model may help them to achieve it.

**Being a master of oneself.** In the field of education, *being a master of oneself* is a kind of personal principle or attitude which should be promoted among teachers, university instructors, non-school administrators so that they can keep developing their career and work more efficiently, effectively and productively. Children and students at all school levels should be taught how to *be the masters of themselves* so that they could become more responsible and qualified citizens in the future. Furthermore, *being a master of oneself* can also be applied for other people in other fields because at any working environment, every leader or manager always wants their workers to be self-responsible, self-disciplined, diligent, highly committed to their jobs, and productive. If the workers are the masters of themselves, their bosses will not have any headache in managing them, and their companies or organizations will continually grow further.

**Self-reflection.** HEIs should encourage instructors to do more self-reflection on their own teaching so that they can plan future lessons more effectively for more productive teaching performance. They can also share their best practice with other colleagues to

improve their teaching and learning quality. Self-reflection can also be applied in other fields apart from education. Workers can reflect on their strengths and weaknesses of their work performance as well as on good and bad personalities, attitudes and behaviors so that they can improve themselves and their own work performance. Moreover, even leaders can do their own self-reflection on their leadership and performance. By doing self-reflection, they can learn a great deal to improve their knowledge, working competency and professionalism.

**Reading professional literature.** HEIs should provide adequate professional books to the instructors to encourage them to read more to build their reading habits. Therefore, the library should be better supplied with those necessary educational materials so that they are available for the instructors to use. For other people who work in other fields can also read relevant professional materials to improve their knowledge and professional careers, as reading can be applied very easily by any individual if he or she is willing to learn and grow professionally.

**Action research.** University professional development policy should require every instructor to conduct action research annually. Some rewards should be encouraged for the instructors who have met the annual action research requirement to motivate them further. However, if university instructors are willing to grow professionally, they will definitely start doing by themselves without any external reward.

Furthermore, this self-directed learning model could also be applied by other people who intentionally plan to grow professionally in their careers, as professionals of any career share trigger states and motivation, similar personal qualities and personal principles.

### **Recommendations for Institutional Policy**

Based on this self-directed learning model, HEIs in Cambodia and other similar contexts could develop a policy that encourages and supports university instructors who could grow professionally on their own using a self-directed learning approach that could be

more sustainable and manageable by any individual university instructor while external motivators and support are still limited.

### **Recommendations for Further Research**

It would be more helpful if further studies could be conducted to investigate more findings to the following questions:

- How do extrinsic motivation and intrinsic motivation influence one another?
- Is a person with one trigger state more intrinsically motivated than the other with multiple trigger states or vice versa?
- Will Kao's self-directed learning model be reliable if more respondents are surveyed and observed?

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## APPENDICES

### APPENDIX A: THE RESEARCHER'S PERSPECTIVE

I am the seventh child of a nuclear family of nine siblings. I am the child who has the highest education in the family. I started attending a primary school when I was nine years old. I did not do well at all at school at that time. I could not read and write Khmer when one of my uncles put me in grade 11 at a primary school (the old Cambodian school system) which is equal to grade 2 of the current Cambodian primary school system. I was badly beaten with a stick by my Buddhist monk teacher because I could not do most of the school assignments and exercises in class. Then, I decided not to attend classes for the last several weeks without letting my parents know at all before the Khmer Rouge took over Lun Nol's regime in April 1975. I hated school at that time, and I was so happy when all the schools were closed because I did not feel guilty about cutting classes anymore.

During Pol Pot regime from 1975 to 1979 all schools, hospitals and government offices were closed nationwide. In 1976 in the area where I lived, some children and I were taught by a youth who was my group chief for an hour a day under a tree during a lunch break. I became very active and worked so hard. I started to read, write basic words, and do basic mathematic exercises. My teacher at that time did not hit children because he was not allowed to punish the children. I learned very fast and felt that I wanted to come back to school again. Unfortunately, the lessons went on for about two months during the rice harvest season.

After Pol Pot's regime was toppled from power in 1979, schools were reopened with too few school resources. However, both children and teachers were highly motivated to learn and teach. I started from grade 1 again and studied two grades per year. I worked very hard and became a very good student. I dreamed about being a medical doctor at that time. I passed a Lower Secondary School National Exam in 1985 with great pride.

Due to limited resources, teachers and classes available for all the Lower Secondary School graduates, the Ministry of Education, Youth and Sport (MoEYS) during the communist regime (1980s), set up an Upper Secondary School Entrance Exam in order to select a certain number of students to continue their Upper Secondary School education. Meanwhile, the Lower Secondary School Teacher Training Exam was organized immediately earlier before the Upper Secondary School Entrance Exam to select a small number of best Lower Secondary School graduates to be trained for three years (7+3 teacher training formula) to teach students at Lower Secondary schools. I made a very bad decision on taking the Lower Secondary School Teacher Training Exam in order to measure my capacity for the Upper Secondary School Entrance Exam. I thought that if I could pass the Lower Secondary School Teacher Training Exam which appeared to be tougher than the Upper Secondary School Entrance Exam, I would definitely be able to pass the Upper Secondary School Entrance Exam easily. I did very well and passed the Lower Secondary School Teacher Training Exam. I was so excited and proud of my capacity and hoped that I could pass the Upper Secondary School Entrance Exam easily.

About half an hour later after an announcement of the results of the Lower Secondary School Teacher Training Exam, the announcer of the exam results said that the students who had passed the Lower Secondary School Teacher Training Exam were not allowed to take the Upper Secondary School Entrance Exam. At that time, my excitement became a very shocking and disappointing moment. My dream was meaningless. I was crying for days. I felt that it was my greatest failure in my life, as I could not continue my further education to make my dream come true.

I was running to Phnom Penh to look for a school which could accept me to continue my study, but no school accepted me at all due to strict regulations. Then, I went back to Pursat province to look for a place to continue my study, but no school accepted me either due to strict administration procedures during the communist period. Finally, I decided to attend the three-year Lower Secondary School Teacher Training program in Battambang Regional Teacher Training Center (RTTC). Otherwise, I had to work as a policeman, soldier, or other office job available at Battambang province. At the beginning of the training program, I could not do well because I was unmotivated to take that teacher training program. I felt very bad for not doing well at school because it was against my life principles, my philosophy, and my personal qualities at that time.

Several months later I started thinking again about my future. I thought I could not let my weak performance at school go on, as I used to be a very active and hard-working student in the past. I decided to attend non-formal education program in the evenings so that I could take the National Upper Secondary School Exam later on. I thought a certificate of the National Upper Secondary School would open my door for further higher education. I also took private English lessons for several years to improve my English language proficiency. In 1991, I took the National Upper Secondary School Exam and passed it.

Then, I started to join an in-service Secondary School English Language Teacher Training Program funded by the British Government for a year at Battambang province. Due to my outstanding performance and best achievement, I was fortunately selected to study in England for six months in 1995. My life has changed since then. I have decided to work much harder both academically and professionally. I changed a few working places, and finally I have been working for Paññāsāstra University of Cambodia for the last decade.

Due to my experience, I turned a threat of low pay to be an opportunity to grow further. I was wondering whether I could earn a good living and be respectful if I could become a professional in the field of education. Then, I started to dedicate my life to my teaching career. I had kept working very hard with such low pay from the government when I was working as a public school teacher and English language teacher trainer. I have finally been successful and able to make adequate living from my teaching career. Therefore, only dedication and ongoing commitment to hard work and professional development enabled me to get rid of poverty and to gain better respect from my students and coworkers.

To make an individual move on the right path of professional development, I believe that internal or intrinsic motivation plays a crucial role in this. It is quite obvious that those who become professionals must have their own magic reasons to develop themselves. Those reasons may vary from professional development for better teaching wages, better social status, and better academic status to building up and developing the nation. Without any internal motivation and inspiration, an individual teacher cannot dedicate his or her life to the professional development, and as a result, he or she cannot become an education professional.

Based on my teaching and working experience, I strongly believe that my intrinsic motivation, positive attitude toward my education and career development and critical thinking are keys for my own success. In addition, my personal qualities such as strong responsibility for my job, self-discipline, hard-work and high commitment, and persistence that I have greatly contribute to my education and career success. I have never cared about how other colleagues have worked and listened to what they have badly said about their work and what I have been doing because I have my own career goal to be achieved in life.

Regarding my career development, I have been very confident that I can grow further on my own, as I know myself better than others. I strongly believe that good quality of education starts from an individual who is myself. If I am good and qualified, I can make my students learn better and become better citizens. I think that the majority of my students I have taught admired my teaching which has influenced their lives a great deal for the better.

In order to prove my teaching professionalism, I have received grade A's from most of the students' evaluation surveys. I have been acting as a role model for my students so far because I believe that at least some of my students will adopt my model for their students and children in the future.

As far as my career development is concerned, I have used a few favorite self-directed learning methods such as self-reflection, reading some professional literature, and classroom action research from which a lot of critical thinking and analytical skills have been applied, a lot of planning has been made, a lot of new actions and applications have been carried out to see how things work.

I have been enjoying the way I have developed my own education and career, and the way I have been doing my work so far. I am not tired of my teaching and teacher training yet. I hope I can move on and achieve my next career goal in the near future.

## APPENDIX B: CRITERIA FOR SELECTING REpondENTS TO PARTICIPATE IN PhD RESEARCH

My name is Kao Sophal, the PhD candidate. I am going to conduct my PhD research entitled “**Self-Directed Learning Approach to Developing Teaching Professionalism**”. Could you please kindly nominate your instructor/colleague who meets at least five criteria of each of the two areas below to participate in this research?

**Name of instructor:** \_\_\_\_\_, **Sex:** \_\_\_\_\_

**His/her telephone:** \_\_\_\_\_

**His/her E-mail:** \_\_\_\_\_

### I. Personal Qualities

What five personal qualities do you think your instructor/colleague has regarding his/her career and professional development? Please check those five qualities that the above instructor has:

- ☐ a)-positive attitude toward a career and professional development;
- ☐ b)-having a clear vision;
- ☐ c)-having both, short & long-term goals;
- ☐ d)-being motivating and inspiring;
- ☐ e)-self-discipline;
- ☐ f)-responsibility & accountability;
- ☐ g)-high commitment & hard work;
- ☐ h)-persistence;
- ☐ i)-curiosity & enthusiastic;
- ☐ j)-having a passion for teaching;
- ☐ k)-having personal career and life principles;
- ☐ l)-life-long learning commitment; and
- ☐ m)-triggers

### II. Self-Directed Learning Methods

What self-directed learning methods do you think your instructor/colleague has used so far to keep developing his/her knowledge and teaching career? Please check five methods your instructor has used:

- ☐ a)-self-analysis
- ☐ b)-doing self-reflection
- ☐ c)-critical thinking;
- ☐ d)-good model: learning from a good model; being a role model for others
- ☐ e)-reading professional literature
- ☐ f)-applying theories in the real teaching situation
- ☐ g)-observing other teachers teach
- ☐ h)-sharing pedagogical information with other teachers
- ☐ i)-keeping a teaching diary or journal
- ☐ j)-seeking student feedback
- ☐ k)-planning effective lessons
- ☐ l)-self-development through further study
- ☐ m)-classroom action research
- ☐ n)-research
- ☐ o)-attending workshops, seminars, and conferences with personal interests
- ☐ p)-presenting papers at workshops, seminars and conferences

## APPENDIX C: ENGLISH INTERVIEW GUIDE FOR UNIVERSITY INSTRUCTORS

### I. Demographic Background

#### Education

1. Could you please describe your educational history briefly, especially from the undergraduate studies till now?

#### Career

2. Could you please describe your job history briefly? (Asking for a copy of CV for more details)
3. How long have you been teaching?
4. What is your specialized area?

### II. Motivation

5. *Who has motivated you the most? (Yourself, your parents, teachers/mentors, senior colleagues, friends, neighbors, family?)*
6. *What has highly motivated you to grow the most so far?*
  - 6a. *Or why have you become a hard-working, highly committed, and responsible teacher? (Triggers: poverty, parents' advice and teaching, belief in doing good receiving good, ill words of others?)*
  - 6b. *How have you motivated yourself to grow and work effectively?*
  - 6c. *How do you compare your own motivation to Maslow's Hierarchy of Needs?*
  - 6d. *Do you think that in your real situation you moved from one step to another from the bottom (level 1) to the top (level 5) of Maslow's Hierarchy of Needs, or you have done differently? Please explain your practice in more details.*
  - 6e. *Do you think that you're good at motivating and inspiring others such as your students? How?*

### III. Personal Qualities

7. What personal qualities do you think you have regarding your career and professional development?
  - a)-positive attitude toward a career and professional development*  
*Qa: How do you see your teaching career and the way you develop it? Helpful or unhelpful? Good or bad for you?*
  - b)-having a clear vision and long-term goals*  
*Qb1: What is your ultimate long-term goal of success in life and a career? (financial gain, good health and living, respects, fame and honor, position, professional integrity?)*  
*Qb2: What is your academic vision and long-term academic goal? And long-term career vision and goal?*
  - c)-setting step-by-step short-term goals*  
*Qc: How have you set your academic and career goals? Have you set one short-term goal a time?*

*d)-core values*

*Qd: What are your core values of your career and its development?*

*e)-having personal career and life principles*

*Qe: What are your main principles for your career and life?*

*f)-ethical conduct (new)*

*Qf: How important is ethical conduct to you as a teacher? How did you practice it?*

*g)-self-discipline*

*Qg: Do you think you have been self-disciplined with your learning and career?*

*h)-responsibility*

*Qh1: How much have you cared about your own learning and your students so far?*

*Qh2: In our context, do we rely much on ourselves (our own responsibility for what we do) or others or external factors when we want to become successful in what we do?*

*i)-diligence and high commitment*

*Qi: What examples could you give regarding your hard work and commitment to it?*

*j)-persistence;*

*Qj: Have you ever thought of giving up learning and your work? Why? Why not?*

*k)-curiosity & enthusiastic*

*Qk: Have you been enjoying learning?*

*l)-having passion for teaching*

*Ql: Have you enjoyed teaching? Did you sometimes feel bored with your teaching?*

*m)- life-long learning commitment*

*Qm: When do you think you will stop learning? Why? Why not?*

8. Which are your three most important qualities that encourage you to keep growing professionally?

#### **IV. Self-Directed Learning Methods**

9. Do you know what self-directed learning method is?

10. What self-directed learning methods have you used so far to keep learning new knowledge and skills for your career?

*a)-self-analysis*

*Qa: Have you ever evaluated your strengths and weaknesses regarding your career and self-development?*

*b)-self-reflection on teaching activities*

*Qb: Have you ever done your own self-reflection on your own lessons both during and after class?*

*c)-critical thinking skills to solve teaching and learning problems*

*Qc: Have you ever had any problems related to your teaching and learning? How did you solve them?*

*d)-learning from a good model*

*Qd: Have you looked at anyone as your role model? Who were they? (parents, family members, teachers, colleagues, famous figures?)*

*e)-being a role model for others*

*Qe: How about being a role model for others (students, colleagues, family)? Have you ever done that? How?*

*f)-further reading*

*Qf: Have you read a lot so far? What did you read? How, when and where did you read them?*

*g)- applying theories in the real teaching situation*

*Qg: Can you give me some examples of techniques, approaches, methods or strategies you have applied in your classes?*

*h)-observing other teachers teach*

*Qh: Have you ever observed other teachers teach? What did you do after your observation? How did you learn from your classroom observations?*

*i)-sharing pedagogical information with other teachers*

*Qi: Have you ever discussed and shared some teaching experiences, techniques, etc. with your colleagues? How did you do that?*

*j)-keeping a teaching diary or journal*

*Qj: Have you kept your teaching diary or journal? How did you do it?*

*k)-seeking students' feedback*

*Qk: Have you ever asked your students to give feedback on your own teaching? How? How did you feel?*

*l)-plan effective lessons*

*Ql: Have you planned lessons regularly? How? Did you learn a lot from your lesson preparation?*

*m)-self-development through further study*

*Qm: Are you going to continue your further studies for other higher degrees? How will you do it?*

*n)-classroom action research*

*Qn: Do you know what classroom action is? Have you ever done it either formally or informally? How? Did you learn anything new from it?*

*o)-research*

*Qo: Have you ever conducted any research? Did you learn any new thing from it?*

*p)-attending workshops, seminars, and conferences with your personal interests*

*Qp: Have you attended any workshops, seminars, and conferences with your own interests? Did you learn any new thing from them? How?*

*q)-presenting papers at workshops, seminars and conferences*

*Qq: Have you ever presented any papers at workshops, seminars, and conferences? What did you present? Did you learn any new thing from them? How?*

11. What are your three most favorite methods you have used so far?

## APPENDIX D: KHMER INTERVIEW GUIDE FOR UNIVERSITY INSTRUCTORS

### សំណួរសម្រាប់កិច្ចសម្ភាសន៍ជាមួយសាស្ត្រាចារ្យសាកលវិទ្យាល័យ

#### I. ព័ត៌មានផ្ទាល់ខ្លួន

##### ការអប់រំ

1. សូមលោកគ្រូ/អ្នកគ្រូរៀបរាប់ពីប្រវត្តិនៃការសិក្សារបស់ខ្លួន ជាពិសេសចាប់ពីការសិក្សាថ្នាក់បរិញ្ញាបត្រ រហូតមកដល់ពេលបច្ចុប្បន្ន។

##### វិជ្ជាជីវៈ

2. តើលោកគ្រូ/អ្នកគ្រូអាចរៀបរាប់ពីប្រវត្តិការងារត្រួសៗបានទេ? (តើខ្ញុំអាចសុំ CV មួយច្បាប់បានទេ?)
3. តើលោកគ្រូ/អ្នកគ្រូបានបង្រៀនរយៈពេលប្រហែលប៉ុន្មានឆ្នាំមកហើយ?
4. តើលោកគ្រូ/អ្នកគ្រូមានជំនាញលើផ្នែកណាមួយដែលអប់រំ?

#### II. ការជម្រុញទឹកចិត្ត

5. តើនរណាម្នាក់ជម្រុញលើកទឹកចិត្តលោកគ្រូ/អ្នកគ្រូច្រើនជាងគេ? (ខ្លួនឯង អាណាព្យាបាល គ្រូ បង្រៀន អ្នករួមការងារ មិត្តភក្តិ អ្នកជិតខាង សមាជិកគ្រួសារ?)
6. តើអ្វីដែលជម្រុញលើកទឹកចិត្តលោកគ្រូ/អ្នកគ្រូមានការអភិវឌ្ឍខ្លួនឯងជារៀងរាល់ថ្ងៃ?
- 6A. ឬ មូលហេតុអ្វីដែលលោកគ្រូ/អ្នកគ្រូបានក្លាយជាអ្នកអប់រំដែលប្រឹងប្រែងធ្វើការ មានការតាំងចិត្ត ខ្ពស់ និងការទទួលខុសត្រូវ? (គន្លឹះ៖ ភាពក្រីក្រ ដំបូន្មាន និងការបង្រៀនរបស់ឪពុកម្តាយ ជំនឿទៅលើ ការសាងសង់ទទួលបានល្អ ពាក្យសម្តីអាក្រក់ពីអ្នកដទៃ?)
- 6B. តើលោកគ្រូ/អ្នកគ្រូជម្រុញខ្លួនឯងឲ្យមានភាពរីកចម្រើន និងធ្វើកិច្ចការដោយមានប្រសិទ្ធភាពតាម វិធីណា?
- 6C. តើលោកគ្រូ/អ្នកគ្រូប្រៀបធៀបវិធីជម្រុញលើកទឹកចិត្តខ្លួនឯងជាមួយ Maslow's Hierarchy of Needs ដូចម្តេចដែរ?
- 6D. តើលោកគ្រូ/អ្នកគ្រូគិតថា នៅក្នុងកាលៈទេសៈជាក់ស្តែង លោកគ្រូ/អ្នកគ្រូបានឆ្លងពីជំហានមួយទៅ ជំហានមួយទៀត ពីក្រោម (កម្រិតទី ១) ទៅខាងលើ (កម្រិតទី៥) នៃ Maslow's Hierarchy of Needs ឬក៏លោកគ្រូ/អ្នកគ្រូធ្វើផ្សេងពីនេះ? សូមធ្វើការបកស្រាយការអនុវត្តរបស់ខ្លួនឲ្យបានលម្អិត។ (show the chart of Maslow's Hierarchy of Needs to the respondents)
- 6E. តើលោកគ្រូ/អ្នកគ្រូគិតថាខ្លួនឯងពូកែជម្រុញ និងលើកទឹកចិត្តអ្នកដទៃ ដូចជាកូនសិស្សដែរឬទេ? តើ ធ្វើដូចម្តេច?

