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Full Length Research Paper

Influence of Leadership styles on Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania

Haruni J. Machumu^{1*} and Mafwimbo M. Kaitila²

¹Department of Education Foundations and Teaching Management, Faculty of Social Sciences, Mzumbe University, Tanzania.

²Assistant Regional Education Officer, Geita Regional Administrative Office, Tanzania.

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This study reports on the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. The study employed cross sectional research design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts. Interviews, documentary analysis and questionnaires were used to collect data. The data were analyzed both qualitatively and quantitatively using tables, frequencies and percentages. It was found that the democratic leadership style was the most dominant in best performing primary schools. It is therefore suggested that there is much to be learnt with democratic leadership style as a copying strategy in least performing primary schools. Moreover, level of teachers' job satisfaction was reportedly high in best performing schools compared to least performing schools. The findings commended that democratic leadership style is the one which promotes high teachers' job satisfaction among teachers in primary schools.

Keywords: Leadership, leadership styles, primary schools, teachers and job satisfaction.

INTRODUCTION

Tanzania has increased enrolment in almost all levels of education; however, much of it is witnessed at primary and secondary schools. Considerable attention is paid to education for sustainable development, peace and stability. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development, but also in the on-going rapid globalization. Despite this truth, the role of head teachers at school level is a critical factor in determining successful implementation of a school based

management and satisfaction of teachers. In support of this understanding, the Commonwealth Secretariat (1996) comments that, one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided by each school.

Good school - based management requires effective school leadership whereby school head teachers are able to handle both external operations as well as the school environment interaction (Lambert et al., 2001). This is

E-mail: Ojosunny2001@yahoo.com

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because leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goal (Akerlele, 2007). For instance, Greenleaf (1977) pinpoints that a servant-leader enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring society. That is to say, a servant-leader is servant first; who is eagerly to serve first; who naturally think about serving other by employing democratic foundations for passing decision and how to implement them. Numerous studies of organization and management in respect to leadership have consistently indicated that leadership style is a critical factor in organizational performance and effectiveness; affecting positively and/or negatively organizational process and structure, patterns of social interaction, members' beliefs, attitudes and job behaviors (Shum and Cheng, 1997). In this regard, schools need effective leadership style to give intended results and bring job satisfaction to teachers. Head teachers leadership style can be categorized into autocratic, democratic, dictatorship and laissez faire.

Background of the Study

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Northouse, 2010). School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives (educational objectives). Leadership style and job satisfaction seem to go hand in hand with fulfilling their roles and functions towards teachers' job satisfaction, head teachers adopt various leadership styles or they exhibit various behavior patterns. Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and should be underscored. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal.

In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Northouse (2010) believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leadership is essential to turning around the nation's failing schools.

Schools leaders (head of schools, principals, managers) are suppose to possess ability of influencing their staffs, parents and other stakeholders of education to make sure their schools successfully attain its pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academic as anticipated. However, appropriate leadership styles that influence teachers' job satisfaction and performance should be employed if we attain academic excellence in most of our schools. Much of the existing research on leadership styles and its effects on employee work attitudes and behavior have been more confined to the western world than in developing world, Tanzania exclusively (Öner, 2012); Leithwood et al., 2004; Bass, 1999). It is therefore appropriate to confirm the different effects of the dimensions of leadership styles on teachers' job satisfaction, work attitudes, performance and behavior in a non-western society like Tanzania.

Theoretical and empirical support for the influence leadership styles and job satisfaction has been reported in a number of studies undertaken in different countries across the world including Tanzania, and in a variety of organisational contexts, among both non-educational and educational organizations. In general a number of scholars (Greenleaf, 1977; Podsakoff et al, 1990; Davis, 2003; Yukl, 2002) pointed out that research on leadership style have generated empirical results that have verified the impact of leadership style on employee attitude, effort, and in-role performance.

However, in spite of the extensive research and accumulated evidence on the effects of leadership style on performance and job satisfaction similar stream of research has been very limited in educational settings (Leithwood et al., 1999). The situation appears to show that a reasonable large corps of evidence by social science standards is available but it is quite uneven in quality and distribution across many different types of outcomes. In this regard, therefore, Edwards and Gill (2012) have strongly argued that more research is needed to understand the effects of leadership styles on teachers' job satisfaction in school settings. The study expects to add more knowledge and understanding of the effects of leadership styles on teachers' job satisfaction in school settings. In this paper, job satisfaction means the overall summary evaluation a person makes regarding his/her work environment. It has been linked to teachers' higher levels of motivation, performance and productivity. Head of schools on the other hand, are supposed to possess the ability of influencing their staffs, students, parents and other education stakeholders to make sure that their schools successfully attain the pre-intended objectives through influencing teachers to performs well their responsibilities and learners perform well in their academic as anticipated. Rugg (2005) explain that numerous studies have indicated that leadership can make difference in organizational performance as well as individual satisfaction.

In school contexts, previous researchers have established that schools with satisfied teachers are more productive than schools with dissatisfied teachers. For example, Ostroff (1992) measured the job satisfaction levels of 13, 808 high-school and junior school teachers throughout the USA and Canada and collected various indices of performance of the 298 schools in which they worked (percentage of students graduating, academic performance levels, and vandalism expenditures). She found that most measures of school performance were significantly linked to teachers' job satisfaction. From the trend of the results, she concluded that schools with more satisfied teachers were more effective than those with less satisfied ones. Against this background it would be very interesting to find out the type of leadership style that goes with effective job satisfaction among teachers in some selected primary schools in Songea district, Tanzania.

Statement of the Problem

Leadership style employed in any organization influence two major things: job satisfaction and organization performance. To determine the kind of leadership style that goes with teachers' job satisfaction in educational setting (institutions) has remained a problem in many countries the world over, including Africa. Yet most primary schools in Tanzania, particularly government - owned primary schools, are facing the problems of leadership due to limited professional development opportunities, and inadequate teachers' professional support and supervision (Bennell and Mukyanuzi, 2005). Most primary schools in Songea and Morogoro districts that are facing the problem of leadership would appear to find themselves in a corner with regards to deciding which one of the leadership styles is best and more acceptable or which one causes problems to primary schools teachers in relation to their job satisfaction. Differences in leadership styles used by head teachers have been raised in performance of schools in which some perform better while others perform poorly. Frequently, conflicts between teachers and head teachers, poor attendance of teachers, teachers' truancy without apparent reason, teachers' persistence behavior in drinking alcohol during working hours are said to be related to head teachers' leadership style. Most of research conducted in the field of leadership styles and job satisfaction were based on transformation and transactional leadership (Nguni, 2005). In Tanzania, the issue has been researched on the effects of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behavior in Tanzanian primary and secondary schools (Goldberg et al., 2008). This study, therefore, took up the task of filling the existing gap through an empirical investigation of the leadership styles used by head teachers in primary schools in Songea and Morogoro districts, Tanzania.

