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Perceptions of Trainees, Trainers, and Director on The Effectiveness
of Implementing Code of Teacher Professional Ethics in Cambodia:
A Case Study at Phnom Penh Teacher Education College

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

CHUENG Pich

February 2021

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February 2021

មូលនីយសង្ខេប

ការសិក្សាស្រាវជ្រាវនេះត្រូវបានធ្វើឡើងក្នុងគោលបំណងចម្បងមួយ   ពោលគឺការយល់ចង់ដឹងអំពីទស្សនៈផ្សេងៗគ្នា របស់គុរុនិស្សិត គ្រូខទ្ទេស និងនាយក អំពីប្រសិទ្ធភាពនៃការអនុវត្តក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន ដែលករណីសិក្សា ស្រាវជ្រាវនេះត្រូវបានធ្វើឡើងនៅវិទ្យាស្ថានគរុកោសល្យរាជធានីភ្នំពេញដែលជាគ្រឹះស្ថានបណ្តុះបណ្តាលគ្រូបង្រៀន មួយស្ថិតនៅក្នុងរាជធានីភ្នំពេញក្នុងចំណោមគ្រឹះស្ថានបណ្តុះបណ្តាលគ្រូបង្រៀនផ្សេងទៀតនៅក្នុងប្រទេសកម្ពុជា។ ជា ទូទៅបើយើងនិយាយអំពីក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន នោះយើងសំដៅដល់អ្វីៗដែលគ្រូបង្រៀនត្រូវប្រកាន់ខ្ជាប់ដើម្បី រក្សាន្ទូវកិត្តិយស និងសេចក្តីថ្លៃថ្លារបស់អ្នកបម្រើ។ ហេតុដូច្នេះហើយ បានជាការសិក្សាស្រាវជ្រាវនេះត្រូវបានបង្កើត ចេញជារូបរាងដើម្បីដឹងពីស្ថានភាពនៃបញ្ហាប្រឈម ការអនុវត្តន៍ កាលានុវត្តន៍ និងប្រសិទ្ធភាពនៃការអនុវត្តន៍ក្រម សីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន។

វិធីសាស្ត្រស្រាវជ្រាវបែបគុណវិស័យត្រូវបានយកមកប្រើប្រាស់នៅក្នុងការសិក្សាស្រាវជ្រាវនេះ។ មូលហេតុនៃការជ្រើស រើសយកវិធីសាស្ត្រស្រាវជ្រាវបែបគុណវិស័យពីព្រោះ អ្នកស្រាវជ្រាវចង់បានព័ត៌មានលម្អិតអំពីប្រធានបទពីអ្នកចូលរួមទាំងអ ស់។ ការសិក្សាស្រាវជ្រាវនេះមានចំនួនអ្នកចូលរួមសរុប២០នាក់ ដែលក្នុងនោះមានគុរុនិស្សិតចំនួន១២នាក់ គ្រូខទ្ទេស៧ នាក់ និង នាយក១នាក់។ ការស្រាវជ្រាវបានរកឃើញដូចខាងក្រោម៖ ១. អ្នកចូលរួមបានទទួលការបណ្តុះបណ្តាលពីក្រម សីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន ២. អ្នកចូលរួមយល់ឃើញថា ក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន ៣. កត្តាមួយចំនួនដែលរាំងស្ទះ ប្រសិទ្ធភាពនៃការអនុវត្តន៍ក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន ៤. ទស្សនៈទៅលើប្រសិទ្ធភាពនៃការអនុវត្តន៍ក្រមសីលធម៌វិជ្ជាជីវៈគ្រូ បង្រៀន និង ៥. ទស្សនៈ និងសំណូមពរ។

ចុងក្រោយ អ្នកស្រាវជ្រាវបានផ្តល់យោបល់ដល់ក្រុមស្តូងអប់រំ យុវជន និងកីឡា ឱ្យបន្ថែមលើកទឹកចិត្ត និងផ្តល់ឱកាសដល់ អ្នកបម្រើទាំងអស់ក្នុងការសិក្សាស្រាវជ្រាវបន្ថែម។ អ្នកស្រាវជ្រាវក៏បានស្នើដល់សហគម និងផ្ទះដៃកំនាំសាលាឱ្យមាន ការលើកទឹកចិត្ត និងផ្តល់គុណតម្លៃដល់អ្នកបម្រើដើម្បីជាថ្ពើងក្នុងការលើកទឹកចិត្តព្រួតគាត់ឱ្យបន្តអប់អ្នកសិក្សាជំនាន់ ក្រោយៗទៀត។ បន្ថែមលើនេះ គ្រូបង្រៀនក៏ត្រូវបានផ្តល់យោបល់ថាគួរតែបន្តនៅសកម្មភាពល្អ និងផ្តស់ប្តូរន្ទូវកិច្ចការ ណាដែលផ្ទុយពីក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន និងគោរពឱ្យតម្លៃអាជីពរបស់ខ្លួន។ ចុងក្រោយបង្អស់ អ្នកស្រាវជ្រាវ បានផ្តល់យោបល់ដល់អ្នកស្រាវជ្រាវបន្តនៅកិច្ចការស្រាវជ្រាវដែលស្រដៀងការស្រាវជ្រាវនេះៗមួមានៈ ផលជះវិជ្ជមាននៃ ការប្រតិបត្តិ និងភាពជាអ្នកដៃកំនាំរបស់ផ្ទាក់ដៃកំនាំ ជាដើម។

ABSTRACT

The purpose of this research study is to determine the different perceptions of trainees, trainers, and director on the effectiveness of implementation on the code of Teacher Professional Ethics (TPE), which is held at Phnom Penh Teacher Education College (PTEC) located in Phnom Penh, Cambodia. In general, when we talk about TPE, we refer to what teachers must adhere in order to maintain the dignity and honor of educators. That is why this research study was carried out to determine the situations, challenges, implementations, opportunities, and effectiveness of the implementation of TPE.

The qualitative research method was employed in this research study because the researcher wanted the detailed information on the particular topic from all participants of the study. Moreover, the study involved with a total of twenty (20) participants including twelve (12) trainees, seven (7) trainers, and 1 (one) director.

Besides, the research study found as following: 1) participants were trained the code of TPE; 2) the participants perceived that the code of TPE is the rules of good educators, the duty of educators, professional development, and as a tool to build and gain credit; 3) some factors that hinder the effectiveness of implementation on the code of TPE (personal factors and external/environment factors); 4) perspectives on the effectiveness of the implementation on the code of TPE (effective implementation as obligation, education, training/teaching, administrative tasks, collaboration, communication, participation, support, hygiene, personal development, time management, leadership, and motivation and encouragement); and 5) various perspectives and suggestions.

In addition, the researchers suggested that the Ministry of Education, Youth and Sports (MoEYS) continue to encourage and provide opportunities for all educators to do more research. The researcher also asked community and school leaders to encourage and value educators as a tool to motivate them to continue educating next generations effectively. Finally, the trainers were recommended to stay in good behaviors and change any work that is contrary to the code of TPE if in case it exists. Apart from this, they were also urged to respect their professional career. Lastly, the researcher suggested that future researchers shall continue to do research that is similar to this research matter including the positive impacts of the management's operation and leadership.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of Program: Master's Degree of Education in Mentoring

Name of Candidate: CHUENG Pich

Title of Thesis: Perceptions of Trainees, Trainers, and Director on The Effectiveness of Implementing Code of Teacher Professional Ethics in Cambodia: A Case Study at Phnom Penh Teacher Education College

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): ………………………………….

Supervisor (Sign): ………………………………….

Date: ………………………………………………

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I "**CHUENG Pich"** hereby present entitled "Perceptions of Trainees, Trainers, and Director on The Effectiveness of Implementing Code of Teacher Professional Ethics in Cambodia: A Case Study at Phnom Penh Teacher Education College."

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):……………………… CHUENG PICH

Date: …………February 2021……………………………………..

Countersigned by the Supervisor: ………………………………

Date: ………………………………………………………….

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

- A.K.A.   Also Known As
- ICT   Information Communication Technology
- IDIs   In-depth Interviews
- IEE   Integrative Ethical Education
- HR   Human Resource
- M.Ed.   Master of Education
- MoEYS   Ministry of Education, Youth, and Sport
- NCFTE   National Curriculum Framework for Teacher Education
- NGO   Non-Governmental Organization
- NGPRC   New Generation Pedagogical Research Center
- NGS   New Generation School
- NIE   National Institute of Education
- P   Participant
- Ps   Participants
- PM   Prime Minister
- PSBU   PREAH SIHAMONIRAJA Buddhist University
- PTEC   PHNOM PENH Teacher Education College
- RAC   Royal Academy of Cambodia
- RGC   Royal Government of Cambodia
- RTTC   Regional Teacher Training Center
- TPE   Teacher Professional Ethics
- TCP   Teacher Career Path
- TTM   Technical Team Meeting

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Education plays crucial role in one nation. The nation can be advanced based expressively on the diversity of human resources. Nonetheless, one mode to build human resources is schooling which means education. Cambodia is also reforming its human capital mainly depends on Ministry of Education, Youth, and Sports (MoEYS). Therefore, the individuals have tried their best to discover the great way to educate related stakeholders in order to advance human resources in working process in the whole nation. Moreover, one society is able to be developed sustainably based crucially on the differences of the human resources, and education is also the best way for people to get rid of ignorance and better develop their capital and country's stability. Hence, those capitals would work to collaboratively increase the national economics and independence; and, people are educating young generations in order to produce the right capitals, who are professionally and ethically educated.

Ethically, it requires the educators to obtain professional ethics in order to conduct the particular classes effectively. Since they are the assets of their institutions, they should be respected and valued by the people in their community. Dika (2011) introduced that ethics is a discipline that is concerned with the principles of morality and he gave an example, "What is our action is moral and what is immoral, or what is good and what is bad (p. 1110)." Chowdhury (2016) stated "Ethics is the branch of philosophy which tries to probe the reasoning behind our moral life" (p. 3). Furthermore, Maxwell (2017) also mentioned that the multinational increase on the code of teacher professional ethics has been set in the official use of teachers (p.56). Rasmi et al. (2014) stated, "Teachers are the greatest assests of any education system." They added up that teachers are the core pillars in the educational field and relate to the education quality.

Cambodia is a developing country in Southeast Asia. Its education system is being progressively processed. Meanwhile, the teacher professional ethics is concerning. Once, it was said that the morale and ethics of human beings is down when the technology is modernized. Generally, the ethics of the teaching profession are a set of ethical rules and principles to which the teacher should adhere to preserve the highest position of the profession in light of the society. Nazz (2015) introduced "The teaching profession should also have its own code of professional ethics which indeed is a pre-requisite to ensure its

dignity and integrity" (p.1). Ou (2014) stated "Teachers' professional ethics is a core element in the professional development of teachers" (p. 72). Since teachers are educators, their behaviors must be moral.

Therefore, the Royal Government of Cambodia (RGC) realized the beneficial value of sub-decree on code of Teacher Professional Ethics (TPE) of Cambodia; and the official meeting of the office of ministerial council was held and agreed to the final decision of the official application of TPE of Cambodia on August 22, 2008 and it was also officially signed by the Prime Minister (PM) HUN SEN on September 09, 2008 (RGC, 2008). According to sub-decree on codes of TPE to Cambodia, the main aim of this sub-decree is to determine the teacher professional code of ethics in Kingdom of Cambodia (Chap. 1: General Provisions; Article 1). Moreover, the purposeful determination yields out three main aims (Sub-decree on code of TPE, 2008): To boost morality of teachers, to increase the dignity of teachers, and to efficiently advance the education quality and effectiveness" (Chap. 1: General Provision; Article 2).

This means TPE is significant for educators to uphold in daily conducts. "Teachers shall uphold their teaching profession," according to sub-decree on code of TPE to Cambodia (Chap. 6: Final Provisions; Article 28). Additionally, implementing the TPE is not just a short-term involvement but a long process starting from teacher training at NIE and going on throughout the working life of the individuals. In addition, Luckowski (1996) mentioned in his study background that "professional ethics is the application of an individual's ultimate concerns about human conduct to their professional lives" (p.3). Noticeably, Thoker (2017b) once stated that teaching is considered the noblest among all the professions and the teaching personnel are always called as nation builders. Bhusnar (2018) firmly stated "The teaching is viewed as an honorable and equitable profession, since it contributes in country working by making great quality human resource, mindful residents, socialized people and innovative characters" (p. 204).

Teaching as a profession is the body of knowledge, a set of attitudes, codes of ethics and a technique which is applied to the service of mankind through an educated group. This investigation will be getting involved with relevant persons in terms of the trainers, trainees, and director of PTEC in Cambodia. Also, as the main topic is mentioned earlier, there was carried out the relevant discussions and awareness of the efficiency on how teachers practice the useful codes of professional ethics. Here are usefully related studies should be getting involved with the investigation on the issues of the effectiveness of practicing the code of professional ethics of educators in the country. Correspondingly, Bhusnar

(2018) clarified "Professional code of ethics for teachers is intended to secure the privileges of the understudies, every one of the understudies. It gets urgent and significant for the teachers to comprehend their hard-working attitudes and qualities before entering in teaching profession" (p.205).

Locally, based on Cambodian educational context, MoEYS (2018) stated, "The good civil servants have to have the attributes of the civil servant behaviors such as proactive willingness, loyalty, and professional consciousness" (p.19). Thoker (2017a) clarified that the researcher on the topic of professional ethics of secondary school teachers with special reference to rural urban dichotomy in India, mentioned that his investigation resulted that the urban secondary school teachers were found higher level of professional ethics than the rural secondary school teachers. This investigation is very popular and reliable. Therefore, these are resourceful documents to be discussed and referenced here.

Naaz (2015) mentioned in her research work that a code of teacher professional ethics is in fact a charter of rights and duties for the protection of professional autonomy and freedom. It is distinguishing the differences between a law and a code of ethics. It is curious to consider that rules protect autonomy and freedom. Spontaneously, the professional codes are written by guys from the profession itself, not by the state. It is a form of self-regulation. As such, it protects the profession from external intervention. It is very important because a profession like teaching is under constant pressure from different stakeholders: the government, parents, medias, NGOs, and so on. If teachers are not able to solve ethical problems themselves, they will feel even more pressured from people who do not understand their jobs. They will lose the autonomy they need to perform their duties. Whenever they can solve problems with an internal rule rather than an external law, it is always better because they can adapt it to the real needs of people.

Moreover, professional ethics is a term we attach to certain standards of conduct within the teaching profession. At large, it takes a significant role on how the educator communicates with the relevant persons in the society. Ethically, it is great opportunity for the new teachers to learn the professional ethics of teaching in order to make their teaching performance and career better in return. Make sure that those new teachers apply the code of professional ethics in their teaching career. Once they apply the code of professional ethics in teaching, they would discover the dos and the don'ts of their duties as professional educators. Similarly, sub-decree on the code of TPE (2008) stated that teachers must keep and maintain their focus and high commitment to prioritize their obligations in their teaching profession (Chap. 5, Article #26).

Interestingly, it is planned to obtain the values and social workplace ethics, which the harmony is met. It is amazing if people realize and value the social workplace ethics and values in the society. They would be working together smoothly once they apply the social and core values and ethics. Ongong'a and Akaranga (2013) stated that values are basic and fundamental beliefs in human society. They guide management and workers in making personal or financial decisions and in judging what is right and acceptable. Values are general principles that guide action.

Hence, it means the code of ethics is considered as the key indicators, which many people around the world are discussing about and applying the code of ethics too. It is professinal path for the educators and relevant persons who are working as the role models in the society. National Curriculum Framework for Teacher Education (NCFTE) (2009) stated that teaching is a profession and teacher education is a process of professional preparation of teachers. Therefore, they should uphold their teaching profession effectively. Based on sub-decree on code of TPE to Cambodia (2008), "Teachers shall follow this sub-decree on code of ethics for teaching profession" (Chap. 6: Final Provisions; Article 28). To do so, they have to uphold the code of ethics first; then the teaching professional will consequently come out in the beautiful views of people in the community. After viewing and considering about the issues regarding to the ethics of teaching profession, the investigation is appealing to be processed. It is important to address the issues and figure out the possible solutions to the issues so that it could be helpful recommendations or even guidelines for those who are holding the teaching professions in the country.

1.2 Statement of the Problem

Generally, trainers are the resource persons for every training entity, and especially for Cambodian schools. They normally work with the learners_ known as the trainees. Apart from being the resource persons, they are also the role models for everyone, particularly their stakeholders in terms of students, who are greatly impacted. Additionally, the code of TPE is the most essentially honored value of the educators in terms of trainers and teachers. The research study is investigated at PTEC, which is a teacher training college located in Phnom Penh, Cambodia. Specifically, there are four categories of typical staff there: school management team, trainers, trainees, and non-training staff in terms of administrative staff. Universally, it is commonly known that no one is perfect. Therefore,

the study is intentionally aimed to figure out the perceptions of the stakeholders of the college (PTEC) on the effectiveness of implementation of the code of TPE.

Rasmi et al. (2014) mentioned in their conceptual framework that the ethical dimensions are considered to be important in our educational system and are present in several legislative documents, both with regard to the education of pupils and to teacher education, and regarded as important for professional performance. Professionally, CSA (2012) clearly stated that codes of professional ethics arise from the need to protect vulnerable or subordinate population from harm incurred, knowingly or unknowingly, by intervention of researchers into their lives and cultures (p. 2).

Nuland and Passion (2009) concluded that a code of conduct exists to support teachers in their activities in classes working with children and supports children as they work with their teachers. As we can see the reality in Cambodia, we are looking for the ones who are committed to efficiently ethical education since this factor is the most important one for developing the country in terms of economics and sustainability of the country. In addition, Ruani et al. (2000) further clarified that professional ethics is not meant to be a burden but an important source of inspiration in the teacher's work. It could direct the relation between the teacher and other people and the teacher's attitude towards work and his/her duties. This reflects on the teacher duties and teaching quality, which they have to uphold in order to progress their daily accountable delegations.

Furthermore, the main reason for code of teacher professional ethics is to inculcate the harmonious livings in the whole country. Once the people are ethical_ having social morality in daily practices and thinking process, they would be living harmoniously in the society. However, we need more efforts to process the planned tasks in order to prepare people to be role models with values, self-satisfaction, and excellence in the country. Also, Rauni et al. (2000) added up that the actions of specialized skills and knowledge are according to the ones who put effort on it. They emphasized, "Lack of professional skills cannot be compensated by good ethical principles" (Rauni et al., 2000, p. 171).

Moreover, Rasmi et al. (2014) introduced that the code of teacher professional ethics indicates ambition of the educationalists and offer standards by evaluating the tasks. According to Bhusnar (2018) "Professional ethics is turning into the need of great importance. Numerous establishments are confronting absence of professional ethics inside

their teachers, other than having abundant of degrees, accomplishments, decorations, additional qualifications and substance information" (p.204). Also, Faharani (2012) early defined the success without ethics can be a serious criticism; and, he also defined the term "code of ethics or conduct" as used a profession discusses or describes the behaviours of a group (p. 890). Researcher shares that this could also be negative refutation of individuals.

There are many problems exsited and still remaining in education sector in Cambodia. Kim and Rouse (2011) addressed "Problem often associated with Cambodian teachers is absenteeism. This means, ironically, that both teachers and children have problems with attendance" (p.422). Miserably, we all notice that the teachers run private classes in order to make their own money. It is known that the ones who attend private classes would have prepared examination questions. KAPE (2015) also reported that students were pressured to attend tutoring sessions, which were taken places to indirectly leak the examination questions in advance" (p.6). This is the serious aspect in our Cambodian education system we would like to shift it into transparency in educational operational system. Also, KAPE (2015) concluded "The drivers of informal payments and fees and their impact in Cambodia are found in structure of educational governance" (p.30).

