



**Ministry of Education, Youth and Sport**  
**The University of Cambodia**  
**College of Education**

**EFFECTIVENESS OF SCHOOL DIRECTORS’  
TRANSFORMATIONAL LEADERSHIP ON TEACHERS’  
SELF-EFFICACY AND JOB PERFORMANCE  
IN CAMBODIA**

**Dissertation**

**Submitted to The University of Cambodia in Partial Fulfillment of the Requirements  
for The Degree of Doctor of Philosophy in Educational Administration**

**EM SEREYRATH**

**2025**



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**ID: UC-90-20-01-31**

**Main Supervisor: Prof. MOK Sarom, Ph.D.**

**Co-Supervisor: SAM Rany, Ph.D.**

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## **DEDICATION**

This dissertation is dedicated to my beloved family, whose unfaltering support, love, inspiration, determination, and encouragement have been the cornerstone of my journey. To my parents, who imparted the principles of endurance and diligence, and to my siblings, for their unwavering reassurance.

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## STATEMENT OF ORIGINAL AUTHORSHIP

I certify that, except for a few specific instances where it is stated otherwise, the undersigned is the only author of this dissertation. Additionally, the results are presented impartially and truthfully. In addition, I declare that this dissertation has not been submitted to another university to receive credit toward another degree. I hereby declare that should this turn out to be untrue, I will either not grant a doctorate or, should it turn out to be untrue at any point in the future, this degree will be revoked.

Signature: \_\_\_\_\_



**EM Sereyrath**

Date: *03<sup>rd</sup> March 2025*

**Supervisors' approval:**

Signature: \_\_\_\_\_



**Prof. MOK Sarom, PhD**

Date: *04<sup>th</sup> March 2025*

Signature: \_\_\_\_\_



**SAM Rany, PhD**

Date: *04<sup>th</sup> March 2025*

## STATEMENT OF COMMITTEE APPROVAL

We declare that we have read this dissertation and that, in our opinion, it is satisfactory in scope and quality as a contribution towards the degree of *Doctor of Philosophy in Educational Administration*.

### DISSERTATION COMMITTEE

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Additionally, I want to express deep appreciation to all the professors and lecturers who instructed me in various courses during my doctoral degree. They not only kindly spent time assisting me in carrying out all the required courses effectively, but their knowledge and expertise, together with their patience, helped me complete each course with good grades.

Finally, and to conclude, I heartily appreciate my parents and siblings for their support in my decision to enroll in the University of Cambodia's Doctor of Philosophy program in Educational Administration. Indeed, there is nothing that can be compared to this ultimate virtue.

## ABSTRACT

Transformational leadership in schools has been increasingly recognized for its role in enhancing teachers' self-efficacy (TSE) and teachers' job performance (TJP), yet limited research has explored this relationship in the Cambodian educational context. Thus, the objectives of this study were to investigate, compare, examine the relationship, and propose the structural model of high school directors' transformational leadership (DTL) on teachers' self-efficacy and job performance. This research utilized the quantitative method. A total of 639 high school teachers from different demographic backgrounds were selected via multiple-stage sampling techniques. The transformational leadership, self-efficacy, and personal construct theory measuring instruments were adapted as the research instruments. The instrument's validity was verified, and the forms were back-translated to minimize ambiguity and errors. The Khmer versions of the questionnaires were field-tested. Collected data were analyzed using descriptive statistics, inferential statistics, and structural equation modeling (SEM).

The main findings were summarized as follows:

1. The levels of teachers' perceptions towards school directors' transformational leadership as a whole were at a high level ( $M = 3.52$ ). Ranking from high to low, the idealized influences, intellectual stimulation, individualized consideration, and inspirational motivation were the top five mean scores.

2. The comparison of the school directors' transformational leadership based on demographic data were found that high school teachers perceived high-level dimensions of self-efficacy ranging from 3.53 to 4.35 (ranks 1–3) and high-level dimensions of job performance ranging from 3.57 to 3.86 (ranks 1–2).

3. The levels of teachers' perceptions of self-efficacy and job performance revealed no significant differences across gender, age, education, and province. In terms of job performance specifically, no significant differences were observed by gender or age. However, teachers in Kampong Cham reported higher contextual performance ( $p = 0.041$ ) and task performance ( $p = 0.013$ ) than those in Kampong Chhnang, while teachers in Kampong Chhnang reported higher contextual performance than their counterparts in Kampong Speu ( $p = 0.025$ ).

4. The similarities and differences in teachers' self-efficacy and job performance across demographic characteristics showed no significant variation in school directors'

transformational leadership based on gender and age. However, significant variations emerged by educational qualification: teachers with a master's degree reported higher perceptions of idealized influence ( $p = 0.027$ ) and individual consideration ( $p = 0.010$ ) than those with only a high school degree, while both bachelor's and master's degree holders reported higher individual consideration than high school degree holders ( $p = 0.030$ ;  $p = 0.010$ ). In terms of province, teachers in Kampong Cham perceived higher inspirational motivation ( $p = 0.012$ ) and individual consideration ( $p = 0.035$ ) than those in Kampong Chhnang.

5. The relationship among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance were found that the three main constructs were positively correlated, with strengths ranging from low to moderate. Pearson's correlation coefficients ranged from 0.10 to 0.57, while HTMT values ranged from 0.17 to 0.62, indicating meaningful but varied associations among the constructs.

6. The relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance were found that the CFA confirmed the measurement model demonstrated a good fit to the empirical data  $\chi^2(1023, N = 639) = 3162.30, p < 0.001$ , CFI = 0.91, TLI = 0.90, SRMR = 0.049, RMSEA = 0.057, 90% CI [0.055, 0.059], which were appropriate in the Cambodian context. Also, the school directors' transformational leadership significantly predicted teachers' job performance, with teachers' self-efficacy emerging as both a key mediator and moderator.

The findings underscore the critical role of DTL in enhancing educational outcomes by affecting TSE toward TPE as the outcome variable.

**Keywords:** Leadership, Transformational Leadership, Teachers' Self-Efficacy, Teachers' Job Performance



ABSTRACT IN KHMER

ភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលា ត្រូវបានទទួលស្គាល់យ៉ាងទូលំទូលាយក្នុងតួនាទីលើកកម្ពស់ប្រសិទ្ធភាពការងារ និងការអនុវត្តការងាររបស់គ្រូបង្រៀន។ ប៉ុន្តែ ការស្រាវជ្រាវកន្លងមក បានបញ្ជាក់ថា ទំនាក់ទំនងអថេរទាំងអស់នេះក្នុងបរិបទអប់រំនៅមានកម្រិត ជាពិសេសនៅកម្ពុជា។ ការណ៍នេះ ការស្រាវជ្រាវនេះ បានកំណត់គោលបំណង ដើម្បីរកឱ្យឃើញនិងវាយតម្លៃប្រសិទ្ធភាពនៃភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលាលើភាពជឿជាក់និងការបំពេញការងាររបស់គ្រូបង្រៀននៅកម្ពុជា។ ទន្ទឹមនេះ ការសិក្សានេះ ក៏ពិនិត្យមើលការយល់ឃើញរបស់គ្រូបង្រៀនចំពោះភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលាលើភាពជឿជាក់និងការបំពេញការងាររបស់គ្រូបង្រៀនដោយផ្អែកលើលក្ខណៈប្រជាសាស្ត្រ និងភូមិសាស្ត្រខេត្តគោលដៅ។ ការសិក្សានេះ ជាការស្រាវជ្រាវបរិមាណ។ សំណាកគោលដៅ គឺគ្រូបង្រៀនកម្រិតវិទ្យាល័យចំនួន៦៣៩ នាក់ ដែលត្រូវបានជ្រើសរើសតាមវិធីសាស្ត្រច្រើនដំណាក់។ ទិន្នន័យដែលប្រមូលបាន ត្រូវបានវិភាគដោយប្រើស្ថិតិពណ៌នា ស្ថិតិសន្និដ្ឋាន និងគំរូសមីការរចនាសម្ព័ន្ធ (Structural Equation Modelling - SEM)។

លទ្ធផលសំខាន់ៗ អាចសរុបនិងសង្ខេប ដូចខាងក្រោម ៖

១- គ្រូបង្រៀនកម្រិតវិទ្យាល័យនៅកម្ពុជាមានទស្សនៈវិជ្ជមានចំពោះភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលា ជារួមស្ថិតនៅកម្រិតខ្ពស់ (តម្លៃមធ្យម = ៣, ៥២)។ បើរៀងលំដាប់តម្លៃមធ្យមពីខ្ពស់មកទាប គឺគុណលក្ខណៈឥទ្ធិពលឧត្តមគតិ ការជំរុញបញ្ញា ការពិចារណាបុគ្គល ឥរិយាបថឥទ្ធិពលឧត្តមគតិ និងការលើកទឹកចិត្តបំផុសគំនិត។

២- ការប្រៀបធៀបអំពីភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលាដោយផ្អែកលើទិន្នន័យប្រជាសាស្ត្របានរកឃើញថា គ្រូបង្រៀនកម្រិតវិទ្យាល័យនៅកម្ពុជា មានការយល់ឃើញកម្រិតខ្ពស់លើជំនឿជឿជាក់លើខ្លួនឯងដោយវាស់ចេញពីវិមាត្រក្នុងអថេរ (តម្លៃមធ្យម = ៣, ៥៣ ដល់ ៤, ៣៥; កម្រិត = ១ ដល់ ៣) និងការយល់ឃើញកម្រិតខ្ពស់ផងដែរលើការបំពេញការងារ (តម្លៃមធ្យម = ៣, ៥៧ ដល់ ៣,៨៦; កម្រិត = ១ ដល់ ២)។

៣- គ្រូបង្រៀនកម្រិតវិទ្យាល័យនៅកម្ពុជា មិនមានការយល់ឃើញខុសនោះទេលើជំនឿជាក់លើខ្លួនឯង ដោយផ្អែកលើកត្តាអាយុ កត្តាកម្រិតសញ្ញាបត្រ និងកត្តាដោយឡែកនៃខេត្ត។ ការអនុវត្តការងារក៏មិនមានភាពខុសគ្នាគួរឱ្យកត់សម្គាល់ដែរដោយផ្អែកលើកត្តាកេរ្តិ៍ និងកត្តាអាយុ។ ប៉ុន្តែ គ្រូបង្រៀនខេត្តកំពង់ចាម មានការយល់ឃើញពីការអនុវត្តបរិបទការងារ (តម្លៃអាល់ហ្វា = ០, ០៤១) និងការអនុវត្តការងារ (តម្លៃអាល់ហ្វា = ០, ០១៣) ខ្ពស់ជាងគ្រូបង្រៀនខេត្តកំពង់ឆ្នាំង។ គ្រូបង្រៀនខេត្តកំពង់ឆ្នាំង ក៏មានការយល់ឃើញពីការអនុវត្តបរិបទការងារ ខ្ពស់ជាងគ្រូបង្រៀនខេត្តកំពង់ស្ពឺ ផងដែរ (តម្លៃអាល់ហ្វា = ០, ០២៥)។

៤- ការវិភាគរកភាពស្រដៀងគ្នា និងភាពខុសគ្នានៃជំនឿជាក់លើខ្លួនឯង និងការបំពេញការងារដោយផ្អែកលើលក្ខណៈប្រជាសាស្ត្របង្ហាញថា គ្រូបង្រៀនកម្រិតវិទ្យាល័យនៅកម្ពុជា មិនមានការយល់ឃើញខុសនោះទេក្នុងការដឹកនាំបរិវត្តកម្មរបស់នាយកសាលាដោយផ្អែកលើកត្តាកេរ្តិ៍ និងអាយុ។ ប៉ុន្តែ គ្រូបង្រៀនដែលមានសញ្ញាបត្របរិញ្ញាបត្រជាន់ខ្ពស់មានការយល់ឃើញពីឥរិយាបថឥទ្ធិពលឧត្តមគតិ

(តម្លៃអាល់ហ្វា = ០, ០២៧) និងការពិចារណាបុគ្គល (តម្លៃអាល់ហ្វា = ០, ០១០) ខ្ពស់ជាងគ្រូបង្រៀន ដែលមានសញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ។ លើសពីនេះទៀត គ្រូបង្រៀនដែលមានសញ្ញាបត្រ បរិញ្ញាបត្រ និងបរិញ្ញាបត្រជាន់ មានការយល់ឃើញលើការពិចារណាបុគ្គល ខ្ពស់ជាងគ្រូបង្រៀនដែល មាន សញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ ផងដែរ (តម្លៃអាល់ហ្វា = ០, ០៣០; តម្លៃអាល់ហ្វា = ០, ០១០)។ គ្រូបង្រៀនខេត្តកំពង់ចាម មានការយល់ឃើញពី ការជំរុញលើកទឹកចិត្ត (តម្លៃអាល់ហ្វា = ០, ០១២) និងការពិចារណាបុគ្គល (តម្លៃអាល់ហ្វា = ០, ០៣៥) ខ្ពស់ជាងគ្រូបង្រៀនខេត្តកំពង់ឆ្នាំង។

៥- លទ្ធផលវិភាគទំនាក់ទំនងអថេរបង្ហាញថា ភាពជាអ្នកដឹកនាំបរិវត្តកម្មនាយកសាលា ជំនឿជាក់លើខ្លួនឯង និងការបំពេញការងាររបស់គ្រូបង្រៀន ត្រូវបានរកឃើញថា អថេរចម្បងទាំងបីនេះ មានទំនាក់ទំនងវិជ្ជមាននឹងគ្នាដោយបង្ហាញការសិក្សាស្រាវជ្រាវជាមួយគ្រូបង្រៀនកម្រិតវិទ្យាល័យនៅ កម្ពុជានេះ មានទំនាក់ទំនងពីទាបទៅមធ្យម (០, ១០ ទៅ ០, ៥៧) សម្រាប់ Pearson's និង (០, ៧ ទៅ ០, ៦២) សម្រាប់ HTMT។

៦- ការវិភាគទំនាក់ទំនង និងកម្រិតឥទ្ធិពលនៃភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលា ទៅលើ ជំនឿជាក់លើខ្លួនឯង និងការបំពេញការងាររបស់គ្រូបង្រៀនបញ្ជាក់ថា (CFA) បានបង្ហាញថា គំរូរង្វាស់ស៊ីគ្នានឹងទិន្នន័យជាក់ស្តែង  $\chi^2(១០២៣, N = ៦៣៩) = ៣១៦២,៣០, p < ០.០០១$ , CFI = ០,៩០, TLI = ០,៩០, SRMR = ០,៤៩, RMSEA = ០,០៥៧; ៩០% CI [០,០៥៥; ០,០៥៩] ដែល បង្ហាញថាគ្រូស៊ីគ្នានឹងបរិបទកម្ពុជា។ គំរូសមីការចេនាសម្ព័ន្ធ (SEM) បានបង្ហាញថាការជំរុញបញ្ញា (IST) និងការពិចារណាបុគ្គល (ICO) គឺជាកត្តាជំរុញសំខាន់ក្នុងការអនុវត្តការងារ។ កាន់តែគួរឱ្យកត់ សម្គាល់ ជំនឿជាក់លើខ្លួនឯង (TSE) ក៏បានដើរតួជាអថេរចម្បង និងជាអថេរសម្របសម្រួលរវាង ភាពជាអ្នកដឹកនាំបរិវត្តកម្ម និងការបំពេញការងាររបស់គ្រូបង្រៀន។

ជារួម លទ្ធផលនៃការស្រាវជ្រាវនេះ បានគូសបញ្ជាក់ពីតួនាទីយ៉ាងសំខាន់នៃភាពជាភាពជាអ្នក ដឹកនាំបរិវត្តកម្មដែលជំរុញជំនឿជាក់លើខ្លួនឯងរបស់គ្រូបង្រៀនក្នុងការលើកកម្ពស់លទ្ធផលនៃការ អប់រំតាមរយៈការជំរុញការបំពេញការងារឱ្យកើនឡើងបន្តបន្ទាប់។