Purpose of the Study

The purpose of the study was to investigate the standard leadership styles used by head teachers in primary schools is the best and more acceptable and which one problem with regard to cause teachers' job satisfaction. Specifically, the study sought to examine the dominant leadership style in use by head teachers in primary schools; investigate the current level of job satisfaction among the teachers in primary schools and finally, to identify the type of leadership styles that promote high teachers job satisfaction among the teachers in primary schools in Songea and Morogoro Districts.

Research questions

This study was guided by the following research questions;

1. What is the dominant leadership style that influences high job satisfaction among teachers in primary schools?
2. Which type of leadership style promotes high teachers job satisfaction in primary schools?

METHODOLOGY

This study employed cross-sectional survey design with qualitative and quantitative research approaches (to provide a holistic picture and in-depth understanding of the problem) since the design entails the collection of data on more than one case and at a single point in time, in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of associations (Bryman, 2001; Cohen and Morrison, 2002). Questionnaires, documentary review and semi-structured interviews were used as a research instruments in the process of data collection. The study focused on public primary (ten best performing and ten least performing) schools. National standard seven examinations results and teachers performance districts wise (Songea and Morogoro) was employed as inclusion and exclusion factors. The sample involved 20 primary schools and 200 teachers (20 head teachers, 20 deputy head teachers and 80 classroom teachers).

The study employed purposive sampling techniques and stratified random sampling to obtain appropriate sample. Purposive sampling was used to select head teachers and their deputies while stratified random sampling was used to select classroom teachers and primary schools, According to Krishnaswami and Ranganatham (2009) the power of purposeful sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied. In order to assure reliability and validity of instrument in this study, multiple data collection techniques known as triangulation were applied. In order to test validity and reliability of instruments, pilot studies were conducted at Wino primary school (Songea) and Mwere and Bungo primary schools (Morogoro) taken as best performing school and Makambi primary school (Songea) and Mkundi and Kingolwira (Morogoro) taken as least performing schools. The aim was to test the validity of instruments in generating necessary information before embarking in data collection. In so doing, ambiguities and unclear questioning were identified and necessary modifications were made. The data were analyzed and processed in both quantitative and qualitative approaches. The

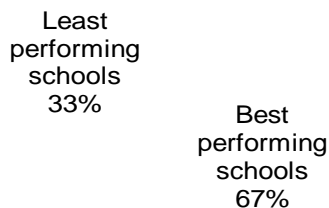


Figure 1. Percentages of Democratic Leadership Style in use of best and poor performing school.
Source: Research Field data, 2013.

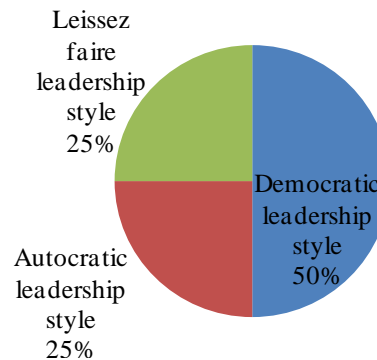


Figure 2. The general dominant leadership style in use in both school categories.
Source: Research Field data, 2013.

quantitative data presented in the form of numbers, summarized in tabular form where pie chart and percentages of data derived from documents and questionnaires calculated to facilitate understanding. Out of 160 respondents who were supplied with questionnaires only 159 respondents filled and returned the questionnaires. One teacher from one of best performing schools was asked to volunteer for interview. However, Software Package for Social Sciences (SPSS) was used to process quantitative data.

Content analysis was used to process qualitative information. It enabled researchers to organize a large amount of materials. This was done by developing appropriate categories/ratings or scores that the researchers used for subsequent comparison and analysis which based on identifying themes and patterns. Some of the data presentation was given in the form of descriptive analysis. However, categorizations of related topics where major concepts or themes identified and analyzed were done.

RESULTS AND DISCUSSION

Presentation of findings is in both descriptive and inferential statistics. Presentation of inferential statistics follows the sequence of the research questions investigated. The presentation is done by using figures. The participants were selected from 20 out of 91 primary schools in both districts based on best performing schools and least performing schools. Both male and female teachers participated in the study. Each selected primary school in studied areas had ten teachers consisting of eight teachers, deputy head teachers and head teachers. Because 20 primary schools were studied, 40 head teachers and their deputies; 160 classroom teachers participated in the study. These results are presented and discussed hereunder in respect of research questions.

Research question 1: What is the dominant leadership style that influences high job satisfaction among teachers in primary schools?

To answer this question, respondents from both best performing and least performing schools were supplied with questions requested to provide their general responses

whether YES or NO according to their knowledge. The aim was to gauge respondents perceptions on which were dominant leadership style that influences high job satisfaction among teachers in selected primary schools. The findings obtained from heads of schools and their deputies, as well as teachers. The findings indicated that the use of democratic leadership style in Songea and Morogoro districts differed according to school performing category. Best performing schools use more democratic leadership style as identified in Figure 1 and 2.

Data in figure 1 indicates that best performing schools use more democratic leadership style (67%) compared to least performing schools (33%) in Morogoro and Songea districts. This implies that head teachers' in the study area should emulate and foster use of democratic leadership style as a means to influence teachers' job satisfaction. On the other hand, response from interview with head teachers from best performing school in both Songea and Morogoro districts primary schools revealed that teachers like any other human being need someone who care, share, help, and engage with them not only at school but also in social issues. A head teacher from best performing school in Morogoro district said with such experience, "...teachers in my school are involved in all issues in such a way that they feel they are doing their own work... for example nowadays we do offer remedial classes to standard seven as to prepare them for final exams...I do serve, lead and teach the same as my teachers do..." (Head teacher, March, 2013).

On the overall, the data on this current study reveal that democratic leadership style can be used to accelerate teachers' job satisfaction as they likely to be engaged, cared and valued for their contribution hence good performance.