In addition, Aotearoa (2017) concerned, "Teachers face complex ethical dilemmas and professional tensions every day." Abbasi and Momenyan (2018) declared "Professional ethics is concerned with a series of should and should note that address the professionals of a discipline and are related to their professional responsibilities" (2018, p.33). Besides, Ou (2014) mentioned, "Reasons for problems of TPE are misinterpretation of bounded rationality leading to confusion of values; miscalculating costs and benefits leading to professional ethical alienation; opportunistic tend leading to seeking illegitimate interests" (p.74-75). Additionally, Tan (2007) also clearly concerned the usual charging practices of teachers based on tutoring services and donations, exploitation, shortage, and violence. Moreover, "Informal payments and fees are systematic problems requiring a long-term strategy, together with a series of medium-term strategies," reported by KAPE (2015). Remarkably, the educational issues are relating to the code of TPE. Therefore, Cambodian teachers and educators are required by sub-decree on code of TPE of Cambodia. "Teachers shall follow this sub-decree on code of ethics for teaching profession efficiently," according to sub-decree on code of TPE of Cambodia (*Chap. 6; Article#28*; 2008).

Rauni et al. (2000) clarified that although including all teachers in the process of developing and studying professional code of ethics is not easy, it is a goal to search for. Zakaria et al. (2016) mentioned that the ethical issues present significant challenges in today's practice environment. Finally, the study is purposefully intended to figure out the individual perceptions of the participants via the in-depth interviews. The trainees, trainers, and directors would be deeply interviewed based on the in-depth-interview guides. The next stage is the main purposes of the research study.

1.3 Research Purposes

The main purpose of this research thesis is to explore trainees', trainers', and a director's perceptions on the effectiveness of implementations of code of TPE in the training environment of PTEC in Cambodia. Hence, there has to be following research objectives to respond the research purpose.

1.4 Research Objectives

Based on the above purpose, there are four main objectives to be addressed; in fact, it is objectively aimed to: (1) to determine participants' perceptions on basic understanding of the code of TPE in Cambodia; (2) to determine the participants' perceptions on barriers hindering effectiveness of the implementing code of TPE; (3) to determine the participants' perceptions on effectiveness of implementing code of TPE; and (4) to propose perspectives and the constructive suggestions for solving the unethical issues of implementing the code of TPE in Cambodian context.

1.5 Research Questions

Regarding to above-mentioned objectives, research questions are formed in order to accountably respond to the research objectives: *(1)* what are the participants' perceptions on the basic understanding of the code of TPE; *(2)* what are the participants' perceptions on the barriers hindering the effectiveness of the implementing code of TPE ?; *(3)* what are participants' perceptions on the effectiveness of implementing code of TPE; and *(4)* What are the participants' perspectives and constructive suggestions to solving unethical issues, which are against the code of TPE in Cambodian context?

1.6 Significance of the Study

The results of the research thesis could probably return some particular advantages.

Firstly, management teams could obtain perceptions on the effectiveness of implementing the code of TPE. They then could enhance their progressive leadership and management with their teaching staff. Once they receive the constructive messages from the participants, they could effectively manipulate priorities and needs of staff, and they could also upgrade any needed improvement policy they have applied uncertainly.

Secondly, the benefits are available for other senior and fellow teaching staff. With this regard, they can learn from the perceptions of their similar training and teaching profession. In fact, they could learn from the positive attitudes and commitment of those who had shared their perceptions in the investigation. They could also learn to avoid any (un) intentional misconducts and misperceptions. Thirdly, the findings of the research study are able to be used as the reference for further researches in terms of its perceptions on the effectiveness of implementations on the code of TPE. The future researchers shall read this the findings and conclusion of the investigation for better documentation since we are in shortage of this likely resources in Cambodia.

In addition, Nuland and Khandelwal (2006) reported the revealing of IIEP (International Institute for Educational Planning "Codes are seen as useful instruments by all actors_ teachers, administrators and supervisors_ in the educational sector" (p.19). Additionally, Nuland and Khandelwal (2006) stated "The general feeling is that codes have a positive and significant impact in improving the commitment, professional behaviour and performance of teachers and staff and do contribute to reducing teacher absenteeism" (pp.19-20).

Hence, the groups of other teacher trainees are also able to get profits from this research study too. Actually, the teacher trainees are the ones who are soon becoming the government teachers and locating their assigned schools within the entire country. Definitely, they should be aware of the code of TPE and how the code of TPE work. They have to be well prepared and ready to be the role models once they access to their assigned schools. For instance, they could at least know what are main duties and responsibilities of the educators, and they are also supposed to clearly understand on how to communicate and behave with the students, parents, school managements, and other related stakeholders. Based on the code of TPE of Cambodia (check appendix A for code of TPE in Khmer and appendix B for code of TPE in English), there are rules and the code of ethics for teaching

staffs to be done and avoided. Those rules and code of TPE are the fundamental factors for educators. Finally, the findings of the research study could contribute to practical solutions of the educational issues. Those management teams, the fellow and senior educators, future researchers, and the teacher trainees can obviously acquire the efficient reflections and solutions of the educational issues within the institutions.

1.7 Operational Definition of Key Terms

Ethics: The highly valued moral principles that every profession should uphold; especially the teaching profession.

Perceptions: The instant opinions of the relevant people about something; SELOAMONEY P. (2009) defined the term "perception" that: perception may also be defined from physical, psychological and physiological perspectives (p. 66).

Effectiveness: The fruitfully satisfied results of the particular tasks. Additionally, another definition of the term "Effectiveness" was also mentioned by Productivity Commission of Australian Government (2013) effectiveness the extent to which stated objectives are met — the policy achieves what it intended to achieve.

Professional: The state of being standardized with highly respected values and honors. Last but not least, most professionals are subject to strict the codes of conduct, enshrining rigorous ethical and moral obligations.

Teacher: The person whose job is to teaches and educates other people, who are called learners or students. According to sub-decree on the code of TPE (2008) "The term "Teacher" used in this sub-decree is referred to teaching staffs of educational staffs within both public and private institutions that are lawfully given educational licenses" (Chap. 1; Article#4). Moreover, "The Khmer term "kru" for teacher is derived from the Sanskrit term "guru" and traditionally means "master of knowledge". Among other "vernacular masters" (doctor, magician, fortune teller, monk), the figure of the laic teacher emerged during the French Protectorate," according to Prigent (2016).

CHAPTER 2: LITERATURE REVIEW

In reviewing the related studies on the topic of perceptions of trainees, trainers, and director of the effectiveness on implementing the code of TPE at PTEC, a number of philosophical and theoretical research studies, articles, and books could explain the premise behind reform model. Moreover, the significantly related studies on actual implementation models and teacher perceptions of the effectiveness of implementing code of TPE are categorized as following: definition of the code of TPE; the most relevant code of TPE to Cambodia; the barriers of applying the code of TPE; perceptions on the effectiveness of implementing code of TPE; and possible ways to develop TPE. Sakyi and Bawole (2009) stated that it needs to be emphasized that the effective implementation of the code of TPE that secure genuine responsible behavior by public officials.

The structural body of literature is large enough, and it could extend well beyond the focus of this research study; thus, this review can focus on the history of ethical issues and guidelines to provide a strong foundation for the current the code of TPE recommendations, the processes and factors of implementations on the code of TPE, and the other theories of changing educators' views and how these views shift the ethical practices and educational choices. Through a review of this literature, a conceptual framework and guidelines guide the integration of the relevant headings and sub-headings of literature to the results in ethically advancing and spreading the code of TPE.

2.1 Definition of the Code of TPE

TPE stands for Teacher Professional Ethics as mentioned earlier. According to Royal Academy of Cambodia (RAC) (2019):

- ក្រមសីលធម៌ < ក្រម + សីលធម៌
- ក្រម (សំ): - លំដាប់ ក្បួន បែប ពួក ប៉ែក បណ្តុំ ចរង្រោម......
  -ឧទាហរណ៍៖ ក្រមព្រហ្មទណ្ឌ ក្រមរដ្ឋប្បវេណី
- សីលធម៌ < សីល + ធម៌
  -ប្រក្រតី; សភាវ:/ការទ្រទ្រង់ទ្រង់
- ក្រមសីលធម៌
  ក-សំដៅដល់សភាវ: ឬ ការទ្រទ្រង់នូវប្រក្រតីភាពទៅតាមលំដាប់លំដោយនៃវិស័យនីមួយៗ។
  ខ-សំដៅដល់បណ្តុំនៃសីលធម៌ដែលជាវិធាន ឬ វិន័យចង្អុលបង្ហាញឱ្យប្រតិបត្តិដើម្បីទទួលបាននូវ
    កិត្តិយស និងសេចក្តីថ្លៃថ្នូរ (RAC, 2019, p.2) ។

Furthermore, Rich (2016) declared that ethics is a structural method to comprehend, identify, and differentiate between the goodness and badness. In line manner, Sawhney (2015) mentioned that ethics is standard for practices that differentiate between acceptable

and unacceptable manners of people. Ethically, Al-Hothali (2013) defined ethics as a charter that sets out the principles, values and duties to which teachers should adhere to perform their task in the best way possible. Mihelic et al. (2010) stated that ethics is the code of values and moral principles that guides individual or group behavior with respect to what is right or wrong. The larger community accepts legal and moral ethical behavior. In addition, Shan (2015) clarified, "Teachers should have the literacy including ethics cultivation, cultural cultivation, professionalism and psychological qualities. Among them, ethics cultivation is teacher-centered, the moral is first, especially primary and middle school teachers must have good moral character" (p.2).

Tekavcic et al. (2014) mentioned that ethics is a philosophical term originating from Greek word "ethos" meaning custom or character. It is concerned with describing and prescribing moral requirements and behaviors, which suggests that there are acceptable and unacceptable ways of behaving that serve as the function of the philosophical principles. Furthermore, Tekavcic et al. (2014) also added up about the ethical values: ethical values in an organizational setting are emphasized and strengthened primarily through values-based leadership, that can be defined as a relationship of the employees and employers, grounded on shared, internalized ideals, that are acted upon by the leader. Apart from this, Avci, E. (2017) mentioned that the moral is a mixture of guidelines, ideals and standards determining the correctness and evil of particular and communal actions."

Yang (2015) quoted from Fang, 1994; Zhu, 2002; Jin, 2003 that: "Ethics are considered to be the principles and norms that people dealing with the relationship between people and others." Additionally, he (2015) primarily announced that professional ethic is the foundation and nature of teacher. From this perspective, professional ethic is the basic requirement of teacher (182). Another author Chowdhury cited from Frank et al., 2011, "Ethics is firmly connected to the virtues of responsibility, trust and credibility. As always, it ought to be reasonable, truthful, clear, and humble of the rights and privacy of others in society" (2016, p.2). Last but not least, ethics is the philosophical study of morality. Ethics can be viewed as understanding the foundation and structure of morality regarding how we ought to live (Unknown, n.d.).

In addition, Nuland and Passion (2009) shared that the code of conduct sets out the principles of action, standards, and behavior and the way in which people act out (p.7). Faithfully, TPE is likely referred to the code of professional ethics for teaching profession. It is also purposefully referred the ethical conducts that teachers practice day by day, and they should uphold their teaching profession effectively. Generally, as role models, the teachers must follow a professional code of ethics. That must ensure the pupils obtain a reasonable, truthful, and uncompromising schooling. The professional code of ethics outlines

teachers' main responsibilities to their students and defines their role in students' lives. Therefore, the teachers have to prove integrity, impartiality, and the ethical behavior in the classroom and in their conduct with parents and coworkers. Therefore, it is significant for teachers to properly uphold their teaching profession (MoE,Guyana,2017).

Barrainkua (2014) stated that the code of ethics is an important expression of societal values shared by individuals pertaining to the same society (p.1127). Forster (2012) added that the professional ethics articulate a profession's special obligations to society in which it holds a position of trust and relative autonomy over a specialized area of knowledge and practice as opposed to reflecting general ethical theories about what it means to be moral as a human being (p. 1). Similarly, Yang (2014) initially started in abstract that teachers ' professional ethic is the sum of the codes of conducts and essential virtues. It is special presentation of general professional ethics for teaching career (p.181). They clearly introduced that teachers ' professional ethics affects the students' development and becomes the model of social ethics in other industries. It is the key component of the quality of teachers, and has become the hot issue of China's education reform as well as construction for teacher team (p. 181). Hence, TPE is the key factor to various sub-factors, which could be impacted, and the teachers have to put the ethics and modeling virtues in practice to display good examples for other people.

Hamiti et al. (2014) executively made a summary that ethics as a branch of philosophy is dealing continuously with the fundamental values of inner-human relations, studies the quality and the basis of the performance which by ethical viewpoint are respectable, evil, proper or incorrect (p.4411). They also made an addition to the study: the ethics should not be neglected in any way, as a study of how to know what's right and what's wrong, and as a mechanism that need to be used conscientiously and continuously for maintaining the direction, stability and human society equilibrium (p.4412).

In addition, Clark (2004) itemized that the code of professional ethics is generally grounded on two principles; professional integrity and ideals of service to the society. The quality of proficient principles of daily practices and the long-term perspectives to serve the community are defined to the above-mentioned principle. That is why two principles here are fundamental. In fact, the educators have to obtain the code of professional ethics, apply them properly, and regularly reflect themselves with their activities in the society so that they can make sure and ensure that the accuracy of professional ethics is being applied precisely and frequently. Furthermore, it is said "ethics" is crucial component in schooling and maintains a central part in a teacher's individual and specialized life. In addition, Ruairc and Gríofa (2012) added that teachers shall maintain a status and standing of career.

2.2 The Most Relevant Articles of the Code of TPE to Cambodia

Table 2.1: Some Most Relevant Articles of the Code of TPE

Chapter	Article	Code of PTE
2	5	Teachers shall respect the lives, body, psyche, and dignity of people in their period of teaching profession. Teachers shall strongly uphold the morality in their teaching profession.
	8	Teachers shall uphold the conscientiousness in their teaching profession. Teachers have duties to develop the lesson plans and determine the understandable explanations in order to reach the education quality and effectiveness in regularly teaching basis.
	9	Teachers shall do self-studies and conduct more researches for personal development or growth; and teachers shall habitually join the training activities. Teachers shall do self-evaluation and evaluate their individual performances.
	10	Teachers have duty to support all educational activities and services of all managerial levels of educational authorities.
	11	Teachers shall thoroughly speak and think of the speeches' repercussions to learners and the publics when they share any information regarding to public and private matters via any kinds of information sharing procedures. Teachers shall not practice any demagogueries towards the learners. In addition, teachers shall not reveal the evaluations of disciplinary judgment of administrative tasks and the people in educational circles as well as public circles.
	13	Teachers shall not raise money, gather informal fees, or run any businesses within the classrooms. Teachers shall avoid running any businesses in the institutional environments.
	14	Teachers shall avoid practicing any issues, which lead to disgrace their teaching profession and dignity. Teachers shall not offer any facilitative adjustments, which lead them to be illegal; against laws.
	15	Teachers shall pay attention to explain, interpret, and coordinate learner's general knowledge based on teaching subjects or majors.
	17	Teachers shall always lead classroom and outdoor activities and encourage the learners. Teachers have prior duty to teach without setting pressures on learners aiming to indirectly cheat learners.

3	**19**	Teachers shall not practice illegal issues leading to deconstructions of teaching and learners' learning and examinations.
4	**20**	Teachers shall preserve good interpersonal relationships with others for sake of being models to learners; retain teacher's honor; dignity.
	22	Teachers shall mutually support one another and collaboratively exchange teaching experiences. Teachers are able to substitute one another if necessary, allowed by heads of technical team and entity.
	23	Teachers shall have good relationships with non-teaching staffs and respect the hierarchies of managerial levels.
5	**24**	Teachers shall not commit any issues, which result wicked impacts or ruin education quality in their performances.
	25	Teachers of the public institutions have privileges to teach in private classes apart from the public teaching hours.
	26	Teachers must not lose the conscientiousness of teaching profession in their operational duties and obligations, teaching profession, under contract or any conditions with the public or private entities in whatever circumstances. Teachers are to commit to operate duties, which are prioritized to advantages of learners and publics.
6	**28**	Teachers shall follow this sub-decree on code of ethics for teaching profession. Ministry of Education, Youth, and Sports shall prepare related administrative documents; and implement the sub-decree on code of TPE efficiently.

2.3 The Barriers of Applying the Code of TPE

Every single task has its challenges. The application of TPE is facing the challenges. According to Mary Burns (2015), there are four barriers to teachers' professional development in fragile contexts: (1) difficult working conditions_ including teacher identity, teacher efficacy, and teacher professionalism; (2) systematic challenges_ characterized by poor leadership, limited administrative capacity or inadequate budgets; (3) conflict; and (4) poorly designed professional development. In addition, it was mentioned by the same author that teacher in fragile and crisis contexts face enormous barriers to quality professional development (Mary Burns, Global Partnership for Education, 2015). Moreover, Tan (2007) stated, "Situated within the Cambodia's social, cultural and political realities, the promotion of civic and moral values through "Civics and morals" faces a number of tensions and challenges."

World Bank retrieved from Hu (2015), "Teachers' professional ethics is the sum of the code of conduct and the necessary moral which should be followed by the person engaged in the teaching profession is the specific performance of general social ethics in the teaching profession" (World Bank, 2005, p.1028). Additionally, World Bank also stated the tutoring services take place at their own schools with the same teachers, students, and desks in Cambodia, and tutoring classes start after the normal classes ended (World Bank, 2005, p.65). According to Nuland and Passion (2009), "In applying a code of conduct, distinction between discipline, which is a management function, and professional conduct must be identified and clarified" (p.76). By the same way taken, Marica (2013) introduced that the ethical implications are directly and indirectly from the activities of teachers and these actions move throughout every single corner of academic lifecycle. The teaching profession happens as a responsive means of ethics due to the minimal roles of teacher: moral agent and trainer.

Noticeably, the ethical operation is missing with no organizational uniformity and either systematically authorial blueprint (p.477). Hu (2015) resulted in the study that concepts of ethics is deep and depending on principle of ethical ideas and intrinsic quality of teacher's professional ethics. Teachers could head up to the issues of personal behavior management and biases (pp.1030-1031). Likewise, Boon and Maxwell (2016) cited from Caena (2011) besides the prevalent ethical basis of teaching, differentiation of effective teaching from quality teaching is present nowadays (p.2). They additionally mentioned that a tendency was held for the consideration on the legal issues regarding to ethical dilemmas and requirements of professional code of ethics; yet, it was not enough critical reflection on both rules and code of ethics. Also, one of the results of their research paper shows that ethics are fixed throughout different segments of the investigation.

In addition, that is why the code of TPE is needed in all professions, especially educational profession since other professions are educated or even could be said that other professions are created based on the education profession. If there are no ethical practices applied with the students during schooling time, they then become unethical human resource in the society. Al-Hothali (2018) pointed out that adherence to professional ethics contributes to controlling the expected behavior of all parties towards the profession in order to create the best moral environment that provides better learning and educational outputs (p.49). Finally, Al-Hothali (2018) recommended as following: "(1) enriching programs for qualifying and training teachers on the ethics of the teaching profession and (2) providing programs and training courses for fresh teachers about the professional ethics of teaching" (p.61).

On the other hand, Ecima et al. (2010) argued that ethics is not other thing that the practical wisdom born of the consideration of human action from the teleological perspective. The result is not only the loss of ethics and the sad realization that in the concept of quality of life, ethic seems to have vanished if the intentionally purpose is ignored, or unconsciously forgotten (p.2316). Bhusnar (2018) confirmed that professional ethics incorporate the individual, authoritative and corporate benchmarks of conduct expected of professionals (p.205). Furthermore, Nuland and Passion (2009) argued that codes of ethics or conduct are not to be confused with standards of practice. Then, they added up that a code of conduct is not effective unless it has sanctions (p.77). Nuland and Passion (2009) cited from Frankel (1989) "Proposes initiatives to ensure that a code of ethics becomes more useful to practitioners or others, thus having a greater impact (p.82).