**ពាក្យគន្លឹះ ៖** ភាពជាអ្នកដឹកនាំ, ភាពជាអ្នកដឹកនាំបរិវត្តកម្ម, ជំនឿជាក់លើខ្លួនឯងរបស់គ្រូបង្រៀន, ការ អនុវត្តការងាររបស់គ្រូបង្រៀន

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## LIST OF ABBREVIATIONS AND ACRONYMS

|       |                                                 |
|-------|-------------------------------------------------|
| ANOVA | : Analysis of Variance                          |
| ASV   | : Average Shared Variance                       |
| BIFI  | : Bollen Incremental Fit Index                  |
| CFA   | : Confirmatory Factor Analysis                  |
| CFI   | : Comparative Fit Index                         |
| CPE   | : Contextual Performance                        |
| DTL   | : School Directors' Transformational Leadership |
| ECM   | : Efficacy for Classroom Management             |
| ECVI  | : Expected Cross-Validation Index               |
| EFA   | : Exploratory Factor Analysis                   |
| EIS   | : Efficacy for Instructional Strategies         |
| ESE   | : Efficacy for Student Engagement               |
| GFI   | : Goodness of Fit Index                         |
| HTMT  | : Heterotrait-Monotrait Ratio                   |
| ICO   | : Individual Consideration                      |
| IIA   | : Idealized Influence Attribute                 |
| IIB   | : Idealized Influence Behavior                  |
| IMO   | : Inspirational Motivation                      |
| IOC   | : Index of Item Objective Congruence Values     |
| IST   | : Intellectual Stimulation                      |
| KMO   | : Kaiser–Meyer–Olkin                            |
| LSD   | : Least Significant Difference                  |
| MIF   | : McDonald Fit Index                            |
| MoEYS | : Ministry of Education, Youth and Sport        |
| MSV   | : Maximum Shared Variance                       |
| NFI   | : Normed Fit Index                              |
| NGOs  | : Non-Governmental Organizations                |
| NIE   | : National Institute of Education               |
| NNFI  | : Non-Normed Fit Index                          |
| PCT   | : Personal Construct Theory                     |
| PNFI  | : Parsimony Normed Fit Index                    |

|       |                                           |
|-------|-------------------------------------------|
| RMSEA | : Root Mean Square Error of Approximation |
| RNI   | : Relative Noncentrality Index            |
| SCT   | : Social Cognitive Theory                 |
| SEM   | : Structural Equation Modeling            |
| SRMR  | : Standardized Root Mean Square Residual  |
| TJP   | : Teachers' Job Performance               |
| TL    | : Transformational leadership             |
| TLI   | : Tucker-Lewis Index                      |
| TLs   | : Transformational leaders                |
| TPE   | : Task Performance                        |
| TSE   | : Teachers' Self-efficacy                 |

## **CHAPTER 1**

### **INTRODUCTION**

This introductory chapter is the starting point of this study, and it includes essential information related to the education-related study. As such, education is essential to the development of a country, and improving teaching and learning requires strong leadership. In particular, the transformational leadership of school directors in Cambodia seems to have had the potential to greatly affect teachers' job performance and sense of self-efficacy, which in turn affects students' learning outcomes. To address these, this study investigates the effects of transformational leadership on teachers' self-efficacy and job performance, indirectly on high school performance in Cambodia. Furthermore, the educational background, problem statement, objectives, research questions, significance, limitations, conceptual framework, and key terms are all included in this chapter. The chapter also concludes with all the essential information in a few words to link to the coming chapters.

#### **1.1 Background of the Study**

Generally, and ideally, a leader is the most important person in any organization (Koziol-Nadolna, 2020). Without a good leader, the organization cannot be improved or developed (Iqbal & Ahmad, 2021). In addition, a leader can teach their people to be leaders, and in some cases, leaders only let the people under their supervision stay as followers (Denis et al., 2000; Koziol-Nadolna, 2020). Moreover, leaders can transform knowledge, and leaders can also instruct followers (García-Morales et al., 2008). Thus, leaders act as exemplars for followers, such as students, teachers, and staff, embodying fundamental principles of honesty, compassion, and professionalism (Lambrecht et al., 2022; Marks & Printy, 2003). By creating a constructive precedent, they contribute to the establishment of a robust school environment founded on principles of respect, confidence, and moral conduct (Bellibaş et al., 2021). Notably, the root cause of good leaders in the education sector goes back a long way in history (Ruben et al., 2023).

Building on the importance of leadership in education, the World Bank has long recognized the importance of education investment and has been working in this area since 1962 (Jones, 2007). However, education was not listed among the productive activities for which the Bank was authorized to contribute stock capital when it was

established in 1944 (Psacharopoulos & Woodhall, 1985). Instead, the Bank's proper duty as a bank was stated to be limited to making loans to the economy's more immediately productive sectors (Cammack, 2004).

Historically, education has responded to and supported different forms of power in societies (Calabrese Barton & Tan, 2018). In particular, in the developed Western world, the growth of education has been strongly connected with the move from rural to industrial to info economies (Li et al., 2019). As a result, it has fueled the rise of affluence through development and led to the education of the masses (Yang, 2003). Consequently, countries have typically approved policies of mass education as they industrialized (Alam et al., 2020). Similarly, developing nations have sought to duplicate these processes and approaches (Potter & Lloyd-Evans, 2014). Nevertheless, there is a growing acknowledgment in first-world countries that the historical path of progression may not be the same as the path to future enhancement for developing economies (Cypher, 2014).

Several academics and educators believe that school directors have the most important part in schools in all respects, from everyday administration to promoting high expectations and high quality of professional practice, based on their expertise in the field or academic findings (Pont et al., 2008). The roles and responsibilities of school directors are divided and evaluated to determine what exactly school directors do and what policymakers and academics think they should do (Stronge & Xu, 2021). In academia, it is assumed that to be a school director, many hats must be worn every day. Today's school directors must be frontrunners in personnel, students, government and public relations, finance, instruction, academic performance, culture, and strategic preparation (Hibbard, 2016). Besides, the transformational leadership of school directors (DTL) leads to favorable changes in those who follow (Anderson, 2017).

Qualified leaders can subsidize every aspect of their organization, especially teachers' self-efficacy (TSE) (Goddard et al., 2021). These assistances are seen in their management skills, intrapersonal skills, and how they encourage their teachers to be confident and effective individuals (Mansor et al., 2021). For years, researchers have studied school directors and have revealed that qualified educational leaders can encourage positive school cultures and strong learning environments (Duignan, 2014; Tłuściak-Deliowska et al., 2017). However, unproductive behaviors displayed by school directors can inhibit the self-efficacy of teachers (Johnson & Voelkel, 2021; Laughter, 2017). Scholars have discovered that actions performed by school leaders relate directly to TSE (Polatcan et al., 2023). Additionally, the variance between effective and

ineffective school leaders lies in their TSE rather than the behaviors they illustrate (Hibbard, 2016; Musa et al., 2020).

Noticeably, prior to the application of No Child Left Behind, the leadership of schools was not fully defined (Gosnell-Lamb et al., 2013). School directors were focused on correction and various managerial tasks (Grissom & Loeb, 2011). Visits to the classrooms were exceptionally rare in many cases, only occurring to join a disciplinary problem or special classroom events (Tobin, 2014). Today, a much more defined and heavily accountable characterization of the school directors is practical in schools (Stronge & Xu, 2021). The school directors are the leaders of the schools, and the outlooks of teachers, students, and other staff members, especially teachers within the school, are imitated through the leadership portrayed by the school directors (Hallinger, 2004; Notman & Henry, 2011).

Currently, empirical studies of school directors' transformational leadership (DTL) in schools have revealed promising preliminary results consistent with the theory (Sun et al., 2017). Some studies in schools experiencing restructuring show that DTL behaviors pointedly affect TSE beliefs (Kouhsari et al., 2022). Furthermore, DTL has a significant positive impact on school environments, fostering an atmosphere conducive to growth and development (McCarley et al., 2016), and it bolsters TSE, empowering them with the confidence and skills needed to drive meaningful change within the educational landscape (Reid et al., 2022).

Nevertheless, despite these promising findings, while the body of literature surrounding school directors' leadership continues to grow and develop momentum, one thing is clear: school directors' leadership has the prospective to have an insightful influence on TSE and performance (Stein et al., 2016). Research has shown that the efforts of school directors' leadership can positively affect TSE and TJP (Espinoza, 2013). When teachers are authorized to be transformational leaders, students and the public schools they attend will benefit (Day et al., 2016; Leithwood & Jantzi, 1990). However, school directors' leadership is still more of an idea than a truth ready to be put into practice (Scallon et al., 2023). Some have even branded school directors' leadership as basically a feel-good factor, a model for school leadership that sounds promising but has not been proven to make a difference (Gardner et al., 2021).

In relation to this, TSE has to do with the teacher's attitude to work, desire to partake in the pedagogical process in a school or college environment, as well as the teacher's interest in students' restraint and control in the classroom (Emiru & Gedefaw,



2024). Moreover, teachers have both intrinsic and extrinsic needs (Ryan & Deci, 2020). This refers to a teacher who primarily engages in tasks to find satisfaction, experience a sense of triumph, and achieve self-actualization (Di-Paolantonio, 2019). Thus, a teacher with self-efficacy may perform activity duty (Tria, 2023).

In addition to TSE, teacher performance is another important effect of DTL (Li & Liu, 2022). Dumay and Galand (2012) emphasized that there is a need for manpower that is highly committed, such as transformational school leaders, to support the development of teacher performance. Day et al. (2016) asserted that leaders realize transformational school leadership when they enhance their teachers' performance. Quin et al. (2015) showed that the ability of school leaders to properly use TL practices positively affects teachers' performance. Li and Liu (2022) also argued that TL impacts teacher performance.

Subsequently, Zeinabadi et al. (2023) supported that effective leadership is an important part of teachers' performance and success across all human civilizations, including education. That is why Rony et al. (2023) highlighted that the success or failure of teachers' performance in schools often hinges on the effectiveness of leadership.

Furthermore, TL practices in schools elevate teacher performance to higher levels (Alzoraiki et al., 2023). This influences teacher performance, both directly and indirectly, to improve the school's bottom-line performance (Abraham, 2024). Therefore, improving teacher performance and enhancing their capacity is what makes transformational leaders effective in the education sector (Litz & Blaik-Hourani, 2020). This implies that transformational leaders' bottom line goal is to bring teachers up to the level of confidence and accomplish organizational goals (Ren et al., 2024).

Notably, Day et al. (2016) announced that specific patterns of leadership practices vary over time and across teacher performance. This raises the question and debate about the best leadership practices that can bring about positive and significant changes in teachers' performance. However, Lazar (2020) noted that TL practices are required to successfully navigate diversity in terms of the transformation and development of high-quality schools for teacher performance in the 21st-century global market.

In this context, DTL has been seen as an effective and popular strategy employed as an instrument for promoting the quality of administration, especially TSE, and performance (Caillier, 2016). Like many other countries, Cambodian school leadership has somehow adapted to TL policies since the passing of the 1998 Law on Provincial and Municipal Budgets and Asset Management. Remarkably, the term has been applied in

education since 1996 through building the first tertiary institution, Norton University (Khy & Bo, 2020). However, the explicit policy was seen in the education for all (EFA) plan in 2003 that one of its objectives was concerned with capacity building for TL through enabling increased operational autonomy of all education institutions, increased delegated authority to provinces and districts in planning and managing education services and strengthened monitoring and audit systems (Benavot et al., 2016). The social system emphasizes social hierarchies, kinship, patronage, and informal personal relations (Lemarchand & Legg, 1972). Thus, sharing or transferring power is the new model in the context of Cambodia (Yang, 2022).

Building on this idea, the TL theory focuses on the relationship or interaction between both school directors and teachers (Price, 2012). The interaction or exchanges, both in content and process, are defined as individual dyadic linkage (Karademas, 2022). School directors not only have individual relationships with each of their teachers, but the relationship is unique and viewed as a series of vertical dyads (Bobko & Roth, 2013). Furthermore, the heart of each dyadic relationship is the concept of a rule-making procedure or role concession process (Dienesch & Liden, 1986). The role expectations of teachers and the extent to which the teachers meet those expectations make up the relational context of the transformational process (Kılınç et al., 2024). TL depends upon the level of trust, interaction, support, and rewards, which determines the quality of the relationship (Rempel et al., 1985). The multidimensional concept of TL comprising: affect, loyalty, contribution, and professional performance was given (Keskes et al., 2018).

Extending this discussion to teacher effectiveness, teacher beliefs and practices were ultimately at the heart of student success (Jarl et al., 2021). Teacher efficacy, the expectation that one retains the talent and capabilities to bring about pupil learning, is central to school reform (Stronge, 2018). Teacher efficacy was also linked directly to student achievement (Lee, 2002). A lot of English teachers working in Cambodia have told them that teachers with self-efficacy would be highly passionate about work and even better complete their duties if their school directors were able to guide them regularly with their teachers' job performance (TJP) (Tan, 2007).

Given the significance of TJP in education, it is very important in the educational process (Gómez & Valdés, 2019). Qualities of school directors on teachers' performance are very important in Cambodia (Em, 2021). First, incentives can lead to motivating top performance or even raising student achievement (Fitria, 2018). In Cambodia,

transformational school directors can develop a sense of belonging in teachers at school (Em, 2021). Additionally, transformational school directors in practice regard their teachers and team members as friends and families (Effendi et al., 2020). Transformational school directors offer opportunities for their teachers to learn, experience, and grow (Slavich & Zimbardo, 2012). At the same time, they teach and give leadership for effective and efficient TJP (Reave, 2005). Their open-mindedness allows gifts, views, and criticisms to perform the job constructively (Liou & Daly, 2018).

## **1.2 Statements of the Problem**

School directors are the heads and stewards of every school. As a result, the mandates have brought DTL to the forefront of their potential impact on TSE and performance. According to tradition, school directors have only a few TL characteristics. Their role primarily involves carrying out their superiors' directives, and therefore, they don't typically expect leadership, self-initiative, or creativity. For example, one could argue that school directors lack the capacity and flexibility to adapt the national curriculum to their own goals and targets, resulting in limited opportunities for demonstrating their leadership. Consequently, the DTL style in Cambodia remains significantly more authoritative than its distributed approach. This style of leadership, therefore, has an impact on both teaching and learning (Chin, 2022).

However, numerous social specialists and researchers have observed that the practical implementation of DTL remains challenging. In particular, schools have less autonomy regarding finances and resource allocation mechanisms because Cambodia has retained much of the decision-making at the central management level. In addition, one of the big obstacles is the lack of effective transformational leaders at the provincial and school levels because of limited professional training (Lor, 2021). Moreover, those with extensive knowledge and skills have left government work in search of higher-paying opportunities. Similarly, Purwanto et al. (2020) argued that the TL policy faces unclear decision-making authority and school autonomy issues. Furthermore, the knowledge gap at the school level still hampers the ability to assist relevant stakeholders in implementing the program effectively. In particular, the authority for decision-making transferred from school directors to teachers remains weak (Brezicha et al., 2020).

In addition, similar reports indicate that teachers have limited opportunities to participate in continuous professional development programs. The Ministry of Education, Youth, and Sport (MoEYS) usually approves the providers of professional development

programs when available. Thus, the power distribution is still poor in the Cambodian context, especially since school leaders are more dependent on their superiors' authority. Furthermore, resources and professional training are strictly limited. Moreover, the system for evaluating teachers does not align with their performance. Specifically, the current teacher assessment form evaluates teachers based on their qualities as public employees, drawing from the National Civil Servant evaluation (Heng & Sol, 2022).