Information in figure 2 indicates that leissez faire leadership style (25%), autocratic leadership style (25%) and democratic leadership style (50%) in Songea and Morogoro districts indicates that the dominant leadership style in primary schools in both studied districts differed according to school performance category. Yet, head

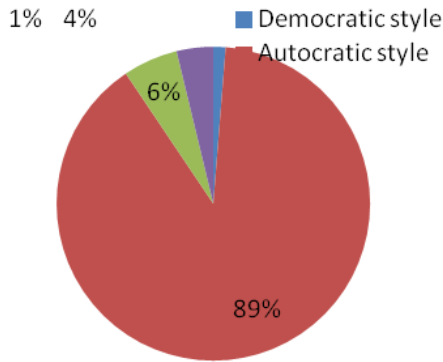


Figure 3. The percentage distribution of respondents showing leadership style encourages low teacher job satisfaction.

Source: Research Field data, 2013.

three types of leadership styles. The trend however revealed that democratic leadership style is dominant in best performing schools while autocratic leadership style is dominant in poor performing schools. During interview, a teacher from one of least performing school in Morogoro districts had the following to say:

“...I have been in this school for ten years now, but a head teacher in this school is not easy well understood in terms of leadership style, he is like chameleon...today you found him like servant-leader...tomorrow like autocratic leader...another day democratic leader...” (Classroom teacher, March, 2013).”

The finding concur with what was observed in Songea district as presented in figure 2, that almost all head teachers were found practicing all three types of leadership style but in different perspectives.

Data in figure 3 indicates that autocratic leadership style encourages low teachers job satisfaction in primary schools in Songea and Morogoro districts (89%) compared to democratic leadership style (1%), Laissez faire (6%) and the all styles depend the situation (4%). Questionnaires were distributed to 159 respondents to gauge their perception on how autocratic leadership style encourages low job satisfaction in primary schools as compared to other leadership styles such democratic leadership style which promotes high teachers' job satisfaction. These results are summarized in table 1.

Table 1 shows that the standard deviation of relationship between autocratic leadership style and teachers job satisfaction in primary schools in Songea and Morogoro districts is low (1.90115) compared to democratic leadership style (5.40531), and Laissez faire (2.21839) respectively. The study finding is in line with the findings made by Bryman (1992) who asserts that democratic leadership prevails in high performing schools whereby teachers in schools need to be involved in the school's administration and in the implementation of

teachers in all primary schools were noted to practice all decisions because these affect them directly. School head teachers contended that democracy was the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. In one of the best performing schools from S district that were studied, A head teacher had this to say:

“...I always involve my teachers in all issues done in my school, though are involved only in good things that leads to the achievement of school objectives and those brings good achievement to my school. Things those are not good, I must decide myself not involving teachers and I am always a last decision maker to all issues that does not bring success to my school...” (Head teacher, March, 2013).

This finding further corroborates with the findings made by Griffith (2005), who observed that head teachers 'democratic leadership skills significantly related to highly teachers' job satisfaction since democratic leadership in school reduces teachers isolation, use bureaucratic mechanism to support cultural changes, share leadership skills with others by delegating power and actively communicating the school norms and beliefs. Rugg (2005) has an opinion that criteria underpinning democratic leader is likely to be same as servant-leader who shares power care subordinates, focus on growth and well-being of people as well as puts the needs of others first and helps people develop and perform as highly as possible. This implies that head teachers in best performing schools do the right things, share power, focus on person well-being, demonstrating high moral and ethical behavior and therefore do not use their position and abilities to achieve personal interest but make efforts to achieve the aims of their schools for good society build up. As a result these leaders were likely to have teachers who experience higher levels of satisfaction.

This finding concur with the findings by Evan (1998) and Ijaiya (2000) who assert that the more head teachers practiced democratic leadership style the more they were likely to report job satisfaction in primary schools. In other words, teachers' job satisfaction in best performing primary schools in Songea and Morogoro districts was explained by the prevailing democratic style of leadership, which related with the previous research by Goldberg et al. (2008) who argued that there was a significant relationship between democratic leadership style and high job satisfaction of teachers in high performing schools. This is in agreement with the common sense view, that leaders are essential and have an impact on the performance of the organization. In addition to that school departments were empowered to lay strategies in order to improve teaching and learning as well as teachers' job satisfaction in the school. The

Table 1. Descriptive statistics on how autocratic leadership style encourages low job satisfaction as compared to other leadership styles.

Type of Leadership style	Mean	Std. Deviation	N
Democratic Leadership Style	11.8113	5.40531	159
Autocratic Leadership Style	3.1761	1.90115	159
Leissez Faire Leadership Style	2.2013	2.21839	159
Total Job satisfaction	15.2390	9.68652	159

Source: Research Field data, 2013.

study revealed that good leadership was associated with a caring environment in the high performing schools and this kind of caring environment is sometimes associated with good leadership and may lead to teachers' job satisfaction. This seems to be in agreement with Wing's (2003) view that the feeling that no one cares is pervasive and corrosive. Real working is difficult to sustain in an atmosphere rife with mistrust.

It was discovered to that in best performing schools used dispersed or distributed leadership associated with overall school improvement and all teachers were associated in the planning process whereby the planning process was collaborative, ownership and sustainable. This eventually had an effect on the overall teachers' job satisfaction in most of the best performing schools investigated. This finding agreed with the finding by Bass (1985) who revealed that the supervisors ability to associate subordinates in planning process, demonstrating trust and confidence in teachers, ability to talk one-to-one and ability to show personal in others are strongly correlated to high job satisfaction together with democratic leadership style and leaders efforts to motivate subordinates.

The current study in Songea and Morogoro district has surprisingly proved that poor performing schools were dominated by use of autocratic leadership style. In the light of these findings poor performing schools can be suspected to have coercive leaders who often create a reign of terror, bullying and demeaning their subordinates, roaring with displeasure at the slightest problem. Under such kind of circumstances, teachers get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets, leading to low job satisfaction on the part of the teachers. Therefore, the greater use of autocratic style, the lower the teachers' job satisfaction. In support of that, one head teacher from one of poor performing school during the interview clarified that:

"... in my school when a teacher make any mistake, I have to reprimand him/her orally, and if the same mistake repeated then I tell a teacher to write a note to make an apology on the same..., but at the same time I have to note down as my reference in note book... also in my school I do report lazy teachers to the district Education

office so that they can be punished for their blunders otherwise things will not go as planned..." (Head teacher, March, 2013).