2.4 Perceptions of Implementing the Code of TPE

First of all, Nuland and Passion (2009) stated that application and enforcement of codes are more likely to occur when responsibility for the code and disciplinary action is determined and where professional development is provided. They, then, added that the enforcement of the code should be undertaken by the organization for which one works (Nuland & Passion, 2009, p.71).

Moreover, professional ethics emanates from moral reflection in work. A relation exists between applied ethics and professional ethics according to Collste (2012, p.27). Faharani (2012) concluded that the code of conduct exists to support teachers in their activities in classes working with learner and supports learner as they work with their teachers. A code affects on students, parents, colleagues both teaching and non-teaching, and most importantly, the teacher (p.894). In addition, Ruairc and Gríofa (2012) explained that the code of professional conduct for teachers encapsulates fundamental ethics that inform the work of the teachers. Along with, Collste (2012) explained that the code of professional ethics consists of two fragments such as an introduction (a.k.a. common goal of profession) and rules for behavior (p.29). According to Kasher (2005), "Codes of ethics include an abundance of principles and norms that reflect a commitment to at least certain aspects of those moral principles (p.84)." Additionally, "Codes of ethics are written to guide behavior," according to Gilman, (2005), p. 6. Gilman (2005) added "Codes are not designed for "bad" people, but for persons who want to act ethically" (p. 7).

Gilman (2005) listed use of ethics code, "Ethic codes increase probability, focus public servants on actions resulting in doing right things, non-taking way moral autonomy of others, and function as the professional statement (p.9)." In addition, Gilman (2005) believes that effective codes need the systematic implementation. Therefore, it is needed to

apply ethics codes systematically(p. 51). Gilman (2005) added up "The effective ethics systems have ways to modify or amend ethics codes or standards of conduct built into the system" (p.55). Forster (2012) also supplemented that codes can create different expectations of teachers as moral role models in society. In line behavior, Forster (2012) declared that teaching bodies and teacher education programs obligate to offer chances to teachers to explore, reflect on, and clarify their moral expectations of role and time for questioning and contesting the acceptable norms and values (2012, p.12).

2.5 Possible Ways to Develop TPE

Sandoval, Rodriguez-Sedano, and Ecima (2010) declared "The professional development of a teacher is achieved by exercising the ethical qualities in the specific professional practices of the educational task of teaching," (p. 2591). In addition, Sandoval, Rodriguez-Sedano, & Ecima (2010) clearly explained "Every professional exercise is accompanied by a professional knowledge. This knowledge is given by a theoretical knowledge and practical knowledge" (p. 5291). Therefore, the professional development needs of main elements: technical and ethics competences, according to Sandoval et al., 2010, p.2591. By the same way taken, Clement, Mieke, Vandenberghe, and Roland (1997) confirmed that teacher professional development is the complex process. It is embracing with learning experiences and that could be seen in concrete changes in their professional functioning and depending on refinements (p.24). Hence, the ethical education including the integrative ethical education; teacher's ethical management; construction of teacher professional ethics; and practical self-refining of professional ethics are the contributive elements to the possibly effective ways of developing teacher professional ethics (TPE).

2.5.1 Ethical Education

Regarding this matter, the teachers shall be provided ethical trainings, workshops, and other possible ethical practices by their school management teams and other partnerships. They should uphold the life-long-learning model that could have them progress and develop themselves day by day. Once they are offered the ethical trainings, the main factors that they can benefit are working ethically, modeling based on the ethical theories, and exampling to others in terms of their students and colleagues. Also, teachers would contribute ethical education towards surrounding people in terms of students. Likewise, Avci (2017) defined ethics education as the teaching of ethics that examine the components of the phrase as ethics and education would make conceptual structure more understandable by clarifying meaning and components of these words (p. 126).

Furthermore, Gluchmanova (2015) mentioned that the ethical education helps students to develop for example in-depth knowledge and awareness of their own and other

cultures (p. 509). Gilman (2005) stated, "Ethics training or ethics education are not a "one time" inoculation, and experience suggests that ethics instruction is perishable" (p. 51). In addition, Avci (2017) stated, "Ethics education is an ongoing process improving learner's ethical cognitive development regarding the acuired knowledge and skills. In this view, ethics education aims to stimulate some changes in learenrs' ethical knoweldge, perception, and perspective." Additionally, Kanins (2017) summarized that codes reinforce the principles of professionalism and accountability, particularly at the places where they build on a sturdy pre-existing professional culture, and reinforcing a professional culture among teachers is a fundamental worry and encompass others besides code (p.6).

Resourcefully, Satheesh (2015) concluded that professional ethics education must be begun in pre-service teacher education programs to enable teachers to build virtuous customs of teacher ethics, and professional ethics education courses convey impact on life of graduates (2015, p.66). However, there are also some perceived obstacles to ethics education met by the faculty and administrators listed by Walczak, Finelli, Holsapple, Sutkus, Harding, and Carpenter (2010) arguing that the curriculum is already full; there is less space for ethics education; faculty lack less training for teaching ethics; costing to incorporate ethics into the curriculum and taxing; and policies about educational dishonesty are inconsistent. On the other hand, Satheesh (2015) added that the quality of teaching is stengthened by the codes of conduct/ethics, and they way the codes are established and scattered convey the victory of practices. Developing or revising with the codes of ethics for the teachers with substantial involvement could impact (p.37).

A. Integrative Ethical Education: Ethical Skills

Specifically, understanding emotional expression; taking the perspective of others; connecting to others; responding to diversity; controlling social biases; interpreting situations; and communicating effectively are significant elements of ethical sensitivity. The ethical judgment consists of understanding the ethical problems; using the codes and identifying judgment criteria; reasoning ethically generally; understanding consequences; reflecting on the process and outcome; and coping and resiliency as crucial factors to be considered. Moreover, the ethical focus also yields out some points such as respecting others; cultivating conscience; acting responsibly; helping others; finding meaning in life; valuing traditions and institutions; and developing ethical identity and integrity. Last but not least, resolving conflicts and problems; asserting respectfully; taking initiative as a leader; implementing decisions; cultivating courage; persevering; and working hard are under the means of the ethical action (Narvaez, 2005, p. 717).

Figure 2.1. Integrative Ethical Education: Ethical Skills

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Integrative Ethical Education: Ethical Skills ──┬── [ Ethical Sensitivity ]
                                                ├── [ Ethical Judgment ]
                                                ├── [ Ethical Focus ]
                                                └── [ Ethical Action ]
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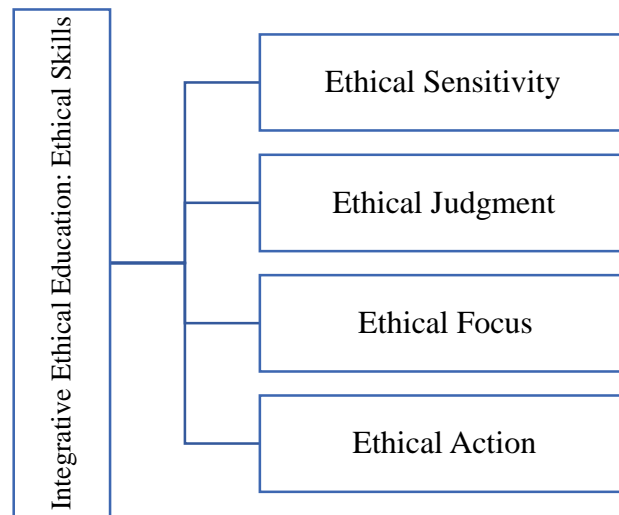
The Integrative Ethical Education (IEE) is built on the notion of expertise development according to Narvaez (2005). He added up that education is transformative and interactive in at least two ways. Moreover, humans thrive under the particular psychological and social circumstances that vary little with age. Sinigicantly, IEE provides top-down principles for implamentation that are to be balanced with a battowm-up adaptation to local community needs (Narvaez, 2005, p.223).

2.5.2 Teacher's Ethical Management

The teachers may face some ethical issues; then, they have to manipulate these issues effectively. This matter could be responded by the teachers themselves and the school management teams. The teachers have to do self-reflection on what have been done, and they have to find out the practical ways dealing with the issues happen to them. The school management teams are also in charge of managing the ethical issues happen to teachers. Since the institution consists of some stakeholders in terms of teachers and the school leaders, the management teams shall be proactive in helping and manipulating any unethical issues happen within the institutions. Doing so, they could help the teachers and their institution's fame too. Moreover, Teacher management (Nuland & Passion, 2009) greatly affects teacher quality (p.10). Moreover, another author Marica introduced, "Nowadays the high professionalization of an occupation is no longer possible without an efficient ethical management" (2013, p.476).

Based on these ideas, the management of ethical efficiency and teacher operation are the influential factors would lead to successful teacher management. Marica (2013) added up that teacher's actions embraces obvious or implicit ethical implications. Consequently, the teaching profession seems like one charged with ethical meaning. That seems fairly interesting in such a profession having lacked ethical administration and with

no organizational steadiness and unite perspectives (2013, p.477). According to Hu (2015) "The daily teaching activities, strengthening the teaching management, standardize teacher's education behavior can be used as an entry point to improve teachers' ethics" (p.1032). Moreover, Walczak, Finelli, Holsapple, Sutkus, Harding, and Carpenter (2010) discussed that valuing and making the ethics as a integral part of institutional culture is likely to be promotion of ethical development (2010).

2.5.3 Construction of TPE

According to Ou (2014), the attainment of the construction of teachers' professional ethics in China is satisfied due to the doubts and accusations in community in terms of recent level of TPE. The foundation of thought-provoking teachers' ethical needs, enhancing unification of teachers' spirit of dedication and utilitarian spirit, and applying the incentive and penalty instrument of TPE should be respected. Ou (2014) added up that internalizing PTE is the first strategy to motivate ethical needs of educators. The ethics-way construction and external forces had caused the establishment of TPE. Inspiring the ideas of teachers' kindness is advertising the creation of TPE.

Moreover, teachers shall be guided regularly practicing and comprehending the real definition of the "Way" on the foundation of fundamentally knowing the "Way" and the transformation to self-cultivation of being happy with and loving the way. TPE shall be integral strength of teachers and dynamic. Capacity of self-dependence and self-discipline, self-education, and self-development are made by the establishment of teachers' individual dominant position. Also, maintaining self-discipline, self-cultivation, and self-education of ethical consciousness are tools to launch teachers' dominant position and development of oneself consciousness of ethical literacy depends on the moral quality. Also, this helps support internalization of the external proficient ethical requirements into the ethical needs (Ou, 2014, p.76). Messikomer and Cirka (2010) cited from Benson (1989) the past shows that advancement of the codes of morals in corporate U.S. is returning and responsive, commonly replying to gross misconduct, with primary codes skewed toward an emphasis on legalistic content with the objective of constraining employee behavior" (p.57).

Ou (2014) additionally specified that construction of TPE needs to break deification of teachers and returning to reality from ideal of out-of-date views. The fundamental mission for the structure of TPE referring to reality is the creation of the accurate thoughts in terms of income and fairness. Moreover, he also concluded that the ethical rewards are spiritual incentives and the penalty from the individuals or institutions depends on the evaluation of motivation and effects of teachers' actions. It was mentioned punishment is not restrictions according to Ou (2014). He clearly explained that the purpose of punishment is an inspiration

to the punished ones to accountably examine, judge, and make a decision and form accurate ethical thinking, judging, and decision-making skill.

2.5.4 Practical Self-Refinement of Professional Ethics

This is internally processed. The educators are also supposed to have the practical self-refining of professional ethics. This factor is influential and applicable to better develop positive progresses of TPE. According to Yang (2015) "Self-refining of the professional ethic is a sort of project for self-training, self-rebuilding and self-improvement. It is following the professional ethical code" (2015, p.185). He also added up that self-refining of professional ethic is the beginning and ending of journey for cultivating ethical level, and this includes professional ideal, accountability, attitude, discipline, occupational skills, conscience, and honor (Yang, 2015, p.185).

Amini (1997) stated three stages of self-refinement: Prevention, which is detailed: refinement of self from all sort of false beliefs, evil thoughts, and superstitions.; sudden renunciation that is the refinement of self from vices and moral indecencies; and gradual renunciation, which is quitting all kind of sins and transgressions (p.89). Chapter 3, research methodology, shows the significant procedures of the research in terms of data collection procedures and data analysis. It also presents the sample size with possible sampling technique and the scope and limitations of the study.

2.6 Summary of Literature Review

There are five main categories of the related studies within this literature review. The first part is about the definition of the code of TPE. It was introduced about the definition both in Khmer, cited from RAC and English cited from previous researchers such as Rich, Sawhney, Al-Hothali, Mihelic et al., Shan, Tekavcic et al., Avci, Yang, Chowdhury, Nuland and Passion, Barrainkua, Forster, Hamiti et al., Clark, and Ruairc and Gríofa. Secondly, another part of the literature review is the most relevant articles of the sub-decree on the code of TPE. There are seventeen most relevant articles within five different chapters (chapters 2-6). The third section of the literature review is about the barriers of implementing the code of TPE. There are also useful resources from the previous studies of the research scholars like Tan, Mary Burns, Hu, Nuland and Passion, Marica, Boon and Maxwell, World Bank, Al-Hothali, Ecima et al., and Bhunsar. In addition, the fourth section is about related studies of the perceptions on the implementations on the code of TPE. For this regard, the resources are cited from some researchers in terms of Faharani, Forster, and Gilman. Finally, the last part of the literature review is about possible ways to develop TPE. Ethical education, teacher's educational management, construction of TPE, and practical self-refinement of professional ethics are

the four big ideas of the possible ways to develop TPE in teacher education. These resources were cited from outstanding studies such as Sandoval, Rodriguez-Sedano, and Ecima, Clement, Mieke, Vandenberghe, and Roland, Avci, Gilman, Gluchmanova, Kanins, Satheesh, Walczak, Finelli, Holsapple, Sutkus, Harding, and Carpenter, Narvaez, Nuland and Passion, Marica, Hu, Ou, Messikomer and Cirka, Yang, and Amini. In short, these main parts support literature review of the study.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose of the study was to explore the perceptions of trainees, trainers, and director on the effectiveness on implementations code of TPE within the instructional climate of PTEC in Cambodia. Within this research methodology section, there are some main points to be addressed: research design; sample size and sampling technique; research instrument; data collection procedure; data analysis; ethical considerations; and project timetable. The qualitative method is employed to address the in-depth information from the involved participants.

Methodologically, Dawson (2007) stated, "Qualitative research explores attitudes, behaviour, and experiences through such methods as interviews or focus groups" (pp.15-16). In addition, John and David (2018) additionally stated "Qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs" (p.254).

Last but not least, Statistics Solutions Advancement Through Clarity (n.d.) stated, "Qualitative analysis involves the why and how of decision making as opposed to the what, where, and when of quantitative analysis. Many researchers prefer it over the quantitative analysis because qualitative analysis focuses on in-depth reasoning and quality of results."

3.1 Research Design

Responding to the investigation, the qualitative method was employed as the research design. This research design was used since the nature of this investigation is suitable for the qualitative based on the perceptions of the participants. The in-depth information is processed through the case study. A case study is the detailed investigation of the particular subject, such as an event, place, person, group, phenomenon, or organization. The Internet reported (n.d.) "Case studies are commonly used in social, educational, clinical, and business research." Additionally, Statistics Solutions Advancement Through Clarity (n.d.) added up a case study is the common research design choice for graduate students conducting qualitative research. It seems not to be as difficult and time consuming as the ethnography or the grounded ones.

Furthermore, the research design is also the way the researchers use to prepare for the data analysis with complexity based on technology integration within the research. John and David (2018) added that the designs available to the researcher have grown over the years as computer technology has advanced our data analysis and ability to analyze multifaceted models, and as personalities have articulated recent procedures for conducting

social science research. Dawson also stated, "Over recent years there has been a great deal of innovation of the use of qualitative methodologies" (2007, p.25).

In addition, the In-Depth Interviews (IDIs) were used to get the perceptions on the effectiveness of implementing the code of TPE from the participants of PTEC. In fact, twelve (12) trainees, seven (7) trainers, and one (1) director were individually interviewed. Informatively, the participants were chosen due to the two main reasons. The first reason was that the nature of the study is qualitative type, which can be processed with this similar amount of the participants. This really means it is not to large, nor is it too small. Statistics Solutions Advancement Through Clarity (n.d.) clarified "Qualitative analyses typically require a smaller sample size than quantitative analyses." Another main reason was about the preference and limitation of the researcher's targeted time and capacity. Statistics Solutions Advancement Through Clarity (n.d.) added "The goal of qualitative researchers should be the attainment of saturation. When adding more participants to the study does not result in additional perspectives or information saturation appears."

Furthermore, the qualitative data, which information is from the IDIs, is collected for analyzing and interpreting categorially. Most importantly, the interviews offer the researcher (1) to be flexible in administering interview to the particular individuals or circumstances; (2) to permit face-to-face contact with the respondents; (3) to allow the interviewer to experience the affective as well as the cognitive aspects of respondents; (4) to provide opportunity to explore the topic being investigated in depth; and (5) to yield rich data, details, and insights. Additionally, the in-depth information was also optimistic to be discovered by getting involved qualitative interviews with mentioned target participants.

3.2 Sample Size and Sampling Technique

The investigation was purposefully aimed to get involved with twelve (12) trainees, seven (7) trainers, and a (1) director of PTEC; and they were asked to participate in the research study officially and respectably. In fact, the trainees, trainers, and director were purposefully selected by employing the purposive sampling technique that the researcher conducted to select the only needed amount of them.

Figure 3.1. Participants
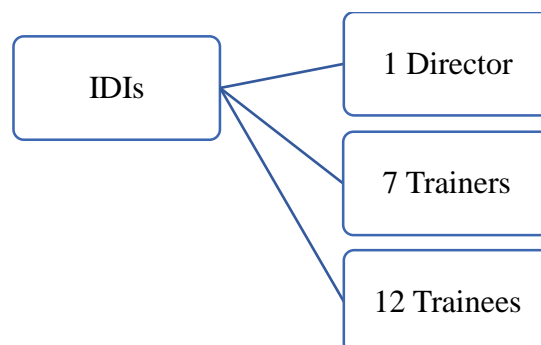
Typically, director is the only person that the researcher had to select based on the targeted topic of perceptions of the trainees, trainers, and director. For the selection process of the trainers, five trainers and ten trainees were selected from various departments of PTEC. Additionally, two trainers were chosen based on few criteria such as gender, training level, training experience, number of working hours, and subject matters; meanwhile, two trainees were also chosen based on a few criteria in terms of gender and subject matters.

These target participants were interviewed based on IDIs for digging out their perceptions on the effectiveness of implementing the code of TPE. The researcher tried to dig out the in-depth information from the participants based on the main research questions and a few instant questions. In fact, IDIs were fully employed to administer with the director, trainers, and trainees. IDIs were developed and designed by the researcher based on the main research questions of the research study. Finally, the data from IDIs is considered as big data for coding and categorizing the main themes, which is employed and interpreted in findings for the sake of discussions.

3.3 Research Instrument

The research tools for this investigation were IDIs, which researcher purposefully employed in order to obtain the in-depth information from the participants. As mentioned earlier, IDIs were made by the researcher [check appendices *E*, *F*, and *G*]. For this regard, the researcher read and consulted with the sub-decree of the code of TPE to Cambodia and other related resourceful documents abroad. Specifically, researcher tried to consider and make brief resources of the most relevant code of TPE in Cambodian context. Then, the researcher created the question guides accordingly to the nature of the research topic, the research objectives, and the main means of the code of TPE to Cambodia. Furthermore, after having gotten the main themes of the research topics and the research questions, the researcher started creating the in-depth-interview guides for gathering data from involved participants at PTEC.

Then IDIs were based on the subject matters of the particular areas of the research issues_ perceptions of the trainees, trainers, and director on the effectiveness of implementing code of TPE. Moreover, the in-depth-interview guides were employed to gather the data from the trainees, trainers, and director of PTEC. In brief, the researcher believes that the well-developed and designed in-depth-interview guides could be crucial and practical to collect data from the targeted participants.