#### III. គុណសម្បត្តិផ្ទាល់ខ្លួន

7. តើលោកគ្រូ/អ្នកគ្រូគិតថាខ្លួនឯងមានគុណសម្បត្តិផ្ទាល់ខ្លួន (personal qualities) អ្វីខ្លះទាក់ទងនឹង ការងារ និង ការអភិវឌ្ឍអាជីពរបស់លោកគ្រូ/អ្នកគ្រូ?

##### A. អាកប្បកិរិយាដែលមានចំពោះការងារ និងការអភិវឌ្ឍអាជីព

Qa: តើលោកគ្រូ/អ្នកគ្រូយល់ដូចម្តេចដែរចំពោះអាជីពជាអ្នកអប់រំរបស់ខ្លួន និងវិធីអភិវឌ្ឍអាជីព របស់លោកគ្រូ/អ្នកគ្រូ? តើមានប្រយោជន៍ ឬមិនមានប្រយោជន៍? ល្អ ឬអាក្រក់សម្រាប់លោក គ្រូ/ អ្នកគ្រូ?

##### B. មានចក្ខុវិស័យច្បាស់លាស់ និងគោលដៅវែងឆ្ងាយ

Qb1: តើគោលដៅវែងឆ្ងាយដ៏ជំរុញរបស់លោកគ្រូ/អ្នកគ្រូសម្រាប់ភាពជោគជ័យក្នុងជីវិត និងអាជីពជាអ្វី? (ការទទួលបានលាភសក្ការៈ សុខភាព និងការរស់នៅល្អ ការគោរព កេរ្តិ៍ឈ្មោះ និងកិត្តិយស មុខ តំណែង សច្ចៈភាពនៃវិជ្ជាជីវៈ?)

Qb2: តើចក្ខុវិស័យ និងគោលដៅវែងឆ្ងាយនៃការសិក្សារបស់លោកគ្រូ/អ្នកគ្រូជាអ្វី? ហើយចក្ខុវិស័យ និងគោលដៅវែងឆ្ងាយនៃអាជីពជាអ្វី?

##### C. ការកំណត់គោលដៅរយៈពេលខ្លីពីមួយដំណាច់ទៅមួយដំណាច់

Qc: តើលោកគ្រូ/អ្នកគ្រូធ្វើការកំណត់គោលដៅក្នុងការសិក្សា និងអាជីពដូចម្តេចដែរ? តើលោកគ្រូ/ អ្នកគ្រូ បានធ្វើការកំណត់គោលដៅរយៈពេលខ្លីមួយម្តងៗដែរឬទេ?

##### D. គុណតម្លៃ

Qd: តើគុណតម្លៃរបស់លោកគ្រូ/អ្នកគ្រូទៅលើអាជីពរបស់ខ្លួន និងការអភិវឌ្ឍគឺជាអ្វីខ្លះ?

##### E. ការមានគោលការណ៍សម្រាប់អាជីពផ្ទាល់ខ្លួន និងគោលការណ៍ជីវិត

Qe: តើគោលការណ៍ចម្បងសម្រាប់អាជីព និងជីវិតរបស់លោកគ្រូ/អ្នកគ្រូមានអ្វីខ្លះ?

##### F. ក្រុមសិល្បៈវិជ្ជាជីវៈ

Qf: តើការប្រកាន់ខ្ជាប់នូវក្រុមសិល្បៈវិជ្ជាជីវៈក្នុងនាមជាអ្នកអប់រំមានសារៈសំខាន់យ៉ាងណាដែរ សម្រាប់លោកគ្រូ/អ្នកគ្រូ? តើលោកគ្រូ/អ្នកគ្រូអនុវត្តវាដូចម្តេចដែរ?

##### G. ការមានវិន័យផ្ទាល់ខ្លួន

Qg: តើលោកគ្រូ/អ្នកគ្រូគិតថាមានវិន័យផ្ទាល់ខ្លួនដែរឬទេនៅក្នុងការសិក្សា និងអាជីពរបស់ខ្លួន?

**H. ការទទួលខុសត្រូវ**

Qh1: តើលោកគ្រូ/អ្នកគ្រូបានឆ្ងាយខ្លួនអំពីការសិក្សារបស់ខ្លួន និងសិស្សរបស់លោកគ្រូ/អ្នកគ្រូ ដូចម្តេចដែរជារៀងរាល់ថ្ងៃ?

Qh2: នៅក្នុងបរិបទរបស់យើង តើយើងពឹងពាក់ទៅលើខ្លួនឯងខ្លាំងដែរឬទេ (ការទទួលខុសត្រូវរបស់ខ្លួនឯងសម្រាប់អ្វីដែលយើងធ្វើ) ឬក៏ពឹងពាក់ទៅលើអ្នកដទៃ ឬក៏គ្នាពីខាងក្រៅផ្សេងៗ នៅពេលដែលយើងចង់ទទួលបានភាពជោគជ័យនៅក្នុងអ្វីដែលយើងធ្វើ?

**I. ភាពសកម្ម និងការប្តេជ្ញាខ្ពស់**

Qi: តើមានឧទាហរណ៍អ្វីដែលលោកគ្រូ/អ្នកគ្រូអាចបង្ហាញពីការខិតខំប្រឹងប្រែងធ្វើការ និងការ ប្តេជ្ញាចិត្តរបស់លោកគ្រូ/អ្នកគ្រូ?

**J. ការកសាង**

Qj: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់គិតថាចង់ឈប់ធ្វើការសិក្សា និងការងាររបស់ខ្លួនដែរឬទេ? តើហេតុអ្វី?

**K. មានចិត្តចង់ចេះចង់ដឹង និងមានចិត្តរីករាយចំពោះអ្វីដែលខ្លួនកំពុងធ្វើ**

Qk: តើលោកគ្រូ/អ្នកគ្រូមានភាពសប្បាយរីករាយនឹងការសិក្សាដែរឬទេ?

**L. មានចំណង់ចំណូលចិត្តស្រួចស្រាវក្នុងការបង្រៀន**

Ql: តើលោកគ្រូ/អ្នកគ្រូមានភាពសប្បាយរីករាយនឹងការបង្រៀនដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូធ្លាប់មានអារម្មណ៍ធុញទ្រាន់នឹងការបង្រៀនដែរឬទេ?

**M. ការប្តេជ្ញារៀនសូត្រពេញមួយជីវិត**

Qm: តើលោកគ្រូ/អ្នកគ្រូគិតថាពេលណានឹងឈប់រៀនសូត្រ? ហេតុអ្វី?

8. តើគុណសម្បត្តិផ្ទាល់ខ្លួនសំខាន់បំផុតចំនួនបី ដែលជម្រុញឱ្យលោកគ្រូ/អ្នកគ្រូបន្តអភិវឌ្ឍអាជីពរបស់ខ្លួនគឺមានអ្វីខ្លះ?

**IV. វិធីសាស្ត្រសម្រាប់ការសិក្សាផ្ទាល់ខ្លួន**

9. តើលោកគ្រូ/អ្នកគ្រូដឹងថាវិធីសិក្សាដោយខ្លួនឯងគឺជាអ្វីដែរឬទេ?

10. តើវិធីសិក្សាដោយខ្លួនឯងអ្វីខ្លះ ដែលលោកគ្រូ/អ្នកគ្រូបានប្រើដើម្បីបន្តការអភិវឌ្ឍទាំងចំណេះដឹង និង ជំនាញផ្សេងៗសម្រាប់អាជីពរបស់លោកគ្រូ/អ្នកគ្រូ?

**A. ការធ្វើការវិភាគលើខ្លួនឯង**

Qa: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់វិភាគមើលចំណុចខ្លាំង និងចំណុចខ្សោយរបស់ខ្លួនឯងដែរឬទេ ទាក់ទងនឹងអាជីព និងការអភិវឌ្ឍខ្លួនឯង?

**B. ការឆ្លុះបញ្ចាំងមើលខ្លួនឯងទៅលើសកម្មភាពបង្រៀន**

Qb: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់ឆ្លុះបញ្ចាំងខ្លួនឯងដែរឬទេ ទៅលើមេរៀនរបស់ខ្លួន ទាំងពេលកំពុងបង្រៀន និងបន្ទាប់ពីបង្រៀនចប់មក?

**C. មានការគិតគ្រឹះរិះពិចារណាលើកល្អន់ដើម្បីដោះស្រាយបញ្ហាពេលបង្រៀន និងសិក្សា**

Qc: លើលោកគ្រូ/អ្នកគ្រូធ្លាប់ជួបនឹងបញ្ហាអ្វីទាក់ទងនឹងការបង្រៀន និងការសិក្សារបស់ខ្លួនដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូធ្វើការដោះស្រាយវាដោយរបៀបណា?

**D. ការរៀនសូត្រពីគំរូល្អរបស់អ្នកដទៃ**

Qd: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់ចាត់ទុកនរណាម្នាក់ជាគំរូដែរឬទេ? តើគាត់ជានរណា? (ឪពុកម្តាយ សមាជិកគ្រួសារ គ្រូបង្រៀន មិត្តភក្តិ បុគ្គលដែលល្បីល្បាញ?)

**E. ការធ្វើជាគំរូល្អសម្រាប់អ្នកដទៃ**

Qe: ចុះការធ្វើជាគំរូល្អសម្រាប់អ្នកដទៃវិញ (សិស្ស មិត្តភក្តិ គ្រួសារ)? តើលោកគ្រូធ្លាប់បានធ្វើវាទេ ពីមុនមក? តើធ្វើដូចម្តេចដែរ?

**F. ការអានច្រើនបន្ថែម**

Qf: តើលោកគ្រូ/អ្នកគ្រូអានបានច្រើនដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូអានពីអ្វី? តើលោកគ្រូ/អ្នកគ្រូបានអានដោយវិធីណា ពេលណា និងនៅទីណាខ្លះ?

**G. អនុវត្តទ្រឹស្តីក្នុងស្ថានភាពបង្រៀនជាក់ស្តែង**

Qg: តើលោកគ្រូ/អ្នកគ្រូអាចផ្តល់ឧទាហរណ៍អំពីបច្ចេកទេសគោលវិធីសាស្ត្រ និងយុទ្ធសាស្ត្រ ដែលលោកគ្រូ/អ្នកគ្រូបានប្រើនៅក្នុងថ្នាក់រៀនដែរឬទេ?

**H. ការអង្កេតមើលគ្រូដទៃធ្វើការបង្រៀន**

Qh: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់ធ្វើការអង្កេតមើលការបង្រៀនរបស់គ្រូដទៃដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូបានធ្វើអ្វីខ្លះបន្ទាប់ពីបានអង្កេតមើលហើយ? តើលោកគ្រូ/អ្នកគ្រូបានយល់ដឹងអ្វីខ្លះបន្ទាប់ពីធ្វើការអង្កេតមើលការបង្រៀនទាំងនោះ?

**I. ការចែករំលែកព័ត៌មានគរុកោសល្យជាមួយនឹងគ្រូដទៃទៀត**

Qj: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់ធ្វើការពិភាក្សា និងចែករំលែកបទពិសោធន៍នៃការបង្រៀន បច្ចេកទេស ។ល។ ជាមួយគ្រូរួមការងារដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូធ្វើដូចម្តេចដែរ?

**J. រក្សាកំណត់ត្រាផ្សេងៗស្តីអំពីការបង្រៀន**

Qj: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់រក្សាទុកកំណត់ត្រាផ្សេងៗស្តីអំពីការបង្រៀនដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូ បានធ្វើដូចម្តេចដែរ?

**K. ការស្វែងរកមតិយោបល់កែលម្អពីសិស្ស**

Qk: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់សួររកមតិយោបល់ពីសិស្សអំពីការបង្រៀនរបស់ខ្លួនដែរឬទេ? តើធ្វើដូច ម្តេច? តើលោកគ្រូ/អ្នកគ្រូមានអារម្មណ៍ដូចម្តេចដែរ?

**L. ការរៀបចំកិច្ចតែងការបង្រៀនដ៏មានប្រសិទ្ធិភាព**

Ql: តើលោកគ្រូ/អ្នកគ្រូបានរៀបចំកិច្ចតែងការបង្រៀនជាប្រចាំដែរឬទេ? តើធ្វើដូចម្តេចដែរ? តើ លោកគ្រូ/អ្នកគ្រូបានយល់ដឹងច្រើនអំពីការរៀបចំកិច្ចតែងការបង្រៀនដែរឬទេ?

**M. ការអភិវឌ្ឍខ្លួនឯងតាមរយៈការបន្តសិក្សាបន្ថែម**

Qm: តើលោកគ្រូ/អ្នកគ្រូនឹងបន្តការសិក្សាបន្ថែមដើម្បីទទួលបានសញ្ញាបត្រជាន់ខ្ពស់បន្ថែមដែរ ឬទេ? តើលោកគ្រូ/អ្នកគ្រូនឹងធ្វើវាដោយវិធីណាដែរ?

**N. ការធ្វើសកម្មភាពសិក្សាស្រាវជ្រាវពីការងារបង្រៀន និងរៀនទ្រង់ទ្រាយតូចៗ (action research)?**

Qn: តើលោកគ្រូ/អ្នកគ្រូស្គាល់ថាការសិក្សាស្រាវជ្រាវពីការបង្រៀនជាអ្វីដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូ ធ្លាប់បានធ្វើវាដែរឬទេ ទាំងតាមរយៈជាផ្លូវការ និងមិនមែនផ្លូវការ? តើធ្វើដូចម្តេចដែរ? តើលោក គ្រូ/អ្នកគ្រូបានយល់ដឹងអ្វីថ្មីពីវាដែរឬទេ?

**O. ការស្រាវជ្រាវ**

Qo: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់ធ្វើការស្រាវជ្រាវទៅលើអ្វីមួយដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូបានយល់ដឹងអ្វី ថ្មីពីវាដែរឬទេ?

**P. ការចូលរួមសិក្ខាសាលា និងសន្និសីទនានាទៅតាមចំណង់ចំណូលចិត្តរបស់ខ្លួន**

Qp: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់បានចូលរួមសិក្ខាសាលា និងសន្និសីទនានាដែលទាក់ទងទៅនឹងចំណង់ ចំណូលចិត្តរបស់ខ្លួនដែរឬទេ? តើលោកគ្រូ/អ្នកគ្រូបានយល់ដឹងអ្វីថ្មីពីវាដែរឬទេ? តាមរយៈអ្វីដែរ?

**Q. ការធ្វើបទបង្ហាញនៅតាមសិក្ខាសាលា និងសន្និសីទនានា**

Qq: តើលោកគ្រូ/អ្នកគ្រូធ្លាប់បានធ្វើបទបង្ហាញនៅតាមសិក្ខាសាលា និងសន្និសីទនានាដែរឬទេ? តើ លោកគ្រូ/អ្នកគ្រូបានធ្វើការបង្ហាញអ្វីខ្លះ? តើលោកគ្រូ/អ្នកគ្រូបានយល់ដឹងអ្វីថ្មីពីវាដែរឬទេ? តាមរ យៈអ្វីដែរ?

11. តើវិធីសាស្ត្រចំនួនបីដែលលោកគ្រូ/អ្នកគ្រូចូលចិត្តប្រើប្រាស់ញឹកញាប់ជាងគេគឺអ្វីខ្លះ?

## APPENDIX E: INFORMED CONSENT LETTER

“Self-Directed Learning Approach to Developing Teaching Professionalism” is the title of my study, which is part of my PhD degree program requirement. My name is Kao Sophal, a PhD candidate of Paññāsāstra University of Cambodia (PUC). PUC and the Faculty of Education require that I present this informed consent letter to you to assure your understanding that you participate in this study on a voluntary basis.

This is a qualitative study which is conducted through an interview technique to collect data from you. It is composed of four parts. Part I consists of the background information; part II contains two main questions related to motivation; part III looks at personal qualities; and part IV looks at self-directed learning methods. It takes about forty five (45) minutes of your time to complete the face-to-face interview.

Your input is very important to this study. It will be used for two main purposes. Firstly, self-directed learning model will be constructed to technically support any higher education instructor who wishes to continually grow professionally in their teaching career in the Cambodian context. Secondly, the study aims to suggest higher education institutions to develop relevant policy for instructors whose teaching professionalism has been developed through self-directed learning approach.

Confidentiality is highly considered in this study, since no identifying information that can identify you will be used. This is to ensure that your privacy is fully protected. In the audio recordings and written report, a pseudonym will be recorded and used instead of your real name, unless you request otherwise. The findings will be reported in a way that protects your identities to the highest extent.

Some questions might be sensitive to you; therefore, you have the right to refuse to be part of this study or end the interview at any time you wish.

If you have any questions about the study, you may contact Dr. Ly Monirith, my research advisor, at 012 494 611 or MLY@puc.edu.kh. If you would like to have a copy of the final dissertation, you may provide your email address below.

If you agree to participate in this study, please check your participation choice(s):

- ☐ Being interviewed and recorded for approximately 30-45 minutes.
- ☐ Providing a copy of your CV and relevant documents (e.g. lesson plans, teaching notes, written articles, books)
- ☐ Joining follow-up communications (e.g. conversations, emails) with the researcher.

By signing this document, it means that you fully understand the consent form and its contents. You have been given the opportunity to ask questions and have been told that participation in this study is voluntary. The researcher will keep a copy of this signed form, and you will keep one.

Researcher’s signature: ..... Date: .....

Research advisor’s signature: ..... Date: .....

Participant’s signature: ..... Date: .....

## APPENDIX F: SAMPLE TRANSCRIPT

### Transcript 1-A (13/9/2017)

ក៖ អរគុណអ្នកគ្រូដែលបានចូលរួមផ្តល់ជាយោបល់ផ្តល់ជាកិច្ចសំភាសន៍សម្រាប់ ការសិក្សា របស់ខ្ញុំនេះ ជាបឋម ខ្ញុំសូមអនុញ្ញាតអ្នកគ្រូរាប់រៀបពិប្រវត្តិនៃការសិក្សារបស់ខ្លួនតាំងពីដើមមក មានដំណើរយ៉ាងម៉េច អីយ៉ាងម៉េច។

ខ៖ ខ្ញុំចេញធ្វើគ្រូតាំងពីបង្រៀនបឋមសិក្សា ហើយចេះតែស្វែងរកការ Promote ខ្លួនឯង ចេះ តែឡើងទៀត ទៅ រហូតដល់ខ្ញុំបានធ្វើជាគ្រូនៅ RTTC ដើម្បីបង្រៀន Training ជាគ្រូ បង្រៀន។

ក៖ ប៉ុន្តែដំបូងឡើយអ្នកគ្រូចេញពីបឋម បន្ទាប់មកបានទៅមធ្យម?

ខ៖ បាទ! ចេញពីបឋមទៅ ទៅមធ្យម ហើយបានចេញទៅបង្រៀននៅ RTTC។

ក៖ ទាក់ទងនឹងការរៀនសូត្រនេះ វាដូចម្តេចដែរមុននឹងទៅគ្រូនេះ?

ខ៖ មុនហ្នឹងនៅមធ្យមសិក្សានោះ ខ្ញុំបង្រៀនជីវវិទ្យា។ ប៉ុន្តែដល់ពេលខ្លះគ្រូភាសា ខ្ញុំបង្រៀនបារាំងផង បង្រៀន អង់គ្លេសផង ចេះតែស្រវ៉ែតទៅទៅ។ ដល់ពេលចេញ គេមានរើសគ្រូ ខាងនិស្សិតគេទៅរើសគ្រូ ខាងភាសា អង់គ្លេសហ្នឹង ខ្ញុំក៏បានទៅប្រឡង នឹងគេ ហើយក៏ជាប់ជាគ្រូ។ ដល់ក្រោយមក ខ្ញុំបានទៅរៀននៅ UK ចំនួន ៦ ខែ ហើយក៏ បានត្រឡប់មកវិញធ្វើជាគ្រូភាសាបរទេស ភាសាអង់គ្លេសនៅ គរុកុសល្យភូមិភាគ។

ក៖ ទាក់ទងនឹងសញ្ញាប័ត្រ ជាឧទាហរណ៍ ដូចជា Bachelor ស្តីពីនឹងមានម៉េចអីម៉េចដែរ?