This finding concur with the findings by Akelele (2007) who found no significant relationship between head teachers' autocratic leadership style and teachers' job satisfaction in primary schools. This interpretation is similar to the comment given by Siskin (1994) and Gronn (2000) who assert that School leaders who use the authoritarian leadership style lead to poor job satisfaction, because they adopt harsh leadership styles, which are highly resented by their subordinates. From the study, it was discovered that one of the used approach to leadership was the situational leadership. School head teachers have, thorough experience, come to terms with the fact that the adoption of a particularly relevant style in a specific situation leads to school effectiveness and teachers' job satisfaction, rather than relying on a single style of one's choice. The participants revealed that leadership is dictated by environmental changes within and outside the school. This study finding agreed with the study by Cheng and Mullins (2002) who asserted that the relationship between school teachers' job satisfaction and leadership style is moderated by the situational factors.

Consequently, the conclusion of the study to the research question under review is that the dominant leadership style in primary schools in Songea and Morogoro districts differed according to school performance category whereby democratic leadership style is dominant in best performing schools while autocratic leadership style is dominant in poor performing schools. The directional hypotheses tested, confirmed these conclusions.

Research question 2: Which type of leadership style promotes high teachers job satisfaction in primary schools?

When respondents were asked which type of leadership style promotes high teachers job satisfaction in primary schools, their responses are summarised in Table 1 and Figure 2 respectively.

Decision range is 55%. This means that 55% - 100% = High job satisfaction and < 55% = Low job satisfaction.

Table 2. Leadership Style Promotes High teacher Job Satisfaction.

Type of Leadership style	Frequency	Percent	Decision	Valid percent	Cumulative percent
Democratic Leadership	147	92.5	High	92.5	92.5
Autocratic Leadership	00	00	Low	00	00
Valid Laissez-Faire Leadership	00	00	Low	00	00
All of the above depending on the situation	12	7.5	Low	7.5	100.0
Total	159	100.0		100.0	

Source: Research Field data, 2013.

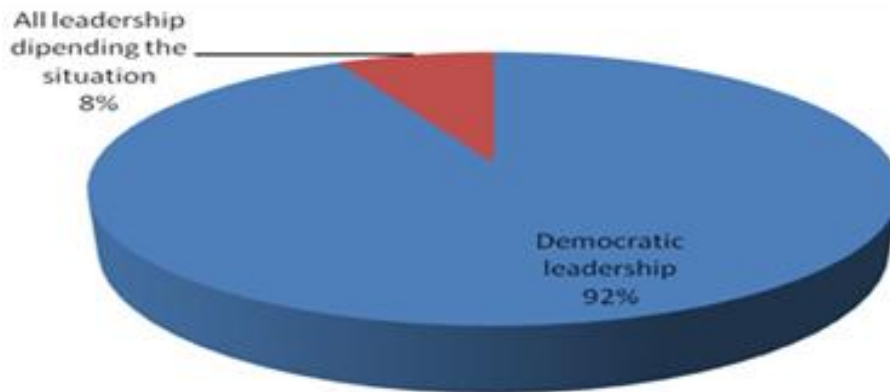


Figure 4. Distribution of percentage showing leadership style promotes high teacher job satisfaction.
Source: Research Field data, 2013.

Data in Table 2 shows that democratic leadership style promotes high teachers job satisfaction in primary schools in Songea and Morogoro districts (92.5%) compared to autocratic leadership style (0%), laissez-faire (0%) and the all styles depending on the situation (8%) as also indicated in Figures 3 that depict the same results.

Figure 4 shows that majority of respondents (92%) answered positively that democratic leadership style promotes high teachers job satisfaction in primary schools in Songea and Morogoro districts followed by other leadership styles; all leadership styles depending on the situation (8%), autocratic and Laissez faire (0%) respectively. Based on the data, the current study found that democratic leadership style promotes high teachers job satisfaction.

The results implies that the more the head teachers practiced democratic leadership style the more teachers were likely to report high job satisfaction. In other words, democratic leadership style is the type of leadership promotes high teachers job satisfaction in primary schools. This also supported by Spillane (2006) who found that democratic leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of teachers' job satisfaction, attainment and

achievements. Democratic leadership recognizes individuals teachers in formal and informal positions to take responsibility for leadership activities by a network of interactions in schools. In this context, democratic leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of democratic leadership in action.

The general implication to be drawn from the study when viewing democratic leadership style in relation to promote teachers job satisfaction is that when exercising this type of leadership behavior, head of schools would necessary support followers as they try new approaches and develop innovative and proactive ways of dealing with issues in the school. Democratic leadership style promotes in followers the practice of thinking out their own and engaging in careful problem solving. The leader provides a flow of ideas, questions, and assumptions and creates a broad, imaginative picture and encourages followers to come up with their own structures and solutions to the problems. In the same vein, Avolio and Bass (1997) argue that in order for a leader to be successful, he/she has to create an environment that persuades followers to evaluate their attitudes and values as well as the way they approach problems. Head of schools, who

are identified as encouraging teachers to consider new ways of thinking and helping them identify new solutions, are therefore likely to increase confidence of followers and strengthen their job satisfaction.

Findings of this study equally revealed that teachers whose head teachers practiced democratic leadership style by involving them in decision-making concerning school matters were found to be satisfied with their promotion of job satisfaction. The finding is consistent with some previous studies whose results revealed that teachers' participation in decision-making was a determinant of promoting their job satisfaction (Swender, 1988). This study also demonstrates that teachers whose head teachers created opportunities for them to develop their teaching skills were found to be more satisfied with their job. The results of this study were compatible with those of Patterson et al., (2003), which propounded that teacher who had the opportunity to develop their skills, were more satisfied than those who had not the opportunity to do so. Consequently, the conclusion of present study to the research question under review is that the Democratic leadership style is the one which promotes high teachers job satisfaction in primary schools. There is a significant correlation between democratic leadership style and high teachers' job satisfaction. And that democratic leadership style is dominant in best performing schools while Autocratic leadership style is dominant in poor performing schools. In regard to performance, the study demonstrated that in best performing schools the current level of teachers' job satisfaction is high while in poor performing schools the current level of teachers' job satisfaction is low.

These results are consistent with previous research results that doing in this field. Based on these results, numerous studies in several countries showed that there is a positive correlation between leadership styles and the job satisfaction in primary schools (Mulford, 2003; Packard and Kauppi, 1999; Rezvan et al., 2013). Shum (1997) stated that among determinants of teachers' job satisfaction, leadership is viewed as an important predictor and plays a central role. Leadership is a management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization.