3.4 Data Collection Procedure

Firstly, the general overview information of PTEC was asked for by the researcher. In fact, the researcher administratively requested an official letter from NGPRC [check appendix *C*] in order to officially request the privileged presence to do research data collection at PTEC. The researcher introduced himself to the director, trainers, and trainees of PTEC and he displayed the official research request letter to the director and the management team in order to make the privileged chance to investigate the issues regarding to the topic being researched. Meanwhile, the director of PTEC officially allowed and sent response letter to the researcher for data collection processes at PTEC [check appendix *D*].

Secondly, after having some amount of information of the institution, the researcher consulted with the main supervisor and other associate supervisors in order to set the schedule for IDIs. Once the researcher had the proper timetable in hand, the researcher started processing the purposive sampling selection for selecting the targeted participants.

Thirdly, the researcher made the interview schedule with the director, trainers, and trainees for the face-to-face interviews [check appendix *I*]. Before starting the face-to-face interviews, the researcher read the consent forms [check appendices *E*, *F*, and *G*] to the participants and asked for the mutual agreements. Consequently, the researcher started the in-depth interviews with those participants. The researcher had IDIs with first trainees, and followed by five trainers. Then the researcher interviewed the director of PTEC.

Finally, the researcher additionally had two more IDIs with the trainees and two more IDIs with the trainers. These additional trainees and trainers were decided to add up because the researcher wanted to obtain more rich information on the perceptions of the participants. While interviewing, recordings were made with agreements of participants, in order to keep the in-depth information from them for the sake of next procedures of data analysis and interpretations.

Last but not least, the researcher made the appointment with the supervisors in order to show the data collected and ask for more practical ideas to process the data analysis and results. During the processes of coding and categorizing the themes, the researcher revised each section, especially the data analysis, findings, and discussions based on the comments and suggestions from the supervisors online and face-to-face meeting at NGPRC. This progressive round is collaboratively made day by day until the whole tasks finally completely. Remarkably, the results were discussed in the discussion chapter, which is the fifth chapter of the research thesis. Finally, the researcher made the executive conclusion and recommendations for further research studies in order to help complete the unfulfilled gaps of the means of this matter.

3.5 Data Analysis

According to Creswell (2018) that the methods discussion in the qualitative study needs to specify the stages in examining dissimilar formulas of qualitative data. In general, the intent is to make sense out of text and image data" (p.267). Since the research study was conducted by employing the qualitative method, so the data analysis might be through particularly individual processes. Dawson (2007) clarified "Qualitative data analysis is a very personal process. Ask two researchers to analyze a transcript and they will probably come up with very different results" (p.114). Dawson (2007) also added that it is for the reason that the scholars criticize qualitative methods as 'unscientific' or 'unreliable'. That is regularly since people who come from quantitative backgrounds try to ascribe their methods and processes to qualitative research" (p.115). Moreover, Creswell (2018) introduced "Qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs" (p. 254).

Having completed and obtained the data of IDIs in hand, the researcher started converting the audio databases from all recordings of the participants into the different texts or transcripts. While conducting the transcripts, the researcher was listening to the audio recordings carefully in order to make the whole transcripts with the complete responses of the participants. Moreover, the researcher also categorized the data transcribed of the participants. According to Creswell (2018) cited from Guest, MacQueen, and Namey (2012) "Because text and image data are so dense and rich, all of the information cannot be used in a qualitative study. Thus, in the analysis of the data, researchers need to "winnow" the data_ a process of focusing in on some of the data and disregarding other parts of it" (p.268). With this regard, the researcher employed the form of the qualitative data analysis. The thematic analysis was employed to code the main themes of the participants' perceptions on the research questions asked. Generally, it is known that the output of the analysis is a sequence of themes stated in the text. Those themes are found by analyzing the words and sentence structures of the text.

In addition, the researcher followed the step-by-step process of the thematic analysis of the qualitative data analysis. In fact, the researcher starting the process of data analysis by employing the paper coding frame, which is the template that used to code the main ideas of the themes in the text. After transcribing the data, the researcher organized and prepared the data for analyzing. Then, the researcher had spent adequate time reading the transcripts wisely to figure out common senses or ideas of the participants. With this

step, the researcher had to read a lot in order to make sure that the common ideas (responses) are coherent and cohesive in text.

Particularly, the researcher started to code the data by hand using the coding frame. After this task, the researcher had had the main themes. With these various themes, the interrelated themes were integrated. Finally, the researcher interpreted the themes in the finding chapter, which is the next chapter.

3.6 Ethical Considerations

The ethical considerations must be present and observed when conducting the investigation. The innate landscape of qualitative research involves the researcher immersing himself/herself into the individuals or groups studied as to understand the experiences and cultural significance of situations and or actions (Patton, 2008). Moreover, the qualitative researcher's responsibility to remain detached and bias free during the process of the study (Patton, 2008). McMillian and Schumacher (2010) stated that when conducting a qualitative study, researcher must understand that interview process may be placing interviewee(s) in an uncomfortable situation. It is important for the researchers to inform the interviewees for their privacy and choice to participate or stop any time anonymously. Hence, researcher would be able to establish and maintain trust with those participants. Ethically, consent forms for participants: director, trainers, and trainees, were officially employed and kept by researcher and participants (check appendices *E*, *F*, *G)*.

Most significantly, the researcher was accepted and given the official letter for data collection from NGPRC where generates teacher mentors who work closely with the NGS teachers in order to help them growing in their professional teaching career; and other public-school teachers when it is needed, with high qualifications and quality of the ethics, pedagogies, psychology, and systematic principles of teaching methods and approaches, and especially ICT applied in education settings. Interestingly, as its reputation of the study program of the degree of this research study is mainly focusing on the ethics and mentoring. Hence, it is comfortable for the respondents to share participations and answers with the researcher. Next, it is the fourth chapter, which is about research results of the study.

CHAPTER 4: FINDINGS

This chapter reports the findings of the investigation under the four main research questions suggested. They are briefly themed and coded. The various significant themes from the data collected from all participants. Hence, the major themes are identified from those data gathered as following.

4.1 Background Information of the Participants

In this section, as mentioning in the research methodology chapter, there are three main categories of participants who involved in IDIs. First, there were twelve trainees with various genders, ages, levels, and perceptions. Second, there were seven trainers who also involved in the study. Those trainers were from different departments, levels of teaching experiences, and perceptions. Last but not least, the honored person, the director of PTEC. The director warmly welcomes the study and participates in the interview, and the trainers and trainees also do.

Figure 4.1. Overview of Participants
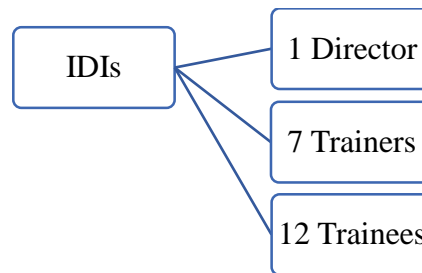
Moreover, there are some listed information about the findings that the researcher has gathered. Those main findings are all about the perceptions from the director, trainers, and trainees. Specifically, there are major points within each main finding. In fact, there are demographic information of the participants, perceptions on the basic understanding of the code of TPE in Cambodia, perceptions on barriers hindering trainers implementing code of TPE, perceptions on the effectiveness of implementing code of TPE, perspectives and suggestions towards better implementation of code of TPE in Cambodia, and executive summary. Also, researcher would describe and analyze data gathered from participants.

Figure 4.2. Anonymous Names Coded
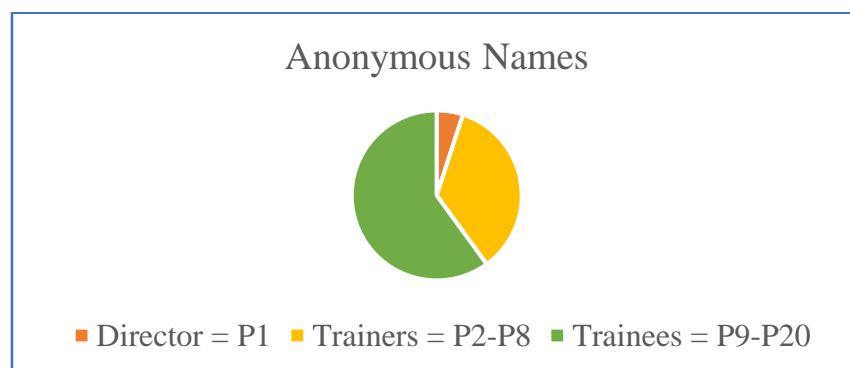
From now on, the participants are coded as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, and P20. For this regard, the researcher starts reviewing the findings of the research study from the data analysis as following sub-headings. The below charts and descriptive statistics are gathered and coded information of the research participants. Check below chart for more details.

Figure 4.3. Brief Information of Participants' Ages
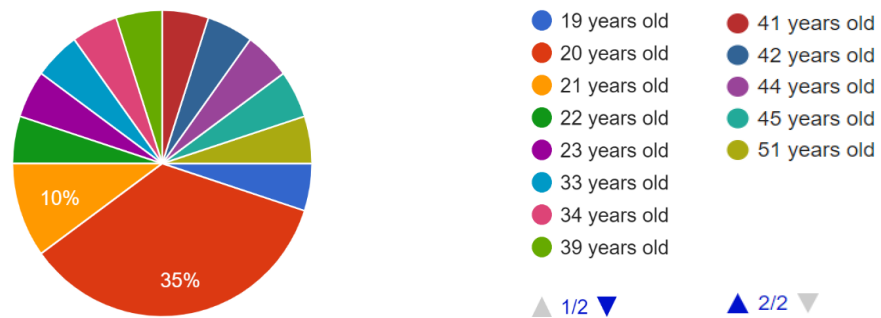
Firstly, there are two participants whose age is 21 that is 10 % of the participants. There are also seven participants whose age is 20, which is 35% of all participants. The rest of the participants are in their individual age rank as shown next to the chart. Percent, each of them (eleven participants) is particularly representing 5%. Therefore, the total percentage of the participants' age is 100%. The following chart displays the information their places of birth.

Figure 4.4. Brief Information of Participants' Place of Birth
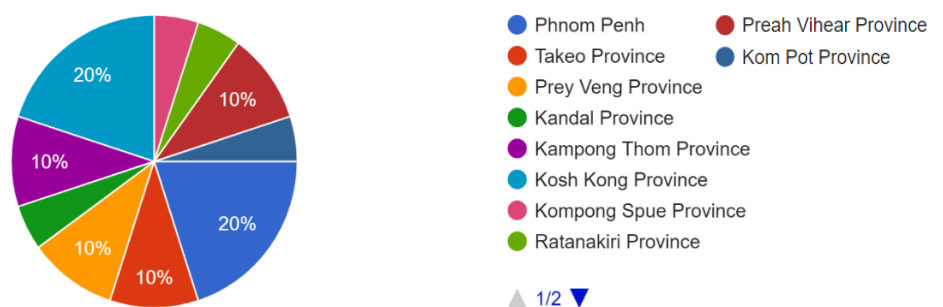
According to the above illustrated chart, four participants (n=20%) are from Phnom Penh and other four participants (n=20%) are from Kosh Kong province. Meanwhile, there two participants (n=10%) from each of the four provinces: Takeo, Prey Veng, Kampong Thom, and Preah Vihear. Hence, there is 40% of the participants coming from these four various provinces. In addition to this descriptive statistic, there is also one participant

(n=5%) coming from each of the four different provinces such as Kampong Spue, Ratanakiri, Kam Pot, and Kandal. Totally, there twenty participants (n=100%) coming from ten different provinces and city in Cambodia. Additionally, check following chart to see more details about P1-8's educational background.

Figure 4.5. Brief Information of Participants' (1-8) Educational Background

4. What is your educational background?
8 responses

- English
- Chemistry
- Mathematics
- Pedagogy & Psychology
- Teaching Methodology
- Biology
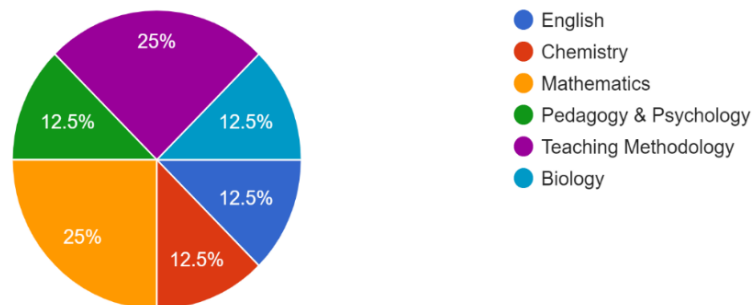
This above chart is showing the educational background of participants 1-8. Two participants (25%) are holding their teaching methodology; whereas, other two participants (n=25%) are holding their mathematics background. Besides, the rest of the subjects such as English, Chemistry, Pedagogy & Psychology, and Biology, and each participant (n=12.5%) holds each of these subjects. Hence, there are eight (100%) participants responded on question.

Figure 4.6. Brief Information of Participants' (1-8) Period of Working

5. How long have you been working at PTEC?
8 responses

- About 3 years
- About 15 years (RTTC, 12 years)
- About 21 years (RTTC, 18 years)
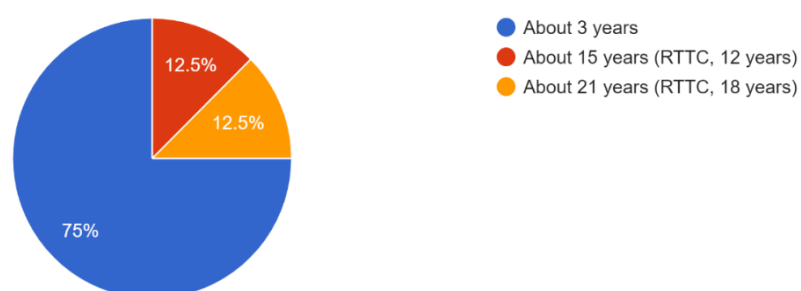
Periodically, this question was purposefully asked the participants 1-8. Among of these eight participants, six participants (n=75%) have been working at PTEC about three years. However, two of them had worked for RTTC, which was the former regional teacher training center. Now, PTEC is the teacher higher education institution that was the combination, integration, and modernization of RTTC and Phnom Penh Municipality Teacher Training Center on May 22, 2017 (PTEC.Edu. Kh, n.d.).

Figure 4.7. Brief Information of Participants' (1-8) Last Educational Degree

6. What is your last educational degree?
8 responses
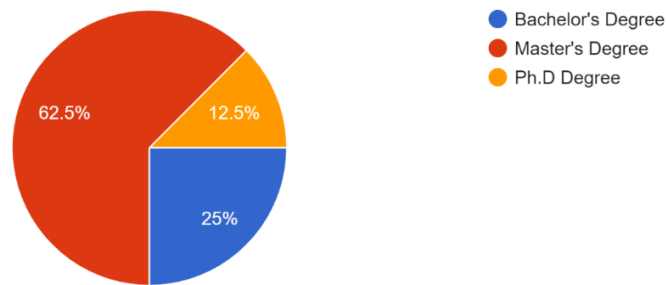
Based on this displaying chart, there are five (n=62%) participants holding their Master's Degree; whereas, two participants (n=25%) are holding their Bachelor's Degree, and one participant (n=12.5%) is holding a Ph.D. Degree. Thus, most of the participants (P1-8), are holding their Master's Degree. This is not included participants 9-20. The next chart is showing the working hour of the participants 1-8 who are working at PTEC nowadays. Additionally, this is no doubt due to the response of eight participants was totally accepted the full-time working hour. This means they are the government staff working under the supervision of MoEYS. They are also known as in-service trainers training the new young trainees to be teachers working in various assigned public schools in the entire country. The rest were taking full-time training program, too.

4.2 Research Questions

There are four main research questions employed in the research thesis. Those research questions are listed as following:

1. What are the participants' perceptions on basic understanding of the code of TPE?
2. What are the participants' perceptions on the barriers hindering the effectiveness of the implementing the code of TPE?
3. What are participants' perceptions on effectiveness of implementing code of TPE?
4. What are the participants' perspectives and constructive suggestions to solving unethical issues, which are against the code of TPE in Cambodian context?

4.3 Findings of the Research Questions

4.3.1 Perceptions on Basic Understanding on the Code of TPE (Research Question #1)

In this section, the researcher conducted IDIs of twenty participants from PTEC participating in the research study to answer a research question #1"What are the participants' perceptions on the basic understanding of the code of TPE?" When asked to see the individual perceptions on the basic understanding of the code of TPE, the participants had shared as following; the participants (n=100%) accepted to seeing the code

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of TPE. However, fifteen participants (n=75%) fully read the code of TPE; whereas, five participants (n=25%) partly read the code of TPE. Six participants found the sub-decree of the code of TPE at NIE; whereas, twelve participants found it at PTEC. Moreover, two participants found the code of TPE at the library and on the Internet. The information from the interview of this first research question was transcribed and coded into four themes.

A. Rules of Being Good Educators

One participant started to mention that the code of TPE is what the teachers and trainers have to maintain the value of the educator's profession. He also stated that it is the rules of being good educators in the society. Additionally, thirteen participants offered their opinions that it is crucial to be familiar with the well-disciplined rules of educators. More than this, four participants declared that the code of TPE is essential for the trainers because it is likely the roadmap for trainers and as well as teachers to adhere in their profession.

Similarly, five participants said that the code of TPE is the law of human beings and the disciplines of how to become a good teacher or trainer. The same participants shared that it is the role model to lead as well as to educate the trainees and students. In addition to this meaning of the code of TPE, ten participants together revealed that it is the professional ethics or morale of the educators. Appropriately, six of them stated that the code of TPE is the good morale with appropriate behaviors, speeches, and manners in the daily livings of the educators. Besides, another couple of participants shared that adhering the code of TPE helps them to become fully trainers. Lastly, another couple of participants admitted that it is the rule of the educators helping to avoid the critiques from the public.

B. Duty of Trainers and Teachers

Other six participants said that the code of TPE is the job of teachers and trainers. Moreover, nine participants declared that it is the ethics and duty of teachers and trainers. They also supported that the code of TPE is the flexible and regular work of the educators. They believe that it is the understanding and effective use of the strong commitment to help reform education in the country. In addition, it is obligatory to adhere the code of TPE due to the official decision-making principles of the educators by MoEYS, according to five participants. Widely, seven participants stated that it is the main duty of the trainers as educators to adhere to the code of TPE since they role models of other people. Furthermore, one participant revealed that adhering the code of TPE is mandatory due to its standard that limits and guides the trainers to do the right things and avoid the inappropriate things.

C. Professional Development

Increasingly, eight participants believe that adhering the code of TPE could improve the quality of effectiveness of education. Furthermore, eight participants believe that it is important to cultivate the sense of fairness in training, to improve the effective training. Also, three participants confirmed that it helps ethically cultivate and produce human resources.

D. Tool to Build and Gain Credit

Thirteen participants acknowledged that adhering the code of TPE could gain more respect, credit, admiration, and value from the surrounding people, especially trainees. In addition, it was informed that the code of TPE is the way of how to recognize the value and role of trainers to do things relevant to educational field known as core duty by the above participant. Apart from this, two participants also supported that the code of TPE helps trainers to keep their value as professional educators. Meanwhile, other different three participants added that adhering the code of TPE helps promote dignity of educators and maintain both national and international value of the common code of TPE. They also believe that adhering the code of TPE is also the way to promote the value and adherence of code of TPE. Gorgeously, two participants acknowledged that the trainers have to adhere the code of TPE due to its prosperously priceless of their own great, respectful, and gentle culture and civilization.

4.3.2 Perceptions on Barriers Hindering Trainees and Trainers from Implementing the Code of TPE (Research Question #2)

When asked for their perceptions on the barriers hindering the trainees and trainers in implementing the code of TPE, the participants shared their insights as following. Commonly, social environment and personal factors were perceived. The researcher coded those factors into two main themes of each victims.