ខ៖ បាទ មាន។ Bachelor ហ្នឹងគឺរៀនជា Bridging Course ដោយសារខាងនិស្សិតហ្នឹងគេ មានវគ្គ ដើម្បីធ្វើឲ្យគ្រូ ហ្នឹងបាន Bachelor Degree ទាំងអស់គ្នា គ្រូដែលជាគ្រូបរទេសហ្នឹង។ អញ្ចឹងគេក៏ឲ្យទៅរៀននៅ IFL រយៈពេល ២ ខែ ដើម្បីបំពេញបាន Bachelor Degree ហើយ បន្ទាប់មកខ្ញុំក៏បានស្វែងរករៀនខ្លួនឯង ដោយ ខ្លួនឯង Master Degree នៅ បញ្ញាសាស្ត្រ។

ក៖ អ្នកគ្រូបង់លុយខ្លួនឯងរៀន Master?

ខ៖ Master Degree ហ្នឹងគឺបាន Scholarship ខ្លះពីសាលា។ Scholarship បានប៉ុន្មានភាគរយទេ ខ្ញុំភ្លេចទៅបាត់ ហើយកាលហ្នឹង។

ក៖ ២០/៤០ ឬក៏ប៉ុន្មានដែរ? ប៉ុន្តែបានខ្លះ?

ខ៖ ច្រើន។ ច្រើនជាងពាក់កណ្តាល។

ក៖ ហើយក្រោយមកហ្នឹងអត់មានបំណងចង់តយក PhD អីទៀតទេ?

ខ៖ ខ្ញុំមានបំណងចង់រៀនតទៅទៀតដែរ ក៏ប៉ុន្តែដោយសាររ៉យ ហើយត្រូវខ្ញុំកំឡើងអាយុ ផងនោះ ដូច្នេះ CV ខ្ញុំវា ហួសអាយុ អញ្ចឹងខ្ញុំក៏ឈប់ត្រឹមហ្នឹងទៅ។

ក៖ ហួសអាយុរៀន ឬក៏ម្តេច?

ខ៖ មិនមែនហួសអាយុរៀនទេ។ ហួសអាយុដែលគេតម្រូវ ដូចជា វាហួសអាយុដែលសាលាគេ តម្រូវអីអញ្ចឹងទៅ ខ្ញុំក៏ ខ្ជិលផង។ ដោយសារតែគិតទៅ បើខ្ញុំរៀន PhD ហ្នឹង មិនទាន់ចប់ផង ខ្ញុំត្រូវរឹតតែបាត់ហើយ បើខ្ញុំដល់ អាយុហើយ អញ្ចឹងទៅនឹកឃើញថា ម្នាក់នេះគេថាឲ្យ ម្នាក់នោះគេថាឲ្យ ក៏ខ្ជិលបណ្តោយទៅ។

ក៖ ថាឲ្យម្តេចដែរ? រៀនទៅ ចាស់ហើយ?

ខ៖ ចាស់ហើយ មិនដឹងរៀនធ្វើអីទៀត។

ក៖ អញ្ចឹងអត់មានអ្នកលើកទឹកចិត្តឲ្យរៀនទេ មានតែអ្នកបង្គាប់?

ខ៖ មានតែអ្នកបង្ហាត់តាមពិតទៅវាមិនមែនទេ វាគឺដើម្បីសុខភាពខ្លួនឯងផង អីអញ្ចឹង ទៅណា អញ្ចឹងក៏សម្រេចចិត្តថាឈប់ទៅ។

ក៖ អរគុណច្រើន។ ពេលនោះអ្នកគ្រូបានត្រឹមតែ Master Degree ទេ?

ខ៖ បាទ ត្រឹមតែ Master Degree ទេ។

ក៖ និយាយពីប្រវត្តិការងារមេញនេះ ស្តាប់ទៅដូចជាតាំងពីគ្រូបឋមមក រហូតដល់មក មធ្យម ។ ប៉ុន្មានឆ្នាំ នេះចន្លោះ អ្នកគ្រូមានចាំបាច់ជាបឋមមកមធ្យម ពីមធ្យមមកគ្រូ បរទេស ប្រហែលជាប៉ុន្មាន ឆ្នាំក្នុងកន្លែង មួយ?

ខ៖ ពីបឋមមកប្រហែលជា ២ឆ្នាំ ហើយដល់មធ្យម តាំងពី ៨៩-៩០ ដល់ ៩៨ ចុង ៧-៨ឆ្នាំ។ ឆ្នាំ ៩៨ បានខ្ញុំបានទៅរៀននៅ IFL យកបរិញ្ញាបត្រ Bachelor ហើយបានឡើងមក។ ខ្ញុំផ្លាស់ពីបាត់ដំបងមក NIE។ ខ្ញុំនៅបាត់ដំបង ហ្នឹងយូរដែរ ពី ៩៨ ដល់ ២០០៣-២០០៤។

ក៖ អញ្ចឹងបើសរុបរយៈពេលនៃការធ្វើការបង្រៀនហ្នឹងតាំងពីបឋមមកប៉ុន្មានឆ្នាំហើយ?

ខ៖ ៣៧ឆ្នាំហើយ។

ក៖ ជំនាញរបស់អ្នកគ្រូចំពោះក្នុងវិស័យអប់រំនេះផ្នែកអ្វី?

ខ៖ ផ្នែកបង្រៀនហ្នឹង។

ក៖ ផ្នែកបង្រៀនភាសាអង់គ្លេស?

ខ៖ បាទ។ ផ្នែកបង្រៀនភាសាអង់គ្លេស។

ក៖ ដូចមេញនេះ មាននិយាយថាមានការបណ្តុះបណ្តាលគ្រូអីដែរនៅឯ NIE នៅគរុកោសល្យភូមិភាគ អី នោះ។ អាហ្នឹងជាអ្វី? ជំនាញមិនមែននៅខាងបណ្តុះបណ្តាលហ្នឹងទេ ឬជំនាញបង្រៀនហ្នឹង ឬក៏យ៉ាងម៉េច?

ខ៖ នៅ NIE?

ក៖ នៅ NIE នៅគរុកោសល្យភូមិភាគពីដើម។ ប៉ុន្តែតែបង្រៀន និងបណ្តុះបណ្តាលទេ មិនមែនបង្រៀនសុទ្ធទេ?

ខ៖ បាទ។ បង្រៀន បណ្តុះបណ្តាលគ្រូបង្រៀន។

ក៖ តទៅទៀតគឺទាក់ទងទៅហ្នឹងរឿង Motivation។ ខ្ញុំចង់ដឹងថា តើគោលដៅសំខាន់ជាងគេនៃភាពជោគជ័យក្នុងជីវិតរបស់អ្នកគ្រូ និងក្នុងការងារកន្លងមកគឺជាអ្វីទៅ? តើអ្នកគ្រូគិតថា ភាពជោគជ័យរបស់ខ្លួននេះគោល ដៅសំខាន់របស់ខ្លួនក្នុងជីវិត ក្នុងការងារនេះ គឺដើម្បីកម្រិតប្រាក់ឱ្យបានច្រើន ឬក៏ដើម្បីជីវភាពឱ្យបានសមរម្យ ដើម្បីកេរ្តិ៍ឈ្មោះ ដើម្បីការសរសើរស្តីពីហ្នឹង ឬយ៉ាងម៉េច?

ខ៖ និយាយទៅ គោលបំណងគឺខ្ញុំស្រឡាញ់ការបង្រៀន ពីព្រោះខ្ញុំធ្លាប់សាកល្បងរួចហើយ។ ពីកាលមុនខ្ញុំ ទៅធ្វើការនៅ ILO ខ្ញុំចេញពីគ្រូទៅធ្វើការនៅ ILO បានមួយរយៈ ដល់ពេលខ្ញុំទៅធ្វើនៅហ្នឹង ខ្ញុំអត់ពេញចិត្ត នឹងអ្វីដែលគេធ្វើ ពីព្រោះត្រូវចុះទៅតាម Field ច្រើនហើយ យើងត្រូវចាំផ្លូវទៅណាទៅណាដើម្បីធ្វើដំណើរ ឲ្យ បានលឿន ហើយមកវិញត្រូវសរសេរ Report។ Report ហ្នឹងមិនមែនជា Report ដែលយើងយកពីទិន្នន័យ ដែលយើង ប្រមូលបានទេ គឺយើងកុហកគេ។ កុហកថាអញ្ចេះអញ្ចេះទៅដើម្បីឲ្យបាន Fund មកថែមទៀត។ ខ្ញុំអត់ចូលចិត្តអាអញ្ចឹង ហើយត្រូវហ្នឹងប្រធានខ្ញុំគាត់ដូចជាបៀបគាត់ Serious ផង អញ្ចឹងខ្ញុំអត់ចូលចិត្ត ខ្ញុំចង់ចេញមកឲ្យឆាប់។ ដល់រួចបានខ្ញុំនឹកឃើញថា ការបង្រៀនគឺជាអ្វីដែលខ្ញុំចង់បានជាងគេ ពេញចិត្ត ជាងគេ ខ្ញុំចូលចិត្តបង្រៀនសិស្ស ហើយមិនមែនដើម្បីធ្វើអ្នកមានធ្វើអីទេ គឺគ្រាន់តែគ្រប់គ្រាន់ ហើយខ្ញុំក៏ចង់ ធ្វើហេតុឲ្យខ្លួនឯងនឹង ជាពិសេសគឺខ្ញុំចង់បង្កើនសមត្ថភាពខ្លួនឯង។ ឧទាហរណ៍ថាទៅពេលដែលសិស្ស របស់ខ្ញុំរៀនអត់ចេះ ខ្ញុំអត់នៅស្ងៀមទេ គឺខ្ញុំត្រូវតែស្រាវជ្រាវកន្លះកន្លះនោះ ដើម្បីធ្វើយ៉ាងម៉េចឲ្យសិស្សខ្ញុំ យល់ គឺខ្ញុំធ្វើចង់បង្កើនសមត្ថភាពខ្លួនឯង ហើយជួយសិស្សខ្ញុំឲ្យយល់ដូចខ្ញុំដែរ។ ហើយក៏ចង់បានកេរ្តិ៍ ឈ្មោះខ្លះដែរ ដើម្បីឲ្យពេលសិស្សឃើញយើងថា អូ រៀនចេះពីអ្នកគ្រូអីអញ្ចឹងក៏សប្បាយចិត្តដែរ វាមិន មែន ពេលដែលគេឃើញយើងគេថា អ្នកគ្រូបង្រៀនមិនដឹងណា ហ្នឹងក៏វាមិនល្អឈ្មោះដែរ អញ្ចឹងកេរ្តិ៍ឈ្មោះ ក៏ម្យ៉ាងដែរសម្រាប់ខ្ញុំ។

ក៖ អញ្ចឹង កត្តាទាំងអស់នេះជម្រុញឲ្យអ្នកគ្រូខិតខំធ្វើការងារ?

ខ៖ ហើយទោះបីជាប្រាក់ខែតិចតួចអីក៏ដោយ ក៏ខ្ញុំអត់មានដែរ គឺមិនសិកាខ្ញុំហ្នឹងតែម្តង គឺ Self-Esteem ខ្លួនឯង គឺឲ្យខ្លួនឯងហ្នឹងគឺថាឲ្យជាមនុស្សមួយដែលមានតម្លៃសម្រាប់សង្គម។ ខ្ញុំអត់ចង់បានទេដែលធ្វើការ ហើយឲ្យគេស្តីឲ្យទៀត។ អាហ្នឹងឯងគឺជា Motivation ធ្វើឲ្យខ្ញុំប្រឹងប្រែង។

ក៖ កន្លងមកយើងដឹងហើយថា ជីវភាពគ្រូ ប្រាក់ខែហ្នឹងវាមានកម្រិតទាប។ តើអ្នកគ្រូហេតុអ្វីបានជាមានចិត្តចង់ធ្វើឲ្យវាបានស្រួចស្រាវហ្នឹង ដោយមិនគិតនឹងប្រាក់ខែហ្នឹងសោះ ឬក៏គិតថា ពេលដែលយើងខំប្រឹងមាន

សមត្ថភាពខ្ពស់ទៅ សមត្ថភាពយើងអាចទៅរកលុយបានច្រើនជាងហ្នឹង ឬក៏យ៉ាងម៉េច ឬក៏មិនផ្ដោតផ្ដល់ទៅ ហ្នឹងវាទេ?

ខ៖ អាហ្នឹងក៏វាម្យ៉ាងដែរ។ ខ្ញុំក៏គិតអញ្ចឹងដែរ ប៉ុន្តែបើសិនជាខ្ញុំប្រឹងប្រែងនៅក្នុងការងារ វាក៏ជាទំលាប់។ ប្រសិន បើខ្ញុំអត់ប្រឹងប្រែង ខ្ញុំនែកខ្លួនចង្អុលនៅហ្នឹងអញ្ចឹង វាក៏ជាទំលាប់មួយដែលធ្វើឲ្យខ្ញុំខ្លួន។ អញ្ចឹង ខ្ញុំអត់ទេ ទោះ បីជាប្រាក់ខែតិចក៏ដោយ ក៏ខ្ញុំអត់មានយល់ថាប្រាក់ខែតិចក្នុងអីទេ អ្វីដែលខ្ញុំធ្វើគឺខ្ញុំធ្វើ។ អត់ មានថា ធ្វើ ហើយបោះបង់ចោលអី អូប្រាក់ខែតិចអីខ្លួនហើយ តាមដំណើរចុះ គឺអត់ទេ។ ហើយដល់ពេល អ្វីដែលខ្ញុំប្រឹង ប្រែងហ្នឹង ក៏ខ្ញុំឃើញលទ្ធផល លទ្ធផលគឺវាធ្វើឲ្យខ្ញុំកាន់តែមានសមត្ថភាពខ្លាំង ហើយខ្ញុំអាច ទៅរកការងារបាន ល្អៗអីអញ្ចឹងទៅ។ វាជាអ្វីដែលខ្ញុំបានធ្វើពីដើមមក។

ក៖ បាទ អរគុណ។ អញ្ចឹងមានមនុស្សដែលឈរជម្រុញទឹកចិត្តខ្លះដែរទេ លើកទឹកចិត្តឲ្យយើងប្រឹងខ្លះដែរ ដូចជា គ្រួសារ ឬក៏មិត្តភក្តិអីមានដែរ ឬទេ? មានការជម្រុញទឹកចិត្តពីអ្នកខាងក្រៅដែរ ឬទេជាទូទៅ?

ខ៖ ជាទូទៅ ការលើកទឹកចិត្តដូចជាមិនមានទេ គឺខ្ញុំប្រឹងប្រែងខ្លួនឯង។ ពីព្រោះអីនៅក្នុងគ្រួសារខ្ញុំ មិនសូវជា មានអ្នកគេចង់ឲ្យខ្ញុំរៀនផង។

ក៖ គេខ្លាចហាក់ គេខ្លាចលំបាក ខ្លាចឈឺ ខ្លាចអីទៅ?

ខ៖ យើងទៅរួចទៅទៅ គេចេះតែថាអញ្ចឹង។ ជួនកាលគេខឹងយើងពេលដែលមានការងារច្រើនពេកទៅ ធ្វើអី មិនបាន។ ហើយមិត្តភក្តិអីក៏ដូចជាមិនមានអ្នកណាជម្រុញខ្លាំងក្លាអីដែរ ប៉ុន្តែកន្លងមកខ្ញុំមានគ្រូបង្រៀន ដែល មកពីអាមេរិក Andy ខ្ញុំរៀនជាមួយគាត់ គាត់លើកទឹកចិត្តខ្លាំងណាស់ គាត់តែងតែនិយាយថា គាត់មើល ឃើញមនុស្សដែលល្អនៅក្នុងនេះ គាត់ថាខ្ញុំអាចបង្រៀនបាន ដូចជា Methodology អីអញ្ចឹង ជម្រុញឲ្យខ្ញុំចេះ តែធ្វើនេះធ្វើនោះអីអញ្ចឹងទៅ គាត់ជួយជម្រុញ អាហ្នឹងគឺជាមនុស្សម្នាក់ដែលគាត់ជួយជម្រុញខ្ញុំ។ ហើយ អញ្ចឹង ទៅខ្ញុំដោយទទួលបានការលើកទឹកចិត្តពីគាត់អីអញ្ចឹងខ្លះទៅក៏ចេះតែប្រឹងប្រែងខ្លះទៀតទៅ ហើយ គាត់ចេះ តែសរសើរថាខ្ញុំជាមនុស្ស Reliable អីអញ្ចឹង។ ធ្វើការជាមួយគាត់នោះ ចុះមានឯណា គេទាំងអស់គ្នា ជួនកាលថ្ងៃ នេះគឺគេអត់មកអីអញ្ចឹងទៅ ហើយមានតែខ្ញុំប៉ុន្មានអ្នកទេ។ គាត់ឃើញមនុស្សដែលគាត់ ទុកចិត្ត អញ្ចឹង គាត់ របៀបថាគាត់ជួយជម្រុញទៅ ហើយគាត់ជួយជម្រុញឲ្យធ្វើជា Action Research ហើយចូល Present ក្នុង Conference ល្អៗគឺគាត់ទាំងអស់។ គាត់ជួយជម្រុញឲ្យកាន់តែបង្កើនសមត្ថភាពខ្លួនឯង។

ក៖ បាទ កន្លងមកដូចអ្នកគ្រូបានមានប្រសាសន៍ សូមឲ្យបញ្ជាក់ឲ្យច្បាស់ម្តងទៀតថា អ្នកគ្រូសប្បាយចិត្តនឹង ការងារបង្រៀន ជាជាងនឹងធ្វើការងារអីផ្សេងៗ នេះវាចេញពីទឹកចិត្តផ្ទាល់តែម្តង គ្មានអ្នកណាបង្ខិតបង្ខំថា អ្នកឯងត្រូវតែខំបង្រៀនអីអញ្ចឹងទេ គឺយើងសប្បាយនឹងការងារ.....