CONCLUSION AND IMPLICATIONS

The findings of this study therefore, leads to the conclusion that, head teachers' leadership style is a critical variable in teachers' job satisfaction in primary schools. As a result, the current teachers' job satisfaction is high in best performing schools and low in least performing schools since democratic leadership style promotes high teacher's job satisfaction. It also concluded that democratic leadership style is the best style of leadership that could enhance high teachers' job satisfaction in primary

schools. Based on the findings and conclusion attained the following implications are made:- First, poor performing schools can be suspected to have coercive leaders who often create a reign of terror, bullying and demeaning their subordinates, roaring with displeasure at the slightest problem. Second, the study assumes that in poor performing schools teachers were lacking psychological and guidance services, no social workers or support services to assist them with students, this contributes to their low levels of job satisfaction. Third, most of teachers were not satisfied with their salary/remuneration package; the amount of salary they get as teachers was not equal to the amount of work they do that leads to their low job satisfaction. Fourth, democratic leadership style in relation to promotion of teachers' job satisfaction is that when exercising this type of leadership behavior, head of schools would necessary support followers as they try new approaches and develop innovative and proactive ways of dealing with issues in the school.

RECOMMENDATIONS

Based on the implications of the findings, the following recommendations are made

1. This study recommends that school head teachers should imbibe more of democratic than autocratic or laissez faire leadership styles in their school administration in order to enhance high teachers' job satisfaction among teachers.
2. School authorities based on Regional Education office and District Education office need to develop strategies to deal with the needs of those teachers who experience less job satisfaction. Proactive attention to this should demonstrate preparedness on side of school administrators to address teacher and thereby reduce ineffective among teachers.
3. School head teachers should avoid much use of autocratic leadership style in the management of primary schools.
4. The head teachers of primary schools in particular can be encouraged to use democratic leadership style in the management of primary schools since most of head teachers would improve job satisfaction of their teachers by becoming more collaborative and more democratic.
5. There is a need to give head teachers management and leadership skills
6. Head teachers should get involved in decision making, as key stakeholders, in formulating school vision, mission and strategic plans, so that there could be ownership and shared understanding of the school developed missions and plans.

Conflict of Interests

The author(s) have not declared any conflict of interests.

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Full Length Research Paper

Teacher competence and teacher quality in Cambodia's educational context linked to in-service teacher training: an examination based on a questionnaire survey

Chankea Phin

Graduate Student, University of Tsukuba, Japan.

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Competent teacher is an indispensable pillar for students' learning outcome and education quality improvement. This paper examines Cambodian teachers' perception regarding: (1) teacher competence and improving education quality and (2) ensuring teacher quality and in-service teacher training. This study used questionnaire that targeted a line of educational staff of Cambodia: from school to central level. In August, 2012, 230 copies were distributed, and 173 copies (75.22%) were collected. Through concerned notice, it showed that the majority of higher-ranked officials also have experience working at any school education level. As results, it revealed that (a) respondents realized and indicated explicitly that competent teachers do help contribute to student's learning and promote the level of education quality, and (b) respondents recognized the importance of in-service training because it helps make teachers more confident in the profession as it can bring people's respects and trust. This paper shortly concludes that Cambodian teachers acknowledge their crucial profession. They further desire to upgrade their capacity by means of continuous professional development through in-service training programs. Thus, structuring a feasible in-service training model for them becomes evidently needed. Expected structure will be organized in accordance with Cambodia's actual situation and the availability of its resources.

Key words: Cambodia, quality of education, teacher competence, teacher quality, in-service teacher training.

INTRODUCTION

International community has committed to achieving universal primary education (UPE), as part of accomplishing the education for all (EFA) goals and the millennium development goals (MDGs). Remarkable progress, for example, quantitative success of children's access to school education since the 1990s and later on; has been

made since they were established. Bringing children to schools is a significant single first task and ensuring that they stay long enough in school to get advantage from a complete course of quality primary education is another pivotal challenge (UIS, 2012a). Globally, the number of children enrolling in school has gradually increased

E-mail: pchankea@human.tsukuba.ac.jp

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years to years. However, the progress has seemingly stalled, that is, many children are still out of school or they come to school but leave school early. The number of out-of-school children, in the globe, reduced from 102 million in 2000 to 70.5 million in 2005 and to 60 million in 2008; but it slowly dropped from 59 million in 2010 to 57.2 million in 2011. Surprisingly, those are children of primary school age (EFA GMR, 2013; EFA GMR, 2013; and UIS, 2013), and they are poorest and the most vulnerable (based on EFA GMR 2013 Overview), especially girls are more likely to be out of school than boys (UIS, 2012a). Children who do not learn the basics are often lacking essential literacy and numeracy skills, and are far more likely to live in poverty throughout their lives and have poorer health than their educated opponents⁽¹⁾. Unless children learn the basics from early grades, they get thin to acquire skills in their later grades (EFA GMR, 2013). This means that it becomes crucial for children and adult to acquire necessary skills they need to get a decent job in the future; otherwise they will find themselves difficult to work in this changing world or find difficult for those who may later want to become a teacher or other posts.

To a large extent, education contributes to other development efforts and transforms them into long-term advancement. Education is prior and centre in development framework not just because it is essential in people's rights but also because it empowers people to look after themselves, their families, their communities, their environment and their nations or the world as a whole. In other words, education helps improve health and livelihoods, empowering women and other vulnerable groups, boosting economic growth and also eliminating poverty (UIS, 2012a). Providing children an improved quality of education is crucial. Particularly; since the majority of out-of-school children are in developing countries, reaching such disadvantaged children is more prior.

Hence, quality schools and teachers are diligently required to deliver to the most fragile populations. Necessarily, reform in teaching can ensure people acquire skills demanded. It appears necessary for education stakeholders to be well-positioned to make a sound evidence-based decision, regarding the central role of teaching and learning in contributing to a comprehensive range of other development goals. Congruous curriculum and assessment reforms with clear objectives require connecting teachers to fulfill their indispensable role. This is the role in the process of ensuring all children and people are embedded with relevant significant knowledge and skills for contributing to their countries' development. People in the globe also trust in the power of education, according to the recent survey of the United Nations (UN), as people around the world have voted six priorities. 'A good education' is at the top of the six followed by 'better job opportunities; an honest and responsive government; protection against crime and violence; protecting forests, rivers and oceans; and the sixth is

affordable and nutritious food.'⁽²⁾ The reason people have in general is that education makes other priorities happen. With this regard; future growth, poverty eradication, improvements in health, political and social development depends on education that has qualified teacher at its centre pillar. Ensuring the quality of teaching activities and learning environments is a challenge that all countries, regardless of their levels of development, have continue to focus on (EFA GMR 2013 overview). The only reason why teachers are necessary is because they have impacts on their students' learning (OECD, 2005), therefore, ensuring qualified teachers is the forefront of the challenges.