4.3.2.1 Expected Barriers Hindering Trainees

A. Personal Factors

Regarding the personal factors hindering the effectiveness of implementing the code of TPE, there are eight components as following. First, one participant, alone, worried three different factors such as time management, lack of concentration in their profession, and being less self-esteem of teachers themselves. Second, six participants concerned that the lack of willingness of the teachers is the key factor hindering effectiveness of implementing the code of TPE. Third, other six participants are worrying their inadequate

living conditions (standard) due to the new residential settlement. Unethically, three participants stated that some teachers may find the 2ⁿᵈ or even 3ʳᵈ job besides their first profession being teacher. Typically, five participants individually assessed that having limited commitment to adhering the code of TPE is also the obstacle. Finally, a couple of participants believed that being new and less experience in teaching profession is a contributing factor leading to the non-progress of teaching performances.

B. Social Environment Factors

First of all, there are some social environment factors, which are described as following. For this regard, sixteen participants mentioned that lack of encouragement to implementing the code of TPE is the main factor hindering the effectiveness of implementing the code of TPE. Also, six participants supposed that less monthly salary is one of the concerning.

Moreover, five participants revealed that lack of well-trained the code of TPE; whereas, four participants expected that the teachers would be facing the less value from the public. In addition to this matter, one of the participants worried about the insecurity at night of new teachers working at the remote schools, especially the female ones. More concerning, two participants concerned that there is bullying from the senior ones to the novice teachers regarding adhering proper implementation of the code of TPE. Similarly, three participants shared their worry that the negative influences from the surrounding people could lead to obstacles of effectiveness of implementing code of TPE.

Inadequately, four participants concerned on the lack of school material supply for using as the teaching support. Since working as novice teachers at the primary schools, a couple of participants expected to challenge the unreasonable biases of the parents when the playful students commit their mistakes. Last but not least, being less contribution and participation from the community is anxious by eight participants.

4.3.2.2. Barriers Hindering Trainers from Implementing the Code of TPE

Here are supposed issues, which participants raised up while interviewing.

A. Personal Factors

Regarding the factors of personality of the trainers, twenty different opinions perceived by mixed participants. Obtaining less conscience in profession is the first factor had been stated by four participants. Additionally, living condition as well as family economics is the sizable aspect perceived by seventeen participants. Carelessly, five participants mentioned that one of the issues is individual carelessness. Moreover, twelve participants commonly concerned the insufficient education, family background, and

understanding of the code of TPE of the trainers due to being new leading to hindering the effectiveness of implementing the code of TPE. One of the issues is the conflict of interests supposed by three participants.

Timely, eight participants shared that long distance and poor time management are leading to time constraint. According to another couple of participants, greediness is one of the barriers that hamper the effectiveness of implementing the code of TPE. Physically, with poor physical condition, the trainers could be hard to produce the effective implementation of the code of TPE, this is based on the shared view of three participants. Being impatient of the individuals to keep learning and implementing the code of TPE is key factor impeding the practices of the code of TPE, according to a couple of participants.

In addition to this typical case, finding another second and/or third job added to the first main profession is the factor declared by other couple of participants. Four participants viewed weak mindset as the obstacle too. Five participants declared that insufficient monthly salary leads to less commitment and delay of the effectiveness of implementing the code of TPE. Particularly, a couple of participants considered some personal inappropriate issues in terms of committing beer outside in private life causes losing influence on trainees.

Definitely, three participants acknowledged that non-following the code of TPE is the root of unsuccess of implementing the code of TPE. Furthermore, five participants added up that poor performing the classroom management and non-professional attitudes and behaviors in term of inappropriate dressing are keys leading to the problem on this matter. Last but not least, three participants predicted that being arrogant with own position is one of the obstacles; whereas, two more participants supposed that poor personal characteristics of the individuals leads to ineffectiveness of implementing the code of TPE.

B. Social Environment Factors

Regarding the factors of social environment, thirteen common perceptions were perceived by the participants. The first perception shared by thirteen is being less participation of the community and colleagues. Not differently, six participants stated that less value to trainers from the participants is what should be concerning and finding resolution to solving it in time. However, one of the participants said less competitive salary is a matter that brings less motivation to adhere the code of TPE properly.

Another perception thought by twelve participants is materialism; whereas, eleven participants similarly thought that surrounding things and people dishonorably influence on them (trainers). Moreover, having less encouragement from the senior ones to

implementing the code of TPE is the concerning matter due to less extrinsic motivation on adhering the code of TPE. Inadequately, seven participants revealed that ineffective reinforcement of job division is a main obstacle to present matter in education system. Similarly, these participants also shared the common opinion that the resentment in teamwork is perceptible.

Undesirably, other three participants believed that negative thoughts of respecting the code of TPE is being hindered the trainers from effectively applying their professional obligations. This perception is pretty similar to the perception of other four participants saying that the surrounding demotivation of implementing the code of TPE is being faced nowadays. Furthermore, the inappropriate applications of the code of TPE shared by five participants is contributing factor hinders effectiveness of implementing code of TPE.

4.3.2.3 General Barriers

A. Communication

Four participants considered communication between the trainers and trainers is lacking; along with, three participants perceived that intimacy of relationship between trainers and non-training staff is still limited. Moreover, seven participants thought that the trainers are having somehow tension like not showing hospitality to trainers and trainees.

B. Disciplinary Action

One participant was complaining about poor disciplinary implementation of trainers and trainees. Meanwhile, another participant also pointed out that some trainers are having less personal development and self-esteem as trainers.

C. Individual Manners

Four participants were also complaining about a few non-training staff, who seem using the power or authority over the trainers. Inadequately, some trainers still somehow use inappropriate speeches towards trainees, according to five participants. Additionally, one participant was not happy about the inappropriate speeches made by a few non-training staff towards the trainees.

D. Time Management

Timely, eight participants viewed time management of some trainers who come to work late, but leave early, is a needed improvement point.

E. Lack of Support

Inappropriately, two participants were pointed out that lack of proper attention to explain the lessons to the trainees of some trainers is the concerning factor. Not differently, a couple of participants complained about the lack of using the training materials to support classes. Consistently, one participant considered having less conscience and focus on training is what the trainers shall consider and change. In addition to this, a couple of participants were complaining of somehow neglect and ignoring of the trainers when questioned during the class.

F. Hygiene

Finally, three participants revealed that no proper hygiene at the students' dormitory is the most regarding factor shall be solved. In the same way, a couple of participants appealed to the trainers to help participate in cleaning us the campus, and other four participants were also appealing to the trainees to help contribute in cleaning the bathrooms they use at the campus.

4.3.3 Perceptions on Effectiveness of Implementing Code of TPE (Research Question #3)

When asked about the obligations of the trainers, the participants shared their individual opinions within both diverse and common aspects. The following responses are categorized and coded into thirteen themes based on the relevant responses of the participants as following.

A. Effective Implementation as Obligation

Fifteen participants supposed that well adhering the code of TPE are obligations of trainers, and four participants viewed adhering justice, good morals, good manners, honesty, and transparency are obligations of trainers. Relatedly, six participants declared having sense of fairness is the obligation of the trainers, and other two participants declared having loyalty with patience in profession is obligation of trainers. Respectively, four participants declared that following the policy and guidelines of the institution and MoEYS is the obligation of trainers. In fact, sixteen participants admitted that the trainers have done a lot regarding the obligations though there is no measurement. All in all, the extent of implementation of their obligations could be considered ranging from 50 to 90 percent. Most of them believed implementation is moderate.

B. Education

First of all, seven participants viewed education is the main obligation of the trainers. Similarly, eighteen participants viewed and acknowledged educating content knowledge, intellectual education, physical education, moral education, labor education,

and behavioral education are the obligations of the trainers. Another couple of participants added that the trainers have morality, ethics, and disciplines of their profession. Finally, three participants considered that trainers do good things with morale.

C. Teaching/Training

Firstly, nine participants specified that teaching based on the schedule set is the main obligation of trainers; whereas, other couple of participants added that teaching by heart is the obligation of the trainers. Moreover, nine participants viewed training (skills) is the main obligation of the trainers; while, one participant supported producing qualified trainees is obligation of trainers. Additionally, three participants supposed that having sufficient knowledge on pedagogy is obligation. Three participants acknowledged teaching quality with patience and clarity.

In addition, three participants acknowledged that flexible training based on the real situations is the main obligation of the trainers. In the same way, eight participants supported effectively training the trainees and transferring content knowledge to trainees is the obligation of the trainers. In addition to this, eleven participants believed that preparing the lesson plans and some training materials to support their training and checking and following up the daily activities of training are the main obligations of the trainers. Apart from this, one participant supported using the teaching materials with modern equipment to train the trainees is an obligation of trainers; not differently, two participants viewed having clear objectives and confidence of the content in each lesson is obligation of trainers. Finally, another couple of participants said trainers have good instructions explaining the trainees. Besides, a couple of participants esteemed that some trainers are responsible for using supporting aids with clear explanation and advice.

D. Administrative Tasks

Eight participants revealed the trainers join the monthly meetings with the management team to discuss and report the accomplishments and raise up the current issues to find out the solutions. Moreover, ten of them added up that the trainers also join their technical team meeting leading technical team leaders. Obligatorily, four participants revealed that trainers also report their delegated tasks and challenges to management team.

E. Communication & Collaboration

Collaboratively, eight participants also respected that the trainers are having friendly dialogues and showing their joy and excitement. They also make remarkable communication with one another at workplace. This is coded into a couple of sub-themes.

Trainers with Trainers

Firstly, nine participants truly acknowledged maintaining good communication. Secondly, twelve participants predicted that the relationship between the trainers and trainers is good; while, a couple of participants viewed the relationship is absolutely good, and a couple of participants said that the trainers are having smooth communication. Apart from this, two participants considered the relationship is normal; whereas, three participants thought that it is sometimes good, but it is not. Responsively, six participants considered that the relationship is friendly and respective. In addition, three participants believed that he relationship between the trainers seems closer than the relationship between trainers and non-training staff. Conversely, three participants predicted that the trainers are having rare communication due to individually busy schedules. By the same way taken, nine participants acknowledged maintaining good collaboration is the obligation of the trainers. A couple of participants stated that trainers have fairly good communication and they collaborate with the tasks very often.

Trainers with Non-Training Staff

Regarding the relationship between the trainers and non-training staff, the participants particularly contributed as following. Positively, eleven participants perceived that relationship between the trainers and non-training staff is good, and three of participants viewed it as just fairly good. Furthermore, seven participants implied that it is nothing to complain about the relationship between the trainers and non-training staff. Along with, seven participants supposed that it is a normal relationship. Particularly, it is seen that the relationship is good in their individual ways of communication. On the other hand, four participants made a contrary that the relationship between the trainers and trainers seems closer than the relationship between trainers and non-training staff. In the same way, three participants added that the little conflict in terms of misunderstanding also known as confusion somehow appears.

F. Participation

Participatively, one participant considered individual contributions to build education is the obligation of trainers. By the same way taken, four participants revealed that the trainers participate in trainee evaluations to help build their gaps.

G. Support

Five participants supported promoting education sector and growth is obligation of trainers. Mutually, seventeen participants mentioned that the trainers help and cooperate one another, and they also help correct when mistakes. Another participant added that the

junior trainers also help the senior ones in terms of ICT and updated information related to the training program. Three participants shared that some trainers attend any training workshop and share to those who do not attend or less understanding on content of training.

H. Hygiene

Diligently, three participants appreciated the hygiene of the trainers, and other three participants viewed that the trainers care about the campus. In addition to this, four participants declared that properly disposing and packing up the garbage are good habits of the trainers.

I. Personal Development

Typically, eight participants supported that personal development is the obligation of the trainers. Besides, three participants also added that doing research for more supporting documents to facilitate classes is obligation. Ethically, a couple of participants considered that having personal ethics is obligation of the trainers. An additional opinion, three participants considered that well behaving towards others with appropriate manners and soft speeches is the obligation of trainers. Along with, three participants viewed that showing good role models to the publics is the obligation of the trainers.

J. Respecting and Loving

Five participants acknowledged respecting and loving profession is obligation of trainers. Moreover, three participants said respecting the trainees and other surrounding people is the obligation. Apart from this, four participants supported that caring trainees is obligation, and one participant considered comforting the trainees is the obligation of trainers. Graciously, three participants acknowledged that being gracious with friendly facial expression to other relevant people is the obligation of trainers, and two participants thought that being generous is the obligation of trainers. Three participants added up that using their friendly attitudes towards others. Furthermore, one participant admired that trainers never show the inappropriate attitudes towards the trainees. Another participant regarded that the trainers take off the shoes before getting into the classes, and both trainees and trainees wear their uniforms. Ethically, four participants are pleased to see trainers and trainees greeting and saluting others.

K. Time Management

Ten participants stated that respecting appropriate time management is the obligation of trainers, and two participants considered prioritizing the great time for office

hours is obligation of trainers. Punctually, one participant said some trainers are good at punctuality.

L. Leadership

Noticeably, four participants appreciated the director's leadership, and other nine participants valued the friendly humbleness of the director showing his appropriate gestures to others and his hospitality to all trainees and trainers. Furthermore, four participants stated that the trainers are the role models to everyone, especially their trainees.

M. Motivation & Encouragement

Pleasingly, a couple of participants like the way that the trainers motivate and encourage the trainees to make changes accordingly to their particular personality and mistake without forces, and so does the director using no forces towards the staff including the trainers based on another couple of participants. Moreover, a couple of participants showed their appreciation towards the trainers' good actions and behaviors at the campus. Finally, three participants regarded admiration and inspirations from the trainers to the trainees when they have done good jobs as motivational way of inspire the trainees to put efforts to make more accomplishments.

4.3.4 Perspectives & Suggestions of Implementation on Code of TPE (Research Question #4)

4.3.4.1 Suggestions

Here are the supposed suggestions, which participants raised up while individually interviewing. The findings on this matter were coded into sixteen themes as following.

A. Communication

Three participants advised the trainers to keep maintaining the smooth communication between trainers and trainees. Also, ten of them urged the trainers to have good communication with non-training staff though they are doing daily. Also, three participants advised senior and junior trainees to improve their appropriate communication.

B. Participation

Eleven participants urged the trainers to participate and dedicate to their profession willingly. They confirmed that it is very important to participate in any initiatives and sacrifice to their training profession. Dynamically, three participants suggested trainees, trainers, and non-training staff to effectively participate in the school events and meetings.

C. Commitment to Profession

Willingly, another participant viewed willingness to have a vision for the institute

and involving in providing the professional values to mutual understanding between colleagues are resolutions to cope with the resentment in the teamwork. Moreover, two participants contributed that being ready to start professional career and keeping up harmonization are effective to be done in order to be good trainers. Likewise, eleven participants declared that offering high priority to the teaching profession is also the way that could escalate the profession and decrease the issues. Last but not least, three participants added that loving trainees, specialty, training career, and subordinates is helpful for trainers to build and gain. Likewise, four participants recommended that trainers and teachers themselves shall respect their profession consistently. They ended that only loving and respecting could make them satisfy with their job and make productivity.

D. Motivation

Another participant also added up that MoEYS shall motivate the trainers by offering some great praises and chances to present their accomplishments in terms of research studies or individual success in training young teachers, for example. Moreover, three participants stated involvement and encouragement from the school leaders are the motivation for the trainers to implement the code of TPE. Extrinsically, five participants proposed that praisings to those trainers and teachers who have adhered the code of TPE well is a potential factor that could motivate them to keep implementing the code of TPE. They said that praisings are motivational tools to motivate the trainers and teachers to produce more quality work.

E. Building Value of Trainers

Five participants admonished the community together with trainers to value the training profession. Along with, seventeen participants believed maintaining and adhering the values of trainers and the code of TPE and duty is needed to be improved by the trainers themselves. They stated that the trainers have to maintain strong self-esteem in profession. Besides, three participants urged the trainers to have good conscience, professionalism, and ethics when training consistently. This helps build up value of trainers. Finally, six participants thought relevant stakeholders shall give credit and value to trainers.

F. Trust

A few participants also additionally continued that MoEYS shall trust more on the trainers and build up the value of the knowledge builders in education system. They added up that trust is everything that gives people comfort to generate productivity.

G. Support

A couple of participants recommended that MoEYS must encourage and support the trainers and school leaders to perform their work, giving equal chance to all, for instance. Also, one participant appealed the community to contribute some incentives for the novice teachers working at different schools. Eight participants urged the trainers to put more effort and support to the trainees as they train the trainees. Moreover, four other participants added that the trainers shall always check understanding of the trainees whether they could catch up the lesson well or not. Other four participants also appreciated trainers to use the pedagogically supporting materials to support their training.

In addition, eleven of them stated educating, training, and helping the trainers build the strong personal development and professional career are fundamentals. Finally, a last couple of the participants proposed that the trainers shall keep in touch online via either telegram or Facebook group helping the novice teachers working at various schools.

Last but not least, a couple of participants advised that the school leaders, village chives, or even local authority shall friendly co-facilitate them. In addition, other seven participants also suggested similar opinion, which enabling the comfortable supports for novice teachers working to educate and teach their children. Economically, ten participants appealed to providing the daily properly living conditions (standard) to trainers and young teachers working various educational institutions across the country. Also, allowing the trainers and teachers to have another job excluding their office hours is one way to deal with their family economics, according to one participant.

H. Encouragement

Four of them recommended that MoEYS must encourage and support the trainers and school leaders to perform their work, giving equal chance to all, for instance. Communally, three participants urged the community to encourage the understanding of the trainers' value and together with trainees and community participate in the training events. In addition, nine participants suggested that encouragement and valuing of the school management teams and community to the trainers to adhere the code of TPE are important key strategies to motivate them, trainers, to continue professional development and training. Parentally, on behalf of parents, they shall help encourage the learners (their children) to attend the classes regularly and punctually, this is according to other three participants. Finally, nine participants guided that encouragement and motivation are key strategies to motivate the teachers and trainers to implement the code of TPE.

I. Strict Actions

Strictly, five more participants endorsed that MoEYS shall take strict actions to deal with the unethical issues if needed, and two participants advised MoEYS to accordingly adjust the amendment to fit our Cambodian context. Administratively, one participant motivated the management team to keep the daily regular attendance recordings of the trainers. Five participants thought that the management team shall strengthen the disciplines of the unethical issues if needed, and another participant suggested the management team to follow up the behaviors and documents of the trainers and so do trainers themselves. By the same way taken, seven participants recommended management team to contribute and strengthen the implementations of the code of TPE collaborated with the subordinates on the regular basis.

Finally, four participants proposed that strengthening the effective implementation of the code of TPE is also a contributing strategy to help cope with any issues appear in the educational institutions. However, a couple of participants proved that there are no barriers hindering the trainers implementing the code of TPE due to its training program.

J. Personal Development

Eight participants suggested the management team to prepare more yearly training workshops in terms of the effective implementation of the code of TPE. Besides, six participants also said community and trainees need to have deeper understanding on code of TPE. Additionally, eight participants added that training the pedagogy and participation behaviors to the trainers and teachers could also be a strategy to help cope with the unethical issues occur. Five participants stated "Another strategy proposed by three participants is reviewing the code of TPE in the occasion of trimester meeting and/or annual meeting." In addition to this similar case, other four participants also proposed the way, which is having clearly shown the ethical and unethical case studies with the critical explanations, to cope with this kind of matter. These participants also added to the teachers and trainers that they shall spend their spare time doing some research and self-studies in order to find out more currently practical knowledge and tips to share with their students and colleagues.

K. No Political Involvement

A few participants suggested not to involve in any political issues in education system if there was. Moreover, three participants urged not to have group-thinkers in the training institute. They said once there is a group-thinking, the harmonization disappears.

L. Time Management

Twelve participants urged some late trainers to respect the office hours and guidelines effectively. They revealed that some trainers come late, and leave early. More than this, some trainees come to class late, according to a couple of participants.