Given these challenges, the effectiveness of DTL is not thoroughly examined, especially in the Cambodian context. The study addresses the impact of leadership transformation on TSE and TJP, focusing on how building leaders influence teacher perceptions and actions (Akman, 2021). Moreover, the research aims to provide a better understanding of the positive effects of leadership on teacher efficacy and performance, particularly at the high school level. Specifically, teacher perceptions regarding how building leaders influence their efficacy and performance were examined in this study (Karacabey et al., 2022). The information gleaned through this process assists in determining actions that positively affect teacher efficacy and performance, ultimately benefiting the entire school community.

Nevertheless, current research on the stimulus of leadership on teacher efficacy is not conclusive and fails to include specific traits and actions that are considered positive. The current literature, in particular, lacks multiple studies at the high school level, which is a critical gap in understanding the full scope of leadership impact (Kalogiannakis et al., 2021; Karacabey et al., 2022). Consequently, further research at this level adds to the studies investigating TL's effect on TSE and TJP, ultimately contributing to a more comprehensive and nuanced understanding of leadership in educational settings (Li & Liu, 2022).

As a result of these gaps, the current study yields two main problems. The first problem pertains to the practical issue of school directors having limited influence on TSE and TJP. In particular, the school directors seem not to know how to impart knowledge and skills to teachers. As a result, teachers experience a decrease in confidence and motivation, and their self-esteem suffers. Consequently, they do not perform well. The second problem is a theoretical one. Many studies have examined the effects of school directors on TSE. Additionally, there are also many studies about school directors' effects on teachers' TJP. However, there has yet to be a study on the effects of the combination of school directors on TSE and TJP.

### **1.3 Objectives of the Study**

The objectives of this quantitative correlational research study were sixfold:

1. To explore the levels of teachers' perceptions of school directors' transformational leadership.
2. To examine the similarities and differences in the qualities of school directors' transformational leadership in terms of demographic characteristics.
3. To find out the levels of teachers' perceptions towards teachers' self-efficacy and teachers' job performance.
4. To examine the levels of the similarities and differences in the qualities of teachers' self-efficacy and teachers' job performance in terms of demographic characteristics.
5. To investigate the relationship among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance.
6. To examine the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance using multiple regressions and structural equation modeling.

### **1.4 Research Questions**

To find out the responses to the above-mentioned objectives, the researcher aims to answer the following six research questions in detail. Those questions are:

1. To what extent do teachers perceive school directors' transformational leadership?
2. How do the qualities of school directors' transformational leadership vary with demographic characteristics?
3. To what extent do teachers perceive teachers' self-efficacy and teachers' job performance?
4. How do the qualities of teachers' self-efficacy and teachers' job performance vary with demographic characteristics?
5. What are the relationships among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance?
6. What are the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance using multiple regressions and structural equation modeling?

## **1.5 Significance of the Study**

The study of TL is notable because it focuses on results. In particular, the leader can transform the school's culture for the better and keep it that way. Consequently, this enhances the teacher's self-efficacy and performance, as well as the performance of the students. Therefore, the findings will be useful to the MoEYS, the school's religious sponsors, and other stakeholders who are responsible for selecting the school directors. The school directors of publicly sponsored schools are chosen by religious sponsors. As a result, they will be able to be quality-oriented while assessing principles based on the current study.

Moreover, the MoEYS is very vital in making education policies. In this regard, the current study will inform some of the policies, especially those concerning the running of the schools. When this happens, the schools perform well, and the stakeholders become satisfied with what they have invested in the school. Indeed, TL qualities are essential in transforming high schools from low to higher performance in academics as well as in discipline. Additionally, it also maintains higher performance in school.

Furthermore, the findings of the study will be useful to the school directors. Specifically, it will enable them to influence the efficacy and performance of the teachers who are very instrumental in the students' performance. In doing so, it will enable them to cultivate essential values like trust, honesty, and transparency, which are essential for leadership. Consequently, this will enable the school to have high performance and maintain it. It will also enable the school directors to realize the important role they play in the school and the obligation they have to influence the holistic self-efficacy and performance of the teachers for quality education.

Equally important, the findings will also be important to the teachers. In fact, it will make them aware of all the areas they ought to improve for them to achieve the required performance. As a result, teachers will be able to form a synergy with the school directors.

In addition, this study may benefit school board members and superintendents as they consider qualities when hiring or retaining school directors. It may further show how different leadership styles of the school directors may help retain teachers and ultimately improve TSE and their performance. Other possible contributions of this study include the potential to influence administrative practices, school directors' training, and leadership development programs. Moreover, the findings may also be useful for others than the selected high schools that are redesigning curricula for their leadership degree

programs that will prepare the next generation of administrators. Additionally, this study may be used to identify the professional development needs of school directors in the future, help school leaders learn best practices from recent research, and ultimately increase TSE and performance, which surely affects students' learning achievement.

In conclusion, this study is of considerable importance to several stakeholders in the education system, such as school directors, teachers, policymakers, and school boards. By extension, it underscores the significance of transformational leadership (TL) and illustrates how proficient leadership may elevate teachers' self-efficacy, enhance teachers' job performance, and eventually augment students' learning achievement. As a result, the findings are anticipated to enhance the formulation of effective leadership strategies that promote sustained school improvement and quality education.

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

This study, undertaken from 2023 to 2024 using the samples from four provinces in Cambodia, namely, Kampong Cham, Kampong Chhnang, Kampong Speu, and Kampot, investigates the influence of transformational leadership (TL) shown by school directors on teachers' self-efficacy (TSE) and job performance (TJP). However, it is important to acknowledge certain limitations. The limited scope may restrict the applicability of the findings to the wider national context, while the dependence on teacher surveys may also add some possible issues. The study's cross-sectional methodology fails to consider long-term changes in leadership practices, and its exclusive focus on TSE and TJP may neglect other vital dimensions of school leadership. Moreover, although the sample encompasses many areas, it may not accurately represent the broader community of educators and school administrators in Cambodia. Some of the detailed limitations are proven as follows.

To begin, the scope of the research is limited to only four locations within Cambodia, which may not be an accurate picture of the educational environment throughout the entire nation. This is the first limitation of the research. As a result of the cultural, economic, and educational factors that are present in these regions, it is probable that the findings cannot be extended to a larger population.

Secondly, the data collection method relied on teacher questionnaires. While this approach provides valuable insights, it is subject to the inherent biases of self-reported data, such as social desirability bias and the respondents' subjective interpretations of the questions. Additionally, the study's reliance on teachers' perceptions may not fully

capture the complexities of the school directors' leadership qualities and their actual impact on teacher performance and self-efficacy.

Thirdly, limiting the study period to 2023-2024 may not account for long-term effects and changes in leadership practices and their impact on teachers. The dynamic nature of educational environments and leadership styles means that a longitudinal approach could provide more comprehensive insights into the lasting effects of TL.

Furthermore, the study examines the qualities of school directors' leadership in only two dimensions: TSE and TJP. This limited focus might not encompass all relevant aspects of these constructs, potentially overlooking other significant factors that contribute to teacher effectiveness and performance.

Lastly, the sample size, while drawn from four provinces, may still be insufficient to draw definitive conclusions about the broader population of teachers and school directors in Cambodia. Despite these limitations, the study provides important initial insights into the impact of TL on TSE and TJP. It lays the groundwork for future research that can address these limitations by expanding the scope, incorporating additional dimensions of the constructs, and employing more diverse and comprehensive data collection methods.

## **1.7 Conceptual Framework**

A conceptual framework visually represents the anticipated correlation between the variables (Oben, 2020). It outlines the pertinent goals for the research procedures and illustrates how they converge to form logical findings (Fuertes et al., 2020; Jabareen, 2008; Leshem & Trafford, 2007).



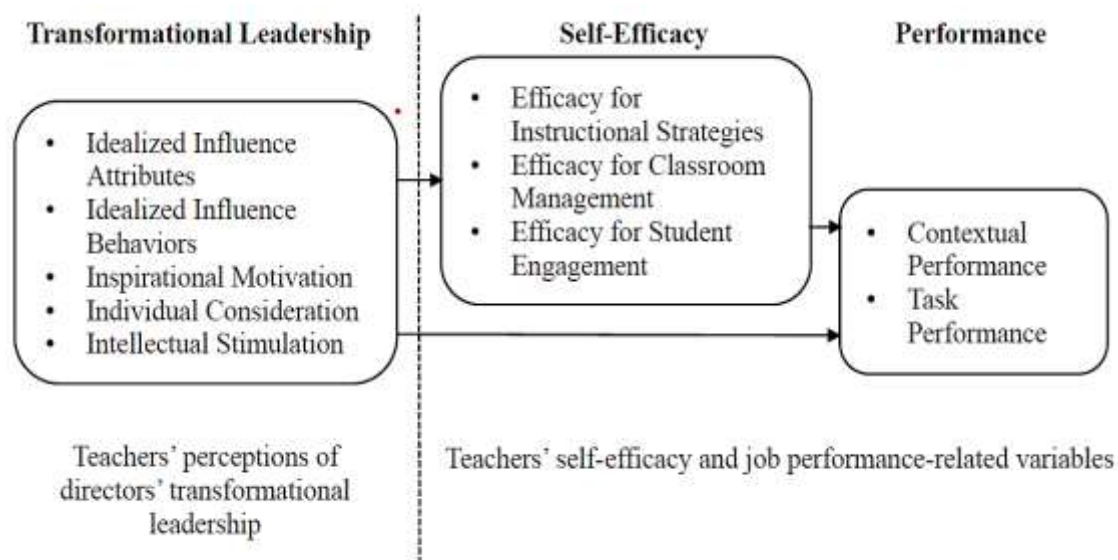


**Figure 1.1: Conceptual Framework for the Study**

This conceptual framework is like a map for the current study. There are variables such as DTL, TSE, and TJP. TJP is predicted by the other two factors mentioned previously.

### 1.8 Definitions of Key Terms

**Leadership** is the ability to motivate and guide individuals or groups toward a common goal. It necessitates the ability to cultivate trust, foster collaboration, and stimulate innovation while maintaining a clear vision and objective (Chen et al., 2021). Moreover, adept leaders are acknowledged for their superior communication skills, emotional intelligence, and adaptability. They empower individuals by recognizing and utilizing their skills, fostering development, and creating an inclusive environment that appreciates diverse perspectives. Leadership fundamentally involves generating a positive impact, navigating challenges with fortitude, and persistently pursuing excellence (Gottlieb et al., 2021). In the current study, the word “leadership” is often mentioned concerning the leadership of school directors.

**Transformational Leadership (TL):** TL is an engaging and inspiring approach designed to elevate both leaders and their followers to enhanced levels of motivation and ethical standards. Leaders who exemplify this strategy are recognized for their ability to articulate a compelling vision, foster an environment of intellectual rigor, and provide personalized support and encouragement (Lai et al., 2020). Furthermore, they urge their adherents to transcend personal interests for the advancement of the organization and its goals. Transformational leaders enhance performance, innovation, and organizational

change by stimulating creativity, challenging established conventions, and nurturing a culture of continuous improvement, thereby instilling a sense of ownership and commitment among team members (Wu & Lee, 2020). In the current study, the word “transformational leadership” is often mentioned, referring to the school directors’ transformational leadership (DTL) of the selected Cambodian high schools.

**Teachers’ Self-efficacy (TSE):** TSE refers to the confidence teachers possess in their capacity to educate successfully and influence students’ learning positively. Consequently, teachers with elevated self-efficacy exhibit greater enthusiasm, persistence, and resilience when confronted with adversities (Orakcı et al., 2023). This confidence influences their teaching practices, classroom management, and openness to adopting innovative pedagogical approaches. Moreover, educators possessing robust self-efficacy are more inclined to cultivate a constructive learning atmosphere, establish elevated standards for all learners, and employ diverse strategies to address the individual requirements of each student. This confidence enhances teacher satisfaction and professional development, while also significantly influencing students’ achievement and overall school success (Wilson et al., 2020).

**Teachers’ Job Performance (TJP):** TJP refers to the efficacy and efficiency with which educators execute their duties to promote students’ learning and development. High TJP in educators is exemplified by their capacity to present interesting and organized lessons, regulate classroom interactions, and offer constructive comments to students (Willis et al., 2022). It entails continuous evaluation and modification of instructional strategies to address varied students’ requirements, cultivating a supportive and inclusive classroom atmosphere, and pursuing professional growth to be abreast of educational best practices. TJP is essential for students’ success, as it directly affects academic performance, students’ motivation, and the entire school environment. Moreover, effective TJP includes collaboration with colleagues, parents, and the broader community to facilitate the comprehensive development of students (Scales et al., 2020).

## 1.9 Chapter Summary

To cut a long story short, this chapter investigates the influence of school directors’ transformational leadership (DTL) on high school teachers’ self-efficacy (TSE) and job performance (TJP) in Cambodia. To begin with, teachers’ efficacy, defined as confidence in one’s ability to impact students’ learning, is crucial for school reform and students’ success. In this regard, transformational school directors play a vital role in

inspiring and mentoring teachers, fostering a sense of belonging and professional growth. Nevertheless, challenges such as centralized decision-making, limited school autonomy, and inadequate professional training hinder the effectiveness of TL. Moreover, resource constraints and restricted professional development opportunities further limit its impact. To address these issues, this study seeks to analyze the characteristics and behaviors of school directors' transformational leaders, explore teachers' perceptions of their school directors' leadership, and examine the relationships between DTL, TSE, and TJP. In addition, it investigates variations in perceptions based on gender and age. Ultimately, the results are intended to help the Ministry of Education, Youth, and Sport (MoEYS) make policy decisions about the hiring and training of school directors, which will eventually improve students' accomplishments, teacher effectiveness, and job performance. Conducted during the 2023–2024 academic year in four provinces of Cambodia, this study offers insightful information about performance, self-efficacy, and leadership. Overall, it advances the main objective of enhancing instructional strategies and school leadership for high-achieving educational institutions.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this chapter is to present an analysis of the literature related to the current study on the impact of school directors' transformational leadership on teachers' self-efficacy and job performance. To begin with, this chapter examines the aspects that are relevant to the theoretical study, theories related to the study, and empirical studies suggesting research gaps for other original studies. Interestingly, the chapter also provides a brief review of education in Cambodia, past and present, as background and to make the study more relevant to the current context. Finally, the chapter concludes by summarizing the discussed points into a few words, paving the way for the coming chapters.

#### **2.1 Transformational Leadership**

The culture that is created through leadership fundamentally impacts not only the environment of the organization as a whole but also has a direct impact on how faculty operate in the educational setting (Nurjanah et al., 2020). At the same time, working on behalf of educational improvement and organizational success involves working within that existing organizational culture. The primary purpose of leadership is to influence others in such a way as to continue organizational success as well as the development of better operating performance. No two leaders operate the same, and leaders exploring attributes or characteristics of other leaders operate within a particular leadership framework. While the servant conception encompasses some transformational elements, transformational leadership (TL) goes beyond the traditional supervisory role that servant leadership suggests. TL is important in guiding individuals toward accomplishing goals in educational institutions (Kwan, 2020; Mbindyo et al., 2021).

Within an organization, a leader must demonstrate a variety of skills and traits to establish an environment that is beneficial to the organization as a whole; this is particularly true in educational institutions. Various researchers over the years have looked at the effect of different leadership styles and how they impact organizational success and the satisfaction of subordinates (Khan et al., 2023). While some scholars and organizational observers argue that the particular context of leadership is inconsequential or even irrelevant, others contend that the organization is better positioned to accomplish its goals. When engaging in some form of change or transformation within an

organization, leaders must recognize the need for TL and be willing to commit to the skills and actions that are present in said leadership (Lasrado & Kassem, 2020).

|                             |                                  |
|-----------------------------|----------------------------------|
| Transformational Leadership | Idealized Influence (Attributes) |
|                             | Idealized Influence (Behaviors)  |
|                             | Inspirational Motivation         |
|                             | Individualized Consideration     |
|                             | Intellectual Stimulation         |

**Figure 2.1: Transformational Leadership**

### **2.1.1 Definition and Key Concepts**

Charismatic transformational leaders have a profound and extraordinary effect on their followers. Their personalities and aspirations are so exciting and real that they elevate followers' mission and capabilities, replacing self-interest with value-laden goals and aligning personal reward with added value. These lighthouses in the darkened consciousness of existence awaken others to superior individual and group potential (Brown et al., 2020). Broadening and elevating their followers' visions and strengths are clues to highly effective leadership. Transforming leaders make their followers aware that they can accomplish more than people originally thought possible, even more than they believed. Furthermore, vision-based leaders make radical changes in themselves, their followers, and their institutions. They alter their objectives and standards, their behavior and style, their concepts and vision, their self-concept, values, and sense of mission (Schiuma et al., 2022).