**APPENDIX G: SAMPLE CODING**

Coding	Transcript 5-D
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<p><i>Educational background</i></p>	<p>A: Interviewer</p> <p>B: Interviewee</p> <p>A: So, thank you very much for your time and your kindness for letting me interview you. So I'd like to go through Khmer yeah interview and you can really say in English and Khmer. សុំហៅប្អូនចុះ ដោយសារយើងរក្សា confidential សូមប្អូនរៀបរាប់ពីជីវប្រវត្តិនៃការសិក្សាបន្តិច ជាពិសេសពីត្រីម ក្រោយបាក់ឌុបមក BA ហ្នឹងរហូតដល់ឥឡូវ?</p> <p>B: បានខ្ញុំបញ្ចប់ថ្នាក់ high school ២០០២ ហើយមកភ្នំពេញរៀន Bachelor in TESOL. I start my master degree at Western University and after I graduated I started to find a job to do, so I became a teacher. So after I worked as the teacher for 2 years I have some money and then I go to a master of TESOL at IFL Institute at 2009 and completed it in 2011, and then I became a lecture at the University, so I am working at a few universities so after I finished my master at IFL 2 years later in 2013 I won a scholarship of Ministry of Education of Sport supported by World Bank to pursue my master at Australia. In master at Australia I did a master in TESOL again. I have double degrees in TESOL from 2013 completed in 2014 so I one year and a half program and I come back in 2015 and recently I was supported by another scholarship to pursue my Master's degree in Australia again, ho, PhD.</p> <p>A: So why did you apply for the same degree in Australia?</p> <p>B: At that time I wanted to go for a Master in education but because of the scholarship that I got after that scholarship provider said my background in teaching I am a teacher so I go to pursue a master in TESOL so I have no choice to go to do another degree.</p> <p>A: Probably your second-degree is much easier.</p> <p>B: Yes, my easier structure and course are similar even I have to study the same Book as well when I go on my master in Australia. Yes, it was easier for me but it's not that easy because of the requirement in Australia is higher. We need to do a lot of research when writing any paper that requires more references.</p> <p>A: How long have you been teaching so far?</p>
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<p><i>Teaching experience</i></p>	<p>B: I started teaching in 2006 so until now it's been 11 years but my experience as a lecturer I started to teach in 2011 until now it's 6 years and totally it's 11 years.</p> <p>A: In the field of teaching particularly in English what subject you prefer teaching the most?</p>
<p><i>Subjects preferred</i></p>	<p>B: The subject that I prefer teaching the most is writing I think. I find my strength in writing skill so mostly want to teach writing my knowledge skill to my students but of course mostly I was assigned to teach in core English four macro skills but I teach here I taught a number of courses so I'm teaching methodology, an interesting subject to teach because I can share all my experiences to teacher trainees.</p>
<p><i>Ultimate academic goal is getting a PhD</i></p>	<p>A: What is your ultimate goal for success in your life and career? Have you thought about the ultimate goal?</p> <p>B: Yes, to me success would be defined for example in terms of academic success I want to get a PhD because I have been studying for many years, Bachelor and Master, so I want to get a PhD either in Cambodia or abroad. Fortunately, I won a scholarship for PhD, so I think in the PhD I would say that I have gained the success of my academic life. In terms of personal life, I think, I actually got something success as well, so I got a wife and a kid. Basically I think that we should have a family you know try to find</p>
<p><i>Life success- happy family</i></p>	<p>happiness for family. I think it's a kind of simple success but it's good.</p> <p>A: So not really you tend to look at more happiness rather than financial goal right?</p> <p>B: Yes, yes, because people are ambitious. We will never feel satisfied. We want more and more so I think if we just have enough, a car, for example, we should be happy?</p> <p>A: How about respect, fame and expect to be double?</p>
<p><i>Receiving respect from SS</i></p>	<p>B: I think as a teacher I receive a lot of respect from my students from people who know me especially when I go back to my hometown and in my village people know that I'm teaching at the university so that I feel at least that me some respect to me and my wife. But in terms of fame I don't think I have any fame mostly I work as a part time teacher at different</p>

<p><i>Not being famous</i></p>	<p>universities so the fame that I receive from my students. I don't expect to be famous you know my goal because I now will become a PhD student, so I just want to publish a few articles maybe I have some kind of research reputation.</p> <p>A: You're still very young to get the scholarship for pursuing PhD or you expect to graduate in five years?</p> <p>B: Hopefully, I can find good work to do or become a researcher you know and to teach students in Cambodia to do research and promote research culture in our society that is why I want my PhD.</p>
<p><i>Becoming a researcher</i></p>	<p>A: You will get that because you know the field of research there's a lack. It's an opportunity. How enjoy you know you do so far in your teaching career? Have you enjoyed your work?</p> <p>B: I think I would say mixed results. But I would mostly enjoyable doing this job for many years. If I can't find enjoyment in a month I'll quit and look for another job because in the past when I just graduated I got a job as a school director in a small institute in OFC operation of the whole school and I found it rather you know pressure you know because many roles to play.</p>
<p><i>Enjoying teaching</i></p>	<p>There were a lot of things to do, deal with the students, to teach parents and even cleaner and I but when I become a teacher or lecturer, I found that when I was started teaching at GSP level and I found it hard. Students are teenagers so that they are not really learning so their parents just send them to school you know in the class they are not really participated or paying attention, so I found it hard to teach them and I think that because you know I am first started teaching so I don't have experience and know a lot of techniques. I found it easier at higher level. I find it easier when I prepare lesson plans we know what to do in the class so we just follow the lessons, so students are mostly about so they understand what to do, so I somehow found some enjoyment.</p>
<p><i>Pressure from administrative work</i></p>	<p>A: Have you tried any other job beside being a School director of one school? Something different like a businessman or other area?</p> <p>B: Not really. When I went to Australia, I was coming back and I joined my friend to run a small business I was not successful. There were some small problems with our colleagues, and I left that group and my friends</p>
<p><i>Planning well makes teaching fun</i></p>	<p>A: Have you tried any other job beside being a School director of one school? Something different like a businessman or other area?</p> <p>B: Not really. When I went to Australia, I was coming back and I joined my friend to run a small business I was not successful. There were some small problems with our colleagues, and I left that group and my friends</p>

<i>Failing in other business</i>	<p>still going his own business, and I think I am a bit successful. So, I go back to teaching but then just last year I changed from teaching to the office as the Assistant Dean mostly deal with curriculum development and curriculum design and you know not much as teaching.</p> <p>A: So compared to your administrative work in teaching job which one you prefer better?</p> <p>B: Yeah, I think I found administrative job give me much more time to sit down. For example, when I teach I teach part-time but different universities. I found it busy for me because first to prepare lesson plans, think about what I have to teach when I go to teach, I'm very occupied I cannot do anything in the class monitor my students you know give them feedback but I am in the office even I try to complete my daily tasks I have free time to do something else, read an article and do some research because when doing office work there is a lot of work to do when it completed I have sometimes what I prefer is that maybe I work full time as the working for administration you know I want to teach part time as well probably in the evening or part time I want to teach to transfer my knowledge to my students to share what I have to younger generation.</p>
<i>Administrative work is more relaxing</i>	<p>A: You have ever experienced of getting fed of the teaching, and wanted to quit? Why was that? What happened?</p> <p>B: Yeah, you know when we teach at the university level in some cases we have very few classes to teach so we get a very low salary and sometimes I want to quit, I want to find another job. But it's hard to start a new job, basically you don't have any backgrounds or you have been trained to be a</p>
<i>Teaching full-time is busy</i>	<p>teacher for many years to work in that environment you want to move out of teaching carrier, for example, the way you start to do business you need some capital some money if you don't want you want to for example work NGO you might not get a high position because you do not have experience working as at NGO. If you join a company what you're going to do because you might not have like I don't have my background working in the company, but if I join I don't work as a lecturer I can work as Assistant Dean or anything to do with education working at the university so that's why it's the only option.</p>
<i>Willing to share knowledge to SS</i>	
<i>It's difficult to get other jobs</i>	

<p><i>Changing a job for better pay</i></p>	<p>A: If you are offered a new job, if You're offered a different job from a teaching position, for example, something that maybe well paid, do you think you would quit teaching and pick up the other different jobs?</p> <p>B: I think to me and I would say 'YES' but I don't quit entirely, for example, I'll accept that job working full-time will find sometimes like the evening or in the weekend whatever I have to still still continue my teaching. I think that I will not quit one-day stop entirely, I still find some free time that I have to do the teaching but I would accept any jobs well paid job working full-time you know.</p> <p>A: So you don't care whether as not related to the field of your academic background?</p> <p>B: It's fine. For example, in organization the thing that we are qualified they accept it and we tried to do it and find some part time teaching job as well.</p> <p>A: <b>So let's move to personal quality.</b> What do you think the personal quality you think you have regarding your career and professional development that motivates you to keep growing you know as the teacher? What personal quality do you think you have?</p>
<p><i>Comparing himself with other people</i></p> <p><i>Being a role model for SS</i></p>	<p>B: Yeah, I think the background my background would lead me to pursue something, for example, I finished my high school I started my Bachelor in TESOL. In English major when we study English, our English tends to be higher than other people study part of majors when you work as the teacher especially at the university level. You try to compare yourself with other lecturers. Some of them have master's degree, have PhD. I tend to feel that I should build up my degree my capacity, earn higher degree than my academic degree I want to teach master's degree so at least I have master probably a PhD. It's one reason so another reason I think it would deal with my own status as well because we have higher degree we tend to perceive as educational field. People would look up to you (costar) you as a model, for example, because you have a PhD overseas or even in Cambodia or we are a role to our students that they also want to get higher degree like us.</p> <p>A: So you want to be a role model for others?</p> <p>B: Yes, especially for my students because every time I have to share them</p>

<p><i>Life-long learning attitude</i></p>	<p>and ask them you know, show them, what we do so that they follow our full step can achieve what they want to achieve.</p> <p>A: Well, how about the attitude toward your teaching career and your professional development? What do you think about it?</p> <p>B: I think working as the teacher keeps updated yourself upgraded your knowledge because the world is changing very fast because you're living in that world so you need to do lots of things upgrading your teaching skill you know join workshop seminar or join any study program that can learn something new to share with your students to lead your class successfully so my attitude is that teacher has to keep learning all the time you can do self-study or learning with others by listening to others so participated in any conference for example.</p>
<p><i>Self-study</i></p>	<p>A: Have you ever sometimes felt upset when you're being well educated but low paid you know low status something like that? What do you think about that?</p> <p>B: Yeah, it happened as well. Sometimes I have been studying for many years and I still keep learning all the time. Sometimes I feel like when I went into this career I chose the teaching career is harder than other careers because you have to keep updating yourself. You have to know students respect you, you know more than them, you know everything, so you have to keep reading the books, for example, continue reading books and you keep learning all the time. Sometimes I feel frustrated because it's like we don't have anytime to relax we have to keep learning all the time.</p>
<p><i>Engaging too much in professional development</i></p>	<p><u>Being frustrating</u></p> <p>A: Yes, thank you. Keeping growing here will make you benefit things in the future. Have you thought at least you're able to really benefit something from planning?</p> <p>B: Not really. I never thought what I keep planning would benefit me. I have to do it because to be a good teacher you know you need to know a lot of things, be able to deliver lessons well, so keep broaden your knowledge, know the world yourself, know the students, so you know from time to time you need to learn and probably that my attitude because maybe some teachers they don't know how upgrade themselves. To me I feel that I have to do it to upgrade and keep learning and keep growing so I think it is my</p>
<p><i>Being responsible for teaching</i></p>	

<p><i>Not feeling satisfied with what he has</i></p> <p><u>High degree getting high pay</u></p>	<p>job.</p> <p>A: And this is because you have something in mind. What motivates you to keep learning? What do you think behind that? What's the rationale?</p> <p>B: Yeah, probably the rationale, reason behind why I keep learning is that I don't feel satisfied with what I have yet. I want to at least grow academically, grow personally, so, for example, I want to earn a higher degree, so, for example, if I get a degree I hope that I can teach higher grades and receive higher salary. All I might have more options maybe I work as a Dean at University or join NGO. <u>I think higher degree would provide me more options.</u></p>
<p><i>Having a vision of research</i></p>	<p>A: How about vision? Do you have any visions of your career in the future? What will it be like? You know when you grow professionally? For example, in 10 years how could you see yourself differently from now on?</p> <p>B: From now I just feel that I even still work at the education sector. I want to choose, you know, after five years later I want to work as Ministry's scholar, maybe a researcher. Do research may be keep doing research so that and also trying to do teach students sharing my knowledge to students, so I want to promote society as well not just myself but I want to contribute to be a ministry of culture.</p>
<p><i>Setting a new goal after old goal achieved</i></p>	<p>A: If you reach your dream and your vision how will you feel, do you think? Do you think you feel happier?</p> <p>B: I think I'll be happier but I think that not the end yet, you know, I need to set a new goal. So not just myself I'm proud of myself so I hopefully give happiness to my family so when they have happiness we might have respect, you know well and everything we need to have happy life and we teach students to contribute to developing the next generation as well. From there so I have been working as a School Director for many years I kind of develop that mind that I still want to share what I have to students.</p>
<p><i>Being a</i></p>	<p>A: So what is your last goal that you think you will end up with?</p> <p>B: last goal? (laughing)</p> <p>A: Become a writer become a researcher, and school administrator?</p> <p>B: Maybe a good researcher and probably working as a University Dean or a person with high position you know and teach students. Yes, that's what I</p>

<p><i>researcher and working as a dean</i></p>	<p>have in mind in terms of my academic life.</p>
<p><i>Motivating SS to read</i></p>	<p>A: Great! Let's come to the point to talk about modeling. Have given a role model to others? How could you? How did your students see you so far as an inspiring, motivating lecture or in what way they see you?</p> <p>B: Sometimes I don't feel that I am an inspiring lecturer, but I just do what I can do, for example, when I am in the class most of the time when I start I try to encourage them to read, so I try to build habit with them that we need to do this we need to do that, give them strategy but not really among those I give them strategy to do and explain them how to do, so I hope that they can do what I have done and hopefully they do that too. They're the only goal, so I try to encourage them to pursue their dream but I do not see myself as a good role model. Sometimes I think that the students don't really like my ways of teaching, but in some cases they enjoy studying with me, so I don't have an excellent record mostly. Some students feel that enjoy studying with me some don't not really like my ways of teaching, but mostly I kind of try to encourage them to be more independent.</p>
<p><i>Not recognizing himself as a role model for SS</i></p>	<p>A: How about in terms of discipline? Do you think you are a self-disciplined person? You may need yourself in a very good way?</p> <p>B: I think I, yes, I will say 'yes' to this point. I'm a kind of self-discipline for my principle, but in terms of teaching I am just less-strict. The consequence that the students not really follow what I asked them to do so because I am kind of less-strict, for example, they come late submit assignments late, for example, to me I usually do what I promise to do. I have to do it. It keeps my discipline.</p>
<p><i>Being self-disciplined</i></p>	<p>A: You mentioned earlier about yourself, your principle, what you mean by principle here?</p>
<p><i>Being well-planned is one teaching principle</i></p>	<p>B: Yeah, for example, my principle is that before I go to teach at least I must have gone through my career must not just go and play much to students, so I must try at least teach them in that session. It's a principle of teaching so I should have some preparations you know provide students some materials. I think that is normal that teachers do but I just feel guilty if I cannot teach students something or cannot transfer any methods. After</p>
<p><i>Feeling guilty when SS</i></p>	<p>one hour nothing happened I feel guilty. When I sometimes, you know, I</p>

<i>haven't learned</i>	<p>teach one class then after the class I did not perform well I feel guilty for the whole day, or a few days. I come up with something that hopefully I can I commonsense to what I have done you know probably I did. I feel guilty and then guiltiness that guilt sometimes feel that I have teaching job I feel guilty I'm not happy so that affects my teaching.</p> <p>A: You want good teaching and make sure that students learn something.</p> <p>B: I hope they learned but sometimes they tried all their best but still some obstacles.</p> <p>A: How about value? In terms of what do you value? Do you value hard work?</p> <p>B: I think I value hard work. Students have to do this, for example, I said this assignment even they submit late. For me I allow them to submit expansion but regard to do it to meet the quality. If it's not good, we ask them to revise again honestly you know. Yeah, commitment, hard work together so the results that I want them too, 'yes' I value the process as well I do not care much about, for example, they're late they're I mean get help of others at least they gone through the process, understand the work, and they finally can do it.</p> <p>A: How about the persistence? Do you think that continuing effort OK keep going and keep learning without giving up thing is one policy that you think you have in mind? Have you given up anything so far?</p> <p>B: No, I think when we have a goal we need to try to achieve it, for example, a few years ago I had to get a scholarship, for example, I try every year too. I failed it and tried again, so I think after many tries, we will get what we want.</p> <p>A: Have you ever heard something from other people and maybe other things that you didn't know and how you feel when you didn't know it? Do you think you feel frustrated? Do you feel you're curious to learn and enthusiastic to investigate?</p> <p>B: Yeah, for example, when I sit near people who are older than me. They want me to talk about something I also want to know, to understand what is happening. Probably I always feel curious to know to learn something new, something that other people know especially, for example, I know probably</p>
<i>Valuing hard-work and commitment</i>	
<i>Being persistent and not giving up</i>	
<i>Being curious about new things</i>	

<p><i>Life-long learning attitude</i></p> <p><i>Teaching responsibilities, Commitment and lifelong learning</i></p> <p><i>Definition of self-directed learning: self-study, set strategies, set goals, plan, think, analyze</i></p> <p><i>Reading a lot of things to grow</i></p>	<p>I can ask I always feel curious to know, to learn something new something that other people know, especially, I know this guy. He's done his Master's degree. He's done his research so I wanna read his research so I always feel curious to explore what I don't know.</p> <p>A: You think when you will give up learning?</p> <p>B: Yeah, this is a good question because I've been studying for my whole life after my high school, my Bachelor and Master, so I'm still going to do my PhD.</p> <p>A: So you will give up after your PhD?</p> <p>B: No! After PhD I might look for post-doctoral degree, so I don't think I will quit. Sometimes I still want to keep learning, you know, all the time.</p> <p>A: Yes, among the following reasons we have gone through I'd like you to choose three you have applied most, you have practiced most about, which ones you think?</p> <p>B: So I choose three qualities. Commitment and hard work I would choose responsibility, yes, <b>teaching responsibilities, Commitment and lifelong learning.</b></p> <p>A: Thanks you! let's move on to the next area, the last area, self-directed learning method. How you think you define self-directed learning method from your understanding?</p> <p>B: Self-directed learning is you can do self-study, so you know what your goal is, you know what strategy you could take to have to achieve the goal. You take initiative, for example, you just go and read article that things you don't need to wait you to read to explore something that you don't know, so keep your own initiative, set up goal, try to achieve the goal strategy that you can use, so I think you can involve meta-cognitive strategy, plan, think, and analyze.</p> <p>A: So what I'd like you to think self-directed learning you have practiced so far? What have you commonly practiced?</p> <p>B: I think it's about reading. Keep reading more a lot of things always try to broaden my own knowledge. And the other areas I don't think I would just say keep reading.</p> <p>A: How about self-analysis? Have you ever looked at yourself, identify</p>
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<p><i>Not analyzing himself</i></p>	<p>who you are, what strengths you have, what weaknesses you have so that you have started growing?</p> <p>B: Actually I don't analyze myself.</p>
<p><i>Analyzing his teaching performance</i></p>	<p>I analyze my teaching performance, so I want to improve myself next term that what I do. But my own self I somehow did not take time to access it, but I got some comments from my parents from my friends about the personality. For example, let's say I don't like talking much I reserve quiet. I know that's not good, but I cannot change probably I cannot go and talk. I understand my weaknesses but in most cases I don't know how I can try to improve that but mostly I tried to improve my teaching performance, you know, how it can go better. To do well on my lesson and probably find way to may be give happiness to my family for example yes...</p> <p>A: How about critical thinking? Do you think you have critically think a lot about your lessons you know your professional development, for example, you said earlier reflection like doing reflections of the teaching? How reflections have built your critical thinking?</p>
<p><i>Reflecting on teaching</i></p> <p><i>Developing critical thinking skills</i></p>	<p>B: Yeah, I think when I reflect I understand my weaknesses and probably know my strengths. I try to build up on my weaknesses and keep doing what I am good at so I think it's reciprocal I mean it builds my critical thinking when I try to be flexible with what happened and what I've done but that's just parts of teaching. In life in general somehow I feel that some cases I did not think critically so I did something that does not have good result probably I also fail in some point, learn something after failure you know.</p> <p>A: Have you ever thought of thinking is the mother of everything?</p> <p>B: Yeah, yeah, but sometimes may be other people as well too busy to sit down and think, you know, for example, get u.....? In the morning work coming home we don't have time, yes, you know spend time with family with do research, do assignment because I've been a student for many years, so I am busy, but I tend to think when sometimes I need friends when I'm suck up of life some said I want to quit teaching some said what</p>

<p><i>Considering others as role models for growth</i></p>	<p>should I do, so we share experiences share idea but I never sit down alone what I have to do next. Some people have done that I do meditation.</p> <p>A: How about learning from other people as the role model have you ever pick up anyone as your role model from either high school or from university or from the place of work?</p> <p>B: Honestly I would say 'NO' but I always have people who are, for example, senior or have higher degree or high position I always look at least want to be like them, but no particular person, for example, I look to you or Dr. Uttara or Monyrith, so I feel that they are a successful people and I want at least learn from them and be like them in the future. That's what I need to do.</p>
<p><i>Following previous teachers' teaching styles</i></p>	<p>A: No teachers that you could remember until now? That oh! He did a good job...and I pick up the way you know he thinks.</p> <p>B: I have followed a few of my teachers' teaching style. Mostly from my bachelor's degree, you know, yeah, and also some from a Master's degree but just techniques and principles, for example, how we make students come on time, the techniques help used it successful I somehow use with my students as well.</p>
<p><i>Never observing others teaching</i></p>	<p>A: You mentioned something related to try to read and use some theories and apply in the classroom. How about observing the teachers teach? Have you ever observed anyone teach so that you have learned to teach?</p> <p>B: I am not really observing some people or done any of observation, but I sometimes heard from students that this teacher done that I don't like it so I also tried to follow, try to do it most of the techniques that I get mostly through. I Study so when I study in this class I can notice and learn, or sometimes I consult with other colleagues so I say oh how do you teach this books and materials and they say, "do this do that." So I did.</p>
<p><i>Sharing teaching experience with others</i></p>	<p>A: Have you ever shared experience or idea?</p> <p>B: Yeah, yeah, you know, how we can teach this subject share some ideas so the thing we think good some other cases I just sit down and think what should I do with this lesson somehow I come up with something new.</p> <p>A: Don't you think that you were using critical thinking?</p> <p>B: I think it might be critical but not really high level I just think what to do</p>