M. Administrative Tasks

Four participants declared that trainers shall have the summary of report of the moral and ethical activities of the trainees. Three participants implied that the management team shall annually do the trainees' self-evaluation to test their progressive capacity and award outstanding ones. Initiatively, a first couple of participants suggested that MoEYS shall pursue the process of the Teacher Career Path (TCP). They continued that TCP guides the trainers to make potential roadmap for their training career. This is very helpful for them as they mentioned.

N. Monthly Meeting

Correspondingly, eight participants stated that having the community and school meetings to introduce the challenges and needs of trainers and teachers finding out solutions difficulties they are facing.

O. Feedback

Professionally, a couple of participants proposed that maintaining the constructive criticism to the teachers and trainers is helpful to cope with the issues happening rather than gossiping about others.

P. Attitudes

Four participants urged some trainers to show their hospitality and greeting to the trainees when they are greeted. Similarly, a couple of participants urged that all trainees shall keep the great attitudes, and other three participants advised them to focus on the code of TPE. Friendly, twelve participants together recommended that the trainers should better get to know trainees' preferences and attitudes. Last but not least, six participants suggested the relevant stakeholders shall keep the campus clean.

4.3.4.2. Perspectives

Briefly, three participants expected that PTEC would be prosperous with great trust, fairness, and harmonization, and another couple of participants predicted that the effectiveness of the implementations on the code of TPE is going to be better in the future. Increasingly, five participants estimated that efficiency of trainers could be increased in the future. By the same way taken, another couple of participants proposed that all trainers are

developing personal capacity in terms of self-researches, which could lead to better impact in the future and it is going to be more effective. Eight participants showed their confidence that it must be positive impact. In short, all participants strongly believe that effectiveness of implementation on the code of TPE would be tremendously increased daily. The next chapter discusses the current findings of the participants' perceptions and previous theoretical studies in chapter 2_literacture research. This chapter is giving the in-depth arguments and discussions of the relevant issues of the research study.

CHAPTER 5: DISCUSSION

This chapter indicates the discussion of significant findings found. In this section, there are some crucial discussions on findings and previous studies. The researcher pointed out the main themes and the most relevant studies. Those main themes were selected from the findings, and the most relevant studies were also chosen from the literature review chapter. Once again, the researcher discussed the common responses of the participants on the relevant issues of the effectiveness of implementing the code of TPE in the study. Besides, there are also sixteen most relevant articles of the sub-decree on the code of TPE. They are articles 5, 8, 9, 10, 11, 13, and 14 of chapter two; articles 15, 17, and 19 of chapter three; articles 20, 22, and 23 of chapter four; articles 25, 26, and 28 of chapter six. Hence, these are articles were aimed to be significant tools in the academic arguments with the main findings listed below. For this regard, the researcher started reviewing findings of research study from findings as following.

5.1 Discussion on Basic Understanding on the Code of TPE (Research Question #1)

This is the discussion on the first research question asking "What are the participants' perceptions on the basic understanding the code of TPE?" Yang (2015) stated that professional ethics is the foundation and nature of teacher. For this regard, one hundred percent of the participant saw the code of TPE; whereas, seventy-five percent of the participants completely read it and twenty-five percent of participants partly read it. Mostly, the participants found the code of TPE at NIE and PTEC. By the same way token, when asked about the definition of the code of TPE to the participants to check their individual perceptions, they commonly considered that the code of TPE is the combination of rules, disciplines, regular work and duty of the trainers. Moreover, participants believed that the code of TPE is essential to the training profession. Obligatorily, the participants thought that adhering the code of TPE is critical, and the trainers must do it regularly. The participants also believed that adhering the code of TPE help gain the trust, value, and inspiration. Chowdhury (2011) cited from Frank et al., the ethics is fundamentally linked to virtues of accountability, trust, and credibility. Correspondingly, Barrainkua (2014) stated that codes of ethics are an important expression of societal values shared by individuals pertaining to the same society (p. 1127).

5.2 Discussion on Barriers Hindering Trainees and Trainers from Implementing the Code of TPE (Research Question #2)

Nuland and Passion (2009) concluded that a code of conduct exists to support teachers in their activities in classes working with children and supports children as they work with their teachers. However, the finding pointed out that a couple of participants

complained about the lack of using the training materials to support classes. Consistently, five participants considered having less conscience and focus on training is what the trainers shall consider and change. In addition to this, a couple of participants were complaining on somehow neglecting of trainers when questioned during the classes.

The internet reported by UKESSAY.com (2018) that the problems of hygiene and water supply within education facilities. Regarding this matter, three participants revealed that no proper hygiene at the students' dormitory. In the same way, a couple of participants appealed to the trainers to help participate in cleaning us the campus, and other four participants also asked trainees to help contribute in cleaning the bathrooms as they daily use it at the campus.

According to UKESSAY.com (2018) reported that the acute shortage of qualified teaching staff, poor morale due to low salary levels and lack of suitable teaching materials. Nevertheless, based on the findings of the research study, it was found that the trainers are having higher education levels. For instance, 62.5% of them is holding their master's degree, twenty-five percent of them is holding their bachelor's degree (they are also taking their master's degree), and 12.5% is holding a Ph.D. Apart from this, they are also the potential trainers having years of training experiences with their professional training subjects and full-time training work there. Therefore, it could definitely be considered that the trainers are qualified with their higher education.

Based on the finding of this study, eleven participants declared that insufficient monthly salary leads to less commitment, finding another job, and delay of the effectiveness of implementing the code of TPE. Not differently, looking for another second and/or third job added to the first main profession is the factor declared by other four participants. Similarly, UKESSAY.com (2018) reported that many are spending less time in the classroom as they seek additional employment elsewhere. Besides, five participants added up that poor performing the classroom management and non-professional attitudes and behaviors in term of inappropriate dressing are key issues leading to the problem on this matter. Hence, five participants endorsed that MoEYS shall take strict actions to deal with the unethical issues if needed.

Kim and Rouse (2011) addressed "The problem often associated with Cambodian teachers is absenteeism. This means, ironically, that both teachers and children have problems with attendance" (p.422). Four participants, based on the finding of this study, considered the absenteeism of some trainees during meetings occurs, and two participants similarly found some absenteeism of trainers during workshop. Also, Inappropriately, two

participants were pointed out that lack of proper attention to explain lessons to the trainees of some trainers is the concerning factor. Next, it is a first research question of study. This first research question covers two different aspects as following.

A. Expected Barriers Hindering Trainees from Implementing Code of TPE When Becoming Teachers

First of all, the first research question is "What are the participants' perceptions on the barriers hindering the effectiveness of the implementing the code of TPE?" pointed out two different core opinions. The first perceived core opinion is personal factors, and the second one is social environment factors. Regarding the personal factors, most of the participants pointed out the lack of self-esteem, commitment, participation, concentration on the profession, time management, and willingness to the profession, according to the finding of this study, according to the finding of this study. Apart from this, the participants also pointed out that some trainees (novice teachers) may find the second and/or third job excluding their first teaching job due to the family economics factor. Correspondingly, Shan (2015) clarified "Teachers should have literacy including ethics cultivation, cultural cultivation, professionalism, and psychological qualities, and the ethics cultivation is teacher-centered, the ethical is first, especially primary and middle school teachers must have virtuous ethical character" (p.2). Therefore, it could definitely be seen that teachers shall prioritize their time dedicating to their first profession, which is teaching.

B. Perceptions on Barriers Hindering Trainers from Implementing the Code of TPE

Not differently, the findings pointed out that few matters regarding the barriers hindering the trainers implementing the code of TPE. Commonly, the participants revealed the less participation and value of community and colleagues, and less encouragement and demotivation from the surrounding people in terms of the senior staff. By the same way token, obtaining less conscience in profession is the first factor had been stated by four participants. Meanwhile, the tenth article of the second chapter stated that teachers have duty to support all educational activities and services of all managerial levels of educational authorities. Hence, it could be understood that trainers themselves shall be self-managed on their own to proactively fulfill profession though few less sponsoring from surrounding.

Likewise, materialism also causes the trainers to find out another job to make more money, according to the finding of this study. Once they get involved with other career, they would be busier and make less productivity for their profession. According to twenty-sixth article of the fifth chapter, "Teachers must not lose the conscientiousness of teaching profession in their operational duties and obligations. Teachers are to commit to operate duties, which are prioritized to advantages of the learners and the publics." Nevertheless,

teachers are also allowed to teach the private classes beside their teaching hour. Twenty-fifth article of the fifth chapter stated that teachers of the public institutions have privileges to teach in private classes apart from the public teaching hours.

Yang (2015) quoted from Fang, 1994; Zhu, 2002; Jin, 2003 that, "Ethics are considered to be the principles and norms that people dealing with the relationship between people and others." This is effectively referred to the training profession. According to the finding of this study, participants criticized the resentment in the teamwork of the trainers. Additionally, twenty-third article of fifth chapter officially stated, "Teachers shall have good relationships with non-teaching staffs and respect the hierarchies of managerial levels." Moreover, Ruaric and Griofa (2012) urged teachers to ensure their communication with other stakeholders, such as students, colleagues, parents, school management, and others in various forms.

According to ninth article of the second chapter, "Teachers shall do self-studies and conduct more researches for personal development or growth; and teachers shall habitually join the training activities. Teachers shall do self-evaluation and evaluate their individual performances." Correspondingly, finding of this study pointed that the participants commonly concerned the insufficient education, family background, and understanding of the code of TPE of the teachers due to being new and less experience in education. It was added up that the individuals need to keep learning and implementing the code of TPE because it is key factor impeding the practices of the code of TPE.

In addition to this similar way, the participants of the study pointed out that one of the issues is individual carelessness of the trainers, and particularly, it was also considered some personal inappropriate issues in terms of committing beer outside in private life causes losing influence on trainees. Besides, it was pointed out that poor personal characteristics of the individuals in terms of inappropriate dressing, which could lead to ineffectiveness of implementing the code of TPE. Based on eleventh article of the second chapter, "Teachers shall thoroughly speak and think of the speeches' repercussions to learners and the publics when they share any information regarding to public and private matters via any kinds of information sharing procedures." Apart from this, "Teachers shall strongly uphold the morality in their teaching profession," according to fifth article in second chapter. Thus, either actions or speeches, trainers as educators have to adhere the code of TPE properly with the principles of the code of conduct.

5.3 Discussion on Effectiveness of Implementing Code of TPE (Research Question #3)

Obligations, extent of implementing the code of TPE, and the ethical things that the trainers adhere and do in their daily basis are supposed as core components leading to the effectiveness of implementations of the code of TPE. Responsively, it was pointed out that

the two main obligations of the trainers are education and teaching (also known as training). They, in fact, explained that the trainers educate the trainees on the moral and ethical lessons, and the trainers teach/train the trainees on the technical subjects in terms of particular skills in education. Furthermore, they produce the quality young teachers embracing with soft skill and dedication (educating). They also offer content knowledge and techniques also known as and hard skills (training to be expert in their own areas). According to the fifth article in second chapter, "Teachers shall strongly uphold the morality in their teaching profession." Definitely, the trainers have been holding their professional duty as trainers educate and train the trainees to be resource persons_ novice teachers. Ruairc and Gríofa (2012) added that teachers ought to maintain the status and upright on the career and take the rational phases in relation to the maintenance of pupils under administration, so as to guarantee their security and well-being. Then, correlation seems getting along well in this particular aspect.

Communicatively, the finding pointed out that the relationship between the trainers and trainer could be seen in several aspects: smooth, good, fairly good, normal, and rare communication. Regarding the relationship between the trainers and non-training staff, it was also revealed that the relationship is seen as good, fairly good, normal, good in their individual ways, and having some tension in misunderstanding, according to finding of study. Reflectively, Ruairc and Griofa (2012) mentioned that teachers shall certify that any interaction with pupils, coworkers, guardians, faculty, and others is proper, including communication via electric media, such as e-mail, texting and societal networking spots. In brief, it could be commonly perceived that trainers have implemented their professional duty with fairly good conditions as earlier mentioning.

5.4 Discussion on Perspectives and Suggestions Towards Better Implementations on Code of TPE (Research Question #4)

Based on the above findings of the study, it was commonly suggested that MoEYS shall continue administering the TCP and offer encouragement, trust, empowerment, and incentives to the outstanding educators. The suggestions were paralleled to the *Forward* in the Education in Cambodia: Findings from Cambodia's experience in PISA for Development of the minister of MoEYS, Dr. HANG Chuon Naron, (2018) stated that the purpose of the ministry of education is shaping the education system to offer exceptional and equitable outcomes to all Cambodian learners. He also added up that the student learning and well-being are underpinned in all educational policy and services. Based on this information, it could clearly see that MoEYS prioritize education reform. Therefore, MoEYS is still progressing the education reform with its potential guidelines, principles,

strategies, and policy. Also, it was also endorsed the community to value training profession, participate in events, and contribute both physical and emotional help to educators.

The school management team was recommended to offer more training workshops for trainers to further build up their training profession, encourage the trainers by praising or incentives, follow up the progressive work and needs of the trainers, implementation on the code of TPE and other duties of trainers. Regarding this matter, the school management team under the supervision of MoEYS is to effectively support the motive of education reform planned and forwarded by the minister of MoEYS too. Besides, trainers were also appealed to put more effort on explaining trainees fairly, use the resourceful materials when training, manage time more effectively, and very often check the understanding of the trainees during each session. Consistently, "Teachers have duties to develop the lesson plans and determine the understandable explanations in order to reach education quality and effectiveness in regularly teaching basis," according to sub-decree on the code of TPE_ the eighth article of the second chapter. Additionally, fifteenth article of third chapter detailed, "Teachers shall pay attention to explain, interpret, and coordinate learner's general knowledge based on their teaching subjects or majors." Hence, trainers shall put more effort on training, using the modern resources to train trainees, and checking the trainees' understanding.

In addition, it was also pointed out that trainers shall have smooth communication, have stronger self-esteem as in their training profession, and continuously help give advice to the novice teachers after they finish the training courses. According to the sub-decree on the code of TPE_ the twentieth article of the fourth chapter, "Teachers shall preserve good interpersonal relationships with others for the sake of being role models for learners and retain teacher's honor and dignity." Moreover, teachers shall have good communication with non-training staff. Based on the twenty-third article of the fourth chapter, "Teachers shall have good relationships with non-teaching staffs and respect the hierarchies of managerial levels." Also, "Teachers shall follow this sub-decree on the code of ethics for teaching profession," according to the sub-decree on the code of TPE_ the twenty-eighth article of the sixth chapter.

Last but not least, "Teachers shall uphold the conscientiousness in their teaching profession," according to the eighth article of the second chapter in the sub-decree on the code of TPE. They, in fact, to uphold their profession effectively. Finally, the trainees were advised to keep proper attitudes towards others in terms of the trainers, focus on the lessons of the code of TPE due to upcoming needs on particular subject when becoming the novice teachers, communicate with surrounding people and help clean up campus and especially

the dormitory. In short, according to the finding of this study, it was briefly predicted that PTEC would be prosperous with trust, fairness, and harmonization. Increasingly, it was also regarded that the effectiveness of the implementations of the code of TPE and trainers' efficiency are going to be more effective and positive with better impact. Next chapter concludes and recommends possible suggestions and studies.

5.5 Executive Summary

This chapter was first started discussing on the basic understanding on the code of TPE. Secondly, it was also discussed on the barriers hindering novice teachers and trainers from implementing code of TPE. Then, it was described about effectiveness of implementation on code of TPE. Finally, it concluded with suggestions to implementation on code of TPE and perspectives on effectiveness of implementing code of TPE in future. The last chapter, chapter six_conclusion & recommendations, briefly conclude issues and main finding themes of the research study.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter concludes the results and discussions of the study. It also informs the limitations of the study; along with, it is recommended possible suggestions.

6.1 Conclusion

Provide conclusion (around 5% of your entire paper)

Executively, the research study was carried out at PTEC at the beginning of 2020 and completely done at the beginning of 2021. This was involved with twenty different individuals of the trainees, trainers, and director at PTEC. Purposefully, the main goal of research study is to explore trainees', trainers', and director's perceptions on effectiveness of implementing the code of TPE. There are four main research questions attached with some extra questions as the additional information to support the rich information of the research questions.

Methodologically, the research study was carried out by employing the qualitative research method. As mentioned earlier, there were twenty participants getting involved in the research study. Moreover, the researcher developed and designed the In-Depth Interview (IDIs) guides and used those IDIs guides to interview the target participants. The researcher decided to choose PTEC as the interviewing place. The participants were variously interviewed by time and individuals. After data collected, the researcher started transcribe the interviews and read the interview transcripts carefully. The researcher had to verify the interviews and the relevant information of the transcripts as much as he could fully figure out the in-depth information from the interviewers. Then, the researcher began to code major themes using coding frame.

Regarding the limitation and scope of this study, the researcher declared that the research study only involved with twenty participants from PTEC. Perceptions of participants were just partial information of twenty participants. Likewise, the study only took a place at PTEC, which is the only one of other teacher higher education training institutions in Cambodia. Last but not least, the overall information of the study is under the main topic of perceptions on the effectiveness of implementations on the code of TPE. In fact, the research study could be overgeneralized the size of the participants and scope of the topic carried out.

As a result, major findings of research study demonstrated the basic understanding on the code of TPE. Regarding this matter, the finding pointed out that trainers read the code of TPE, and they also consider the code of TPE is crucial for teachers and trainers to implement daily. Equally, it was revealed that trainers shall adhere code of TPE regularly and effectively. Destructively, the findings of study pointed out some barriers, such as less

encouragement and motivation to adhere code of TPE from both trainers themselves and the surrounding people, limited value to the trainers, uncompetitive monthly salary for teachers and trainers, and living conditions of the trainers. Therefore, it needs more attention to motivate and encourage trainers to adhere the code of TPE. It also needs given value to the trainers, and the monthly salary shall be increased in order to solve poor living conditions of the trainers and teachers. It was revealed that limited quality of education is depending on the satisfaction and available time of the trainers. This means the trainers have to find the second or even third job in order to earn more money to support their family's living expenses. Once they have the second or third job, it is inadequate to do more research and prepare the quality lessons and materials for the actual classes.

Besides, it was discovered that materialism and negative thoughts on implementations of the code of TPE. This refers to those who could not afford the modern things in terms of phones and cars. Thus, materialism also causes them to find out more job to make more money to buy those things they like. Last but not least, it was worried about that the new educators could be bullying as they adhere the code of TPE. That is meant some senior ones try to bully the goodness of the implementation on the code of TPE of the junior ones. For instance, the junior manage time well for their classes. Then, the senior ones may come and say this and that about the adherence on the code of TPE of the junior ones.

Responsively, the findings of the study suggested some possible strategies, such as offering more training workshops for the trainers to build up their capacity and motivation on the profession, having monthly and yearly meetings between the trainers, management teams, and community representatives discussing on current challenges and opportunities, prioritizing education quality, reviewing and evaluating code of TPE for contextualizing, effectively dividing the monthly salary and office hours for all staff to avoid finding another job, which is affecting time management of individuals' duties, maintaining constructive criticism for better improvement, strengthening the effective implementation on the code of TPE, giving praisings and awarding outstanding trainers , to cope with the above issues.

Effectively, it was commonly viewed education and teaching (also known as training) are the main obligations of the trainers. The trainers educate the trainees in various subjects in terms of behavioral education, physical education, intellectual education, moral education, and labor education. Moreover, the trainers teach the trainees content knowledge and skills like teaching methodology and pedagogy. Besides, it was perceived that trainers have implemented obligations well in terms of maintaining collaboration and communication with colleagues.