While there is a great deal of disagreement about the nature, scope, and sources of effective leadership, there is substantial agreement on a few points (Barzilai et al., 2020). First, TL goes beyond prophesying success and unique wisdom. Second, real leaders transform not just their organizations, but themselves and their followers as well. Third, the transformation is a two-way adventure intended to foster higher standards and new values. Finally, the leaders who provide this kind of visionary direction-giving are extraordinary people. Indeed, they are sometimes called charismatic. This means they can

help followers see a greater, more significant, and more satisfying future for themselves (Asbari, 2020).

### **2.1.2 Historical Development**

A large body of research has demonstrated that some individuals can behave in ways that have important consequences for the motivation, satisfaction, and performance of others. A considerable amount of research with several hundred existing definitions of these behaviors and with an equal number of pairs of complementary and contrasting descriptions has attempted to determine whether there are distinguishing dimensions or categories of leadership; thus, the label of the model is TL (Ajzen, 2020; Malle, 2022). It captures what is seen as the essence of effective leadership within the construct of personal compliance; that is, voluntary compliance that results in cooperation rather than mere passive obedience that results from fear or intimidation (Hofmann, 2024).

The theoretical framework of TL has evolved, increasing our understanding of the impact and implementation of this important leadership style. The discovery of the roots of TL, the ways that the initiation of the structure dimension of transactional leadership has been forgotten in the transformational literature, and the occasionally ignored dark side of TL (Bajcar & Babiak, 2022).

### **2.1.3 Theoretical Frameworks of Transformational Leadership**

The discovery of TL theory did not come by chance. It is easy to understand which disturbing events and changes have stressed out, determining the breakdown of old models of explanation that would not have stood the test of time (Crowley, 2022; Sternberg, 2022). On one side the need to broaden the horizon from the organizational area to the social one, on the other the need to better understand the global-cultural connections and the new changes determined by the evolution of the economic, political, and social systems in global terms; which humanity has already approached as a unique entity and which should be analyzed with scientific instruments able to grasp the true sense of changes (Caza et al., 2021; Lisak & Harush, 2021).

The evolution of the term TL is associated mostly with the work of McGregor and Burns, although the notion of the leader as a charismatic figure, capable of influencing subordinates through an emotional bond, has been common in the research agenda of the social sciences (Eaton et al., 2024). However, the premise on which it is easy to articulate that kind of model of leadership undoubtedly lies in the behaviorist approach. Both Maslow, the most significant of the representatives belonging to the movement of human resources, and McGregor, in the assumptions of theory Y, resume the theories of Burns

and propose new scenarios in the framework of leadership studies (Asbari, 2020). Nevertheless, it is above all the book written by Burns that elects the concept of TL as the fulcrum of a new interpretation of the conduct of political leaders and the principles on which it is based (Eaton et al., 2024).

#### **2.1.4 Bass's Transformational Leadership Theory**

The factors that contribute to charisma and TL are likely to be important for many categories of leadership and many policy areas. In short, an understanding of these factors can provide a bridge between psychological analyses of leadership and the study of the much older leadership, public administration, and policy literature (Becker et al., 2022). The claims of charismatic and TL to be new models of leadership are largely justified, and they are excellent representatives of the new inspirational leaders. They presuppose a revolution not only in public management and in a new breed of employees on whom many of the familiar organizational assumptions are held not to apply, but also in the qualities of leaders. However, these models are also equally at home with a very large and largely separate literature within both leadership and public administration. This literature is now over 60 years old (Nassif et al., 2021; Siangchokyoo et al., 2020).

Bass's theory of TL has received increased attention in public administration disciplines (Hai et al., 2021). Scholars recognize that the success of an organization and its policies depends heavily on the attitudes, motivations, and performance of lower-level employees (Siangchokyoo et al., 2020). TL can produce major individual and organizational outcomes by transforming employees' motivation, job satisfaction, and collective efficacy. Given the increasing scrutiny that public administrators receive from all segments of society, these gains seem particularly worthwhile (Bojović & Sandra, 2020).

#### **2.1.5 Avolio's Full-Range Leadership Model**

Transformational leaders are those who work with followers to establish and reach mutual objectives that transcend the short-term interests of both. Transformational leaders recognize followers' needs, enhance followers' self-worth, foster the individual fulfillment and growth of followers, as well as foster the actualization of followers' highest potential (Khan et al., 2019; Lu et al., 2020; Siangchokyoo et al., 2020). Goals are articulated so that the followers' needs for independence, self-valued contribution, and sense of challenge and meaning are satisfied by working on goals linked to more advanced motivational spirits rather than mundane ones. In return, followers are motivated to pursue the transformational leader's goals (Lu et al., 2020).

Avolio's research on TL, particularly the full-range model of both transformational and transactional leadership, is considered a significant contribution to the study of leadership (Bajcar & Babiak, 2022; Oprea et al., 2022). Avolio and Bass explored TL as both a style and a form of leadership that can differentially affect a wide spectrum of individual, group, organizational, and even societal level outcomes. Avolio's full range model is focused on the full range of leadership behavior that leaders use and the potential effect on followers and followers' organizational performance (Siangchokyoo et al., 2020).

#### **2.1.6 Characteristics and Behaviors of Transformational Leaders**

Individualized consideration refers to leaders who attend to each follower's needs. It involves coaching, teaching, and counseling (Bakker et al., 2023). The other three characteristics are to stimulate followers' creativity using visionary methods, motivate them to goal attainment, and set models or build high platonic relationships with followers (Alessa, 2021). Despite their increased level of interest in and fascination with TL, researchers provided little explanation for how transformational leaders achieved desired outcomes from followers (Kwan, 2020).

Before conducting studies about the effectiveness of leadership theories, it is necessary to clarify the characteristics of the leadership theories themselves. This is particularly important for TL, which has been widely recognized as an ideal leadership style. Transformational leaders are individuals who display behaviors that inspire followers to deliver their best performance (Asbari, 2020; Usman, 2020). They set high expectations for their followers and then provide the necessary attention, support, and structure to help followers attain those expectations. When reaching such levels, followers demonstrate increased commitment to attain group goals rather than personal achievement (Bakker et al., 2023). Such results of the effectiveness of TL on followers and groups have been recognized and agreed upon by various findings of different studies. These findings raise the issue of whether the practices of TL can be applied to Chinese organizations effectively and efficiently. The characteristics of transformational leaders are divided into ICO, IST, IMO, IIA, and IIB (see list of abbreviations and acronyms) (Caza et al., 2021; Lim & Moon, 2021).

#### **2.1.7 Inspirational Motivation**

Transformational, inspirational, and visionary leaders constantly consider opportunities that have not yet been created. Their followers are asked to join in the vision because the scope, ambition, and excitement of the proposition stretch far beyond the



traditional, easy, and basic tasks and consequent rewards (Bakker et al., 2023). In addition to the challenge, resources to support the transformational challenge are dedicated to each challenge outcome. Leaders articulated that a strategic vision provides an important component in the process. The shared strategic vision component is a seven-step leadership Spencer and Stevenson checklist operative in successful leadership, including transformational governance in healthcare through inspirational leadership models (Gibbons et al., 2023). This section introduces the relevant background to leadership and proof of leaders' ability to make significant, constructive differences, often in incredibly difficult conditions. There are few more difficult and morally challenging tasks than delivering healthcare system reformation through the application of TL processes. Overall, tired, overstressed, put-upon clinical staff require good, caring, supportive leadership to engage productively and, as a consequence, be more productive in their corporate responsibilities (Braithwaite et al., 2020).

In IMO, Bass explicitly focuses on the importance of team vision development within TL (Løvaas et al., 2020). Broadly, Bass agrees that this is an inspired vision that sets transformational leaders apart from their followers; the latter are considered likely to have generated neither the energy nor the initiative to form their inspirational leadership style (Mansoor et al., 2021). However, while all followers might hear the same, very compelling transformational leader message, not all followers within an enterprise, for example, may hold the same level of exciting promise in the endeavor. This seems a stretch and may well depend on wider contextual factors of production, work purpose, and local individual values within the enterprise. Bass, for instance, challenged leaders to inspire their followers to that end through strategic visioning and foresight toward higher outcomes (Walsh & Martin, 2023).

#### **2.1.8 Intellectual Stimulation**

There is, in fact, a prevailing push in the accountability and transparency movements towards greater transparency in the work of public entities, and this pressure has also impacted corporate managers, companies, and their external environments (De Fine Licht & De Fine Licht, 2020). Today's business environment should respond to growing pressure from different interest groups and promote corporate growth. This is even more pressing at a time when society's resources are limited, for business actions are limited. Greater sensitivity and creativity are required from corporate management, producing greater economic value with fewer resources (Alrowwad et al., 2020). The transformational leaders' use of this strategy stimulates followers to greater creativity,

and it encourages out-of-the-box thinking. Thus, traditional companies that combine an understanding of the need for change and the requirement to work smarter, not harder, for success can utilize these initiatives to convert them into smarter work and cultural-class movements (Shafi et al., 2020).

IST refers to the degree to which leaders challenge organizational norms, seek change, and encourage creativity and innovation within their company (Shafi et al., 2020). The level of change and skills necessary for followers to recognize and take the initiative to tackle new and difficult problems can be daunting without proper leadership support. Leaders who engage in IST present problems as challenges open up their options to include novel solutions and recognize the need to experiment with new ideas to maintain a competitive edge (Liu et al., 2021). They seek followers' ideas and suggestions, but at the same time recognize the importance of empowerment to creatively resolve the problems in innovative ways. This duality of behavior reflects a leadership style that challenges followers to think in new ways as well as to engage in behaviors consistent with winning strategies (Ilyas et al., 2021).

### **2.1.9 Benefits and Outcomes of Transformational Leadership**

It is demonstrated that transformational leaders can lead to group psychological safety and a more secure working environment characterized by mutual respect and trust, even to the extent that followers are empowered to act in the interest of the group and engage in regular managerial activities (Moin et al., 2021). Research has shown that transformational leaders encourage employee involvement and enable them to achieve more by letting them act for the greater good and provide frequent opportunities to self-manage and deliver leadership within the team (Lai et al., 2020). Hence, it is fair to suggest that carefully choosing transformational leaders can result in better levels of morality, stronger ethical awareness, corporate social responsibility, and less organizational corruption, as followers have a clearer idea of what ethical behavior is expected of them, as well as the importance of ethical behavior. This is because TL is viewed as fostering the development of a moral leader identity in-group members, which in turn promotes that such leaders act more as moral agents (Caillier, 2016).

Evaluating the outcomes of TL cannot be theoretically overemphasized, and to this end, it is crucial to realize that transformational leaders help followers grow and develop (Moin et al., 2021). Transformational leaders do not merely extract or extort performance from followers but contribute significantly to the developmental needs of their followers. This fosters a positive relationship and high trust as followers are more

willing to help others, take part in organizational citizenship behaviors, and place the group's well-being over their self-interests (Hancock et al., 2023; Messmann et al., 2022). Among the most consistent outcomes of TL behaviors is the strong link between these behaviors and increased social identification with the group, team, or organization. Indeed, it could be argued that TL may have been more accurately termed as social leadership, emphasizing the pivotal role these leaders play in inspiring this social identification. Finally, particularly in times of crisis, trust in the right leadership is a key determinant of follower performance and attitude (Bakker et al., 2023; Khan et al., 2020).

#### **2.1.10 Individual-Level Outcomes**

Individual-level outcomes of TL have been the centerpiece of the theory since the beginning of the idea, and administration, and this review section highlights the most recent evidence and issues (Lagowska et al., 2022). As has been the case in the past, this most recent review of TL relies heavily on self-reports. Researchers have shown some success by correlating multi-source measures with the story of outcomes of TL, pointing out the need for additional objective indicators of leadership behavior (Bakker et al., 2023). Nonetheless, self-reports are by far the most common measure of leadership, and we still cannot rule out the idea that content rather than harshness still helps to construct outcomes (Avolio et al., 2022).

This section reviews research on one of the dominant theories of leadership over the past 40 years. Drawing on Bass's thoughtful review of this leadership model recently delineated by his comment along with the methodological constraints and the new questions they pose, the section summarizes the evidence of the contingent effects of transformational and transactional leadership for outcomes at the individual, group, and business levels, integrating future directions (Daouk et al., 2021).

#### **2.1.11 Organizational-Level Outcomes**

Commitment. Commitment to the organization can be defined as the relative strength of an individual's identification with, and involvement in, a particular organization and the extent to which an individual wants to maintain organizational membership. Bass proposed that TL impacts employee morale and motivation, which then influence employees to manifest organizational citizenship behaviors (Soetjito et al., 2021). Since these leader behaviors influence employees' search for personal meaning in their work, which they find in their organizations, employees are likely to develop a greater sense of their positive work-related self-concept, a sense of oneness, and be

willing to invest greater time and effort to honor and respect the organization's requests for attendance (Bakker et al., 2023).

TL can influence employee respect, pride in their work, and commitment to the organization by enhancing the perceived value of their benefits, particularly in the form of perceived fairness of leader utilization of organizational resources (Yuan et al., 2022). TL directed at followers' self-fulfillment needs is likely to reduce employees' sensitivity to work conditions. In turn, transactional leadership encouraged employees to attend to their own work-related needs and, as a result, facilitated their goal attainment to a greater extent. Under these circumstances, employees are likely to be more concerned with the effects of their work situation on their ability to meet their work goals (Li et al., 2021).

#### **2.1.12 Challenges and Criticisms of Transformational Leadership**

Dissatisfaction among followers may occur when transformational leaders raise the scale of expected rewards without increasing them. While individually they may not have been of immense value, the moment they are promised to the subjects as a result of loyal cooperation, their importance increases greatly (Jacobsen et al., 2022). Transformational leaders have to be very cautious about promising such rewards which they may subsequently not be able to deliver. The urge to create success by keeping achievement levels low is not to be toned down when dealing with the free-riders problem (O'Reilly & Chatman, 2020). However, the knowledge that their performance can turbocharge group performance is something powerful. Wilder-designed commission and incentive systems can create extra motivation in instances where theoretical limits are exceeded. For instance, where individual performance is 25% more than average performance, the commission of the individual would be double that achieved by others (Rypicz et al., 2021; Toscano & Zappalà, 2020).

Overzealousness and their trust in their leaders' infallibility are among the criticisms raised against the protégés flourishing under TL. The questioning of methods employed by the leadership to achieve particular ends is discouraged, leading to less-than-desirable change direction (Wise, 2020). There are cases where TL was applied towards personal glory rather than the organization they worked for. There is also the possibility of destruction due to the enthusiasm of target-driven disciples of a transformational leader. Most incidences involve TL philosophy taken too far, manifesting itself into some sort of phenomenon (Hapsarl et al., 2021). Other critics have raised the issue of lack of neutrality towards certain changes, meaning failure to identify and embrace changes that may not be popular or beneficial to a group at a particular time.

These changes may only appeal to the people in the future if they benefit the ones in the future (McLaren et al., 2023).

#### **2.1.13 Overemphasis on Charisma**

The argument that superordinate leaders wield unusual influence, such that voluntary submission to their instructions may not be incompatible with employee desires, albeit relatively little explored, is far more persuasive. CEOs seem less sensitive to the immediate rewards and punishments available to more junior managers (Nienhaus, 2022). Indeed, many of the paradoxes or contradictions in results regarding the impact of TL, such as the purported links with short-termism or job satisfaction, may be resolved. Likewise, the reformulation is consistent with the personal nature of CEO-subordinate relationships. The examination of true TL would gain significantly from focusing on these behaviors rather than exhortations and influencing the content rather than the source of the imagined leader's aims (Akdere & Egan, 2020; Khan et al., 2020).