<p><i>Receiving some feedback from SS</i></p>	<p>with that. We can come up with strategy invent something new to do it I feel I can do it, so I just used it with my students.</p> <p>A: How about feedback from the students? Have you ever received feedback from the students yeah, for example, what your teaching like? How the student wants you to teach in a different way?</p> <p>B: I have done that (feedback) a lot, you know. Sometimes, on the first day of the class, I asked them what would you do so with try to consult the students what the class should look like. For example, this activity I observed whether the students enjoy or not I will change some other activities. So actually, I'm conscious of what I'm doing to students. I want them to enjoy. To get thing that I want them, so in some cases you know I like to find new activities to teach them.</p>
<p><i>Conducting own self-reflection on teaching</i></p>	<p>A: So at the middle of the term, at the end of the term, have you ever, hey you know, talk to the students, hey what have you learned, what should I do next? You liked my teaching style? You like you know way for example approach you something like that have you ever done that yeah?</p> <p>B: Yes, but not often because mostly at the beginning of the class I asked them after lesson we go through together but I somehow think what I should do next. I asked them, but I'd try to evaluate my activity and also student engagement, and probably I can change a few cases I change what I planned. For example, I set to do this and I found it's not working so I change my plan to something else.</p>
<p><i>Reflecting on teaching performance</i></p>	<p>A: How about keeping teaching diary or journal? Have you ever done that?</p> <p>B: I don't keep journey or dairy, so I often reflect on what I have done.</p> <p>A: Have you ever paid your own training fees? For example, you learn something like training course somewhere you really want to learn. Have you ever paid your own money in any particular short course to learn to develop yourself?</p> <p>B: So right now, for example, only 5\$ I join the cheap one but the one hundred dollars, for example, because I feel that I have gone through lots of studies. I can just read, you know, almost enough and the rest I just keep reading and probably with lecturer or teacher, you know.</p>

<p><i>Feeling that planning lessons is important</i></p> <p><u><i>There was a lot of critical thinking during planning</i></u></p>	<p>A: Regarding planning lessons, what do you think planning lessons help you? Do you think planning lessons help you learn something new about subject matter, about methodology?</p> <p>B: To me planning the lessons is important because you know what you will do in the class. For example, it might help you when you do some planning you probably come up you can see some concept, difficult concept, difficult words or find ways to explain to students, grammar, tense or you look at the tense what you're going to teach with that tense what approach should you use. For example, <u>provide inductive, or deductive method, what material should I do? What other free teaching strategy should I use, for example, before you go to that thing what other leading the warm up, so I think lesson plans can help you lead your class smoothly from what I'm teaching to another.</u></p>
<p><i>Searching new information</i></p>	<p>A: Do you think you learn new thing from the time have you planned the lessons for the courses for example?</p> <p>B: No! but we learn, for example, you teach a new course; a new book we learn based on reading that book. I don't think lesson plans help me learn anything but I just have to know what I will teach, be well prepared for teaching.</p> <p>A: For example, you assigned to teach a new course, a new book that you have never taught before in order to plan well you need to learn the content of the course right?</p> <p>B: Yes, that's what we learn by reading it.</p> <p>A: Have you read any supplement materials to support the course material that you're supposed to teach?</p> <p>B: For example, students read this they don't understand. <u>Sometimes you understand but students do not understand, so you go to the Internet, trying to find a more simple case a material to provide to students.</u></p> <p>A: Do you think that you learn something new? Another thing about classroom action research small classroom action research to improve yourself particularly formally or informally?</p> <p>B: I don't think I've often done one. Now I'm doing one research with my students, you know, in the past, my first master's degree I did not do any</p>

<i>Doing little research</i>	research just one thesis. When I went to Australia, I do another research coming back I did not do any research, but not action research. This term I
<i>Conducting classroom action research</i>	teach Advance Research so I asked my students to do research with me so I put them into groups. At the same time I'm also doing a research about my students how can we help students learn to do research. But I have heard a lot about action research, classroom research but never done it.
	A: Have you ever tried, for example, learn new techniques from somewhere or the books, for example, and then you try them in a classroom? And you think sometimes it may not work perfectly and then you want to do it again and you think about it why it hasn't been done perfectly and then you try it again after thinking of why have you done that?
<i>Applying new techniques in class</i>	B: I have done that I have read the books, for example, I learn one strategy call 4-3-2 speaking strategy and I apply to my students. 4-3-2 I found that when we asked students teach 4mns and 3 and 2mns, its too long for them so I just change to 3-2-1 so I have used what I have learned from my teacher by classroom, and somehow it does not work I try to think how can I make it better I make it shorter to my students.
<i>Not understanding what action research is</i>	A: Don't you feel that is action research? B: Yeah, I just feel that like experiment whatever. (A: That's action research you conduct it informally) Not write a report ( it doesn't need to be like that)
<i>Doing some research with others</i>	A: Okay, how about research? Have you ever you mentioned about master research, a part from that have you ever joined a team? B: Yeah, I have done a few researches this year. I have done the research (A: In different fields?) Yeah, education and with IR as well. I have done alone. I have done with a group of people. Currently I'm looking as research with my friend it just my own initiative. I just try to find more publications, so try to build up our own credit to seek for a scholarship.
<i>Paying his own</i>	A: So far have you ever attended any workshops, seminars or conferences nationally and internationally? B: I always attend CamTESOL conference every year. In the past I paid 50%, my school paid me 50%. Later on if I want to be paid 100% I had to

<p><i>partial fees for CamTESOL conference</i></p>	<p>present something, so I tried to present a paper.</p> <p>A: Have you ever presented paper? What paper?</p> <p>B: Yes, I've presented a paper of CLT challenges and opportunity when we use CLT. (How long does it take you to prepare the paper?) That's because of I did my Master so it's part of my Thesis so I try to make it.</p>
<p><i>Presenting a paper at the conference</i></p>	<p>A: That's good.</p> <p>B: And later on next year I joined with my friends, we work together on a paper in order to present we sent our Abstract. It's successful CamTESOL accepted it. I cannot complete it, so I just present the proposal like what I want to do so I can get from the participants.</p>
	<p>A: Great! Now that's all about methods of self-development. I would like you to think about what's we have discussed here and which one you think is your most favorite? Only one! You have practiced most!</p>
	<p>B: I think self-development for study but here it would include.....?</p> <p>A: Scholarship study, pay your own study to attend the workshops, the conferences like CamTESOL you use that a lot right? Forget this use only one you have practiced the most! Ok that's one!</p>
<p><i>Reading is the favorite self- directed</i></p>	<p>B: Yes, I found like <b>reading</b>, you know, for example, we want to know some strategies but I choose only one.</p>
<p><i>learning method</i></p>	<p>A: Ok between that one and reading you think you've done the most.</p> <p>B: I would think <b>reading</b> because, but this we can learn something from teacher but when we read get some more activities you know so I have to cross out one.</p>
	<p>A: So Reading? Great! Well I think you have given a lot of information I think very useful. This is what my study would be about. Look at the feeling at the way you grow, the way you find a job, yes something like this.</p>

## APPENDIX H: SAMPLE COMPARATIVE ANALYSIS

<p><b>What</b></p>	<p>(A)ហើយដល់ពេលអ្វីដែលខ្ញុំប្រឹងប្រែងក្លែង ក៏ខ្ញុំឃើញលទ្ធផល លទ្ធផលគឺវាធ្វើទៅឲ្យខ្ញុំ</p>
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<p><b>motivates</b></p> <ul style="list-style-type: none"> <li>-poverty</li> <li>-parents' advice</li> <li>-belief in doing good receiving good</li> <li>-Passion for teaching</li> <li>-ill words of others</li> <li>-Loving learning</li> <li>-want to go ahead</li> <li>-personal drive</li> <li>-Having more classes</li> </ul>	<p>កាន់តែមានសមត្ថភាពខ្លាំង ហើយខ្ញុំអាចទៅរកការងារបានល្អៗអីអញ្ចឹង។ វាជាអ្វីដែលខ្ញុំបានធ្វើពីដើមមកមានសិស្សមួយនោះ ខ្ញុំលឺសូរគ្នាគេនិយាយ គេថា អ្នកគ្រូខ្ញុំលឺថាមិត្តភក្តិខ្ញុំហ្នឹងគេរៀនជាមួយអ្នកគ្រូ ហើយគល់នេះគេធ្វើជាអ្នក Design ដូចធ្វើស្ត្រីណានៅក្នុងសាលា ហើយជួយបង្រៀនគ្រូដទៃអីអញ្ចឹងទៅណា ហើយអញ្ចឹងខ្ញុំដឹងពីមិត្តភក្តិខ្ញុំថាគេរៀនពីអ្នកគ្រូ អញ្ចឹងបានខ្ញុំមករៀនជាមួយអ្នកគ្រូ។ គេថាអញ្ចឹង ខ្ញុំថាខ្ញុំលឺអញ្ចឹងខ្ញុំសប្បាយចិត្ត ព្រោះអីខ្ញុំបានផល សិស្សខ្ញុំធ្វើការបានផល។ ដល់ពេលយើងឃើញសិស្សយើងរៀនបានផលពីយើង យើងសប្បាយចិត្តដែរ ហើយបើសិនគេមករៀនដោយមិនមាន Motivation ក៏មិនដឹងធ្វើយ៉ាងម៉េចដែរ មិនដឹងថាជួយដោយវិធីណា។</p> <p>(C)តែនិយាយទៅយើងគោរពតាមព្រះពុទ្ធសាសនាផង ចឹងខ្ញុំគិតថា ការចែករំលែកបុណ្យទានហ្នឹង ការចែករំលែកចំណេះដឹងគឺជាបុណ្យ គឺជាការសន្យាកុសលនៅជាតិក្រោយ ចឹងហ្នឹងសម្រាប់ខ្ញុំទេ ជាបុណ្យធំណាស់ព្រោះយើងជា ពុទ្ធសាសនិក ហើយបើយើងគិតតែឃើញថាលុយ ៗ ហើយយើងមិនគិតពីការសន្យាបុណ្យ យើងអត់បានបុណ្យទេ ហ្នឹងក៏ជាបុណ្យមួយដែរ ខ្ញុំគិតចឹងណាលោកគ្រូ ចឹងបានខ្ញុំមានគំនិត នេះដោយសារ ម៉ាក៏ខ្ញុំជាអតីតគ្រូបង្រៀនមកហើយ ហើយជិតខ្ញុំបង្កើត គឺជាគ្រូសូត្រស្តាំអតីតជាព្រះសង្ឃ ហើយគាត់តែងតែអប់រំពួកខ្ញុំអញ្ចឹង ចង់ធ្វើអ្វីកុំគិតតែលុយពេក គិតកេរ្តិ៍ឈ្មោះផង គាត់ថាចឹង។</p> <p>(B)(បទពិសោធន៍ពិបាកល្បីងជួរចតុជ្ឈជម្រុញទឹកចិត្ត)ព្យាយាមចាប់ផ្តើមនឹកឃើញពិបាកនៅលើទូក នឹកឃើញទេនាធ្វើកម្មករទូក រត់ម៉ូតូឧបទាន់យប់ទាល់ភ្លឺ ចឹងក៏ចាប់មានចិត្តមួយប្រឹង គេ១ម៉ោង២ម៉ោង៣ម៉ោងអីមិនដឹងទេ ខ្ញុំរៀនជាង១០ម៉ោងមួយថ្ងៃ អង្គុយរៀន អង្គុយសរសេរ អង្គុយអាន អង្គុយសរសេរ អង្គុយអាន ម្យ៉ាងយើងក្រោយគេឆ្ងាយផង ចឹងចេះតែខំប្រឹងទៅ ហើយក៏ក្រោយមកខ្ញុំក៏ចាប់ផ្តើមចូលស្ម័គ្រចិត្ត យុវជនស្ម័គ្រចិត្តជាមួយនិស្សិតនៅបញ្ញាសាស្ត្រនេះ ក៏យើងរៀបចំបង្កើតក្រុមមួយចុះទៅបង្រៀនអង់គ្លេស បង្រៀនគណិត បង្រៀនរូបវិទ្យានៅតាមសាលាអនុវិទ្យាល័យនៅអីលោកគ្រូ ពីព្រោះនឹកឃើញកាលខ្លួនឯងនៅរៀនយើងចង់ទៅរៀនចឹង អត់លទ្ធភាព ទៅរៀនគួររៀនអីត្រូវបង់លុយបង់អីឲ្យគ្រូអី យើងអត់មានលទ្ធភាព ក៏ចាប់ផ្តើមចង់បង្កើតវគ្គហ្នឹងជួយក្មេងៗដែលធ្លាប់មាន ដែលគ្នាអាចគិតថាមានវិបត្តិដូចកាលខ្ញុំហាលោកគ្រូ អញ្ចឹងក៏ចាប់ផ្តើមបង្កើតវគ្គហ្នឹងទៅបង្រៀនបន្តិចម្តងៗចាប់ផ្តើមមានចិត្តស្រលាញ់វិស័យអប់រំហ្នឹងទៅ ក៏ចាប់ផ្តើមរៀនបណ្តើរ លួចចូលតាមថ្នាក់គេបណ្តើរ ចេះរៀនបន្ថែម ចង់ស្គាល់វិស័យអប់រំហ្នឹង ចង់ធ្វើគ្រូ ក៏ប៉ុន្តែមិនដែលគិតថាចង់រៀនជំនាញខាងគ្រូហ្នឹងទេTESOL។</p> <p>(D) (បទពិសោធន៍ពិបាកល្បីងជួរចតុជ្ឈជម្រុញទឹកចិត្ត)ហើយ...ជាទូទៅគ្រូបឋម ខ្ញុំធំរាប់បងចុះថាជីវិតយើងគឺពិបាក ហើយយើងគិតថាគ្រូប្រុស ហើយណាមួយអើ ...យើងអត់ចង់ឃើញអារូបភាពយកលុយពីក្មេងៗអីចឹងទៅ។ អាទាំងអស់នឹងហើយ ដែរជម្រុញឲ្យយើងដើរ បើសិនជាយើងនៅតែអញ្ចឹង អញ្ចឹងអាសកម្មភាពទាំងអស់ នឹងយើងនៅតែដូច។ អញ្ចឹងដើម្បីចេញពីអាសនៈយើងត្រូវរកវិធីធ្វើមេចខ្ញុំកែខែ អញ្ចឹង ក៏ខំរៀនបន្តទៅតាមពិភពលោកសំខាន់នឹងគឺគ្រាន់តែខ្ញុំចង់ប្រាស់ចាកចេញពីភាព ដដែលៗនៅសាលាបឋមសិក្សា នូវរូបភាពមិនគួរឱ្យមួយចំនួន អាសនៈជាកត្តាដែរ ជម្រុញឲ្យខ្ញុំសុខចិត្តដើរចេញទោះបីគោលដៅនោះយើងដើរដល់ឬក៏មិនដល់ក៏ ដោយ។ អាសនៈវាទាក់ទងនឹងអើ...អើ...advice របស់ខ្ញុំដែរ គាត់ថាឲ្យតែមានជីវិត នៅតែមានសង្ឃឹម ហើយបើគិតគង់បានសម្រេចទេ។ ហើយគាត់ដូចជានៅអើ.....សម្តីគាត់ នឹងដូចជានៅអើ...នៅក្នុងខ្លួនរបស់យើងនឹង ឲ្យតែយើងពិបាកអីចង់បោះបង់អី លើកយកសម្តីគាត់មកគិត បានអញ្ចឹងយើងចេះតែធ្វើតាមការលើកទឹកចិត្តរបស់ គាត់។</p> <p>(E)Yeah, probably the rationale, reason behind why I keep learning is that I don't feel satisfied with what I have yet I want to at least grow academically, grow personally, so, for example, I want to earn a higher degree, so, for example, if I get a degree I</p>
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	<p>hope that I can teach higher grades and receive higher salary. All I might have more options maybe I work as a Dean at University or join NGO. I think higher degree would provide me more options.</p> <p>(F)ប្រហែលជាប្រហែលជា Individual Differences។ អ្នកខ្លះគេថា មើលសៀវភៅយូរ ងងុយដេក ខ្ញុំមើលសៀវភៅ កាន់តែជក់ទៅៗ។ ខ្ញុំរំលឹកឡើងវិញ កាលពីអាទិត្យមុន ខ្ញុំដាក់កិច្ចការអោយសិស្ស PHD និងធ្វើពីរឿងGoal ហើយខ្ញុំអោយទៅមើលសិស្សថ្នាក់ ទី១២បើលធី ដល់គេនិយាយសំភាសន៍ពីរបៀបរៀនរបស់គេ។ ក្នុងហ្នឹងខ្ញុំចូលចិត្តសិស្ស មួយ គឺពេលរៀនខ្ញុំត្រូវបិទទូរស័ព្ទ។ មូលហេតុដែលបិទទូរ ស័ព្ទ ព្រោះថានៅពេលដែល លឺសូរ ទឹកទឹក ម៉ោ បើដូចជា គេលេក្រាម អីហ្នឹង ថា មើលតែ១នាទី តែដល់ពេលមើល គឺ ១ម៉ោង អាហ្នឹង Waste Time។ ហើយចំនែកខ្ញុំគឺខុសគ្នាវិញ ជួន កាលថាអត់ចង់ មើលទេ តែដល់ពេលមើលទៅគឺមើលហើយ ទៅLink មើលអាហ្នឹងហើយទៅអានោះ ទៅ អានោះ អញ្ជឹងវាកាន់តែជួកទៅៗហ្នឹង ហើយអាចនុចដែលច្រើនអោយយើងគិតថា ខ្ញុំ មកដល់ពេលនេះ ខ្ញុំសរសេរសៀវភៅបានប្រហែល ជាង៤០ក្បាល គិតទាំង គោល នយោបាយរបស់ក្រសួង។ អញ្ជឹង ដើម្បីសរសេរសៀវភៅមួយយើងត្រូវគិតពិចារណា ស្រាវ ជ្រាវច្រើន។ អញ្ជឹងបើសិន ជាគេសរសេរសៀវភៅមួយៗគឺគេមានចំនុចខ្លាំង ចំនុ ចខ្សោយ បើយើងមើលទៅ បានកន្លែងសៀវភៅខ្លះ ក៏យើងអាចដកបាន១៩ពីរ ២ ៩៩ពីរដែរ កាលណាយើង យើង ចំនេញបានច្រើន។ ចំនុចរបស់ខ្ញុំគឺខ្ញុំមើល ហើយសង្ខេ ប។</p> <p>(G)បានដូចខ្ញុំបានប្រាប់អញ្ជឹង លោកគ្រូជាផ្នែកមួយដែរ តាំងពីដំបូងរៀនជាមួយ លោកគ្រូ ឃើញថាលោកគ្រូបង្រៀនល្អ ស្រួលយល់ ហើយសិស្សចូលចិត្ត បានហើយចឹង ទៅជាផ្នែកមួយដែរធ្វើឲ្យខ្ញុំចូលចិត្តការបង្រៀននឹង។ ហើយមួយទៀតផ្ទាល់ខ្លួនអើ..... ចំណុចផ្ទាល់ខ្លួន ដូចនិយាយពីខាងដើមលោកគ្រូ ពីដើមដែរ កត្តាជោគជ័យមានខ្លះពី មុនមក ហើយខ្ញុំមានគ្រឹះដប្រញូទឹកចិត្តយើង ហើយមើលទៅមុខទៀតគឺគំរូយើងអញ្ជី ងណាលោកគ្រូ បានខ្ញុំគិតថាច្រើន។ ហើយចំពោះគ្រួសារ គឺមានតែម្តាយក្មេកគាត់ជា មនុស្សមានចក្ខុវិស័យហា គាត់ចេះជួយតម្រៃតម្រង់យើង គាត់អត់មានជួយ (.....) គាត់គ្រាន់តែជួយតម្រៃតម្រង់យើង តែបើមួយផ្នែកមួយ ទៀតនៅផ្នែកហិរញ្ញវត្ថុគាត់ កំពុងតែភ័យយើងដែរព្រោះយើងត្រូវការពេលវេលា ហើយម្យ៉ាងទៀតមានតែមុខរបរ គាត់ អញ្ជឹងហើយគាត់នៅផ្ទះមុខរបរចាស់របស់ គាត់នឹង អញ្ជឹងគាត់មិនអាចមាន លទ្ធភាពជួយយើងភ្លាមៗទេ។អញ្ជឹងអានឹងកត្តា ខ្លួនយើងសំខាន់ដូចលោកគ្រូសម្ភាស ន៍នឹងល្អ គឺខ្លួនយើង គាត់ចង់មើលស្មារងៃ យើងដែរ យើងខ្លាំងឲ្យចេញជំហរមកថា ឲ្យ តែចេញបានខ្លះគាត់ចាំតែជួយយើង ហើយបើយើងអត់ចេញអីសោះគាត់ពិបាកជួយ បើចង់ឲ្យព្រះជួយទាល់តែយើងជួយ ខ្លួនយើងសិនខ្ញុំជឿទ្រឹស្តីនឹង។អញ្ជឹងហើយយើង បានបានខ្ញុំកំពុងគិតអាហ្នឹងនឹង យើងត្រូវរកច្រកណាដូចថារកសំខាន់គឺថាជំហានតូ ចៗយើងដើរឲ្យវាច្បាស់សិន។</p> <p>(H)Visionខ្លាំងគឺដឹងថាកាលណាអ្នកដែលគេបានDoctorគឺគេរកលុយបានស្រួល។ វាអាចមកពីភាពក្រីក្រភាពលំបាកហ្នឹងខ្លាំងម៉ោរវាជំរុញឲ្យយើងមានអាក់នើតមក ហើយអាចមានការឆ្លងកាត់ការលំបាកហើយធ្លាប់លំបាកវេទនាយើងមើលទៅគេគឺ មានការអាណិតអាសូរដល់គេអាហ្នឹងអាចទាក់ទងគ្នាទាំងពីរហ្នឹង។</p> <p>Loving learning</p> <p>(I)អាចថាទី១ការស្រឡាញ់ការរៀន។</p> <p>(J)-Want to go ahead among other colleagues: បើសិនជាយើងសង្កេតមើលទៅ គឺ មិនសូវមានទេ គឺកម្រហ្នឹង។ ដោយសារតែបើខ្ញុំសង្កេតមើលទៅ កាលពីខ្ញុំបង្រៀន នៅ អាស៊ីអឺរ៉ុប និយាយពីដើមរហូតមកដល់ឥលូវ កាលពីខ្ញុំចូលបង្រៀននៅអាស៊ី អឺរ៉ុប ខ្ញុំ រៀនថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ តែគ្មាននរណាម្នាក់រៀនថ្នាក់នេះទេ។ ខ្ញុំរៀនបាន ជិត ចប់ហើយ ឆ្នាំទី២ហើយ តែពួកគេនៅមិនទាន់ចាប់ផ្តើមរៀនថ្នាក់បរិញ្ញាបត្រជាន់ ខ្ពស់ ហ្នឹងផង។ អញ្ជឹងគ្រូដែលបង្រៀនថ្នាក់បរិញ្ញាបត្រ គឺកម្រិតថ្នាក់បរិញ្ញាបត្រ ដូច គ្នា អ</p>
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ញឹងខ្ញុំគិតថាខ្ញុំរត់មុនគេទាំងអស់។ ហើយបន្ទាប់មក ខ្ញុំចប់ថ្នាក់បរិញ្ញាបត្រ ជាន់ខ្ពស់ ទើបមានគេចាប់ផ្តើមរៀនថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ អញឹងខ្ញុំក៏បន្តថ្នាក់ បណ្ឌិតទៀត។ ដូច្នេះបើសិនជានិយាយសរុបទៅ គឺមិនសូវមានអ្នកក្រដៃក្រសងមក ជាមួយយើងទេ។ អញឹងយើងច្រើនតែទៅមុនគេ ទៅបាត់ៗតែឯងៗ ដូចថ្នាក់បណ្ឌិត នេះអញឹង គលូវក៏គ្មានអ្នករៀនដែរ អញឹងខ្លួនឯងចង់ទៅសួរគេក៏អត់បានដែរ។