In terms of Cambodia, an agricultural Southeast Asian country of about fourteen million populations, the government is committed in achieving pulling the country out of its least developed country (LDC) status and to achieve other social development targets through Cambodia millennium development goals (CMDGs) (MoP, 2012), though the majority of its people has not completed primary school. Overall, 21% of females have never attended school compared with 11% of males (NIS, 2011). Despite some visible developments such as Cambodian people are less poor and better educated, the task is not fully complete regarding some issues such as children's and women's health and nutrition, and control of threatening diseases (MoP, 2012). Sex disparity in Cambodia, especially out-of-school girls, might be affected by traditional perceptions and/or family economic; in particular, those in rural areas are likely to have less opportunity. Of course, it is the fact that the percentage of literate population to the total population aged 6 to 17 years has increased from 52.8 in 1998 to 77.3 in 2008 (NIS, 2011:121); but less than half (41.2%) of 12 to 14 year old children who had completed primary education are larger in urban than in rural areas (Ibid: xiv & 94). To ensure access to education for all children, stronger efforts need to be extended to more remote areas and children in poor households, especially female and vulnerable children. Within such circumstance, the ministry of education, youth and sport (MOEYS) of Cambodia intends to accelerate its efforts and to continue giving highest priority to ensure educational access for all children with high quality education, especially basic education by 2015 (MOEYS, 2010).

As a result of the efforts, net enrolment rate (NER) for primary education has increased gradually from 91.3 (Fiscal Year 2005 to 2006) to 95.2 (2010 to 2011) and to 97.0 (2012 to 2013); furthermore, repetition rate for primary education has decreased from 11.9 (2005 to 2006), to 5.8 (2010 to 2011) and to 5.3 (2012 to 2013); and dropout rate has also decreased from 11.7 (2005 to 2006) to 8.3 (2010 to 2011) and to 3.7 (2012 to 2013) (MOEYS, 2013, 2006, 2011, 2012, 2013). Some improvements have been made, but there still are severe challenges that MOEYS has addressed including ensuring teacher shortage, particularly securing qualified

Table 1. Number of respondents by entity (N= 173)

Respondents by entity	No	Respondents by entity	No
Nursery teacher	1	District edu. official	52
Primary teacher	48	Provincial edu. official	20
Lower sec. teacher	6	Ministry's official	11
Upper sec. teacher	7	Researcher	1
University instructor	6	Others	3
Trainers of three various Teacher Training Centers (TTC): Pre-School TTC in Phnom Penh, Provincial TTC in Svay Rieng province & Regional TTC in Prey Veng province			18

teachers (MOEYS, 2012; 2013).

MOEYS has clearly addressed the issues concerning teachers without pedagogical training, especially those in rural areas (MOEYS, 2012). MOEYS also indicates low academic level of teachers; particularly in the case of primary teachers, 3.83% has no lower secondary school diploma, and 56.24% has no upper secondary school diploma (MOEYS, 2011, 2012a, 2012b). MOEYS further indicates that there still teachers who have not finished primary school level, though they have few educational staff who holds PhD degree.

All above, it appears significant to take a particular look on teachers' conditions in Cambodia so as to overcome in and deal with ensuring qualified teachers in order to ensure quality of teaching and learning. Thus, this study firstly intends to examine Cambodian teachers' perception regarding: (1) teacher competence and quality improvement of education, and (2) ensuring teacher quality and in-service teacher training. In terms of related studies and findings, there have been some related literatures (such as Khlok, 2001 and 2003; Courtney, 2007), but those studies and findings are not yet clearly demonstrated the target issue as in this study. Needless to say, progress of children to secondary education and to relevant higher education will not get complete without enrolment and success of primary education. The ultimate goal is not just to bring children to school to complete a course of primary education, but to provide them a quality education that requires qualified teacher.

MATERIALS AND METHODS

This study utilized questionnaire targeted a line of educational staff from school level to central level of Cambodia. In August, 2012, 230 copies were distributed, and 173 copies (75.22%) were collected (Table 1). Among these, 9 were distributed to and collected from some educational officials who came from different provinces of Cambodia to stay at teacher's guesthouse in Phnom Penh for a short period for work.

The author notices that the majority of higher panel officials cooperated in this study had experienced working at any level of school education. In this paper, the author extracted two sections from the whole questionnaire: (a) teacher competence and (b)

quality of teacher. In the questionnaire, based on related literature and official documents of the MOEYS, some points of view were provided as answers in each question for respondents to choose and evaluated by A, B, C, D, or X; which mean relatively as very important, important, moderately important, not important and I do not know. The author scored A, B, C, D and X as 4, 3, 2, 1, and 0 respectively; then found the average score.

CONCEPTUAL FRAMEWORK

An estimated 250 million children of primary school age fail to learn the basics – they are unable to read or write and figure the basic arithmetic (UNESCO, 2012). Undeniably that it results from a poor quality of education. Such education usually occurs in developing countries or conflict-facing countries where educational facilities are poor, policy in education is not prior, and a lack of qualified teachers is more serious. A well-trained qualified teacher educates children confidently in core subject matter in a manner that can raise literacy, numeracy and related skills. A teacher, thus, is defined as a person whose professional activity involve in the transmission of knowledge, attitudes and skills that are settled to students enrolled in the educational program (OECD, 2005). With such regard, the emphasizing components involved in this paper are of four variables: (a) teacher competence, (b) quality of education, (c) teacher quality and (d) in-service teacher training. Each is discussed as follows:

Teacher competence: The impact of investing in modern curriculum, school facilities, instructional materials, textbooks, and other technologies on the student's learning depends on the capacity of teachers to use the resources accordingly (Raudenbush et al., 1993). Teacher education has become one of the biggest constraints of educational reform that many nations have emphasized firmly especially since the 1980s (Sato, 1992). Many countries worldwide have shifted from quantitative improvement of children's school access to qualitative improvement in the entire education. There is a spread of the issue's recognition that many teachers lack capability of the subject matter, knowledge and skills needed to transform their students. No mentioning of out-of-school children; even in-school children, particularly children in developing countries, are learning very little or nothing (GCE and EI, 2012; and UNESCO, 2012). The fundamental reason is because of the acute shortage of well-trained teachers. Teachers require embedded with core competencies such as knowledge, teaching skills and attitudes.