Scholarly engagement with the concept of TL has been intense and voluminous (Lai et al., 2020). However, much of this energy has gone into attempts to solve various riddles about the relationships between charisma, idealized influence, individualized consideration, IST, follower outcomes, and, to a more limited degree, performance effects which are only marginally related to attributions of TL attested by the textually inferred relationships between outcomes (Thompson et al., 2021). The exhortations concerning charisma, idealized influence, individualized consideration, and IST were originally stipulated as exemplars of behaviors. There is, however, a high degree of convergence between TL constructs: a reflection of the fact that most of them include these elements and practically nothing else. As a result, it is reasonable to suspect that most of these constructs focus on charisma and what is hoped to be a useful summary of the extra outcomes it is expected to evoke (Avolio et al., 2022).

#### **2.1.14 Potential for Burnout**

TL has been described as highly motivational, involving building relationships with emotional connections, fostering learning, coaching, and mentoring, empowering, and creating feelings of respect and trust among employees within organizations. It is also often referred to, for much the same reasons, as 'charismatic' leadership (Asbari, 2020). As suggested by the typical TL model, characteristics such as high enthusiasm and energy when communicating, becoming involved and empathizing when employees express their concerns, setting very high or idealized expectations for performance, and treating employees as though they are the most important members of the organization, it would

be expected that adopting these patterns could lead to serious threats of burnout from not only the leader but also among the employees (Chen et al., 2022; Stein et al., 2021). We suggest that somebody who is highly engaged and involved in this very high energy and enthusiastic manner is potentially open to criticism of being overenthusiastic and driven to the point of becoming a workaholic, which presents serious concerns about potential role conflicts and questions about whether they are unable to switch off and may be constantly striving for a level of perfection, potentially hijacking the original purpose of promoting positive emotional changes and damaging personal homeostasis (Endriulaitienė & Morkevičiūtė, 2020; Wibawa & Takahashi, 2021).

#### **2.1.15 Implementing Transformational Leadership in Organizations**

The new direction in the field of continuous development of samples, especially leading to better organization, is explained by the concept of TL. This is the area of study in the coming years where actual learning happens. Organizational companies and the management study area of TL are increasing day by day with the perspective of taking their overall impact on worker motivation, performance, executive functioning, and functional output. This label has been causing concern since its inception many years ago in the leadership area of study (Khan et al., 2020; Shafi et al., 2020). By sharing and comparing the interpretation efforts of association and group research workers with reviewing the core faculties of the label, our main goal is to offer a synchronic definition of TL. We are happy to find that differences between transnational and TL are ingrained, although some descriptors are not in accordance. Thus, the compelling evidence supports multidimensional and value-added arguments for our pluralistic approach (Obmerga, 2024; Perez et al., 2023).

The conceptual intersection of leadership and learning is focused when we consider how leaders are in a position to augur the development and education of members of the organizations in which they work. Leadership and learning are inextricably linked with organizational development and learning as these both are constituted within the relationships and contexts of the workplace (Akdere & Egan, 2020). Research around leadership and learning is curious and can be marginalized or left out. When workplace learning and learning requirements for leader development are seen from the view of the critical organizational scholarship, it also becomes evident that how workplace learning and leaders and leadership learning are inspirational by more than solely skill development or traditional definitional considerations (Akdere & Egan, 2020; Anders, 2021).

### **2.1.16 Creating and Communicating a Vision**

When taken together, the cumulative weight of the TL studies suggests that transformational leaders do not merely persuade their subordinates to exert effort; they are also perceived to help their followers, be they work group members or organization members, interpret the broader significance of a team, a department or an organization to enhance the association between employees and their work (Bader et al., 2023; Bakker et al., 2023). According to past TL bias and vision predisposition research, however, these conclusions suffer from problems relevant to both the measurement of the TL factors as well as the kinds of specific organizational circumstances that are anticipated to enhance the causal influence of the transformational leader. This becomes clear when social psychology theories have been considered that propose ways of transforming organizations (Avolio et al., 2022).

Effective leaders, it has been argued, can effectively persuade their subordinates to willingly exert effort on behalf of their organization. By articulating a desirable future state and by arguing in favor of a model of reality that views the ends that are intended to be achieved as the ideal way to serve group member interests, the rationale is that the persuasive leader, irrespective of how the persuasion is conducted, implicitly conveys the message that the changes are in the best interest of the constituency or follower (J. Wu et al., 2021). Recently, scholars interested in the behavioral processes underlying the persuasive effects of effective leaders have argued that transformational leaders create vision in their followers' minds through the rhetorical use of symbols in persuasive communication. They have forwarded the hypothesis that TL is a combination of a charismatic leader's IMO and the articulation of an attractive vision (Farahnak et al., 2020).

TL has a profound influence on leadership theories and has, according to many scholars, become the most widely studied leadership perspective in the field of organizational behavior. Hitherto, most of the TL research has focused on the impact of TL on a broad variety of outcomes at the individual, group, or organizational level of analysis (Zhang et al., 2020). By drawing on theory and results from both management and social psychology research, we first present a conceptualization of TL that goes beyond its merely being the four dimensions of charismatic leadership. Second, using this conceptualization of TL as a frame of reference for discourse, the results of two exploratory German studies are employed to examine whether and how TL impacts the

way employees see, interpret, explain, and understand the reality of their work environment (Asbari, 2020; Khan et al., 2019).

#### **2.1.17 Future Directions in Transformational Leadership Research**

In today's employment market, we see a movement away from a career described by the employee's work name to a more authentic work self. Consequently, transformational leaders shape the organizational climate and thus employee experiences in all aspects of their work identity (Kim & Park, 2020). One precursor to developing authentic leadership is for an aspiring leader to be exposed to self-awareness and self-concept formation derived from real work-life experience. In so doing, real skill acquisition takes place, thus producing managerial correctional efficacy. Additional work concludes that knowledge building is important for reducing turnover risk and thus creates a return on human capital investment (Gerhart & Feng, 2021).

This section provides a review of historical and contemporary research on TL, as well as opens a conversation regarding the importance of management education and others working in the leadership development space (Eaton et al., 2024). Making a call to understand more about the underlying processes of TL, we propose the importance of relationships, individual characteristics, and the type of motivation necessary to facilitate becoming a transformational leader. In closing, we offer recommendations for management education and management educators (Afsar & Umrani, 2019). Developing transformational capacity among leaders through development experiences and leadership education programs can have a substantial impact on future workforce leadership effectiveness, performance outcomes, and individuals' experiences in the workplace (Khan et al., 2020).

#### **2.1.18 Incorporating Technology and Remote Work**

The introduction of new communication technologies has brought about a change in the way businesses function, resulting in the creation of new chances for working remotely and the transformation of traditional work environments (Bennett & McWhorter, 2021). This transition is heavily reliant on the dynamic relationship that exists between self-efficacy and employee performance, which has emerged as an essential component in successfully managing the hurdles that come with working in remote situations (Taufiq-Hail et al., 2021). Motivation, adaptability, and productivity are all greatly impacted by self-efficacy, which can be described as the conviction that an individual is capable of carrying out obligations and accomplishing objectives (Bandura, 2010). As employees become accustomed to working remotely, their level of self-



assurance in their ability to use communication technologies and autonomously manage their workloads can have a direct impact on their performance (Mishra & Dev, 2024). Because of this dynamic, the need for transformational leadership is brought to light (Šarotar Žižek et al., 2017). This type of leadership not only encourages self-efficacy but also ensures that corporate goals are efficiently reached in situations where employees are working remotely (Yarberry & Sims, 2021). Leaders can improve the performance of distant workers and develop a more equitable method for evaluating management potential if they possess the ability to comprehend and cater to the specific requirements of these workers (Avolio, 2010).

Besides, introducing new communication technology for remote work has been a large part of business organizations for the past few decades. These technologies have substantially affected almost all aspects of the typical workplace (Van Zoonen et al., 2021). It has greatly impacted work location, the structure of work, and the information from customers, to name a few of the important ways it has changed work environments and conditions for employees. However, the introduction of remote work has had only limited influence on management itself. Little to no changes were made in the way management is done both by companies working in the traditional business model and working with the new model where work is performed from a remote workplace with the aid of new communication technology (Ferreira et al., 2021). This section comes with a critical review of the use of technology to allow remote workers to work from a location that is not the traditional office and how transformational leadership can contribute so both those responsible for the functioning of remote workers understand better their needs and how to address them and the rating of their work is a truer reflection of their managerial potential (Terkamo-Moisio et al., 2022).

#### **2.1.19 The Way Forward**

TL framework has inherent appeal. The construct describes behaviors that capture many of the attributes of leaders that are often thought to be aspirational: being visionary, positive, and having high expectations of followers (Seitz & Owens, 2021). Furthermore, there is an extensive body of evidence to suggest that leaders with transformational characteristics are seen as more effective than leaders without these attributes. Such leaders exert a significant influence on followers so that they achieve the collective needs of the organization. This influence, in turn, can also result in important benefits for followers individually, such as improvements in self-esteem (Jacobsen et al., 2022).

This review has exposed areas where existing understandings still lack unity concerning the process of TL. Of particular note is a lack of studies that seek to explore in any depth what is to be gained through being transformational (Kwan, 2020). In other words, theories of what TL achieves should be given as much, if not more credence, as studies about what attributes future organization leaders should possess. If leadership, in the end, has no impact, then it is probably not worth studying, therefore we need to know not only why some are transformative but also what they gain by being so, and what others gain by working for them. Future research needs to do this in-depth in various sectors of the economy and society, as research needs to be set within practical contexts to have an effect (Khan et al., 2020).

**Table 2.1: Four Vs. Five Dimensions of Transformational Leadership**

| <b>Four Dimensions of TL</b>                                                                              | <b>Five Dimensions of TL</b>                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Idealized Influence                                                                                    | 1. Idealized Influence (Attributes)                                                                                                           |
| Leaders act as role models, earning trust, admiration, and respect.                                       | Leaders demonstrate admirable traits such as integrity, confidence, and consistency, which inspire followers to respect and trust them.       |
| N/A                                                                                                       | 2. Idealized Influence (Behaviors)                                                                                                            |
|                                                                                                           | Leaders actively exhibit actions that align with shared values, take risks for the group's benefit, and articulate a clear, inspiring vision. |
| 2. Inspirational Motivation                                                                               | 3. Inspirational Motivation                                                                                                                   |
| Leaders inspire and motivate followers by communicating an engaging vision and setting high expectations. | Leaders inspire and motivate followers by communicating an engaging vision and setting high expectations.                                     |
| 3. Intellectual Stimulation                                                                               | 4. Intellectual Stimulation                                                                                                                   |
| Leaders encourage innovation and challenge followers to think critically and solve problems creatively.   | Leaders encourage innovation and challenge followers to think critically and solve problems creatively.                                       |
| 4. Individualized Consideration                                                                           | 5. Individualized Consideration                                                                                                               |

|                                                                                                                         |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Leaders provide personalized support, coaching, and mentorship, addressing followers' individual needs and aspirations. | Leaders provide personalized support, coaching, and mentorship, addressing followers' individual needs and aspirations. |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

Table 2.1, “Four vs. Five Dimensions of Transformational Leadership,” compares the traditional four-dimensional model of transformational leadership (TL) with an expanded five-dimensional model. Both frameworks aim to explain how transformational leaders inspire, motivate, and foster growth among followers, but the five-dimensional model refines this by dividing the idealized influence dimension into two subcategories, allowing for a clearer understanding of the leader’s influence.

The four-dimensional model of transformational leadership includes idealized influence as a single dimension, emphasizing the leader’s role as a role model who inspires trust, admiration, and respect. This approach assumes that both the leader's attributes and behaviors equally inspire followers, without separating the leader's internal character qualities from their actions. In contrast, the five-dimensional model divides idealized influence into attributes and behaviors. Attributes represent the leader’s intrinsic qualities, such as integrity, confidence, and consistency, which serve as the foundation of followers’ respect and admiration. Behaviors, on the other hand, refer to the leader’s specific actions that embody shared values, encourage alignment with organizational goals, involve taking risks for the group’s benefit, and communicate a clear vision. This separation offers a more nuanced view of how transformational leaders inspire followers, emphasizing both who the leader is and what he does as key sources of influence.

In both models, IMO remains a core dimension, highlighting the leader’s role in communicating a compelling vision that elevates followers’ aspirations. Through motivational communication, leaders convey optimism and set high expectations, creating a shared sense of purpose and inspiring enthusiasm. The IST dimension is also consistent across both models, where leaders encourage followers to think critically, solve problems creatively, and challenge assumptions. By fostering innovation and inviting new perspectives, leaders create a learning environment that values intellectual growth and adaptive thinking.

Finally, individualized consideration remains a key component, although it appears as the fourth dimension in the four-dimensional model and the fifth in the five-dimensional model. This dimension emphasizes the leader’s role in providing

personalized support, mentorship, and encouragement. By recognizing and addressing individual strengths, aspirations, and development needs, transformational leaders enhance followers' personal and professional growth, creating an environment where each follower feels valued and supported.

The distinction between attributes and behaviors within idealized influence in the five-dimensional model allows for a more detailed analysis of how transformational leaders cultivate influence. By separating the leader's inner character traits from observable actions, this approach provides scholars and practitioners with a deeper understanding of how leaders build trust and inspire followers. By identifying specific areas, such as character qualities and actionable behaviors, this refined model can enhance leadership training and evaluation, thereby improving overall leadership effectiveness.

## **2.2 Social Cognitive Theory**

Social Cognitive Theory (SCT) defines human action in terms of a continuous reciprocal interaction among personal, behavioral, and environmental influences. The bidirectional influences of self-processes and environmental experiences, as well as individual and collective contributions, differentiate the theory from previous behaviorism (Schunk & DiBenedetto, 2020). In this interaction, individuals actively construct their life environments in a manner that is consistent with their competencies, anticipate likely outcomes of prospective actions, gain an idea of other people and a sense of self as a match that they exemplify with the environment's expectations of them. The soundness of this representation process determines how effectively they predict and control the resulting behavior. Effective self-regulation is necessary for non-tension health education and achievement. Individuals who develop a self-regulatory capability to set goals and project attainable performances are better able to adapt to environmental change (Fields & Levin, 2022). The resulting behavior is governed by what is learned through the interaction. As this theoretical focus has shifted from simply doing away with dysfunctional features to enabling a high level of effective functioning, a broader and more positive conception of health has emerged. Indeed, this broader view of health may facilitate a more complete understanding of personal agency (Rumjaun & Narod, 2020).

SCT is a systematic study of the nature and development of human agency. This theory evolved from operant learning principles applied to a system of triadic reciprocal causation and has produced an ecological and metaphysical view that supplants the mechanistic view of behavior (Scott et al., 2024). In place of input-response conceptions

adopted by these mechanistic theories, the theory of triadic reciprocal causation maintains that the fundamental level of psychological, behavioral, and environmental organization is triadic as each influence is influenced by the other two. Therefore, the person either acts on the environment, avows a belief, or matures two environments (Cui et al., 2024). In SCT, the individual influences and is influenced by both the social system of which the person is an agent, as well as the structure of the person-agent. Individuals become agents using symbolizing capabilities, including the capacity to verbalize oneself, and the ability to unify self-structures (Otaye-Ebede et al., 2020).