6.2 Limitations of the Study

The overall coverage of the research study was intentionally limited for a few scopes. Firstly, this investigation was to be investigated at PTEC; it was not for general institutions in Cambodia. Secondly, the research study was to qualitatively deal with twelve *(12)* trainees, seven *(7)* trainers, and one *(1)* director of PTEC, which means that it could not be generally assumed as the perceptions of all staff of PTEC. Thirdly, it was just connected to access the perceptions of the effectiveness of implementing code of TPE of the trainees, trainers, and a director of PTEC qualitatively, which means the IDIs were processed with the twelve trainees, seven trainers, and a director. Therefore, it could not be generalized as the perceptions of all staff and trainees. Last but not least, the study was to be involved with some possible articles on code of TPE for teaching profession in Cambodia and the perceptions of the participants on the early mentioned issues. Thus, the research study was intentionally investigated and reflected the findings within PTEC, Phnom Penh, Cambodia.

6.3 Recommendations

The findings in the first question of the third research question of this research study illustrated some possible recommendations to the following individuals. MoEYS shall keep progressing TCP and offer the incentives and awarding to trainers to support, motivate and encourage them to increase their productivity in training the next generations. Apart from this, MoEYS was also recommended to give more trust and empower them in order to build up value of the trainers. It was also proposed that MoEYS shall take strict actions to deal with the abnormal issues if it were, and modernize the amendment of the sub-decree on the code of TPE to fit the Cambodian context.

In addition, the community was also urged to encourage to be familiar to the trainers' value and participate in any school events to motivationally and physically support events. They, along with trainees, were appealed to contribute the affordable incentives and comfort. Administratively, the management team shall keep the daily regular attendance recordings of the trainers; strengthen the disciplines of the unethical issues if needed; follow up the behaviors and documents of the trainers; annually do the trainees' self-evaluation to test progressive capacity; award outstanding ones; contribute and strengthen implementations of the code of TPE; prepare more yearly training workshops in terms of the effective implementation of the code of TPE; and be role models to implement the code of TPE.

For trainers, they were urged to have strong self-esteem in profession; pay more attention to training; check individual understanding of the trainees; use the pedagogically supporting materials to support their training; respect office hours effectively; keep

transparency; have good conscience, professionalism, and ethics; show the hospitality to others in terms of trainees; join the anthem assembly; participate and dedicate to their profession willingly; have the annual brief report of the moral and ethical activities of the trainees; maintain the smooth communication between trainers and trainees; and keep in touch online via either telegram or Facebook group helping the novice teachers working at various schools. Finally, the trainees were guided to keep the great attitudes, focus on the code of TPE as they would be applying when becoming novice teachers; participate in the school events and meetings; improve their communication; give credit and value to trainers; keep the campus clean; and no group-thinkers in the training institute.

6.4 Suggestions for Further Studies

Due to the limitation and scope of the present study, twenty participants and one teacher higher education institution with a single research method_ qualitative research method, the further studies shall focus on the trainers' effective performance; the relationship between the trainers and non-training staff; and the positive impact of management team's leadership and operation. Moreover, the research method of the further studies shall be mixed method employing the in-depth interview guides and questionnaires to gather both qualitative and quantitative data from the participants of both parties. By the same way taken, the scope of the research study shall be involved with more than one teacher training institution and the target participants shall also be expanded as possible as the researcher could do. Finally, it is recommended the researchers to present his/her findings to relevant persons of the relevant fields.

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បទប្បញ្ញត្តិទូទៅ

មាត្រា១

អនុក្រឹត្យនេះមានគោលដៅកំណត់ អំពីក្រមសីលធម៌វិជ្ជាជីវៈសម្រាប់គ្រូបង្រៀន នៅក្នុងព្រះរាជាណា ចក្រកម្ពុជា។

មាត្រា២

អនុក្រឹត្យនេះមានគោលបំណងដូចតទៅ៖

_លើកកម្ពស់សីលធម៌របស់គ្រូបង្រៀន

_លើកកម្ពស់សេចក្តីថ្លៃថ្នូររបស់គ្រូបង្រៀន

_លើកកម្ពស់គុណភាព និងប្រសិទ្ធភាពនៃការអប់រំ។

មាត្រា៣

អនុក្រឹត្យនេះមានវិសាលភាព ទៅលើជនទាំងឡាយណាដែលកំពុងប្រកបវិជ្ជាជីវៈជាគ្រូបង្រៀន នៅព្រះរាជាណាចក្រកម្ពុជា លើកលែងតែគ្រូបង្រៀនខាងសាសនា បច្ចេកទេសយុទ្ធសាស្ត្រយោធា និងសន្តិសុខ ផ្នែកគ្រប់គ្រងរដ្ឋបាលដែនដី ផ្នែកភូមិន្ទរដ្ឋបាល និងផ្នែកវិជ្ជាជីវៈតុលាការ។

មាត្រា៤

គ្រូបង្រៀននៅក្នុងអនុក្រឹត្យនេះ សំដៅដល់បុគ្គលិកបង្រៀននៃនបុគ្គលិកអប់រំ នៅគ្រឹះស្ថានសិក្សាសាធារណៈ និងគ្រឹះស្ថានសិក្សាឯកជន ដែលមានអាជ្ញាប័ណ្ណអប់រំ។

ជំពូកទី២
ការណាយកិច្ចរបស់គ្រូបង្រៀន

មាត្រា៥

គ្រូបង្រៀនត្រូវគោរពជីវិត រាងកាយ ចិត្ត និងសេចក្តីថ្លៃថ្នូររបស់មនុស្សក្នុងពេលប្រកបវិជ្ជាជីវៈ។ គ្រូបង្រៀនប្រកាន់ខ្ជាប់សីលធម៌ក្នុងការប្រកបវិជ្ជាជីវៈ។

មាត្រា៦

គ្រូបង្រៀនត្រូវរក្សាការសម្ងាត់វិជ្ជាជីវៈ ក្នុងលក្ខខណ្ឌដែលបានកំណត់ដោយច្បាប់ និងបទប្បញ្ញត្តិនានា ដើម្បីផលប្រយោជន៍របស់អ្នកសិក្សា។ គ្រូបង្រៀនប្រកាន់ខ្ជាប់នូវឧស្សរភាពវិជ្ជាជីវៈដែលមានជាអាទិ៍ ឯករាជ្យ សេរីភាព និងឧត្តមភាពក្នុងពេលបំពេញវិជ្ជាជីវៈរបស់ខ្លួន។

មាត្រា៧

គ្រូបង្រៀនត្រូវស្តាប់ ពិនិត្យ ឱ្យដំបូន្មាន ឬធ្វើជាអាណាព្យាបាលរបស់អ្នកសិក្សាទូទៅដោយមិនលម្អៀង និងមិនប្រកាន់អំពី ប្រភព អាយុ ភេទ ភាសា ពូជសាសន៍ ដើមកំណើត ពណ៌សម្បុរ ពិការភាព យេនឌ័រ ជំនឿ សាសនា និន្នាការនយោបាយ ឬ ហានៈសង្គម ធនធាន ឬ ស្ថានភាពងទៀតនៅក្នុងការអប់រំ និងសេវាអប់រំ។

មាត្រា៨

គ្រូបង្រៀនប្រកាន់ខ្ជាប់មនសិការវិជ្ជាជីវៈ។ គ្រូបង្រៀនមានករណីយកិច្ចរៀបចំកិច្ចតែងការបង្រៀន និង កំណត់ការវាយល់សំដៅជាធាតុគុណភាព និងប្រសិទ្ធភាពនៃការបង្រៀន។

មាត្រា៩

គ្រូបង្រៀនត្រូវស្វ័យសិក្សា និងស្រាវជ្រាវសម្រិតសម្រាំង បង្កើនចំណេះដឹងរបស់ខ្លួន និងចូលរួមគ្រប់ សកម្មភាពបណ្ដុះបណ្ដាលជាប្រចាំ។ គ្រូបង្រៀនត្រូវធ្វើការស្វ័យវាយតម្លៃ និងវាយតម្លៃលើការប្រតិបត្ដិ វិជ្ជាជីវៈបង្រៀន។

មាត្រា១០

គ្រូបង្រៀនមានករណីកិច្ចគាំទ្រគ្រប់សកម្មភាពអប់រំ   និងសេវាអប់រំរបស់អាជ្ញាធរអប់រំគ្រប់លំដាប់ថ្នាក់ ទាំងអស់។

មាត្រា១១

គ្រូបង្រៀនត្រូវនិយាយស្ដីដោយប្រុងប្រយ័ត្ន និងគិតទៅដល់ប្រតិយាត នៃពាក្យសម្ដីរបស់ខ្លួនចំពោះអ្នក សិក្សា និងសាធារណជនក្នុងការផ្ដល់ព័ត៌មាន អំពីការអប់រំ ទាំងសាធារណៈ ទាំងឯកជនតាមគ្រប់ មធ្យោបាយផ្សព្វផ្សាយ។ គ្រូបង្រៀនមិនត្រូវធ្វើប្រជាកិត្ថុគិតចំពោះអ្នកសិក្សាឡើយ។ គ្រូបង្រៀនមិនត្រូវ ផ្សព្វផ្សាយអំពីការវិនិច្ឆ័យរដ្ឋបាល បុគ្គលនៅក្នុងមជ្ឍដ្ឋានអប់រំ ដំដុចជាក្នុងមជ្ឍដ្ឋានសាធារណៈឡើយ។

មាត្រា១២

គ្រូបង្រៀនមិនត្រូវសមគំនិតតាមផ្លូវកាយ ឬ តាមផ្លូវចិត្ត ឬ សម្ភារ: និង/ឬ តាមរយៈការផ្ដល់មធ្យោបាយ ដែលធ្វើឱ្យខុចប្រយោជន៍អ្នកសិក្សា ក្នុងសេវាអប់រំឡើយ។ គ្រូបង្រៀនមិនត្រូវជាក់ទណ្ឌកម្មខាងផ្លូវកាយ និងផ្លូវចិត្ដដែលនាំឱ្យមានផលប៉ះពាល់ដល់អ្នកសិក្សាទេ។

មាត្រា១៣

គ្រូបង្រៀនមិនត្រូវនៃអង្គាសប្រាក់ ឬ ប្រមូលប្រាក់ក្រៅផ្លូវការ ឬ ធ្វើអាជីវកម្មនានាក្នុងថ្នាក់រៀនឡើយ។ គ្រូបង្រៀនត្រូវជៀសវាងការប្រកបមុខរបរផ្សេងៗក្នុងបរិវេណគ្រឹះស្ថានសិក្សា។

មាត្រា១៤

គ្រូបង្រៀនត្រូវជៀសវាងការប្រព្រឹត្តអំពើទាំងឡាយណាដែលធ្វើឱ្យអាប់ឱនដល់កិត្តិយស និងវិជ្ជាជីវៈរបស់ខ្លួន។ គ្រូបង្រៀនមិនត្រូវផ្តល់ការសម្រួលគ្រប់បែបយ៉ាង ដែលនាំឱ្យខ្លួនធ្វើខុសច្បាប់ និងបទបញ្ញាឡើយ។

ជំពូកទី៣

ការណីយកិច្ចរបស់គ្រូបង្រៀនចំពោះអ្នកសិក្សា និងមាតាបិតា ឬ អ្នកអាណាព្យាបាល

មាត្រា១៥

គ្រូបង្រៀនត្រូវយកចិត្តទុកដាក់ក្នុងការពន្យល់ ការបកស្រាយ និងសម្របសម្រួលដល់អ្នកសិក្សា នូវចំណេះដឹងនានា ស្របតាមមុខវិជ្ជា ឬ ឯកទេសរបស់ខ្លួន។

មាត្រា១៦

គ្រូបង្រៀនមានការណីយកិច្ចជួយអ្នកសិក្សា មាតាបិតា ឬ អ្នកអាណាព្យាបាលអ្នកសិក្សា ដោយមិនជ្រើសអើង។ គ្រូបង្រៀនត្រូវជួយបង្រៀនបន្ថែមដល់អ្នកសិក្សារៀនយឺត។

មាត្រា១៧

គ្រូបង្រៀនត្រូវដឹកនាំសកម្មភាពសិក្សាក្នុងថ្នាក់ និងក្រៅថ្នាក់ និងលើកទឹកចិត្តដល់អ្នកសិក្សាជាប់ជាប្រចាំ។ គ្រូបង្រៀនមានការណីយកិច្ចបង្រៀន ដោយមិនត្រូវដាក់សម្ពាធយកជាប្រយោជន៍លើអ្នកសិក្សាឡើយ។

មាត្រា១៨

គ្រូបង្រៀនត្រូវជួយសម្រួលដល់អ្នកសិក្សា ក្នុងការទទួលបាននូវផលប្រយោជន៍សង្គមដោយមិនលម្អៀង និងមានទំនាក់ទំនងជាមួយមាតាបិតា ឬ អ្នកអាណាព្យាបាលរបស់អ្នកសិក្សា ដើម្បីតាមដានលើរាល់សកម្មភាពសិក្សា។

មាត្រា១៩

គ្រូបង្រៀនមិនត្រូវប្រព្រឹត្តសកម្មភាពខុសច្បាប់ ដែលនាំឱ្យមានការប៉ះពាល់ដល់ការបង្រៀន និងការរៀន និងការប្រឡងរបស់អ្នកសិក្សាឡើយ។

ជំពូកទី៤

ទំនាក់ទំនងរវាងគ្រូបង្រៀន និងគ្រូបង្រៀន និងជាមួយបុគ្គលិកមិនបង្រៀន

មាត្រា២០

គ្រូបង្រៀនត្រូវរក្សាទំនាក់ទំនងជាសហភាតរៈ ដើម្បីជាគំរូដល់អ្នកសិក្សា និងរក្សាកិត្តិយស និងសេចក្តី ថ្លៃថ្នូររបស់គ្រូបង្រៀនឱ្យបានល្អ។

មាត្រា២១

គ្រូបង្រៀនមិនត្រូវបង្កទំនាស់រវាងគ្រូបង្រៀន និងគ្រូបង្រៀន រវាងគ្រូបង្រៀន និងបុគ្គលិកមិនបង្រៀន។ ក្នុងករណីមានទំនាស់គ្រូបង្រៀនត្រូវចេះសម្រះសម្រួលគ្នាក្នុងស្មារតីសាមគ្គីភាព។

មាត្រា២២

គ្រូបង្រៀនត្រូវជួយគ្នាទៅវិញទៅមក និងសហការគ្នាផ្លាស់ប្តូរបទពីសោធន៍ក្នុងការបង្រៀន។ គ្រូបង្រៀន អាចបង្រៀនជំនួសគ្នាបានក្នុងករណីចាំបាច់ ដោយមានការអនុញ្ញាតពីប្រធានក្រុមបច្ចេកទេស និង ប្រធានអង្គភាព។

មាត្រា២៣

គ្រូបង្រៀនត្រូវមានទំនាក់ទំនងល្អជាមួយបុគ្គលិកមិនបង្រៀន និងគោរពហានានុក្រមគ្រប់គ្រងតាម លំដាប់ថ្នាក់។

ជំពូកទី៥

អំពីការប្រកបវិជ្ជាជីវៈ

មាត្រា២៤

គ្រូបង្រៀនមិនត្រូវធ្វើឱ្យប៉ះពាល់ ឬ ខូចខាតដល់គុណភាពអប់រំក្នុងការបំពេញការងារ ទោះបីតាមរូបភាព ណាក៏ដោយ។

មាត្រា២៥

គ្រូបង្រៀននៅគ្រឹះស្ថានសាធារណៈមានសិទ្ធិបង្រៀនជាលក្ខណៈឯកជនក្រៅម៉ោងធ្វើការ។

មាត្រា២៦

គ្រូបង្រៀនមិនត្រូវធ្វើឱ្យបាត់បង់មនសិការវិជ្ជាជីវៈក្នុងការបំពេញករណីកិច្ច និងភាតព្វកិច្ចរបស់ខ្លួនឡើយ ក្នុងការប្រកបវិជ្ជាជីវៈបង្រៀន ក្រោមកិច្ចសន្យា ឬ លក្ខន្តិកៈជាមួយស្ថាប័នសាធារណៈ ឬ ស្ថាប័នឯកជន ទោះស្ថិតក្នុងកាលៈទេសៈណាក៏ដោយ។ គ្រូបង្រៀនត្រូវខិតខំបំពេញការងារ ដោយផ្តល់អាទិភាពទៅ លើផលប្រយោជន៍របស់អ្នកសិក្សា និងផលប្រយោជន៍សាធារណៈ។

មាត្រា២៧

គ្រូបង្រៀនដែលប្រកបវិជ្ជាជីវៈបង្រៀន នៅក្នុងគ្រឹះស្ថានសិក្សាសាធារណៈ ឬ គ្រឹះស្ថានសិក្សាឯកជន មិនត្រូវប្រើប្រាស់មុខងារជាគ្រូបង្រៀនបង្ខំឱ្យអ្នកសិក្សាមកសិក្សាជាមួយខ្លួន ឬ គ្រូបង្រៀនផ្សេងទៀត ឡើយ។

ជំពូកទី៦

អវសានប្បញ្ញត្តិ

មាត្រា២៨

គ្រូបង្រៀនត្រូវគោរពតាមក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀននេះ។ ក្រសួងអប់រំ យុវជន និងកីឡា ត្រូវ រៀបចំបែបបទ និងនីតិវិធីនៃការអនុវត្តអនុក្រឹត្យនេះឱ្យមានប្រសិទ្ធភាព។

មាត្រា២៩

បទប្បញ្ញត្តិទាំងឡាយណា ដែលមានខ្លឹមសារផ្ទុយនិងអនុក្រឹត្យនេះត្រូវទុកជានិរាករណ៍។

មាត្រា៣០

រដ្ឋមន្ត្រីទទួលបន្ទុកទីស្តីការគណៈរដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា រដ្ឋមន្ត្រី រដ្ឋលេខាធិការ គ្រប់គ្រងក្រសួង ស្ថាប័នពាក់ព័ន្ធ ត្រូវអនុវត្តអនុក្រឹត្យនេះ ចាប់ពីថ្ងៃចុះហត្ថលេខាតទៅ។

ប្រភពអត្ថបទឡើងវិញដោយអាស្រ័យអត្ថន័យទាំងស្រុងពីអនុក្រឹត្យស្តីពីក្រមសីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀន (២០០៨)

APPENDIX B: Sub-Decree on Code of Teacher Professional Ethics in English Version

SUB-DECREE
ON
CODE OF TEACHER PROFESSIONAL ETHICS
DECISIONS
CHAPTER 1: GENERAL PROVISIONS
ARTICLE 1:

This sub-decree is aimed to determine the Code of Teacher Professional Ethics in Kingdom of Cambodia.

ARTICLE 2:

This sub-decree is aimed as following:

- To boost the morality of teachers
- To increase the dignity of teachers
- To efficiently advance the education quality and effectiveness.

ARTICLE 3:

This sub-decree is applied to all professional teachers who are holding the teaching profession in the Kingdom of Cambodia excluding the teachers in religion, military and troop, land administration department, Royal administration department, and judicial professional department.

ARTICLE 4:

The term "Teacher" used in this sub-decree is referred to teaching staffs of educational staffs within both public and private institutions that are lawfully given license.

CHAPTER 2: TEACHERS' RESPONSIBILITIES
ARTICLE 5:

Teachers shall respect the lives, body, psyche, and dignity of people in their period of teaching profession. Teachers shall strongly uphold the morality in their teaching profession.

ARTICLE 6:

Teachers shall keep their profession as confidentiality since it is restricted by law or other general provisions for sake of learners. Teachers shall strongly uphold noble liberation during their teaching profession such as following: Excellence, freedom, and independence in their daily teaching profession.

ARTICLE 7:

Teachers are to the guardians of the learners, listen to the learners, check, and advise the learners without any tendencies and discriminations: origins, ages, sex, language, races, nationality, color, disability, gender, beliefs, religions, social status, political tendency, resources, or even other educational situations and services.

ARTICLE 8:

Teachers shall uphold the conscientiousness in their teaching profession. Teachers have duties to develop the lesson plans and determine the understandable explanations in order to reach the education quality and effectiveness in regularly teaching basis.

ARTICLE 9:

Teachers shall do self-studies and conduct more researches for personal development or growth; and teachers shall habitually join the training activities. Teachers shall do self-evaluation and evaluate their individual performances.