Quality of education: A wide range of people worldwide have trusted that education is the foundation of economic and social developments. Benefit from quality education is highly anticipated

that it produces adequate skillful youth and adults for the generation to come. With such aspect, quality education includes: (a) learners who are well-nourished and ready to learn, (b) sufficient resources and equipments of a safe environment, (c) content of curricula that reflects skills for life, (d) processes through which trained-teachers use to facilitate learning, and (e) outcomes of gained knowledge, skills and attitudes that is link to the nations' goal and participation in any society (Rasheed, 2000). In order to provide a quality education to people, there are needs to supply adequate number of necessary educational services such as school facilities and particularly enough trained teachers. In Cambodia, the government has committed all the efforts to increase access of children to school and reduce primary school dropout. In addition, support of availability of health-related facilities such as drinking water and latrines, and learning facilities such as textbooks, libraries is also a focused by the central government. Furthermore, the quality of teachers is recognized as another key factor that can assist improve children's long stay in primary school in order for their opportunity to absorb the basics (WB, 2005). To this response, an appropriate structure to secure the quality of teachers becomes pivotal.

Teacher quality: Quality of education requires quality teacher at its centre indispensable pillar. Quality teacher can contribute to a healthy education. They refer to those who are capable of delivering a curriculum that provides learning opportunities for all children and youth irrespective of family background, gender or where they live (based on EFA GMR 2013 Overview). They ensured teacher certification, proper working conditions, appropriate evaluation and assessment, commitment and pride of teachers themselves in the profession, and attainable proper-and-feasible continuous professional development of teacher (Hammond, 2000; and Leang, 2012).

In-service teacher training: In the developing and changing world, flexibility in teaching appears absolutely crucial for every teacher whether or not they are in classrooms. Not only do in-service training programs usually provide teachers opportunities to improve and develop their profession, but also for contributing to student's learning outcome, school achievement as well as the educational environment (Arani and Matoba, 2006; and EU, 2012). There are various kinds of in-service teacher training structure, it, however, can be generally divided into three patterns: namely, (a) in-service teacher training within a school, (b) in-service teacher training out of school and (c) in-service teacher training through self-study.

RESULTS

Teacher competence and quality of education

The average score was calculated to find out if there was any gap or contradictions regarding respondents' perceptions concerning teacher competence and quality of education toward the significance of related matters in the five questions. It was shown that there was no remarkable gap amongst the responses. Though it was calculated to be average score, it still stayed at the highest score level. (Table 2)

Teacher quality and in-service teacher training

Like previous section, the average score was also calculated in this section but in terms of teacher quality and in-service teacher training. It was demonstrated that there

was no gap or contradictions of perceptions obtained from the respondents. Respondents acknowledged the significance of in-service teacher training programs for their continuous professional development. (Table 3)

DISCUSSION

As stated previously, the purpose of this paper is to examine Cambodian teachers' perception regarding: (a) teacher competence and quality improvement of education, and (b) ensuring teacher quality and in-service teacher training. The empirical results of (a) and (b) are presented in Table 2 and Table 3 respectively, obtained from the questionnaire survey conducted with a line of Cambodia's educational staff from school to central level, indicated with its average score as following:

In terms of (a), questions in the questionnaire were designed with five related perspectives. To answer, as stated earlier, based on related literature and official documents of the MOEYS, some points of view were provided for respondents to choose, and space for respondents to give extra comments was also set up.

The results indicate no far gap between one and another answer's average score. It tells their significance among each other and that the highest average score, which is 3.95 out of 4.00, goes to "general knowledge and solid knowledge of all subjects that they are going to teach," followed by "high professional consciousness, moral goodness of character and behavior, 3.89 out of 4.00," and "strong passion for teaching: commitment and pride for teaching pupils/students, 3.86 out of 4.00." Furthermore, "systematization of trainings for teachers, who are in-service, for continuous professional development, 3.84 out of 4.00, appears also very important for ensuring teacher's capacity." These results demonstrate that respondents explicitly indicate that competent teachers do contribute to student's learning achievement and also take part in promoting quality of education. Additionally, a vice principal, who is male and is of 32 years of service, of a lower secondary school provides an extra comment that: *a teacher needs to be creative in developing competencies so as to be a model for pupils/students, community and social development.*

In terms of (b), questions in the questionnaire were designed with three prospects. Regarding to the first prospect's question (see Figure 1), unlike other questions, six choice scales are provided: A= very important, B= quite important, C= moderately important, D= not so important, E= not important at all and F= I do not know.

The results demonstrate that despite 12 (6.9%) respondents who did not choose any, 150 (86.7%) in 173 respondents chose "A," 9 (5.2%) chose "B," 2 respondents (1.2%) chose "C". Mentioning of the 12 (6.9%) respondents who did not choose any answer, it is unable

Table 2. List of contents involved in 'teacher competence' and 'quality of education'.