### **2.2.1 Key Concepts**

The act of communication developed in the natural hierarchy of symbolic capabilities and must always be understood concerning its context: the source, the message, the channel, the audience, and the social purpose of the act of communication (Barham & Everett, 2021). This conceptualization of communication is particularly germane to the analysis of aggressive symbolic modeling. Interpersonal models are primary sources of aggression regulation, and many individuals enact a socializing role through personal relations or various forms of mediated communication. Models of destructive behavior provide the symbolic conceptions of aggressive solutions to the problems that arouse motives to emulate portrayed courses of action (Garofalo et al., 2020). Idealized models are provided by parents, siblings, peers, teachers, and other adults in the social environment, as well as by popular media and mythical figures in literature, drama, naturalistic and stylized plays, and saga, fable, epic, and legend (Paterna et al., 2021; Roberts et al., 2022).

SCT provides an agentic conceptual framework within which to analyze the determinants and psychosocial mechanisms through which symbolic communication influences human thought, affect, and action (Bandura, 2023b; Schunk & DiBenedetto, 2020). In this section, we review the major conceptual features of SCT and the school directors' theoretical concepts relevant to communications research. The primary purpose of this analysis is to promote an understanding of the dynamics of observed aggression in human societies (Hagger & Hamilton, 2022; Li & Hua, 2022). The focus is on common public portrayals of aggression that may contribute to socially inflamed and imitation-prone modeling portrayals that characterize the mass media, video games, and emergency response therapeutics (Burnay et al., 2022).

### **2.2.2 Observational Learning**

Observational Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their actions to inform them what to do (Bandura, 2021). Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action (Bandura, 2021; FeldmanHall & Nassar, 2021). In defending that observational learning or modeling of new behaviors provides a primary mechanism for transmitting behavior across time and place, Bandura places empirical evidence of modeling and imitative behavior (Bajcar et al., 2020).

In exploring the concept of modeling, we are necessarily concerned with describing the cognitive processes that it involves. The account of the modeling process forms the core of Bandura's SCT. The modeling process, according to Bandura, involves observation (attending to the model), and retention (committing observed activity to memory) (Bandura, 2021; Schunk & DiBenedetto, 2020). This process is described in the following excerpts.

### **2.2.3 Self-Efficacy**

The use of persuasion by significant others is a less direct method but is also effective in developing and enhancing beliefs of personal efficacy. Receiving encouragement and guidance from a significant other can have a powerful effect on-task behavior (Freire et al., 2020; Schunk & DiBenedetto, 2021).

Vicarious experience is especially effective when the adult models go beyond just the successful completion of the task and surpass the task expectations for initial levels of competence (Lee et al., 2021). This function will create an even greater probability that observers will focus on the model's task behaviors, try to approximate these behaviors, report high levels of expectancy that performance efforts will be successful, and finally report high levels of performance accomplishment (Hemshorn De Sanchez et al., 2022). It is those expectations that play a vital role in strengthening cognitive competencies for tasks that have a behavioral component to the completion of the task (Napolitano et al., 2021).

When mastery experiences are not available, vicarious experiences can serve as an indirect method of creating and strengthening the beliefs associated with self-efficacy. They serve both to inform individuals about varieties of tasks and occupations and to create barriers that serve to limit individuals' task beliefs (Kang et al., 2021; Yim, 2023).

Because the observation of peers is a particularly effective method of providing knowledge about realistic training and experimental tasks, it would be expected that peers would report high levels of similarity concerning these tasks (Harris et al., 2020).

Mastery experiences are the most effective way to develop a robust sense of efficacy. Such experiences are the most authentic foundations for the development of efficacy beliefs because the performer directly experiences the results of his or her actions (Gale et al., 2021; Selzler et al., 2020). The foundation of mastery experiences is the reverse of phobic experiences. As long as the person's successes increase, instrumentality or the function of the task grows, and the likelihood that the person will persist in ongoing uses of performance efforts is enhanced (Studer et al., 2020).

Self-efficacy refers to the beliefs that people have about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Schunk & DiBenedetto, 2022). People's beliefs in their efficacy can be developed and strengthened through various means: mastery experiences, vicarious experiences, and the use of persuasion by significant others (Lawrent, 2024).

#### **2.2.4 Triadic Reciprocal Causation**

Stated simply, Triadic Reciprocal Causation asserts that behavior, personal factors, and environmental influences work together to encourage, discourage, explain, or prevent a certain action, thought process, or belief (J. Huang & Yip, 2021). Thus, a person can be conceptualized as being an agent of both environmental and personal change. Environmental influences that are likely to affect change include events in the physical surroundings, goals, incentives, and signals, and social supports (Schunk & DiBenedetto, 2020). The concept of Triadic Reciprocal Causation serves as the basis for understanding how a person can act as an agent for environmental change through instruction, guidance, and the design of the environment (Abdullah et al., 2020).

SCT is one of the most widely referenced theoretical frameworks for understanding the role of the environment and human behavior. Developed by Albert Bandura, SCT integrates concepts of behavioral influences from the fields of psychology, social psychology, and sociology. Central to SCT are three concepts: (1) the individual, (2) behavior, and (3) the environment (Abdullah et al., 2020). As well, SCT introduces the concept of Triadic Reciprocal Causation, an endless, dynamic relationship between an individual (who can influence the environment), his/her behavior, and the environment (Schneider et al., 2022).

### **2.2.5 Applications in Education**

SCT application in the classroom can be categorized by the variables it postulates as predictors of academic achievement. Appropriateness of the conditions for achievement and motivation, and opportunities for teachers to assist learners in acquiring these predictors, belie the usefulness of SCT in the classroom. For example, factors that contribute to high-quality teacher knowledge and setting specific, attainable goals for students and oneself (Schunk & DiBenedetto, 2020). Model analysis of trainers' efficacy data supports the view that teachers and research areas are not the sole determinants of SCT application. Teacher and learner cognitive and metacognitive strategies (with input from social context) are also important. Data from middle-level students' perceived self-efficacy for cognitive learning revealed that facilitators of modeled self-efficacy develop from three social sources - school-related experiences (Nwosu et al., 2022; Schunk & DiBenedetto, 2020). Moreover, the motivational effects of the sources augmented child control over academic outcomes and a belief in one's learning capability for a task. Findings contribute to the development of instructional strategies in the classroom (Peng & Kievit, 2020).

SCT has been the subject of considerable research over the past two decades. Applications in education have centered on learners' perceived self-efficacy for affective and cognitive learning, ability for cognitive and self-regulatory learning, and belief in the value of an outcome or task (Berg et al., 2020; Liu et al., 2020). For learners, these four factors act as incentives for learning. Students work hard in school to learn not just for the sake of learning, although many also add this incentive to their reasons for achieving, but also because they believe they can learn the material, value the task or subject, and perceive it as a worthy undertaking. Teachers enhance their self-efficacy, needing to believe in their capabilities to assist learners, manage and organize complex classroom environments, instruct using innovative techniques, and motivate students to assume greater responsibility for their learning (Gale et al., 2021).

### **2.2.6 Role Modeling in Teaching**

In the field of education, it is widely accepted that role modeling by instructors can be a powerful instrument used to influence student behavior, especially in the matter of career choices. Students, it has been thought, generally admire and look up to their instructors and may aspire to be like them. SCT, however, would suggest that role modeling has much more far-reaching consequences (Ahn et al., 2020). It is essentially a theory about how learning occurs and an internal factor that promotes learning which has



many implications for the educator. It specifically states that we are not just influenced by the beliefs, attitudes, and actions of our role models, but we are influenced by our self-observation and self-reaction when modeling others. We learn by observing and imitating others, by being told about observing or receiving feedback about imitation, or by both processes (Schunk, 2023).

Then it can implement the implications of such modeling. Direct teaching and instruction help to assemble critical skills in carrying out the goals in any complex behavior, of course. However, in terms of career and professional values and ethics, role modeling may be an essential part of their learning. Human cognitive processes are what make this social learning unique (Rumjaun & Narod, 2020). In observing, we can concentrate on those aspects that are significant so that what is learned is selective to its activities and consequences. Behaviors can be demonstrated at a speed that is appropriate for the observer. Role modeling is done not only in school but other agents, such as the family of origin or later close relationships, who perform role modeling effectively outside of school (Nelson, 2021).

### **2.2.7 Applications in Health Psychology**

SCT has its roots in cognitive social learning theory and behaviorism. It not only explains how learning occurs but also provides an understanding of other behavioral determinants, including verbal capability, reinforcement, self-control, intelligence, expectancy, self-efficacy, forethought, goals, anticipatory response, self-regulation, self-influence, motor reproduction, and value (Schunk & DiBenedetto, 2020). Self-efficacy, a core component of SCT, describes the degree to which an individual believes that he or she can successfully engage in and meet the challenges presented by the environment. Self-efficacy is an important pathway through which perceived support leads to changes in health behavior (Lee & Oh, 2020). Longitudinal studies have shown that, after taking self-efficacy into account, social support from friends does not protect adolescents from declining exercise levels over time. Personal beliefs and knowledge about their capabilities act on these potential environmental determinants of behavior change, influencing behavior and controlling behavior using motivation or modeling (Ajzen, 2020).

These factors and other processes, including trial and error, communication, and media, operate within the context of social and environmental determinants of behavior. Interventions based on SCT are designed to empower individuals so they can modulate the influences from the external environment to regulate their behavior (Ford et al., 2020).

Numerous health behavior studies have shown that health beliefs and self-efficacy are consistently associated with several similar prevention and health protection actions related to diet, exercise, smoking, seat belt use, substance abuse, condom use, and screening for breast cancer and sexually transmitted diseases. Interventions that include one or more constructs derived from SCT are associated with greater behavioral changes in physical activity, dietary practices, weight control, and cessation of tobacco use (Carfora et al., 2022). The current studies examining social, familial, and peer relationships suggest that the healthy beliefs derived from support and collective efficacy in health behaviors are improved by the help received as well as provided in an interactive reciprocal manner. As reflected by the American Medical Association's recommendations for reducing morbidity and mortality that emphasize self-responsibility, health education messages have become more autonomous and individual because research methods informed by SCT have produced new findings that hold promise for encouraging motivation and maintaining behavior change in programs customized for health, cultural context (Ragelienė & Grønhøj, 2020).

### **2.2.8 Behavior Change Interventions**

Health promotion and disease intervention efforts frequently require that people initiate and maintain particular patterns of behavior, including preventive behaviors required to stave off illness or the adoption of better health management practices once ill (Tao et al., 2020). Factors that have been identified as important to the success of behavior change interventions include involving the target group in problem definition and strategy selection, making popular interventions accessible in a variety of locations, and making sure that a support system exists to help people through the change (Griffith et al., 2020).

There are three major approaches employed in health behavior change interventions: the first employs the traditional educational approach to persuade people of the value of healthy behaviors, the second uses influence strategies that capitalize on group processes such as diffusion of innovation, friendship groups of homogeneous strivers, and the use of opinion leaders, and the third uses social reinforcement techniques based on a set of reward and punishment schemes and the use of modeling techniques (Farley, 2020). These latter two intervention approaches are collectively labeled as behavior change interventions based on SCT (Hamann et al., 2024).

### **2.2.9 Critiques and Limitations**

Two areas have been illustrated in various research that pose apparent clashes and limitations to SCT. The first includes the range of learning, while the second includes the unique sense of motivation found in human cognition and the self. When it comes to learning, Bandura restricts social cognitive learning to the use of rewards and punishments (Bandura, 2021; Cronin-Golomb & Bauer, 2023). On the other hand, there are instances of novel learning behaviors that may be due to factors other than direct reinforcement or punishment. When it comes to motivation, Bandura often ignores the unique aspects of human cognition and self-motivation, which prevent the fulfillment of potential human achievement. While SCT has a vast use of instruments and techniques, it is questionable in both the area of complete learning and full-fledged motivation (Ortlieb & Schatz, 2020).

The social cognitive approach to the study of human behavior is an approach found in psychology, which asserts that human personality, thoughts, actions, and feelings are acquired and modified by social interactions (Lim et al., 2020). Through the social cognitive approach, individuals are allowed to observe others, see what they do, and how they are rewarded for their actions, and then generally engage in the same type of behavior. The purpose of this guide is to identify both the main ideas of Bandura's SCT, as well as the clashes and limitations found within it (Cents-Boonstra et al., 2021).

### **2.2.10 Future Directions in Social Cognitive Theory**

It is the purpose of this section to outline key components of SCT, review powerful research findings concerning perceived self-efficacy, introduce a few illustrative examples of applications of the model, and point out the implications of the model for health education researchers and practitioners (Schunk & DiBenedetto, 2020). Due to time and space constraints, emphasis will be placed on perceived self-efficacy and modeling. However, the reader is referred to Bandura's excellent publication, *Social Foundations of Thought and Action: SCT*, for a comprehensive review of the many research efforts (De La Fuente et al., 2023; Schunk & DiBenedetto, 2020).

The pace of social change may be too rapid for people to adapt. Health educators and other health professionals who serve as communicators on specific topics, issues, or risks must fully understand the process of learning and the many variables affecting learning, particularly perceived self-efficacy (Farley, 2020). By definition, an individual's belief in their or her capacity to execute behaviors necessary to produce specific performance attainments. Several theoretical systems provide a framework for

understanding the learner and the process of behavior change (Aytaç, 2022). The most readily accepted model for use by non-educational practitioners and the lay public is Bandura's SCT. Developed over twenty years, the theory has much empirical support. This is especially true of the component dealing with perceived self-efficacy, which has been shown to affect practice in areas as widely diverse as athletic performance, changing addictive behaviors, reducing stress, and overcoming food resistance (Schunk & DiBenedetto, 2020).

**Table 2.2: Self-Efficacy's Dimensions**

| <b>Dimension</b>                   | <b>Description</b>                                                                                                                         | <b>Impact on Self-Efficacy</b>                                                                                   |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Mastery Experiences                | Successes in past experiences provide direct evidence of capability, while failures may weaken self-belief.                                | Most influential; boosts confidence if experiences are successful, but repeated failure can lower self-efficacy. |
| Vicarious Experiences              | Observing others, especially similar individuals, succeed in tasks can enhance belief in one's abilities.                                  | Increases self-efficacy by showing that success is possible and achievable.                                      |
| Social Persuasion                  | Positive feedback and encouragement from others help reinforce self-belief, whereas negative feedback can decrease confidence.             | Builds confidence through external validation and support; can be weakened by criticism.                         |
| Emotional and Physiological States | Emotions like stress, anxiety, or fatigue can negatively impact self-efficacy, while positive emotional states support higher self-belief. | Positive states enhance self-efficacy, while negative states may hinder it.                                      |

Table 2.2 summarizes the four primary dimensions of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and emotional and physiological states. Each dimension influences how strongly an individual believes in their ability to succeed, affecting their motivation, resilience, and overall approach to challenges.

Mastery experiences are the most influential dimension of self-efficacy. When individuals successfully complete a task or overcome a challenge, these successes provide

direct evidence of their capability, reinforcing their confidence. Conversely, repeated failures can weaken self-efficacy, especially if an individual perceives the failures as a reflection of their abilities. This dimension underscores the importance of building success through incremental, achievable steps to foster stronger self-efficacy over time.

Vicarious experiences involve observing others who are similar to oneself succeed in a given task, which can positively influence one's belief in their abilities. For example, seeing a peer or role model achieve a goal can serve as motivation and reinforce the belief that success is attainable. This dimension highlights the role of relatable role models in building self-confidence and self-belief.

Social persuasion refers to encouragement or feedback from others, such as teachers, mentors, or peers. Positive feedback strengthens self-efficacy by validating one's abilities and reinforcing their belief in success. However, critical or negative feedback can decrease self-efficacy, especially when individuals internalize the criticism. This dimension illustrates how external support and encouragement can play a crucial role in shaping one's self-belief.

Emotional and physiological states also influence self-efficacy. Positive emotions, such as excitement and optimism, can enhance self-confidence, while negative feelings like stress or anxiety can reduce it. Additionally, physical states, such as fatigue or physical well-being, can affect self-belief. Managing these states is important for maintaining a balanced and resilient approach to challenges. This dimension emphasizes the importance of psychological and physical well-being in fostering self-efficacy.