-What motivates him the most: ទី១ គឺដូចជាមិនមានអ្វីលើសដូចដែលខ្ញុំបាននិយាយមុនហ្នឹង។ កត្តាដែលជម្រុញឲ្យយើងខំប្រឹងបន្តទី១ គឺយើងជាកូនអ្នកស្រែធម្មតា គឺតែងតែខិតខំប្រឹងរៀន ខំប្រឹងរៀនដើម្បីមានចំណេះដឹងទៅអាចប្រកបរបរចិញ្ចឹមជីវិតយើងបាន ឪពុកម្តាយគ្មានចែកអ្វីឲ្យទេ នេះជាចំណុចមួយដែលធ្វើឲ្យខ្ញុំខំប្រឹង ហើយប្រសិនជាយើងចេះដឹង សង្គមក៏គេទទួលស្គាល់ដែរ បាទនេះជាចំណុចទី២បន្ទាប់មកទៀត។ ទី១ យើងបានផលខ្លួនឯងហើយ ហើយទី២ សង្គមក៏គាត់ទទួលស្គាល់ គេចូលចិត្តអ្នកដែលចេះដឹងហ្នឹង ខ្ញុំយល់ឃើញបែបហ្នឹង។ បាទ, ទី៣ គឺដូចអ្វីដែលបាននិយាយមកមុននឹងដែរ គឺអត់ចង់ឲ្យគេមកស្នើយើងទេ ចង់ឲ្យយើងចាប់ដើរមុនគេ ។

(K)តាមពិតបើនិយាយពី motivation របស់ខ្ញុំ ខ្ញុំសុំចែកជា ២ឬ៣ទម្រង់។ ទី១ motivation ក្នុងជីវិតពិតទៅក៏ដោយក្នុងអាជីពរបស់ខ្ញុំ គឺមកពីភាពក្រីក្រនិងការលំបាកណាស់ អញឹងធ្វើឲ្យខ្ញុំមានចិត្តខំកសិធ្វើការក្នុងជីវិតរបស់ខ្ញុំដើម្បីទ្រទ្រង់ជីវិត របស់ខ្ញុំតាមរយៈការលំបាកនិងការតស៊ូរូបភាពនៃmotivation មួយទៀតគឺកើតចេញមកពីការប្រែប្រួលនៃសង្គម ខ្ញុំឃើញគេអភិវឌ្ឍខ្លួនទៅមុខ ហើយខ្ញុំឃើញថា សង្គមត្រូវការអ្នកចេះដឹង ឃើញមិត្តភក្តិក្នុងការងារផ្សេងៗគេត្រូវការកម្រិតដែលមានបច្ចេកទេសផ្សេងៗ ដល់អញឹងទៅខ្ញុំក៏ចេះតែខំប្រឹងអភិវឌ្ឍ។ ហើយដល់ទៅ motivationមួយទៀតគឺនៅក្នុងអាជីពជាអ្នករាជការ ដោយខ្ញុំចង់ចូលរួមមួយចំណែកក្នុងវិស័យណាមួយក្នុងការអភិវឌ្ឍន៍ជាតិ តែខ្ញុំមិនមែនមានន័យថាចង់ធ្វើជានាយករដ្ឋមន្ត្រីអីទេ គឺខ្លួនឯងចង់ធ្វើជាអ្នករាជការ ហើយប្រើប្រាស់ការយល់ដឹងនិងបទពិសោធន៍របស់ខ្លួនចូលទៅក្នុងវិស័យណាមួយដើម្បីជួយអភិវឌ្ឍជាតិ ទោះបីជាខ្លួនឯងថាគ្រប់គ្រាន់មិនសូវមានលុយក៏ដោយ តែខ្ញុំនៅតែមានចិត្តចូលរួមក្នុង ចំណែកក្នុងការអភិវឌ្ឍន៍ជាតិនៅក្នុងវិស័យដែលខ្ញុំពាក់ព័ន្ធ។ អញឹងគឺមាន៣ទម្រង់ ហ្នឹង ទី១ គឺpersonal experience, ទី២គឺ ការឃើញការអភិវឌ្ឍន៍នៃសង្គម, ទី៣គឺ ចង់ក្លាយខ្លួនទៅជាអ្នកចូលរួមមួយចំណែកក្នុងការអភិវឌ្ឍន៍ប្រទេសជាតិ។

(L)មែនទែនទៅសំនួរនេះប្រហែលជា សំនួរមានសារៈសំខាន់សម្រាប់ផ្តល់នៅកម្លាំងចិត្ត ខ្ញុំមួយទៀតព្រោះជីវិត របស់ខ្ញុំ អើរតាំងពីក្មេងក្តីមកគឺខ្ញុំរស់នៅអើរៗ មែនទែនទៅ រស់នៅគេហៅថាវេទនាចឹងក៏ថាបានដែរព្រោះខ្ញុំកំព្រាឪពុកតាំងពី ៧២ ចង់រស់នៅ ជាមួយម្តាយ ហើយពេលចូលដល់សម័យលន់ នុល សភាពការក៏មកម្តងទៀត ហើយខ្ញុំក៏អត់ផ្ទះសំបែងនៅបានមកជ្រកកោនជាមួយនឹង អើរគ្រួសារញាតិមិត្តអើរជីដូនជីតាភ្នំពេញនឹង ហើយត្រូវការរកប្រកបរបរអាជីវកម្ម អើរកម្មខរបបបន្ថែមដើម្បីគ្រប់គ្រងស្ថានភាពគ្រួសារជាមួយម្តាយខ្ញុំ អញឹងពេលដែលរៀនខ្ញុំរៀនអត់ដែលមានវាក្យអីទេ ខ្ញុំយកពេលវាក្យយកពេលទៅរកស៊ីដើម្បីទប់ទល់ជីវភាព ម្លោះហើយកត្តាទាំងអស់នេះហើយជាអកុសលដល់ពេលបែក ឆ្នាំ៧៥ និង បែកម្តាយខ្ញុំទៀត ទៅរស់នៅតែម្នាក់ឯង ម្លោះហើយកត្តាទាំងនេះធ្វើអោយជំរុញលើកទឹកចិត្តអោយខ្ញុំខំព្យាយាមអ្វីដែលខ្ញុំអាចធ្វើទៅបាន បាទ។ ខ្ញុំគិតថាអ្វីដែលជាការប្រៀន ប្រដៅរបស់ ព្រះពុទ្ធបរមគ្រូគឺជាកញ្ចក់ឆ្លុះដូចខ្ញុំជម្រាប់ជូនខាងដើមចឹង។ មុននឹងខ្ញុំ ចេញប្រកបវិជ្ជាជីវៈក្នុងវិស័យសុខាភិបាលខ្ញុំបានធ្វើសម្បទ(ភាសាបារាំង ៥៦:៣០) ។ ចឹងទេខ្ញុំគិតថា ការទូន្មានរបស់ព្រះពុទ្ធគឺជាប្រទីបបំភ្លឺផ្លូវ ក៏ដូចជាផ្លូវដើរសម្រាប់ អោយយើងថ្លឹងថ្លែងជ្រើសរើសដើម្បីអោយយើងធ្វើអ្វីមួយប្រកបដោយគន្លងធម៌ ហើយមានភាពថ្លៃថ្នូរ

(M) ខំអភិវឌ្ឍបែបនោះ ព្រោះថាកាលណាបើយើងបង្រៀនបានល្អ ជាទូទៅយើងនឹងបានថ្នាក់ច្រើនហើយ។ កាលណាបានថ្នាក់ច្រើន វាជាកត្តាជំរុញការរស់នៅបានប្រសើរដែរ តែបើយើងមិនប្រឹងប្រែង មិនប្រឹងអភិវឌ្ឍទៅ យើងនឹងបានថ្នាក់តិច ក៏វាតាមនោះដែរ។ អីញ្ចឹងខ្ញុំគិតឃើញថា ផ្នែកដែលលោកគ្រូនិយាយនោះ ការងារវា affects ទៅនឹង Living Situation នោះឯង។

(N) Not very much. When I was a very little boy, I was scared of monks. When I saw them, I run away. ប៉ុន្តែនៅពេលដែលមានអាយុ ១៦-១៧ឆ្នាំម្តាយបើកវិទ្យុ ធម៌ឱ្យស្តាប់។ ស្តាប់យល់ខ្លះ អត់ខ្លះ។ ក្មេងអាយុ១៦ ១៧ នឹងឆេរឆាវណាស់ មិនសូវ ចេះគិតច្រើនទេ តែរហូតស្តាប់យូរៗទៅស្គាល់ពីគុណរបស់ម្តាយឪពុក ការលំបាក លះបង់របស់គាត់ បែរទៅជាស្រឡាញ់គាត់វិញ។ មានកម្លាំងចិត្តខិតខំប្រឹងប្រែងធ្វើ ការដើម្បី តបស្នងសងគុណពួកគាត់។ អាត្មាគិតថាចំណុចនឹងហើយដែលក្មេងមិន បានទទួលការអប់រំផ្នែកផ្គត់ផ្គង់នីតកាំងពីក្មេង រហូតមកដល់អាយុ ១៦ ១៧ នឹង វាអត់ យល់តែម្តង។ តែបើសិនជាឪពុកម្តាយ សង្គមមានមេរៀនល្អអប់រំតាំងពីក្មេងមក នោះនឹងធ្វើឱ្យក្មេងនោះ យល់បានច្បាស់ហើយឪពុកម្តាយក៏មិនសូវពិបាកដែរ។ ពេលនឹងឈប់ធ្វើឱ្យពួកម្តាយពិបាកចិត្តទៀតហើយ មានតែកម្លាំងចិត្តខិតខំប្រឹងប្រែងធ្វើការ ហើយគិតថាពេលបួសហើយមានពេលវេលារៀនច្រើនក៏សម្រេចចិត្តបួស។ អ្នកដែលជំរុញទឹកចិត្តគឺលោកគ្រូ បុត សាវង់។ លោកគ្រូ បុត សាវង់ គាត់ជាអ្នកទេសនា គាត់ឧបាសក គាត់អប់រំផ្នែកផ្លូវចិត្តបានល្អ ដូច្នេះចូលចិត្តស្តាប់គាត់ទេសនាច្រើន។

(O) អ្វីដែលជាMotivationរបស់យើងសម្រាប់សម្រេចគោលដៅ គឺការចែករំលែកចំណេះដឹង និងលះបង់ពេលវេលាដើម្បីវិស័យអប់រំ មានន័យថា គុណភាពវិស័យអប់រំក្នុងវិស័យឧត្តមសិក្សាហ្នឹងឯង ។ នេះគឺជាMotivationធំដែលធ្វើឱ្យខ្ញុំស្ថិតក្នុងវិស័យអប់រំជាគ្រូបង្រៀនរយៈពេលជាង២០ឆ្នាំដោយមិនគិតពីអ្វីក្រៅពីការផ្ទេរចំណេះដឹងនិងការផ្តល់ឱកាសដល់ក្មេងជំនាន់ក្រោយ។ ក្រៅពីនេះវាជាMotivationបន្តបន្ទាប់ទេ ដូចជា ប្រាក់ខែ, ជាប្រាក់ឧបត្ថម្ភ ឬក៏ជាកិត្តិយស ប័ណ្ណសរសើរនានាគឺជាការបន្ទាប់បន្សំនោះទេ។

ទីពីរ គឺយើងឃើញពីការខ្វះខាតក្នុងការអភិវឌ្ឍប្រទេស ដោយយើងមានជំនឿថាមានតែវិស័យអប់រំមួយប៉ុណ្ណោះទេដែលជាអភិវឌ្ឍន៍ប្រទេសលើគ្រប់វិស័យបានចឹងនេះជាកត្តាទី២ ដែលជម្រុញឱ្យយើងស្ថិតនៅក្នុងវិស័យជាគ្រូបង្រៀននេះ។

ជាទូទៅ យើងនិយាយពីចិត្តសាស្ត្រមនុស្ស អ្នកខ្លះក្លាយជាគ្រូបង្រៀនដោយចៃដន្យ អ្នកខ្លះក្លាយជាគ្រូបង្រៀនដោយមានការកំណត់ទិសដៅទុកជាមុន អ្នកខ្លះគេថាអ្នកក្លាយជាគ្រូបង្រៀនដោយសារពូជអំបូរជាគ្រូបង្រៀន បើទោះបីគាត់ជាគ្រូបង្រៀនយ៉ាងណាក៏ដោយក៏យើងមើលឃើញជាទូទៅថា អ្នកដែលស្រឡាញ់ការបង្រៀនហ្នឹងជាទូទៅគឺកើតចេញពីអារម្មណ៍ខាងក្នុងខ្លួនឯងផ្ទាល់ ប្រសិនបើខាងក្នុងហ្នឹងមិនមានការជម្រុញស្រឡាញ់នោះទេ ទោះបីបរិយាកាសខាងក្រៅExternal ធំយ៉ាងណាក៏គាត់នៅអត់បានដែរ ចឹងមានន័យថា កាលណាយើងចាប់អារម្មណ៍ក្នុងការបង្រៀន ស្រឡាញ់ការបង្រៀននេះដោយសារតែយើងមានMotivation ពីខាងក្នុងច្រើនជាងខាងក្រៅ ពឹងទៅលើរៀបរាប់បន្ថែមថាគេអ្វីដែលជា Intrinsic Motivationខាងក្នុងដែលធ្វើឱ្យយើងបន្តការបង្រៀនដោយសប្បាយហើយនិងចង់បន្តការងារហ្នឹងបន្តទៀត។

ទី១. គឺការស្រឡាញ់មើលឃើញប្រជាជនថា ជាកូនជាចៅរបស់យើង មានន័យថាយើងមានចិត្តអន្ទះសារចង់ឱ្យក្មេងៗក្លាយខ្លួនដូចយើងដែរ ចង់ឱ្យគាត់ពូកែ ចង់ឱ្យគាត់ចេះ ចង់ឱ្យគាត់បានការងារដូចយើងដែរ ចឹងនេះគឺជាការមួយដែលយើងស្រឡាញ់ love the people ហើយយើងចាត់ទុកពួកគាត់ដូចជាបងប្អូន កូនក្មួយដែលគាត់ប្រឹងមករៀននោះហើយដែលជាMotivationរបស់ខ្ញុំធំដែលគិតថាខ្ញុំស្រឡាញ់ ប្រសិនបើខ្ញុំបង្រៀនក្មេងវិញគឺខ្ញុំមានការអាណិតជាងមនុស្សចាស់ ។