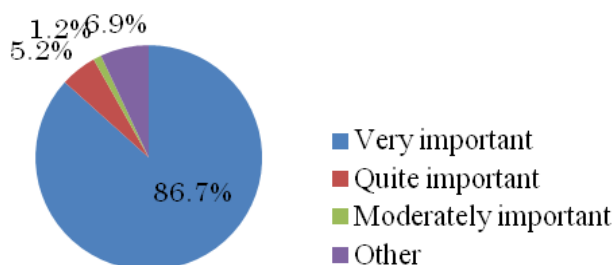
1. To take part in promoting the quality of education, a teaching staff need to be equipped:	Avg. score
.General knowledge and solid knowledge of all subjects that they are going to teach	3.95
.High professional consciousness, moral goodness of character and behavior	3.89
.High professional skills in teaching, while fostering a habit of self-improvement	3.73
.Ability to maintain good relations with schools and communities for national development	3.67
.Spirit of participation in the local community development	3.45
2. For ensuring teacher's quality and competence, it is demanded to have:	Avg. score
.Strong passion for teaching: commitment and pride for teaching pupils/students	3.86
.Pedagogical know-how	3.77
.Ability to teach or advise or guide pupils/students	3.76
.Responsibility and love toward pupils/students	3.72
.Proper common sense and general knowledge	3.67
.Organizational competence and collaboration	3.65
.Flexibility	3.65
.Openness (being able to work with parents and other non-teachers)	3.63
.Ability to change/make use of teaching materials	3.60
.Ability to participate in school development	3.59
.Expertise (source of knowledge and understanding)	3.58
.Cooperation with other colleagues and administrators	3.56
.Ability to create enjoyable class	3.50
.Understanding of technology	3.51
.Ability to understand pupils/students	3.49
3. To ensure teacher's capacity, the important issues to consider are:	Avg. score
.Working Conditions (particularly the low salary, social status is low, graduated from teacher training college but do not enter teaching)	3.90
.Systematization of trainings for teachers, who are in service, for continuous professional development	3.84
.Selection of teacher trainees for entering into teacher training centers, Quality of institutions, including training curriculum	3.68
.Teacher distribution	3.60
.Teacher Rotation (within the nation, province, district)	2.42
4. Mentioning of teacher professional standards, the elements of teaching ability are:	Avg. score
.Self-realization as a teacher	3.88
.Professional ethics	3.86
.Professional knowledge	3.80
.Professional practice	3.78
.Professional study	3.71
.Ability to understand children	3.60
5. Teacher needs to be equipped with ability for:	Avg. score
.For being used a wide range of teaching strategies appropriate for students needs	3.72
.To work effectively with colleagues and the school community	3.65
.To have enthusiasm, creativity and commitment to students' success	3.65

to say that they may choose "D, E, or F." because the author notices that they pay high attention on providing their perceptions actively, plus writing extra comments, in other questions of the questionnaire. For this question, more than 90% of respondents in this study judge in-

service teacher training as important for improving teacher's quality and their status. The reasons why over 90% of respondents find in-service teacher training important to improve teacher's quality are because: (a) it helps increase teacher's knowledge, skills and

Table 3. List of contents involved in 'teacher quality' and 'in-service teacher training'

1. Is in-service teacher training important to improve teacher's quality and teacher's status? (See Figure 1)	
2. Since/after being appointed, a teacher who is working at school needs:	Avg. score
.Continuous professional development through in-service training within school	3.75
.Continuous professional development through in-service training out of school	3.75
.Continuous professional development through self-study	3.53
3. If, in-service teacher trainings are important for teachers, why?	Avg. score
.It helps increase teachers' knowledge, skills and experiences	3.76
.To acquire new teaching methods	3.74
.To produce and develop teaching/educational materials together	3.68
.To enhance human qualities as an educator	3.68
.It shares information/experiences among teachers	3.66
.It provides a chance for teacher to learn from each other	3.65
.It contributes to improve pupils' learning	3.64
.It contributes to school/educational improvement	3.60
.It helps bring pupils/parents' confidence in teachers	3.54
.It brings better work evaluation	3.47

**Figure 1.** Is in-service teacher training important to improve teachers's quality and teacher's status.

experiences, whose average score is 3.76; (b) it is a tool used for acquiring new teaching methods, 3.74; (c) it helps to boast the confidence of pupils/students' parents in teacher, 3.54; and so forth.

In addition to these grounds, a primary school teacher writes his comment that pre-service teacher training alone is not enough, so we need extra in-service training. Another valuable comment obtained from a central ministry's official, male and of 20 years of service, who writes that teachers need to research and study more and do it regularly. Another perception is written and committed by a primary school teacher, male and of 15 years of service; that is in-service training is significant because teachers become more and more self-confident in their capacity in transferring relevant knowledge and skills to students, society will then get advanced. Overall, these revealed that Cambodian teachers exactly emphasize the concept of ensuring teacher's quality through

in-service training.

CONCLUSION

This paper examined Cambodian teachers' perception regarding: (1) teacher competence and quality improvement of education and (2) ensuring teacher quality and in-service teacher training.

Ensuring the quality of education requires competent teachers, based on results of this study. This belief does exist not only in Cambodia, but also to a large extent in the globe according to some foreign studies; for example, UNESCO (2006) and Hanushek, (2012). Then, ensuring qualified teachers is the forefront of challenges that all countries, regardless of their levels of development, have been focusing (EFA GMR, 2013 Overview and OECD, 2005). Nonetheless, patient challenges have arrived at many countries world-wide when it was realized that less than 50% of primary teachers of those nations has received a limited minimum teacher training, for example, 48.0% (2011) in Ethiopia, 36.4% (2008) in Honduras and 47.9% (2010) in Senegal⁽³⁾. In Cambodia, MOEYS (2011, 2011, 2012) also indicates teachers' low academic level of education and teaching staff without pedagogical training as shown in this paper and as revealed in other sections of the present questionnaire. Even so, according to the UN's data⁽⁴⁾, percentage of trained teachers for primary education in Cambodia has been showed as follows: respectively for 95.91 in 2001, 96.01 in 2002, 94.74 in 2003, 96.50, 97.68, 98.31, 98.41, 98.21, 99.47, 99.05 in 2010, and 98.92 in 2011. The training is, however,

inadequate and not regular; as a lower secondary school provided in the present questionnaire that training provided by the government is still limited. Cambodian teachers, now, demand appropriate in-service teacher training and desire to have it regularly. Totally, a sustainable system model of proper-and-feasible continuous professional development opportunity for teachers gets evidently crucial, and it urgently needs to be structured in accordance with the actual situation and availability of resources, mainly focus on where that may be able to response to the local people's needs (Im S., Nov 2008). Teacher has a central role to play toward children's learning achievement, quality improvement of education, and lifting citizenship of nations (Ban, 2012), but teaching is a very challenging profession particularly when teacher has to struggle over limited resources to implement their responsibilities. To overcome such hardship, the author is willing to continue, and now conducting another process of the study to explore the low-cost-but-most-effective structure of it, particularly in-service training structure model for primary school teachers.

NOTES

(1) Based on Rose P., Director of the Education for All Global Monitoring Report published by UNESCO. Rose P. (17 June 2013). Schooling for millions of children jeopardized by reductions in aid, accessed on 25 June 2013

(<http://www.aljazeera.com/indepth/opinion/2013/06/2013617171857522559.html>).

(2) Based on a global survey for citizens led by the United Nations and Partners, accessed on 15 July 2013, <http://www.myworld2015.org/?page=results>

(3) Based on data of the World Bank re-accessed on 17 July 2013 at its webpage at <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:22614780~menuPK:7196605~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html?KHM%2C32>

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Conflict of Interests

The author(s) have not declared any conflict of interests.

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