Together, these dimensions provide a comprehensive understanding of self-efficacy, highlighting how past experiences, observation, social support, and internal states collectively shape one's belief in their capabilities.

## **2.3 Personal Construct Theory**

Personal construct theory (PCT) has to do with existence as the person reconstructs understandings. Constructions are viewed as changing. They are the means through which we demonstrate that we are in touch with our world. If you were present now at the time of reconstructing - or consulting - all the theorists about whom we have any consensus, they have shown that what we construe must fit our cognitive maps for things to make sense to us at all. Some exceptions are well accounted for. The personal in personal representations refers to each person's unique way of construing the world. Kelly used the constructions of many people to identify a collection of essential elements,

which include (among other things) a sense that things must fit in some way with the person's world, a focus on human beings' control of themselves, and observation that personal changes must be of a nature that allows the person to remain in touch with that world (McAdams et al., 2021; Procter & Winter, 2020).

Exploring PCT introduces the reader to the work of George A. Kelly, a clinical psychologist and the originator of PCT. Principles and concepts are introduced from an experiential phenomenological perspective that locates the individual in the world. The target audience of the book is clinical psychologists and other psychotherapy trainees, though it should also appeal to clinical practitioners working across any clinical domains. The reader will be introduced to the underlying philosophical and existential principles of PCT that ground its meaning and relevance to clinical practice. Examples and practical illustrations in the form of vignettes are presented to illustrate the multiple ways in which PCT can be used to inform theory and practice, whether we are working with abstracts or veering toward everyday concrete narratives about ourselves and those around us (Chiari, 2023; Jones, 2022).

### **2.3.1 Key Concepts and Principles**

The idea of the individual as a scientist is central to Kelly's theory. Kelly's position on people as scientists, and his view of human nature, can be summarized in a few short phrases: Man is a scientist, man constructs theories of events, and man tests these theories by confrontation with events. People are viewed as seeking to anticipate events that concern them. They understand their world by creating theories, or constructs, about how the world works. These theories help people predict future events. When new events occur, the individuals test their predictions, revise their theories, and update their views of how the world works. In these ways, Kelly saw the individual as being very much like the scientist who develops and tests hypotheses about the nature of reality. Kelly further argued that just as science reflects the personal orientations of the scientists who conduct the research, personal constructs reflect the unique perspectives of each individual. He saw personal constructs as powerful forces in shaping perception, thought, and interpretation (Ke et al., 2021; Kelly & Cordeiro, 2020).

Personal Construct Theory (PCT) is a theory of personality and cognition developed by the American psychologist George Kelly in the 1950s. The theory is explained in the two-volume work "The Psychology of Personal Constructs". It appears to share some roots with George Herbert Mead's theory of the self and the concept that action and language are subjective means to an end. To arrive at his theory, George Kelly

borrowed methods of psychotherapeutic practice that were in fashion in the 1940s. The most notable influence is that of the so-called talking cure, the method Sigmund Freud devised to understand his patients' problems. Contrary to Freud, Kelly's focus was not to find out what his patients had in their past that led them where they were, but where they had to go next (Panepinto, 2022; Ross et al., 2022).

What is important are not the grand theories (whether deriving from cultural anthropology, sociology, astrology, scientific law, theology, or cosmology), not the everyday conversational maxims (such as those deriving from etiquette, from the law of the land, from a general theory of wisdom, or the maxims of popular therapy), nor the scientific conclusions. But there is a third type of construct, not generally recognized in traditional language, which is central to the theory – 'giving an idea' about someone, often with complex nuances, or the complex notion of the ' vocabulary of occupational behavior'. One significant kind of linguistic response is near-synonyms. These ideas, variables, parameters, descriptors, or factors that can be used to identify the existence, to describe the shape of the construct domain, have been called constructs. The word is to be understood as a technical term in psychology, although many similar lay terms are in use. The current argument maintains that insofar as the processes that generate particular vocabulary, such as vocabulary of occupation, are psychological, they can be seen as part of, or justified against, the PCT model, primarily through reference to the ideas of constructs and construing (Akkermans et al., 2020; Guseva Canu et al., 2021).

PCT is a theory about individual personality differences and is therefore mainly concerned with describing what can be compared in similarity between one person and another. A basic description of PCT is that it operates at a mid-level of abstraction between grand theories elaborated primarily for intellectual purposes and practical everyday maxims (Belic et al., 2022; Flanagan, 2023).

### **2.3.2 Core Constructs in Personal Construct Theory**

Such a general theory is as appropriate to scientific exploration as to popular advice and counseling. It is vital, therefore, that this psychological body of knowledge is imparted to the culture of society in a form suitable to the respective disciplines and levels of understanding. And to accomplish behavioral change by changing constructs overtly present to function before they have been completely trial-tested in the public marketplace of ideas. George Kelly's PCT is unique among social and personality theories in that it is science-based, it starts with a rung, albeit slippery and convoluted, psychological

construct, from which anticipation of data and the generation of new constructs can proceed (Taber, 2020; To & Wong, 2020).

PCT has the power to update and revise many existing beliefs about the roles of the unconscious mind, and also the mindfulness of psychotherapists. Most obviously, at the heart of man's explicit information-processing functions, we now see constructs. These mysterious little devils separate the sheep from the goats; they excite the self, and they are highly dependent on the attitudes handed down from the past. Interactions between anticipatory and construct systems underpin both introspection and extraversion, behavior and interpretation, and help to explain certain states such as anxiety, apathy, depression, and surprise. In this early formulation, we have a theory that seeks knowledge of the 'independent' mind but realizes that this mind is embedded in the external world and acts to 'control' it (Otgaar et al., 2021; Sauerland & Otgaar, 2022).

George Kelly's PCT has developed around his original work, dating from the late 1930s. Although on the one hand, this development has involved empirical testing and the use of its concepts to develop other social and personality theories, on the other hand, PCT is today seen as scientifically and clinically unique. It is George Kelly's early formulation of PCT: as a psychological helical structure of 'anticipations' and 'anticipatory systems' which includes 'construct systems', which capture ideas that go to the heart of the human animal's capacities for interpretation and judgment, for discovery and invention, and to its requirements for adaptation to a changing and unpredictable world (Ghaempanah & Khapova, 2020; Leydesdorff, 2021).

George Kelly's PCT points to the fundamental distinction that we each create our view of the world from our experiences thus far, and that we each behave, predict, and interpret others' behaviors based on this view. It is PCT's references to these notions that give it its character. Together with these existential views, PCT identifies, as its basic building blocks, two cognitive constructs with psychological values: 'anticipatory systems' containing an incomplete comparison with which we interpret novelty, and construct systems containing the dominant component in these comparisons. It is the focus on anticipatory and construct systems that takes PCT from intuition, prejudice, and subjectivism to a level that allows methodical consideration and development. Not only are these constructs abstract and non-introspectable, but they also interact with the conscious mind and the external context to underpin most psychological accomplishments (Bradley-Cole et al., 2023; Miletic, 2024).



### **2.3.3 Applications of Personal Construct Theory**

Not surprisingly, only a single evaluation effort is on record. In pursuit of his doctorate, a probation officer attempted an assessment of the California probation department's research program, which was unusually extensive for that time. The officer was told that his only worry was to collect the data rapidly, deferring giving his expectation to conform with the department's ego needs about the paeans of cooperation and advanced technological research facilities. In another situation, personal constructs were found to be a better measure than an aptitude test designed to recruit information about attitudes toward the authority of the doctor. It was possible to overcome the fact that educational background and social status were maximally correlated factors. Klempe argued that PCT is particularly useful in selection processes, but curiously, data to justify it are not available. Finally, it has been shown that personal constructs correlate quite well with the greater variability of the re-score participating in democratic educational reform and correlate strongly with achievement (Nightingale et al., 2021; Sedrak et al., 2021).

PCT has been used as a means of preventing criminal activity. It demonstrated that one or two-hook tests based on personal constructs could predict relapse more accurately than other less intimidating instruments, such as lie scales. In criminal justice in the San Francisco area, personal constructs elicited by a standard list of words were found to gauge the probability of recidivism precisely when some of the traditional tests did not. Among other things, all lies are caught (Moon & Lee, 2020; Ward, 2020).

Although PCP has been used primarily as a means of understanding an individual's organization of his own experience, it has been found useful in a wide variety of applied settings. These include the clinic, business, psychiatry, medicine, criminal justice, and education (Gray & Woods, 2022; Porter et al., 2023).

### **2.3.4 Counseling and Psychotherapy**

PCT also provides a framework for understanding how people are more or less alike in some ways and different in others. For example, some men are more aggressive than others, and some women are more socially skilled than others. PCT then links the understanding of knowledgeable human beings to the practical need to communicate decisions about the world and to modify theories about the world in such a manner that greater efficiency is achieved either by reducing the danger of panic or by suggesting to the individual a more specific way of behaving. PCT explores a person's subjective world, and methods that specify personal worlds can be systematically elicited, cost, and modified (McHenry et al., 2022; Procter & Winter, 2020).

PCT is a conceptual framework that provides a unique and fruitful approach to understanding human behavior. The theory is based on the belief that individuals are active and need not be merely the passive victims of their lives. It is also postulated that people use their experiences to develop, in their unique way, theories about life, other people, social institutions, and ways of behaving that are useful to them in their particular circumstances. Thus, the crux of PCT is the idea that every person is a scientist who develops constructs as ways of understanding and trying to predict the world around them (Griffiths & Carey, 2020; Renger et al., 2020).

### **2.3.5 Organizational Behavior**

The experimental clinic brings into relief those constructs that govern the patient's life experiments. Carefully choosing from this descriptively rich area, and continuously responding, others can alter the patient's constructions in the directions in which he desires to move. In effect, it was suggested that the process of post-physiotherapy experimental therapy is the obverse of Kelley's "From Disposition to Construct." Each victim of the psychopath's tyranny requires two enacted realities where only one exists. For each, it takes imagination to begin replacing what is there with what might be there. Only the patient can provide what he needs (Sandoval et al., 2000).

In his post-physiotherapy experimental clinic, the man does not discover or observe anything in the patient that the patient does not already know. But by allowing the patient to reach his consciousness, man becomes necessary to the cure, even though he requires an external agent to cure. This is why George never "cures" symptoms; his role is to create an environment that repairs the damage in the patient's constructions. The environment is charged with modifying the patient's constructions only in the ways the patient wants his constructions modified. But even describing what occurs in the post-physiotherapy experimental clinic requires that I use a half dozen different metaphors (Bruce et al., 2023).

### **2.3.6 Critiques and Limitations**

The peculiarity of the personal constructs' methodology is that it is designed to do a particular thing - to establish meaning by reference to a collection of meanings - just as fastidiousness abhors a vacuum. Kelly took a pragmatic approach and set about establishing meaning using the only available instruments: those of the concepts themselves and their multiple variations. He made no secret of these limitations, many of which he emphasized repeatedly. The personal constructs method would identify constructs and role categories, but it had nothing useful to say about the relative

construction of role categories. The method has no shortcuts since it relates meaning to meaning. It does not need to devise ad-hoc constructs to test a hypothesis; the meaning of the constructs is already known. But constructs are all it has to play around with. The latest project with Van Genneep's and other authors' worlds would only be made easier if there were a switch somewhere within the machine that could be flicked from the known to the unknown (Kelly, 2020; Kelly & Cordeiro, 2020).

One of the most well-known critiques of the PCT is that it is said to place too great a burden on the research subjects. The main tenets of the PCT were arrived at primarily through Kelly's work with his psychotherapy clients. It was a small step from there to working in a non-clinical setting with ordinary people. In theoretical terms, the difference is a huge one. Furthermore, Kelly was himself a highly interesting, charismatic figure, which meant that his clients were willing to help out to an extraordinary degree. Once the theory was established, it was research time, and this also happened to be in a different time and place. There were many studies of clients being used as free sources of data for researchers (and educationists) on the career ladder. The few field studies that were conducted had to be done off-campus, often at weekends. Even today, students can be duped or blackmailed into being used as personal subjects. As the theory has expanded from psychotherapy, the variety and number of human guinea pigs, unfortunately, seems to have contracted. Whatever the label of the personal construct researcher, his or her approach is clinical. Insufficient numbers of subjects and also the type of data that can be obtained make the personal construct method less forceful than it might be (Kayanan, 2022; Massoud, 2022).

### **2.3.7 Future Directions in Personal Construct Theory**

Using a qualitative model, such as causality, should allow us to use explicit theory to create a new measure in a de novo manner tied to understanding functional dynamics relevant to this critical area of interest. Stress research might be advanced by applying different forms of content cognitive distinction of personal constructs, if dependent variables such as change in productivity, substance use, sleep patterns, or meal patterns are considered along with mood, anxiety, and other affect measures. Using any content model in the team and organization-based PC research in the industry suggests many applications suitable for research reference to be further developed (King et al., 2021; Remler & Van Ryzin, 2015).

In exploring the growing characterization of PCT, it is possible to generate many very basic research questions across a range of disciplines, including communication

theory, sociology, social-personality psychology, economics, learning/cognition, therapeutic (counseling, stress intervention, training), and clinical (developmental delay, mental illness, brain damage, psychotherapy). These disciplines may explore basic questions of how systems may be maintained (perpetuated) or destabilized (changed), and how the content of theory formalization (imported into some language) might interact with other systems' descriptions. Derived from these basic questions for the specific disciplines in communication, we ask what different and unique measures of person, task, team, or organization might be used to assess and draw relevant comparative conclusions about knowledge and understanding, e.g., accurate feedback, evaluation, or criterion data such as team-task mental model derived from either free response or structured questions and/or multi-method research designs (Braithwaite et al., 2021; Holliday, 2020).

**Table 2.3: Personal Construct Theory, Contextual, and Task Performance**

| Concept | Definition                                                                                                                                                  | Key Aspects                                                                                                                                                                                                   | Examples in the Workplace                                                                                        |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| PCT     | A psychological theory by George Kelly suggests that people interpret the world through personal constructs or unique mental filters shaped by experiences. | <ul style="list-style-type: none"> <li>- People actively construct meaning to make sense of their world.</li> <li>- Constructs are individualized and impact perceptions, behavior, and decisions.</li> </ul> | Employees' perceptions of fairness, motivation, and teamwork are influenced by their unique personal constructs. |
| CPE     | Voluntary behaviors that support the social and psychological work environment are not directly part of core tasks.                                         | <ul style="list-style-type: none"> <li>- Includes helping behaviors, adherence to norms, and initiative.</li> <li>- Contributes to positive workplace culture and morale.</li> </ul>                          | Assisting colleagues, showing initiative, and upholding organizational values.                                   |

|     |                                                                            |                                                                                |                                                   |
|-----|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
|     |                                                                            | - Involves job-specific duties as                                              |                                                   |
|     | The effectiveness with which employees                                     | outlined in a job description.                                                 | Meeting production quotas, accurately             |
| TPE | complete their core job tasks directly contribute to organizational goals. | - Evaluated based on productivity, quality, and efficiency in task completion. | completing reports, and delivering presentations. |

Table 2.3 provides a clear comparison of PCT, CPE, and TPE, outlining their definitions, key aspects, and relevant workplace examples. George Kelly developed the PCT, which suggests that individuals interpret the world through a unique set of mental filters known as personal constructs. These constructs, shaped by individual experiences, influence how people perceive their environment, make decisions, and behave. In the workplace, employees' constructs can impact their views on roles, fairness, motivation, and interactions with colleagues.

CPE refers to voluntary behaviors that contribute to the social and psychological environment of the workplace, extending beyond the core job tasks. This includes actions like helping others, showing initiative, adhering to organizational norms, and fostering a positive work culture. These behaviors, while not directly tied to specific tasks, play a crucial role in improving morale and cohesion within teams, making them valuable for overall organizational success.

On the other hand, TPE focuses on the direct completion of job-related duties and responsibilities. The job description evaluates this aspect based on productivity, quality, and efficiency in performing core tasks. Measurable outputs such as meeting production targets, accurately completing reports, delivering presentations, assessing TPE in the workplace, and contributing to organizational goals.