	<p>ទី២. ដោយសារតែយើងចូលចិត្តការ Sharing Idea, ឬក៏ Sharing Philosophy ចូលចិត្តចែករំលែកទស្សនៈយើង មានន័យថាខ្ញុំអត់ចូលចិត្តលាក់ ខុសពីទស្សនៈដទៃទៀតគេចូលចិត្តលាក់ចំណេះដឹង ចំណែកខ្ញុំចូលចិត្តចែករំលែកចឹងអាពាហ៍ពិពិធក៏ចែករំលែក មានន័យថាយើងចែករំលែកអ្វីដែលយើងមាន ចំណេះដឹង, អ្វីដែលយើងហូប, ទ្រព្យសម្បត្តិដែលយើងមាន គឺយើងចែករំលែកទៅតាមលទ្ធភាពដែលយើងមានដូចជា ការដែលយើងមានឯកសារ, ឬក៏ដំណឹងល្អគឺយើងShareឲ្យគ្នា នោះជាចំណុចទីពីរ ដែលខ្ញុំចូលចិត្ត Sharing ចឹងក្លាយខ្លួនជាគ្រូ យើងចូលចិត្តការ Share បទពិសោធន៍ ការងារជាក់ស្តែងអីដូចគាត់ នេះគឺជាចំណុចដែលយើងនៅតែក្រាញនូវនៀលក្នុងការបង្រៀន។</p>
<p><b>Who motivates</b></p> <p>-self-motivation -parents/family -former instructors/mentors -Senior colleagues -friends, colleagues -famous people</p>	<p>(A)ជាទូទៅ ការលើកទឹកចិត្តដូចជាមិនមានទេ គឺខ្ញុំប្រឹងប្រែងខ្លួនឯង។ ពីព្រោះអីនៅក្នុងគ្រួសារខ្ញុំ មិនសូវជាមានអ្នកគេចង់ឲ្យខ្ញុំរៀនផង។ ប៉ុន្តែកន្លងមកខ្ញុំមានគ្រូបង្រៀន ដែលមកពីអាមេរិក Andy ខ្ញុំរៀនជាមួយគាត់ គាត់លើកទឹកចិត្តខ្លាំងណាស់ គាត់តែង តែនិយាយថា គាត់មើលឃើញមនុស្សដែលល្អនៅក្នុងនេះ គាត់ថាខ្ញុំអាចបង្រៀន បាន ដូចជា Methodology អីអញ្ចឹង ជម្រុញឲ្យខ្ញុំចេះតែធ្វើនេះធ្វើនោះអីអញ្ចឹងទៅ គាត់ជួយជម្រុញ អាហ្នឹងគឺជាមនុស្សម្នាក់ដែលគាត់ជួយជម្រុញខ្ញុំ។ ហើយអញ្ចឹងទៅខ្ញុំដោយទទួលបានការលើកទឹកចិត្តពីគាត់អីអញ្ចឹងខ្លះទៅក៏ចេះតែប្រឹងប្រែងខ្លះ ទៀតទៅ ហើយគាត់ចេះតែសរសើរថាខ្ញុំជាមនុស្ស Reliable អីអញ្ចឹង។ ធ្វើការជាមួយគាត់នោះ ចុះមានឯណា គេទាំងអស់គ្នាជួនកាលថ្ងៃនេះគឺគេអត់មកអីអញ្ចឹងទៅ ហើយមានតែខ្ញុំប៉ុន្មានអ្នកទេ។ គាត់ឃើញមនុស្សដែលគាត់ទុកចិត្តអញ្ចឹង គាត់រៀបថាគាត់ជួយជម្រុញទៅ ហើយគាត់ជួយជម្រុញខ្ញុំឲ្យធ្វើជា Action Research ហើយចូល Present ក្នុង Conference ល្បីគឺគាត់ទាំងអស់។ គាត់ជួយជម្រុញឲ្យ កាន់តែបង្កើនសមត្ថភាពខ្លួនឯង។ ដល់ពេលរួចទៅ ជាមួយនឹង Andy គាត់ជួយ ជំរុញខ្ញុំ ខ្ញុំឃើញខ្ញុំ Improve ច្រើនលើ Shyness ហ្នឹង រហូតដល់ហ៊ាន Present នៅក្នុង Conference អី តែមុនដំបូងញញើត ដល់ពេលក្រោយមកពីរបីដង ទៅឃើញគ្រាន់។</p> <p>(C)ពេលឪពុកខ្ញុំរាប់បន្តបន្ទាប់ទៅនិយាយថា ខំប្រឹងរៀន ល្ងង់សម្លាប់ខ្មែរគ្នាឯងហើយ ចឹងមុនគាត់ចេញទៅប៉ុលពត គេចាប់គាត់ទៅហ្នឹង គេនិយាយចឹង ហើយខ្ញុំរៀនហ្នឹង ខ្ញុំនឹកសម្តីពុកខ្ញុំរហូត ។ កត្តាលើកទឹកចិត្តខ្ញុំដូចជាប្រាជ្ញនលោកគ្រូចឹង ដោយសារម៉ាកប៉ាខ្ញុំពីដើមអ្នកជួរធំ គាត់អ្នកមានកិត្តិយស ហើយគាត់តែងតែប្រាប់ខ្ញុំថា ធ្វើការយ៉ាងណាអ្នកកិត្តិយសអោយបាន ពូជពង្សយើងថ្លៃថ្នូរ ចឹងកុំធ្វើអោយអន់ ចឹងគាត់ ផ្តាំធ្វើតែប៉ុណ្ណឹងទេ ចឹងបើលោកគ្រូចង់ដឹងពិស្តារ.....</p> <p>បន្ទាប់ពីម្តាយខ្ញុំទៅគឺគាត់ហ្នឹងហើយ អ្នកអប់រំខ្ញុំណាស់លោកគ្រូ គាត់និយាយជាមួយពួកខ្ញុំសុទ្ធ លោកស្រី ចឹងហៅមានមតិសូមលោកស្រីអញ្ជើញ គាត់ប្រើភាសា Please ពីមុខតែម្តងណា ចឹងគាត់ថាអ្វីដែលគាត់និយាយហ្នឹងមិនបានមានន័យថាគាត់តាបសង្កត់លើយើងទេ គាត់ផ្តល់ឱកាសអោយយើងតែម្តង រហូតដល់ពេលទំនេរគាត់និយាយទៀត ពេលទំនេរអ្នកឯងទំនេរអ្នកឯងមកផ្ទះខ្ញុំ អ្នកឯងចង់រៀន ខ្ញុំពេញចិត្តនឹងបង្រៀន ចឹងបើក្រោយម៉ាកខ្ញុំទៅគឺ អ្នកគ្រូរបស់ខ្ញុំ។</p> <p>(D)បើឪពុកម្តាយខ្ញុំ ភាគច្រើនខ្ញុំចាំសម្តីគាត់តែមួយម៉ាត់ទេ ម្តាយខ្ញុំភាគច្រើនគាត់ជម្រុញ motivate ដល់យើងពេលយើងអស់សង្ឃឹមថា អាយុប៉ុណ្ណឹងកូនឯងអស់សង្ឃឹមអី ម្តាយអាយុម៉ាត់នរហើយនៅតែមានសង្ឃឹម។ ហើយទាក់ទងនឹងការអប់រំភាគច្រើនអើ...កាលនោះមានអ្នកជិតខាងតាមពិតអត់សូវមាន...អត់ទាន់មើលឃើញទេ មានអ្នកជិតខាងម្នាក់គាត់ជាវិស្វករ ហើយគាត់រៀននៅ តិចណូ ហើយគាត់នៅក្បែរខាង ហើយគាត់ឃើញជាគ្រូបឋមសិក្សាអញ្ចឹងទៅគាត់បបួលទៅរៀនកាលនឹង ហា យើងអត់មានលុយកាក់អីទេ គាត់ថាតោះទៅរៀនជាមួយគ្នាហេស រៀនតែយក បរិញ្ញាបត្រយកអីចឹងទៅ។ ហើយអាភាសាសម្លេងរបស់គាត់នឹងធ្វើឲ្យខ្ញុំដិតជាមជាប់ ហើយខ្ញុំក៏សន្សំលុយកាលនឹងសន្សំលុយលេងកុងទីនឌ័រអីចឹងទៅ ។ ហើយមក ទៀតក៏ចាំគាត់ ចេះចាំមើលគាត់ យកគាត់ជា Model ហើយគាត់រៀន ហើយគាត់ រៀនគាត់មានផ្លែផ្កា ដោយសារគាត់រៀនអីចឹងទៅក៏គិតថា ដាក់ចិត្តរៀន។ ហើយទី២ supporter ខ្លាំងជាងគេនោះគឺភរិយារបស់ខ្ញុំហើយបង គាត់ជម្រុញលើកទឹកចិត្ត ហើយ គាត់ស្តីទៅបាន</p>

	<p>ទាំងសេដ្ឋកិច្ចទាំងគ្រួសារការងារផ្សេងៗគ្នាជួយយើងរំលែកប្រាក់ចំណូលយើងខ្លះៗ។ ខ្ញុំដើរបានដោយសារខ្ញុំបង្រៀន private ខ្លួនឯង បង្រៀនបើកថ្នាក់បង្រៀនយើង អាច អើកាលនោះខ្ញុំទទួលបានការគាំទ្រពីសិស្សច្រើន យើងបង្រៀនហើយរកប្រាក់ ចំណូលបានកាលនោះដូចជាមួយថ្ងៃបានដប់ម៉ឺន។</p> <p>(G) បាទកត្តាផ្ទាល់ខ្លួនស្តីពីជម្រុញលើកទឹកចិត្តឲ្យយើងទៅខំប្រឹងធ្វើ ហើយមើលពី ក្រៅមានមនុស្សណាដែលយើងបានគិតថាគាត់ផ្តល់កម្លាំងចិត្តគាត់នឹងជម្រុញយើង គ្រួសារ ឬ ម៉ែឪ ឬក៏មិត្តភក្តិ ឬក៏អ្នកធ្វើការជាមួយអីចឹង?</p> <p>ខ. បាទមានច្រើនតា បើលោកគ្រូនិយាយអញ្ចឹង មានច្រើន ប៉ុន្តែទាក់ទងនឹង PhD នឹងគឺគ្រូខ្ញុំមួយគាត់នៅសាងហ្គាញ គាត់គឺ approachable គាត់ open ឲ្យតែយើងថា ចាប់អារម្មណ៍គាត់បានដាក់ (....) proposal យើងនឹងគាត់បានដាក់ឲ្យទៀត (.....) គាត់ check មើលឲ្យទៀតតែយើងនៅនេះធ្វើអត់ចេញ បាទគាត់ល្អខ្ញុំទៅរៀននៅ សាងហ្គាញមួយរយៈ ១ខែកន្លះនឹងគាត់ជួយ គាត់ល្អមែន គាត់ជួយយើងជ្រុះជ្រងម៉ង មនុស្សគាត់ helpful ដល់អញ្ចឹងហើយមានអារម្មណ៍ថា ហើយគាត់ក្មេងគាត់បណ្ឌិត ក្មេងម៉ងហា ដល់អញ្ចឹងមានអារម្មណ៍ថាសប្បាយចិត្ត រៀនជាមួយគាត់ដូច close ជាមួយគាត់ផង យើងមើលគំរូគាត់ហា ហើយយើងចង់ធ្វើដូចគាត់ ហើយគាត់ និយាយវាសាច្ចាស់ទែង ចិន កូរ៉េ ជប៉ុន អង់គ្លេស ឥណ្ឌូណេស៊ី អានីប៉ូនាន នឹងគឺ ស្ទាត់ម៉ង។ ហើយខ្ញុំចូលចិត្តភាសាដែលមើលទៅដូចត្រូវគ្នាដែរ អាណឹងមួយ ផ្នែក។</p> <p>ក. Ok ចុះការអភិវឌ្ឍខ្លួន មិញនិយាយថាមានគ្រូណាជួយជម្រុញ ចុះគ្រួសារមានជម្រុញ អត់ ថាមានចង់ឲ្យរៀនទៅមុខអីទៀតអត់ ប្រពន្ធអីមានដែរជម្រុញទេ?</p> <p>ខ. គាត់អត់ដែរជំទាស់ទេបាទ គាត់គាំទ្រជានិច្ចតែម្តង។ ព្រោះអីគ្រួសារគាត់អ្នក យោគយល់គាត់អត់មានគិតអីបង្កើតចង្អុលទេ ថាហាទៅរៀនតប្លិចប្លិចមានស្រីខ្លាច អី អាណឹងខ្ញុំសរសើរគាត់ដែរ គាត់ចាំគាំទ្រ ហើយបើបងខ្ញុំគាត់ជួយជានិច្ចឲ្យ តែខ្ញុំថា ដូចរឿងបើកសាលាបើកអីអញ្ចឹងគាត់ចាំតែជួយយើងទេឲ្យតែយើងច្បាស់។</p> <p>(H) មានការជំរុញទឹកចិត្តទី១គឺឪពុកម្តាយហ្នឹងឯងព្រោះខ្ញុំចាំសម្តីម្តាយខ្ញុំម៉ារម៉ាត់គាត់ ថាពេលណាដែលកូនលើកសៀវភៅអាន កូនកាន់មេរៀនកូនគិតថាយើងកំពុងតែ សន្សំលុយនៅក្នុងកុង។ ពាក្យមួយម៉ាត់ហ្នឹងដែលខ្ញុំធ្លាប់ប្រាប់ទៅដល់កូនសិស្សរបស់ខ្ញុំ ទៀតប៉ុន្តែសម្រាប់អ្នកអត់ខ្ញុំជឿថាគឺស្តាប់បានម្តាយខ្ញុំបានពាក្យហ្នឹងមកពិណទេ ក៏ គាត់និយាយអញ្ចឹងក៏ខ្ញុំចាំ ពេលណាដែលកូនមើលសៀវភៅអានសៀវភៅកូនមើលមេ រៀនពេលហ្នឹងហើយដែលកូនបានដាក់លុយក្នុងកុង។ ខ្ញុំគោល ដៅគោលដៅដែលចង់បាន Doctor ណឹងតាំងពីខ្ញុំរៀន()ម្ល៉េះ ព្រោះពេលដែលខ្ញុំជិះ ឡាន កាលណាឯងគេមានឡានដឹកទៅស្ដារហ្នឹងណាជិះកាត់ ( ) ឃើញគេមាន។ ថ្ងៃណាទេ មាន វាសនាបានហើយក៏ចេះតែសម្រួចចិត្តថាគង់តែនឹងបានដូចគេឲ្យអញព្យាយាមនឹក ក្នុងចិត្តថាជំនាន់ណឹងគេទុយនុយឯកសណ្ឋានអារពណ៌ខៀវ។ មានអារម្មណ៍ថាចិត្ត យើងចង់ហ្នឹងនេះទី១ទី២នោះគឺម្តាយខ្ញុំគម្រង់ទិសថាកូនឯងត្រូវតែរៀនឲ្យបានវេជ្ជៈ បណ្ឌិតម្នាក់ក្នុងផ្ទះយើងដើម្បីជួយក្នុងក្រុមគ្រួសារយើងទៅណា ពុកខ្ញុំជួយលើកទឹក ចិត្ត ពុកក៏ចាស់ដែរហើយ ពុកខ្ញុំក៏ចេះ ជួយលើកទឹកចិត្ត ឪពុកខ្ញុំក៏លើកទឹកចិត្ត ហើយបង្រៀននិយាយទៅក៏បានជួយបង្រៀន ហើយបង្រៀនមុខវិជ្ជាភាសាបារាំងទៅ ទៀត ហ្នឹងហៃ ។</p> <p><b>Highly self-motivated</b></p> <p>(I) ហើយទី២ទៀតបើយើងអត់ខំទេយើងអត់អាចរីក ចម្រើនទេ ព្រោះសង្គមយើង មិន អាចពឹងអ្នកដទៃឲ្យជាការបណ្តោះយើងឲ្យទៅទាល់តែយើង ខ្លួនឯងចឹងមាន កត្តា២ ហ្នឹងដូចថាយើងស្រឡាញ់ផងអាចគិតថាប្រសិនបើយើងអត់ខំទេវានៅក្រិន។ ហើយគ្រូ មួយចំនួនគាត់រៀននៅស្រុកខ្ញុំហ្នឹងគាត់ទៅធ្វើការនៅ HIGH SCHOOL អាឡូវគាត់ ធ្វើការនៅតែប៉ុន្តែគាត់អត់មានផ្លូវដើរទៀតគាត់ទុកពេលវេលាឲ្យហួស ឥឡូវដូចជា ជាង១០ឆ្នាំហើយ។ ចឹងគាត់អត់អាចបានដល់ពេលខ្ញុំនៅមានអាមហិចតាមួយត្រង់ ថាបើមិនធ្វើទេវានៅតែប៉ុន្តែហើយបើយើងចាំអ្នកដទៃមកជួយយើងអត់មានអ្នក ជួយទេ។ អញ្ចឹងគឺយើងត្រូវតែធ្វើខ្លួនឯង។ បាទខ្ញុំគិតថាពួកគាត់ខ្លះដូចជារៀងលូត</p>
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	<p>ដែលប៉ុន្តែភាគតិចមួយទៀតគាត់លូតលូតត្រឹមថា គាត់មករៀនបានត្រឹម បរិញ្ញា បត្រ ដែលគ្រាន់តែបង្កប់កិច្ចចឹងទៅ។គាត់បានមែនប៉ុន្តែគ្រាន់ បង្កប់កិច្ចអត់មាន ដូចជាទៅរៀននៅសាលាខេមរៈដូចជាយកឲ្យបានបរិញ្ញាបត្រមួយ។អាច ឡើងជា ទៅជាគ្រូ វិទ្យាល័យបានប្រលងចូលប្រលងអីទៀតអាហ្នឹង។</p> <p>(L) អើរ មែនទែនទៅ អើរ ទីមួយៗ យើងមានទឹកចិត្ត យើងមានគំនិត យើងមានស្មារតីថាចង់ធ្វើចង់មានបំណងចង់ធ្វើស្តីមួយចឹងហើយ ក៏ប៉ុន្តែបើសិនជាយើងនៅចង់និយាយថាបើសិនជាយើង អើរនៅម្នាក់ឯងមានន័យថាយើងមានភាពនៅលីវណាស់ អានឹងមិនបញ្ហាទេ យើងអាចសម្រេចខ្លួនឯងបាន ក៏ប៉ុន្តែខ្ញុំសម្រេចគោលបំណងនេះគឺសម្រេចគោលបំណងនៅពេលដែលខ្ញុំមានគ្រួសារចឹងខ្ញុំក៏អរគុណដែលនូវអើរ ។ អើរ បន្ទាប់ពីនឹងមកខ្ញុំក៏មានដោយសារមានការលើកទឹកចិត្តពីមិត្តភក្តិមួយចំនួនក៏ដូចជារៀបចំរួង អើរគេក៏បានលើកទឹកចិត្ត អោយខ្ញុំ ថាយើងត្រូវតែ ឈានទៅមុខមួយជំហានទៀត ដើម្បីអោយដល់ចំនុច ដែលយើងចង់បាន។ អើរគ្រួសាររបស់ខ្ញុំ មានភរិយាខ្ញុំដែលគាត់ជួយជំរុញលើកទឹកចិត្ត ហើយមិនដែលអើរធ្វើអោយលាក់ខាននៅក្នុងផ្លូវចិត្តបានក៏ដូចជា ជួយលើកទឹកចិត្ត ជំរុញ ថ្វីថ្វីតែយើងមិនមានលុយកាក់ធ្ងរជា ធំធេងអីនឹងគេ ក៏ប៉ុន្តែ យើងមានគំនិតដូចគ្នាថាយើងនឹង អើរគាត់នឹងជួយជំរុញខ្ញុំអោយដល់អ្វីដែលខ្ញុំចង់បានចឹងណាស់ ។ នឹងបើសិនជាមិនមានការចូលរួមពីក្រុមគ្រួសារខ្ញុំជឿថាយើងមិនអាចបានសម្រេចទេ ព្រោះខ្ញុំមានមិត្តភក្តិច្រើនដែរមែនទែនទៅមានមិត្តភក្តិច្រើនដែរ ដែលរៀនជាមួយខ្ញុំនឹងនៅអើរផ្នែកគ្រូពេទ្យមធ្យមនិងដែលមានការអាក់ខានពីគ្រួសារគឺមិនអាចឈានទៅរករៀនបន្តទៀតបានទីមួយ ទីពីរខ្ញុំចង់បញ្ជាក់គ្រូពេទ្យFormation នាយ សាលដូចខ្ញុំនឹងអើរដែលឡើងមកបន្តនឹងក៏អត់មានដែរ មានតែមែនទែនទៅមានតែ អើរខ្ញុំពីរនាក់មួយពួកម៉ាកខ្ញុំ ពេលដែលរៀនបានវិជ្ជបណ្ឌិតនឹង។ អើរមែនទែនទៅមាន គេលើកទឹកចិត្តច្រើន ក៏ប៉ុន្តែអ្នកដែលជំរុញទឹកចិត្តពិសេសនឹងគឺគ្រួសារតែម្តង ។</p> <p>អើរ ពិតជាសំនួរដែលមានសារៈសំខាន់មែនទែនកត្តាផ្ទាល់ខ្លួនគឺជាកត្តាទីមួយ បានកត្តាគ្រួសារគឺជាកត្តាទីពីរហើយនិងកត្តាផ្សេងៗខ្លួនមានមិត្តភក្តិរៀបចំរួងគឺជាកត្តាទីបីដែលជំរុញអោយយើង បើយើងមានកត្តាទីមួយ អត់មានកត្តាទីពីរ និងទីបី ធ្វើការទេ អញ្ចឹងគឺមានន័យថាទាល់តែយើងនឹងមានឆន្ទៈស្រួចស្រាលដែរ ថ្វីថ្វីតែបរិបទត្រូវការរហូតស៊ីបល វាត្រូវការបទបែនវេ ហើយអ្វីដែលយើងអើរបង់ប្រាថ្នាអ្វីដែល យើងចង់បាននោះវាអត់ផ្តល់អោយយើង១០០ភាគរយទេឆ្ពោះហើយ ការងារៗដែល អើរជំរុញអោយយើងបានមែនក៏ប៉ុន្តែលើពេលវេលាក៏ដូចជាបរិយាកាសក៏ដូចជា (38:47 ភាសាបារាំង) វិធីសាស្ត្រក្នុងការឆ្ពោះទៅរកគោលដៅរបស់យើងបាន។</p> <p>(M) ខ្ញុំនៅចាំប្រពន្ធរបស់ខ្ញុំគាត់ គឺជា Manager សាលានៅ Hello American School មួយនៅសំណង់១២។ គាត់ដំណើរការសាលានោះមួយ ប៉ុន្តែជាសាលាកូនក្មេងទេ ទទួលសិស្សពី៦ឆ្នាំ ដល់ ១២ឆ្នាំ។ Technique របស់គាត់បានប្រាប់ខ្ញុំថា សិស្សឥឡូវនេះ គួរចេះបត់បែនតាមខ្លួនទៅ។ កាលណាបើយើងយក Lesson Plan របស់យើងមក Apply ក្នុងថ្នាក់ អាចខុសពីស្ថានភាពសិស្ស។ ពិសេស គឺសិស្សពេលយប់គួរបណ្តោយខ្លួនទៅពេលនោះ។ កុំអោយមានការរឹតបណ្តឹងពេក ពិន្ទុកុំអោយម៉ត់ចត់ពេក អាចបន្ថែមជា Bonus រឺអ្វីផ្សេងទៅ។ អញ្ចឹងខ្ញុំគិតឃើញថា ជាការល្អម្យ៉ាងដែរ Technique នោះ ជួយយើងបានម្យ៉ាងដែរ ព្រោះតាមស្ថានភាពសិស្សនៅក្នុងថ្នាក់ ខ្ញុំគិតថាប្រហាក់ប្រហែលនឹងគាត់និយាយដែរ ប៉ុន្តែ Technique របស់គាត់ គឺជា Technique របស់កូនក្មេងទេ មិនគិតថាវាជា Technique ដែលត្រូវ Academic students យកមកប្រើទេ។ យើងគិតថាអាចរៀនពីវិធីសាស្ត្រនោះក៏ល្អដែរ ហើយចិត្តយើងក៏អាច Develop បន្តនតាមគាត់ដែរ ដោយសារយើងអាចបត់បែនវាទៅតាមនោះ។</p> <p>ការអភិវឌ្ឍខ្លួនឯងមាន ពិសេសគឺការសិក្សា និងការជំរុញទឹកចិត្តខ្លួនយើង ថានឹងខំប្រឹងធ្វើវា ដោយសារតែយើងនៅក្នុងប្រព័ន្ធនេះហើយ ត្រូវប្រឹងស្រាវជ្រាវ។ ហើយរាល់ថ្ងៃ</p>
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	<p>នេះគឺមានគម្រោងនឹងសរសេរសៀវភៅមួយប៉ុន្តែគ្រាន់តែចង់ចាប់ផ្តើមនៅពេលណា ក៏មិនទាន់ចង់ដឹងទៀត។ សៀវភៅសរសេរគឺ ខ្ញុំចង់សរសេរបន្តពី Master ខ្ញុំបាទ ដែល ទាក់ទងទៅនឹង Education in Rural Area ប៉ុន្តែឯកសារដែលប្រមូលបាននោះ គឺរៀបចំ មួយដុំសិនមក មិនទាន់រៀបចំទេ។ រាល់ថ្ងៃនេះ ចង់អភិវឌ្ឍខ្លួន ដូច្នោះដែរ។</p> <p>(N)My grandfather is a monk. When I was young, I always listened to the Buddhist Teaching in the radio, so I think it is good to be in a monkhood. It could give time to learn to train harder. Later on, I decided to be a monk. I think my mother is the most influential person for me. ម្តាយអាត្មាគាត់លះបង់ កម្លាំងកាយខ្លួនឯងដើម្បីឱ្យកូនគ្រប់គ្នាទទួលបានការសិក្សាដែលល្អ។ At work, លោកគាត់ កុល ផេង។ ដំបូងឡើយការរៀន Master នៅ PUC គាត់ជាអ្នកផ្តល់អាហារូបករណ៍ឱ្យ ហើយគាត់បានផ្តល់ដំបូន្មានល្អ សម្ភារៈសិក្សាផ្សេងៗ មើលគំរូល្អរបស់គាត់ ហើយយកមក អនុវត្តន៍ដោយខ្លួនឯង។</p> <p>The good foundation of the society starts from a family. Parents have to be excellent, to be their examples. I had an experience of my mom. Parents have to set up good example for their children. Schools do not only give knowledge.</p> <p>(O)ជាទូទៅ តាមប្រវត្តិគ្រួសាររបស់ខ្ញុំ គឺពាណិជ្ជកម្មហើយ ដែលជីវិតរបស់ខ្ញុំគាត់គ្រូ បង្រៀន, ចំណែកឪពុករបស់ខ្ញុំក៏ជាគ្រូបង្រៀន មកដល់ខ្លួនខ្ញុំក៏ជាគ្រូបង្រៀន ចឹង មានន័យថា ក្នុងរស់រាននេះ យើងមានឪពុកម្តាយដែលជួយលើកទឹកចិត្តឱ្យពិតប្រាកដជាគ្រូ បង្រៀន ហើយត្រូវបានគេគោរពស្រឡាញ់ផ្តល់តម្លៃក្នុងសង្គមដែលវាគឺជា Motivation។</p>
<p><b>Enjoy teaching</b></p>	<p>(A)ដល់រួចបានខ្ញុំនឹកឃើញថា ការបង្រៀនគឺជាអ្វីដែលខ្ញុំចង់បានជាងគេ ពេញចិត្ត ជាងគេ ខ្ញុំចូលចិត្តបង្រៀនសិស្ស ហើយមិនមែនដើម្បីធ្វើអ្នកមានធ្វើអីទេ គឺគ្រាន់តែ គ្រប់គ្រាន់ ហើយខ្ញុំក៏ចង់ធ្វើប្រហែលខ្លួនឯងនឹង ជាពិសេសគឺខ្ញុំចង់បង្កើនសមត្ថភាព ខ្លួនឯង។</p> <p>(B)អូ ឈឺក៏ខ្ញុំធ្វើដែរ ខ្ញុំតាំងពីចាប់ផ្តើមចេះធ្វើនេះខ្ញុំមិនដែល នៅបញ្ហាសាស្ត្រខ្ញុំធ្វើ ការងារតាំងពីឆ្នាំនេះមកខ្ញុំមិនដែលឈប់ម៉ោងធ្វើការ ដែលឈប់អី គ្មានOTគ្មានគិត ថាថ្ងៃសៅរ៍ អាទិត្យ ថ្ងៃ អង្គារទេ ខ្ញុំធ្វើតាំងពីម៉ោង8ព្រឹក ដល់ម៉ោង8:30យប់ តាំងពី ថ្ងៃច័ន្ទដល់ថ្ងៃអាទិត្យ ខ្ញុំសុខចិត្តលីកូនមកជាមួយមកអង្គុយធ្វើជាមួយគ្នា ហើយខ្ញុំ សប្បាយចិត្តនឹងធ្វើអាហ្នឹង មិនដែលមាន ខ្ញុំតាំងពីដើមមកទើបតែមកមាន2ខែនេះ លោកគាត់គាត់ប្រហែលជាឃើញសកម្មភាពតែងតាំងខ្ញុំឱ្យខ្ញុំកាន់វិទ្យាស្ថានមគ្គុទេសវិទ្យា អភិវឌ្ឍមគ្គុទេសវិទ្យាហ្នឹង តែពីដើមមកខ្ញុំមិនដែលសុំទេ ហើយខ្ញុំក៏អត់ដែលទារ ថាខ្ញុំ ចង់បានធ្វើនេះចង់បានធ្វើនោះ ខ្ញុំចង់ធ្វើfull-time ខ្ញុំចង់ធ្វើអី ខ្ញុំអត់ដែលខ្វល់ទេ ព្រោះខ្ញុំដឹងថាខ្ញុំធ្វើការងារអីដែលគិតថាមានប្រយោជន៍សម្រាប់កូនសិស្ស អាហ្នឹងអ្វី ដែលខ្ញុំធ្វើ។</p> <p>(D)បាទអត់មានអត់មានទេ។ កាលពី៥ឆ្នាំមុនមានដែរក៏ប៉ុន្តែយើងនៅតែស្រឡាញ់ អាអប់រំនឹង.....។ ok ចង់ឱ្យយើងប្តូរក្របខណ្ឌប្តូរអីចឹងទៅ .....និស្ស័យរបស់យើងហើយ លក្ខណៈរបស់យើងគឺយើងចូលចិត្តអញ្ជឹង។និយាយទៅគឺចង់បង្រៀនម៉ង ព្រោះយើង គិតថា...ខ្ញុំគិតថាចង់ឱ្យចង់តែបង្រៀននឹងព្រោះខ្ញុំចូលចិត្តប្រាប់ ឱ្យតែ មានរឿងអី ផ្អែកៗមកដល់ថ្នាក់គឺខ្ញុំ warm up នឹងគឺអាននិងមុនគេហើយ...និយាយ បន្តិចទៅបាន យើងចូលខ្លឹមសារមេរៀន ព្រោះយើងចូលចិត្តប្រាប់។ នៅបាទ អាជីព ការងារអត់ធុញ ទេ ប៉ុន្តែវាអាចធុញនឹងបរិយាកាស ឬរឿងផ្សេងៗខ្លះ។</p> <p>(E)I would mostly enjoyable doing this job for many years. If I can't find enjoyment in a month I'll quit and look for another job because in the past when I just graduated I got a job as a school director in a small institute in OFC operation of the whole school and I found it rather you know pressure you know because many roles to play. There were a lot of things to do, deal with the students, to teach parents and even cleaner and I but when I become a teacher or lecturer, I found that when I was started teaching at GSP level and I found it hard. Students are teenagers so that they are not really</p>