ARTICLE 10:

Teachers have duty to support all educational activities and services of all managerial levels of educational authorities.

ARTICLE 11:

Teachers shall thoroughly speak and think of the speeches' repercussions to learners and the publics when they share any information regarding to public and private matters via any kinds of information sharing procedures. Teachers shall not practice any demagogueries towards the learners. In addition, teachers shall not reveal the evaluations of disciplinary judgment of administrative tasks and the people in educational circles as well as public circles.

ARTICLE 12:

Teachers shall not physically, mentally unite or even offer any chances to collapse the profits of the learners in any educational services. Teachers shall not punish the learners psychologically and physically, which leads to affect the learners.

ARTICLE 13:

Teachers shall not raise money, gather informal fees, or run any businesses within the classrooms. Teachers shall avoid running any businesses in the institutional environments.

ARTICLE 14:

Teachers shall avoid practicing any issues, which leads to disgrace their teaching profession and dignity. Teachers shall not offer any facilitative adjustments, which lead them to be illegal and against laws.

CHAPTER 3: TEACHERS' OBLIGATIONS ON LEARNERS, PARENTS, OR GUARDIANS

ARTICLE 15:

Teachers shall pay attention to explain, interpret, and coordinate learners the general knowledge based on their teaching subjects or majors.

ARTICLE 16:

Teachers have prior duty to support the learners, parents, or guardians without any discriminations. Teachers shall more assist the slow learners.

ARTICLE 17:

Teachers shall always lead classroom and outdoor activities and encourage the learners. Teachers have prior duty to teach without setting any pressures on the learners which aims to indirectly cheat the learners.

ARTICLE 18:

Teachers shall ease the learners in order to fairly benefit the social advantages and uphold the relationships with parents or guardians to follow up the learners' learning progresses.

ARTICLE 19:

Teachers shall not practice any illegal issues that leads to deconstructions of their teaching and learners' learning and examinations.

CHAPTER 4: RELATIONSHIPS BETWEEN TEACHERS AND TEACHERS AND TEACHERS AND NON-TEACHING STAFFS

ARTICLE 20:

Teachers shall preserve good interpersonal relationships with others for the sake of being role models for learners and retain teacher's honor and dignity.

ARTICLE 21:

Teachers shall not make any battles with other teaching professionals; nor with non-teaching staff. In case, there is a struggle, the teachers shall collaboratively adjust the issues, on behalf of friendly unity.

ARTICLE 22:

Teachers shall mutually support one another and collaboratively exchange the teaching experiences. Teachers are able to substitute one another if it is necessary, that is allowed by the heads of technical team and entity.

ARTICLE 23:

Teachers shall have good relationships with non-teaching staffs and respect the hierarchies of managerial levels.

CHAPTER 5: ABOUT POSSESSING PROFESSION

ARTICLE 24:

Teachers shall not commit any issues, which result wicked impacts or ruin education quality in their performances.

ARTICLE 25:

Teachers of the public institutions have privileges to teach in private classes apart from the public teaching hours.

ARTICLE 26:

Teachers must not lose the conscientiousness of teaching profession in their operational duties and obligations, teaching profession, under the contract or any conditions with the public or private entities in whatever circumstances. Teachers are to commit to operate the duties, which is prioritized to the advantages of the learners and the publics.

ARTICLE 27:

Teachers, who are holding teaching professions both public and private educational institutions, shall not use authority to force the learners have classes with them or even with other preferred teachers.

CHAPTER 6: FINAL PROVISIONS

ARTICLE 28:

Teachers shall follow this sub-decree on code of ethics for teaching profession. Ministry of Education, Youth, and Sports shall prepare related administrative documents and implement this sub-decree efficiently.

ARTICLE 29:

Any provisions that reverse to this sub-decree shall be absolutely abrogated.

ARTICLE 30:

The minister in charge of the office of the Board Ministers, minister of Ministry of Education, Youth, and Sports, ministers and general secretaries of all relevant ministries shall implement this sub-decree from the date of its signature onwards.

[Unofficial Translations from Teacher Professional Code of Ethics (in Khmer) issued by RGC in 2008]

APPENDIX C: The Official Letter for Data Collection (From NGPRC to PTEC)

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃចន្ទ ១៣ រោច ខែចេត្រ ឆ្នាំកុរ ឯកស័ក ព.ស ២៥៦៣
រាជធានីភ្នំពេញ ថ្ងៃទី ២០ ខែ មេសា ឆ្នាំ ២០២០

គោរពជូន

លោកបណ្ឌិត ស៊ីក សេង នាយកវិទ្យាស្ថានគរុកោសល្យរាជធានីភ្នំពេញ

កម្មវត្ថុៈ សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ជីង កេង** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាស្ថាន
គរុកោសល្យរាជធានីភ្នំពេញ ក្នុងរយៈពេល ២ខែ ដោយគិតចាប់ពីថ្ងៃទី ២០ ខែមេសា ឆ្នាំ
២០២០ដល់ថ្ងៃទី ២០ ខែមិថុនា ឆ្នាំ២០២០។

សេចក្ដីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយកវិទ្យាស្ថានឱ្យបានជ្រាបថា
លោក **ជីង កេង** ជាគរុនិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រើក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌល
ស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ លោក **ជីង កេង** មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ
**ការយល់ឃើញរបស់គរុនិស្សិត សាស្ត្រាចារ្យ និងនាយក នៃប្រសិទ្ធភាពក្នុងការអនុវត្តក្រម
សីលធម៌វិជ្ជាជីវៈគ្រូបង្រៀនក្នុងប្រទេសកម្ពុជា ករណីសិក្សានៅ វិទ្យាស្ថានគរុកោសល្យរាជ
ធានីភ្នំពេញ** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រើក្សាគរុកោសល្យ។
គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទ
ស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការផ្ដល់ការរៀន និង
បង្រៀនឱ្យកាន់តែប្រសើរឡើងថែមទៀត។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត ជួយសម្រួលនិងសហការដល់គរុនិស្សិតរូបនេះ បានចុះ
ប្រមូលទិន្នន័យ ដូចមាននៅក្នុងកម្មវត្ថុខាងលើនេះ ដោយក្ដីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពដ៏រាប់អាននិងស្មោះអំពីខ្ញុំបាទ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិត ច័ន្ទ រ័ត្ន

APPENDIX D: The Official Response Letter from PTEC

វិទ្យាស្ថានគរុកោសល្យរាជធានីភ្នំពេញ

Phnom Penh Teacher Education College

ថ្ងៃពុធ ០១កើត នៃពិសាខ ឆ្នាំជូត ទោសក័ ព.ស. ២៥៦៤

រាជធានីភ្នំពេញ ថ្ងៃពុធ ទី២២ នៃមេសា ឆ្នាំ២០២០

គោរពជូន

ឯកឧត្តមបណ្ឌិតសភាចារ្យ **ច័ន្ទ រ័ត្ន** ប្រធានមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

កម្មវត្ថុៈ យោងតាមលិខិតស្នើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **ជិន ពេជ** ចុះថ្ងៃចន្ទ ១២រោច នៃចេត្រ ឆ្នាំ
កុរ ឯកស័ក ព.ស. ២៥៦៣ ត្រូវនិងថ្ងៃចន្ទ ទី២០ នៃមេសា ឆ្នាំ២០២០របស់**មជ្ឈមណ្ឌលស្រាវជ្រាវ
គរុកោសល្យជំនាន់ថ្មី** មក **វិទ្យាស្ថានគរុកោសល្យរាជធានីភ្នំពេញ**។

គមៈ ខ្ញុំបាទសូមគោរពជម្រាបជូន **ឯកឧត្តមបណ្ឌិតសភាចារ្យ** ប្រធាន**មជ្ឈមណ្ឌលស្រាវជ្រាវ
គរុកោសល្យជំនាន់ថ្មី**ឱ្យបានជ្រាបថាៈ គរុនិស្សិតឈ្មោះ **ជិន ពេជ** ត្រូវបានអនុញ្ញាតឱ្យចុះប្រមូល
ទិន្នន័យពីនាយកវិទ្យាស្ថាន *០១*មួយរូប សាស្ត្រាចារ្យ*០៧*ប្រាំពីររូប និងគរុនិស្សិត *១៣*ដប់បីរូប នៅ**វិទ្យា
ស្ថានគរុកោសល្យរាជធានីភ្នំពេញ**ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំផ្នែក
ទេសប្រឹក្សាគរុកោសល្យ។

អាស្រ័យហេតុដូចបានជម្រាបជូនខាងលើនេះ សូមឯកឧត្តមបណ្ឌិតសភាចារ្យ ជ្រាបជាព័ត៌មាន។

សូមឯកឧត្តមបណ្ឌិតសភាចារ្យទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

នាយកវិទ្យាស្ថាន

បណ្ឌិត សិត សេង

APPENDIX E: In-Depth-Interview Guide with Consent Form (For Director)

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

CONSENT FORM

Dear Respected Director:

I am CHUENG Pich (Mr.), a candidate of the Master's Degree of Education in Mentoring (M.Ed. in Mentoring) of New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). We are the first cohort of this intensive program of NGPRC of NIE. Officially, I am required to write a mini thesis in order to fulfill the partial requirements of the Master's Degree of Education in Mentoring. Recently, I am now conducting the research on "**Perceptions of Trainees, Trainers, and a Director on the Effectiveness of Implementing Teacher Professional Ethics in Cambodia: A Case Study at Phnom Penh Teacher Education College.**" This mini research thesis is intentionally aimed to discover the vivid perceptions from the target participants on the effectiveness of the implementations of Teacher Professional Ethics. Most significantly, the findings could be the appealing reflection to the relevant people and institutions as long as they review their done and applying practices. This study could also become a central reference to the future researches in Cambodia since it is needed to be more conducted such a typical research. Therefore, I am writing this consent letter to well inform you that you are honorably invited to share your empirical opinions (perceptions) regarding to these following questions. Your participation is highly respected and useful to the study.

Interviewee: _____   I, _____, agree to

Date Issued: _____   participate in this research study. I am sure

Signature: _____   with content form of study here.

អាសយដ្ឋាន៖ មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ I, រាជធានីភ្នំពេញ, លេខទូរស័ព្ទ និងអ៊ីនធឺណិតសាម៖ ០១១៦៦៧០៣៨
Address: #123. Preah Norodom Blvd. National Institute of Education. Building I. Phnom Penh. Cambodia. www.nie.edu.kh

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In-Depth-Interview Guide (*For Director*)

I. **Personal Information**

1. How old are you?
2. Where are you from?
3. What is your educational background?
4. How long have you been holding the leadership position at PTEC?
5. What is your last educational degree?

II. **Perceptions on Basic Understanding the Code of TPE in Cambodia**

Q#1: *What are the participants' perceptions on the basic understanding of the code of TPE?*

1. Have you ever seen or read the code of TPE?
2. Where did you find the sub-decree of code of TPE?
3. What does Cambodian Teacher Professional Ethics (TPE) mean?
4. How important is TPE to trainers?
5. Why do Cambodian trainers need to adhere the code of TPE in Cambodia?

III. **Perceptions on Barriers Hindering Teachers Implementing TPE**

Q#2: *What are the participants' perceptions on the barriers hindering the effectiveness of the implementations of TPE?*

1. What are the barriers hindering trainers at PTEC from implementing TPE?
2. What will be barriers hindering trainees from implementing TPE when they become teachers?
3. In the name of a director, what do you think are the effective strategies to cope with the barriers hindering trainers from implementing TPE?

IV. **Perceptions on the Effectiveness of Implementing TPE**

Q#3: *What are participant's perceptions on the effectiveness of implementing TPE?*

1. What are the obligations of the trainers at PTEC?
2. To what extent do you think the trainers apply their obligations?
3. How is relationship between trainers & trainers and trainers and non-training staff at PTEC?
4. What unethical issues do you observe trainers at PTEC are applying?
5. What ethical issues do you observe trainers at PTEC are applying?

V. **Suggestions Towards Better Implementations of TPE**

Q#4: *What are the participants' constructive suggestions for solving unethical issues of implementing TPE at PTEC?*

1. What are your constructive suggestions for increasing better implementations of TPE at PTEC?
2. What are your perspectives regarding the effectiveness of implementing TPE at PTEC?

អាសយដ្ឋាន មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ I, រាជធានីភ្នំពេញ, លេខទូរស័ព្ទ និងទូរសារក្រមៈ ០១១៦៩៨០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh

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APPENDIX F: In-Depth-Interview Guide with Consent Form (For Trainers)

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

CONSENT FORM

Dear Respected Trainers:

I am CHUENG Pich (Mr.), a candidate of the Master's Degree of Education in Mentoring (M.Ed. in Mentoring) of New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). We are the first cohort of this intensive program of NGPRC of NIE. Officially, I am required to write a mini thesis in order to fulfill the partial requirements of the Master's Degree of Education in Mentoring. Recently, I am now conducting the research on "**Perceptions of Trainees, Trainers, and a Director on the Effectiveness of Implementing Teacher Professional Ethics in Cambodia: A Case Study at Phnom Penh Teacher Education College.**" This mini research thesis is intentionally aimed to discover the vivid perceptions from the target participants on the effectiveness of the implementations of Teacher Professional Ethics. Most significantly, the findings could be the appealing reflection to the relevant people and institutions as long as they review their done and applying practices. This study could also become a central reference to the future researches in Cambodia since it is needed to be more conducted such a typical research. Therefore, I am writing this consent letter to well inform you that you are honorably invited to share your empirical opinions (perceptions) regarding to these following questions. Your participation is highly respected and useful to the study.

Interviewee: _____   I, _____, agree to

Date Issued: _____   participate in this research study. I am sure

Signature: _____   with consent form of study.

In-Depth-Interview Guide (*For Trainers*)

I. Personal Information

1. How old are you?
2. Where are you from?
3. Do you have a part-time or full-time job here?
4. How long have you trained the trainees?
5. What is your last educational degree?

II. Perceptions on Understanding the Code of TPE in Cambodia

Q#1: *What are the participants' perceptions on the basic understanding of the code of TPE?*

1. Have you ever seen or read the code of TPE?
2. Where did you find the sub-decree of code of TPE?
3. What does Cambodian Teacher Professional Ethics (TPE) mean?
4. How is TPE important to you as a trainer?
5. Why do Cambodian trainers need to adhere the code of TPE in Cambodia?

III. Perceptions on Barriers Hindering Teachers Implementing TPE

Q#2: *What are the participants' perceptions on the barriers hindering the effectiveness of the implementations of TPE?*

1. What are the barriers hindering trainers at PTEC from implementing TPE?
2. What barriers hindering teachers from implementing TPE do you think trainees will face?
3. In the name of a trainer, what do you think are the effective strategies to cope with the barriers hindering trainers at PTEC from implementing TPE?

IV. Perceptions on the Effectiveness of Implementing TPE

Q#3: *What are participant's perceptions on the effectiveness of implementing TPE?*

1. What are the obligations of the trainers?
2. To what extent do you think the trainers at PTEC apply their obligations?
3. How is relationship between trainers & trainers and trainers & non-training staff of PTEC?
4. What unethical issues do you observe trainers at PTEC are applying?
5. What ethical issues do you observe trainers at PTEC are applying?

V. Suggestions Towards Implementations of TPE

Q#4: *What are the participants' constructive suggestions for solving unethical issues of implementing TPE at PTEC?*

1. What are your constructive suggestions for increasing better implementations of TPE at PTEC?
2. What are your perspectives regarding the effectiveness of implementing TPE at PTEC?

អាសយដ្ឋាន មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ I, រាជធានីភ្នំពេញ, លេខទូរស័ព្ទ និងទូរសារក្រោម ០១១៦៥៧០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh

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APPENDIX G: In-Depth-Interview Guide with Consent Form (For Trainees)

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

CONSENT FORM

Dear Valuable Trainees:

I am CHUENG Pich (Mr.), a candidate of the Master's Degree of Education in Mentoring (M.Ed. in Mentoring) of New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). We are the first cohort of this intensive program of NGPRC of NIE. Officially, I am required to write a mini research thesis in order to fulfill the partial requirements of the Master's Degree of Education in Mentoring. Recently, I am now conducting the research on **"Perceptions of Trainees, Trainers, and a Director on the Effectiveness of Implementing Teacher Professional Ethics in Cambodia: A Case Study at Phnom Penh Teacher Education College."** This mini research thesis is intentionally aimed to discover the vivid perceptions from the target participants on the effectiveness of the implementations of Teacher Professional Ethics. Most significantly, the findings could be the appealing reflection to the relevant people and institutions as long as they review their done and applying practices. This study could also become a central reference to the future researches in Cambodia since it is needed to be more conducted such a typical research. Therefore, I am writing this consent letter to well inform you that you are honorably invited to share your empirical opinions (perceptions) regarding to these following questions. Your participation is highly respected and useful to the study.

Interviewee's Name: _____

Date of Interview: _____

Interviewee's Signature: _____

I, _____, agree to participate in this research study. I am sure with content form of study here. Thank you!!!

The In-Depth-Interview Guides (*For Trainees*)

I. **Personal Information**
  1. How old are you?
  2. Where are you from?
  3. What academic courses are being trained at PTEC?
  4. How long have you been trained at PTEC?
  5. How long does the program last?

II. **Perceptions of Basic Understanding the Code of TPE in Cambodia**
  Q#1: *What are the participants' perceptions on the basic understanding of the code of TPE?*
  1. Have you ever seen or read the code of TPE?
  2. Where did you find the sub-decree of code of TPE?
  3. What does Cambodian Teacher Professional Ethics (TPE) mean?
  4. How is code of TPE important to a trainer?
  5. Why do Cambodian trainers need to adhere the code of TPE in Cambodia?
  6. Have you been trained the code of TPE?

III. **Perceptions on Barriers Hindering Teachers Implementing TPE**
  Q#2: *What are the participants' perceptions on the barriers hindering the effectiveness of the implementations of TPE?*
  1. What are the barriers hindering trainers at PTEC from implementing TPE?
  2. What barriers hindering you from implementing TPE do you expect when you become a government teaching staff?
  3. What do you think are the effective strategies to cope with barriers hindering implementing TPE at PTEC?

IV. **Perceptions on the Effectiveness of Implementing TPE**
  Q#3: *What are participants' perceptions on the effectiveness of implementing TPE?*
  1. What are the obligations of the trainers at PTEC?
  2. To what extent do you think the trainers apply their obligations?
  3. How is the relationship between trainers & trainers and trainers & non-training staff of PTEC?
  4. What unethical issues do you observe trainers are applying?
  5. What ethical issues do you observe trainers are applying?

V. **Suggestions Towards Better Implementations of TPE**
  Q#4: *What are the participants' constructive suggestions to solving unethical issues of implementing TPE at PTEC?*
  1. What are your constructive suggestions increase better implementations of codes of TPE at PTEC?

APPENDIX H: Appendix H: Interview Schedule with Participants at PTEC

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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IN-DEPTH INTERVIEW SCHEDULE

Participant	Position	Date	Place	Interview Tool	Other
P1	Director	June 01, 2020	PTEC	In-Depth-Interview Guides	
P2	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	
P3	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	
P4	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	
P5	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	
P6	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	
P7	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	New
P8	Trainer	June 02, 2020	PTEC	In-Depth-Interview Guides	New
P9	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P10	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P11	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P12	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P13	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P14	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P15	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P16	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P17	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P18	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	
P19	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	New
P20	Trainee	June 02, 2020	PTEC	In-Depth-Interview Guides	New

Phnom Penh, Date Issued: 01/ June / 2020
Prepared by

CHUENG Pich

អាសយដ្ឋាន៖ មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ I, រាជធានីភ្នំពេញ, លេខទូរស័ព្ទ និងទូរសារ៖ ០១១៦៨៧០៣៨
Address: #123, Preah Norodom Blvd, National Institute of Education, Building I, Phnom Penh, Cambodia, www.nie.edu.kh

Empowering educators with ethical and evidence-based practices