	<p>learning so their parents just send them to school you know in the class they are not really participated or paying attention, so I found it hard to teach them and I think that because you know I am first started teaching so I don't have experience and know a lot of techniques. I found it easier at higher level. I find it easier when I prepare lesson plans we know what to do in the class so we just follow the lessons, so students are mostly about so they understand what to do, so I somehow found some enjoyment.</p> <p>(F)គ្រាន់តែដូរវិធី ឧទាហរណ៍ថា បើសិនខ្ញុំបង្រៀនពួកបរិញ្ញាប័ត្រអីចឹង គឺច្រើននិយាយទៅលើ homework ច្រើនជាង បើពួក Master គឺភាគច្រើននិយាយទៅលើ Concept ហើយនៅលើ Concept យើង អាច ដោយសារយើងមានបទពិសោធន៍ច្រើន យើងអាចផ្តល់បទពិសោធន៍បានច្រើនជាង Concept ខ្លះ បើសិនយើងបង្រៀនពួក Pedagogy ភាគច្រើនយើងត្រូវការ Homework តែច្រើន ប៉ុន្តែបើយើងថ្នាក់លើខ្ពស់ ដូចណែនាំ និស្សិតសរសេរនិក្ខេបបទ Master អីហ្នឹង ពិតមែនថា Concept ពិបាក ប៉ុន្តែពេលដែលយើងនិយាយទៅ គេហាក់បីដូចជាវិករាយ ពិតមែនថាគ្រូមែន តែមានបែបបទខុសគ្នា ឧបមាថាៗ មួយយើងផ្ដោតទៅលើ Concept មួយទៀតយើងផ្ដោតទៅលើ Advice។ អញ្ចឹងយើងគ្រាន់តែដូរ យើងអត់មាននៅមួយកន្លែងបានទេ។</p> <p>(G)បានជាទូទៅគឺចិត្តយើងចង់បង្រៀន តែមានកត្តាប៉ះពាល់ថាពេលវាលាអញ្ចឹង គ្រួសារអីប្រទាញប្រទង់ អានឹងមួយផ្នែកហា មិនមែនយើងបង្រៀនចិត្តយើង ១០០% ទេវាពាក់ព័ន្ធ អាកត្តាពាក់ព័ន្ធ ១០-២០% អីចឹងណា លោកគ្រូអាណិតខ្ញុំទទួល ស្គាល់។</p> <p>(H)តាមពិតកាលនៅក្មេងមានអារម្មណ៍ផ្ទុយមែនទែនប៉ុន្តែសប្បាយនិងការងារធ្វើការ សប្បាយណាស់មិនមានអារម្មណ៍ផ្ទុយនឹងការងារនិយាយទៅបរិយាកាសកន្លែងធ្វើការវា ល្អផងមិត្តភក្តិដែលធ្វើការជាមួយនិងវាដូចថាមានការសាមគ្គីផងដូចមិនដែលមាន អារម្មណ៍ស្អប់ស្អាញថាចង់ឈប់ទៅចាស់ទៅវាវៀងផ្សេងវាផ្ទុយនឹងការងារហ្នឹងណាស់វា សប្បាយចិត្តនឹងមុខរបរបរនឹងតែម្តង។</p> <p>(J)និយាយឱ្យចំនៅតែសប្បាយក្នុងការផ្ទេរចំណេះដឹងនិងការចូលទៅក្នុងថ្នាក់ ព្រោះអី បើយើងគិតពីជីវិតនៃការបង្រៀន គឺជិត៣០ឆ្នាំហើយ អញ្ចឹងបើសិនជាអ្នកមិន ស្រលាញ់អាជីពបង្រៀនទេ គឺប្រហែលជាគាត់ចាក់ចេញហើយ ឬក៏គាត់សឹងតែចាក់ ចេញ ឬក៏គាត់មិនបន្តការសិក្សា។ អញ្ចឹងយើងបិតនៅក្នុងអាជីពនេះ គឺស្រលាញ់ការ បង្រៀន ការរៀនជាមួយគ្នា អញ្ចឹងការបង្រៀនគឺយើងនៅតែបង្រៀន យើងស្រលាញ់ ការរៀនគឺនៅរៀនបន្ត។ អញ្ចឹងអត់ដែលគិតថាបោះបង់ពីអាជីពគ្រូបង្រៀនទៅធ្វើ ការរកស៊ី ឬគិតថាការបង្រៀនផ្ទុយណាស់ ហ្នឹងគឺមិនមានទេ ខ្ញុំគឺស្រលាញ់អាជីពហ្នឹងម ង់។</p> <p>(O) យើងមានពីរចំណុចដែលត្រូវលើកអំពីថា តើហេតុអ្វីបានជាយើងចង់នៅក្នុងវិស័យ អប់រំជាគ្រូបង្រៀនហ្នឹង។ កត្តាទី១ គឺការឃើញផលិតផល មានន័យថា កូនសិស្ស របស់យើងមកដល់ពេលនេះមានចំនួនរាប់ពាន់នាក់អាចឆ្លងកាត់ការបង្រៀនរបស់ យើងថ្វីត្បិតតែពួកគាត់រៀនជំនាញផ្សេងៗ គឺគាត់បានឆ្លងកាត់ការ បង្រៀនរបស់ យើងនេះជាមោទនភាពមួយក្នុងចំណោមមោទនភាពដទៃទៀតក្នុងនាមយើងជាគ្រូ បង្រៀន។ កត្តាទី២គឺពេលដែលយើងស្ថិតក្នុងភាពជាគ្រូបង្រៀន យើងមានការ អភិវឌ្ឍខ្លួនឯងជាបន្តបន្ទាប់ មានន័យថាប្រសិនបើយើងស្ថិតនៅក្នុងវិស័យអប់រំ យើងមានឱកាសក្នុងការអភិវឌ្ឍខ្លួនឯងតាមវិធីសាស្ត្រផ្សេង តាមតែរៀនខ្លួន មាន ន័យយើងមានឱកាសអភិវឌ្ឍគេហៅថា life of learning មានការរីកចម្រើន ធ្វើឱ្យ យើងមានឱកាសការ។</p>
Teaching Passion (new)	<p>(A)ការបង្រៀនគឺជាអ្វីដែលខ្ញុំចង់បានជាងគេ ពេញចិត្តជាងគេ ខ្ញុំចូលចិត្តបង្រៀន សិស្ស។</p> <p>(D)និស្ស័យរបស់យើងហើយលក្ខណៈរបស់យើងគឺយើងចូលចិត្តអញ្ចឹង។</p>

	<p>(I) ហើយការបង្រៀននិងការធ្វើការគឺថាខ្ញុំស្រឡាញ់ការ បង្រៀនស្រឡាញ់បង្រៀនជាងស្រឡាញ់ធ្វើការដូចចូលចិត្តបង្រៀនជាងមានអារម្មណ៍ថាដូចស្រឡាញ់ការបង្រៀន។ អញ្ជឹងទោះបីយើងធ្វើការហ្នឹងក៏យើងមានចិត្តចង់បង្រៀន។ បានទាក់ទងនឹងការងារបង្រៀនហ្នឹងមាន អារម្មណ៍ថាចង់បង្រៀនទៀត។</p> <p>(J) និយាយឲ្យចំនៅតែសប្បាយក្នុងការផ្ទេរចំណេះដឹងនិងការចូលទៅក្នុងថ្នាក់ ព្រោះអីបើយើងគិតពីជីវិតនៃការបង្រៀន គឺជិត៣០ឆ្នាំហើយ អញ្ជឹងបើសិនជាអ្នកមិនស្រឡាញ់អាជីពបង្រៀនទេ គឺប្រហែលជាគាត់ចាក់ចេញហើយ ឬក៏គាត់សឹងតែចាក់ចេញ ឬក៏គាត់មិនបន្តការសិក្សា។ អញ្ជឹងយើងបិតនៅក្នុងអាជីពនេះ គឺស្រឡាញ់ការបង្រៀន ការរៀនជាមួយគ្នា អញ្ជឹងការបង្រៀនគឺយើងនៅតែបង្រៀន យើងស្រឡាញ់ការរៀនគឺនៅរៀនបន្ត។ អញ្ជឹងអត់ដែលគិតថាបោះបង់ពីអាជីពគ្រូបង្រៀនទៅធ្វើការរកស៊ី ឬគិតថាការបង្រៀនធុញណាស់ ហ្នឹងគឺមិនមានទេ ខ្ញុំគឺស្រឡាញ់អាជីពហ្នឹងម៉ង់។ ចង់ ចង់ណាស់។ សូម្បីតែកាតាបរបស់ខ្ញុំ ខ្ញុំស្លៀកគ្រប់ចំណុច មានឧបករណ៍ដែលត្រូវដាក់មកហ្នឹង គឺដាក់រហូតអត់មានថាកាន់តែសៀវភៅមួយមកទេ គឺកាតាបត្រូវតែមានគ្រប់ឯកសារ ត្រូវមានអី មានហ្នឹង។ បាន, មិនបោះបង់ ហើយសប្បាយនឹងធ្វើពេលចូលដល់ក្នុងថ្នាក់គឺសប្បាយចិត្តហ្នឹង។</p> <p>(N) I think sharing, and seeing people change their behavior, attitude, and reduce their suffering. That made me want to share. I see all people suffer a lot in different ways and situations. And I think if I can pass message to people, it can help them. That's the reason that pushes me to talk, to teach, make joke, telling story, making people happy. That's what made people love me wherever I go.</p>
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## APPENDIX I: THE OUTLINE OF THEMATIC FINDINGS AND DISCUSSION

### Research Findings

#### Demographic Information

- Participants
- Education background
- Working background

#### Personal Qualities of Education Professionals

- Positive attitude toward a career and professional development
- Being motivating and inspiring
- Being a role model for others
- Avoiding blame and being looked down on
- Having a passion for teaching
- Students' achievement and productivity
- Clear future vision and goals
- Being competitive
- Having personal principles in a career and in life
- Ethical conduct
- Self-discipline
- Self-responsibility
- Diligence and high commitment
- Patience, persistence and perseverance
- Curiosity and enthusiasm
- Life-long learning commitment
- **Personal situations**
  - *Taking role models*
  - *Buddhist influence*
  - Negative experiences

#### Self-Directed Learning Methods

- Participants' definitions of self-directed learning
- Having a clear vision and long-term goals
- Setting step-by-step goals
- Self-analysis
- Self-reflection on teaching activities
- Critical thinking skills to solve teaching and learning problems
- Developing effective lesson plans
- Applying theories in the real teaching situation
- Observing other teachers teach
- Sharing pedagogical information with other teachers
- Keeping a teaching diary or journal
- Seeking students' feedback

- Self-development through further studies
- Classroom action research
- Research
- Attending workshops, seminars, and conferences with personal interests
- Presenting papers at workshops, seminars and conferences
- Asking other people about what certain teachers have done

## **Discussion**

### **I. Trigger States**

- Taking role models
- Parents' influence
- Buddhist influence
- Bitter experiences
- Avoiding blame and being looked down on
- Having a passion for teaching

### **II. Intrinsic motivation**

### **III. Findings against Maslow's hierarchy of needs**

### **IV. Being a Master of Oneself**

- Being self-responsible
- Self-discipline
- Diligence and high commitment
- Kol's 3 P's (Patience, Persistence and Perseverance)

### **V. Self-Directed Learning Methods**

- Self-reflection
- Critical thinking
- Seeking feedback
- Step-by-step goal setting
- Reading professional literature
- Seeking training
- Lesson planning
- Classroom action research

### **VI. Kao's Self-Directed Learning Model**