Together, these three concepts provide a comprehensive view of workplace performance, illustrating how personal constructs, voluntary behaviors, and task-specific duties all play interconnected roles in shaping employee contributions to an organization.

## 2.4 Related Empirical Studies

There have been several studies about the influence of the TL of school directors on TSE and TJP in various contexts. Below are the selected studies from various contexts published in high-quality journals.

To begin, Zhang et al. (2022) conducted a study and utilized a sample size of 572 school directors from different regions in China to investigate the impact of perceived TL on teachers' work satisfaction. The sample size was chosen from a quite large population. Upon doing their research, the authors discovered that instructors reported better levels of work satisfaction when they sensed more TL. On the other hand, they discovered that transactional leadership and passive/avoidance leadership both had a transformational impact that was in the opposite direction on the level of work satisfaction experienced by instructors.

Similarly, Cabayag and Jr (2024) conducted a study to evaluate the effect of self-efficacy, TJP, and TL style on organizational commitment in the Philippines context. The study was conducted using SEM on a total of 400 public school teachers throughout Region XI. The results showed that there was a high degree of self-efficacy, a very high level of work performance, as well as high levels of TL and organizational commitment. It has been shown that there is a strong, positive, and substantial association between self-efficacy and organizational commitment; TJP and organizational commitment, and TL and organizational commitment.

Likewise, Lin et al. (2022) conducted a study with 328 samples and found that, in schools with higher average mindsets, teachers' engagement in professional development is especially fostered by leadership behaviors that focus on IST, ICO, and contingent reward. When teachers enact a growth mindset, TL further promotes their development from a qualitative perspective. In sum, the study demonstrates TL's unique contributions and individual and collective growth mindsets in teachers' professional development intentions.

Furthermore, Wang et al. (2024), 565 teachers rated 232 out of 479 middle school directors in China as leading inclusive education with TL. The results showed that, on average, the school directors scored highly in promoting the inclusion of students with special needs in regular classes and ensuring those students have individualized learning and equal opportunities. However, they scored rather low in encouraging teachers to adjust their instruction to address the full range of student differences and cooperate with special education needs specialists. The gender and age of the school directors were

related to their leadership, with some differences in the pattern of results reported by the teachers who work in schools that are more or less developed in terms of the inclusion of SEN students.

In another study, through the lens of employee self-efficacy and team cohesiveness, Pillai and Williams (2004) observed how transformational leadership can help build high-performing and committed workgroups. Their study was grounded in the premise that transformational leaders inspire and motivate subordinates by instilling confidence, enhancing intrinsic motivation, and fostering a shared sense of purpose. Using a mixed-methods design, the authors first conducted in-depth interviews with fire rescue workers to help them fine-tune their research questions. The authors then sent the questions to 303 fire department workers through a survey, which got 271 useful responses after missing data was taken into account. Structural equation modeling (SEM) was employed to analyze the hypothesized relationships between transformational leadership, self-efficacy, team cohesion, and workgroup performance. The results showed that the proposed theoretical model was more likely to be true than three other models. This shows that transformational leadership has a positive effect on employee self-efficacy and team cohesion, which in turn improves commitment and performance. Specifically, the study showed that transformational leaders can have a big effect on employee confidence and group dynamics by doing things like creating a compelling vision, showing individual care, and encouraging intellectual stimulation. The study highlights the importance of transformational leadership in high-risk professions, where self-efficacy and team cohesion are essential for effective decision-making and operational efficiency. It also underscores the necessity for leadership development programs that cultivate transformational behaviors to enhance employee performance.

Furthermore, Sürücü et al. (2022) conducted a study by utilizing a sample size of 524 employees and contributed to the field of research by highlighting the potential of transformational entrepreneurial leadership (TFL) to promote performance outcomes not only through traditional methods of influencing but also by enhancing individuals' self-beliefs and motivation, thereby providing a more nuanced view of how a leader can be effective. They achieved this by emphasizing TFL's potential to assist individuals in enhancing their performance outcomes. Bringing attention to the potential of TFL to improve performance outcomes was how this objective was attained.

Additionally, through a systematic evaluation of the effect of TL on teacher TJP, Zhang et al. (2022) distinguished that the direct effect of TL is not only the vertical

relationship between the leader and the teacher but also the horizontal communication effect among teachers. The indirect role of contingency factors also affects teacher performance. This assessment shows that the relationship between TL and teacher performance is not only a direct influence, but that TL performance is also an important mediating or moderating variable affecting teacher autonomy and participation.

Similarly, Zainal and Mohd Matore (2021) found that TSE and school administrators' transformational leadership practices significantly influenced teachers' innovative behavior. Their study, which involved 1,415 Malaysian teachers, revealed that these factors collectively explained 47.0% of the variance in innovative behavior. Teachers with high self-efficacy were more likely to adopt creative teaching methods, while transformational leadership practices created a supportive environment for innovation. These findings highlight the practical importance of enhancing TSE and fostering transformational leadership among school administrators through targeted policies, professional development programs, and leadership preparation initiatives to promote innovation in education.

In line with this, Valckx et al. (2020), professional learning communities are vital settings for promoting teacher professional development and advancing school reform. Investigating the interplay between PLC features (shared objectives, collaborative efforts, and ongoing inquiry) and the factors that influence these qualities (transformational leadership by school directors, teacher collaboration, and work satisfaction) is essential. Data were gathered from 324 teachers of Mathematics, French, and General Studies across 80 departments in 33 Flemish secondary schools. SEM studies indicated a strong correlation between instructors' shared objectives and work satisfaction with their collaborative efforts. The effect of transformative leadership on correlation was entirely mediated by shared goals, whereas the influence of teacher collaboration on continuous inquiry was completely mediated by job satisfaction.

Moreover, Universitas et al. (2019) conducted a study in Indonesia with the objective of examining the independent and combined effects of transformational leadership and self-efficacy on TJP. The sample consisted of 128 employees from PT. Panca Mitra Multiperdana, who were selected using random sampling techniques. Data were collected through validated and reliable questionnaires and analyzed using multiple linear regression analysis. The findings revealed that both transformational leadership and self-efficacy had positive and significant impacts on job performance, both independently and simultaneously. The study implies that organizations should prioritize



transformational leadership practices and foster employees' self-efficacy to enhance overall job performance and drive organizational success.

Similarly, Adesti et al. (2023) conducted a study in Indonesia to examine the independent and combined effects of transformational leadership and self-efficacy on job performance. The research was conducted among 128 employees of PT. Panca Mitra Multiprima, selected through random sampling. Data were collected using validated and reliable questionnaires and analyzed using multiple linear regression. The findings revealed that transformational leadership significantly and positively influences job performance, while self-efficacy, though showing a positive effect, was not statistically significant. When examined together, both constructs had a significant and positive impact on job performance. These results suggest that while transformational leadership is critical for enhancing employee performance, fostering both leadership qualities and employee self-efficacy could yield substantial benefits for organizational success.

In conclusion, the studies that were analyzed collectively indicate the enormous influence that transformational leadership plays in molding the self-efficacy of teachers, as well as their work performance, professional progress, and organizational commitment. Although numerous studies emphasize a variety of characteristics, such as leadership behaviors, professional learning communities, and inclusivity, an overarching theme that is frequently emphasized is the significance of TL in the process of cultivating a constructive educational atmosphere. This is because TL is thought to be one of the most important factors in the process. As a result of this, there is a need for more research to evaluate the impact of instructional language on educational outcomes over the long term, as well as additional contextual factors.

## **2.5 Research Gap**

The main aim of this dissertation is to explore the effectiveness of DTL on TSE and TJP. However, in many cases, as reviewed, there is a lack of such a study of the current one. Many educational institutions, including NGOs, public schools, and private schools, do not take this seriously. According to the data from previous empirical studies, only two studies have been done on the case. Moreover, in the Cambodian context, this case is an original one that no authors have ever conducted.

Therefore, this study identifies multiple research gaps to validate its contribution. Firstly, the impact of transformational leadership on TSE and TJP has been the subject of scant investigation, with only two previous empirical investigations identified.

Furthermore, the insufficient scrutiny of this topic within the Cambodian educational context renders this study a novel addition. This research underscores a sample gap, as prior studies have often overlooked high school teachers, an essential demographic. Fourth, a methodological deficiency is rectified by utilizing a comprehensive approach incorporating validated instruments and rigorous sampling methodologies, which prior studies may have omitted. Fifth, the data analysis gap is addressed by employing modern statistical techniques, including multiple linear regression, to guarantee precise and dependable results. Finally, by extending the research to several regions and educational institutions, a generalization gap can be addressed, improving the findings' application and significance to wider educational contexts.

## **2.6 High School Director Training in Cambodia**

The leadership of the school director is an essential element in the quality of schooling. To facilitate the understanding of this role and to provide some means of working to apprehend the contents, training has been designed to facilitate access to basic knowledge in this area. This training offer is a collaboration between the team, institutes, universities, and service providers. Being conducted at the National Institute of Education (NIE), Cambodia, the design of the training curriculum takes into account three crucial documents: The Teacher and Educational Personnel Policy calls for the definition of a policy to improve the capacity of school directors. The reform plan for the technical education system includes a global recommendation to strengthen governance and management of the ministry and services. Besides, the training for school directors aims to increase the capacity to create educational activities, and a policy to improve the capacity of school directors must use the results of the three studies mentioned above as a basis for evaluating the current situation and the strengths and weaknesses that need to be mitigated. Finally, there are many key points related to the training's perspectives. However, four key points are taken to be explained in the following sub-sections.

### **2.6.1 Key Responsibilities and Challenges of High School Directors**

Responsibilities are essential needs for high school directors to solve the challenges. Accordingly, Lipscombe et al. (2023) and Reid (2021) noted that high school directors have an important role in schools, as they are responsible for all operations within the school. They are expected to lead and manage all operations, control the finance and administration, make policies to improve the school, and choose the staff, where the majority of staff have the responsibility to ensure the success of their work with

the student learning outcomes. The key responsibilities of a high school director can be seen as leadership: planning, organizing, controlling, and directing all the service processes of educational operations, from administration to academic affairs. Besides these, they have specific jobs that require them to know a lot about managing relationships, making difficult decisions, keeping an eye on things, and getting the training they need to deal with a lot of problems and issues, such as problems caused by not having enough money, policy changes happening all the time without warning, and high school directors not having enough support networks. Therefore, the training modules included here will have to cover all of the above. To ensure the success of the educational process, we must review the job descriptions of current high school directors and update the leadership training program to address these tasks at a higher level of leadership and decision-making. We hope that after the training, the school directors of general education will become more adaptable, charismatic, flexible, decisive, and effective, and will be equipped with the leadership skills necessary for success.

### **2.6.2 Educational Leadership and Management Skills**

Educational leaders are the individuals who move their educational organizations toward their vision while keeping in mind the school's mission and values. According to situational leadership theory, one's leadership style should depend on the education level and degree of professional development of the subordinates. The above statistics contribute to school effectiveness and improvement (Grace et al. 2024).

Leadership and management of education refer to having a vision of what you hope the education system will look like, shaping growth factors of the school, and operating your school like a manager. School management experts compare management and leadership; head teacher leaders are gifted with being effective managers who can accomplish great results by building the structures and systems to achieve them (Beauchamp et al., 2021).

Many people talk today about the need for effective management in schools. If one accepts a close correspondence between the terms manager and leader, there is also a need for effective leadership in the educational system. Leaders think about the present and future, while managers think about the past and present. Effective school management means providing a quality education plan and program and using integral organizational mechanisms, particularly in school policies, procedures, and practices. These mean the business of schooling—the very essence of our having schools at all. They are central to what we mean by education in the subset of values reflected in the

philosophy, political ethos, policies, and parental power of each locality, state, and nation. Those who ask where the values are understand that the absence of applied values leads to the discovery of values of a different kind. In education, it is the outcome of these children and not buildings and administrative structures that matter; the rest are means to this end (Mortimore, 1993).

### **2.6.3 Curriculum Development and Educational Innovation**

Curriculum development is central to an effective educational system. The term curriculum refers to the allocated resources that aim to bring about intentional change in the individuals receiving education. Over time, the needs of students and society have evolved, demanding an ongoing catalyst for curricular innovation. The development of curricular innovation within the educational setting is usually the result of collaboration between a range of interested professionals, most often teachers and educational leaders. These individuals are responsible for thinking about how educational knowledge can transform into amateur and professional practice and, perhaps most critically in the changing digital age, how the implementation of national curricular visions can best take place. At a minimum, collaboration between these stakeholders ensures that the goals of the educational system are congruent with those held by education professionals. School directors may consider both how national curricular development is relevant to their context, as well as possible curriculum innovations from other contexts and countries (Becher & Maclure, 2024).

The integration of curricular innovation with pedagogical approaches is also viewed as a significant issue, as it is one thing to change the curriculum, but this is only potentially achieved if the curriculum is enacted. If the proposed curricular changes do not strongly align with how high school directors have directed the teachers in their schools to practice, change will be slow. Some things that can be hard for the person putting the curriculum into action are the learning theories that are built into it and the way of teaching that it envisions. This is especially true when specific learning theories are used to guide the way the curriculum is taught. There may also be resistance and difficulty experienced in incorporating such innovations as technology when this occurs within existing educational and technological infrastructure. The development of assessment strategies to evaluate the impact and effectiveness of proposed curricular reform and change remains a key concern for educational and curriculum innovators. Most people today think that assessment should be changed within learning frameworks and that educational processes should always be getting better in a variety of settings.

Thus, it is suggested that high school directors be aware of how educational and curriculum change can be a central characteristic of a strong professional-educational culture. High school directors and leaders can identify areas where innovation has occurred in large and complex educational systems, which might directly apply to the local context (Harris et al., 2009).

#### **2.6.4 Effective Communication and Stakeholder Engagement**

Effective communication is crucial for high school directors. According to Thornton (2021) and Fotheringham et al. (2022), as leaders, school directors are responsible for engaging meaningfully with their stakeholder base and for sharing their vision in a manner that is inspiring and builds upon current school community practices. Broadly, stakeholders include parents and community members, students, staff, the local community, and government and other organizations. The level and intensity of engagement a school director has with these various groups depend on the school and community setting. The following section offers a broad range of communication instruments and techniques that can be used by high school directors to engage their stakeholders at all levels. In summary, as leaders, high school directors will find that their role overlaps significantly with their role as effective communicators. They will need to establish relationships with their stakeholders to achieve change and improvement most effectively. Working collaboratively with all members of the school community, both formally at governance structures and in day-to-day activity, will support the implementation of the leadership for learning vision at the highest level, unique to individual school contexts. High school directors are expected to establish and maintain a liaison with the wider community. Once developed and maintained, the lines of communication with the community should encourage the involvement of the students, parents, staff, and community in the decision-making processes of the school. Strengthened community participation will foster a greater degree of community ownership, greater local commitment, and result in schools providing the type of education that the community wants. But how do school directors actually achieve this? Conflicts can and do occur as a school director makes decisions that not everyone agrees with; stakeholders, however, have an important role to play in the success of the school. School directors who regularly interact in a positive way with their communities will have few stakeholder concerns in regard to their actions. It is generally accepted that stakeholders who feel involved in a school's operations would not want to risk their involvement. Good or effective communication reaches out and attempts to attract the

support or seek assistance from key stakeholders in everything schools do. In whatever way a stakeholder chooses to participate, every high school director is responsible for helping to create a positive outlook and expectations as to the likely positive outcome of the proposed event, idea, or activity. Regularly engaging with parents, students, and staff will help establish and build upon the governance of such a relationship. It is not good enough to tell parents they need to be involved with their child's education. How many parents know how to go about doing that? And what if the child is at the point of dropping out, and the parents have pretty much given up? It is not enough to merely run a meeting or initiative. All activities must be linked to a common vision. Only when parents can see how there may be a future for their child and that a school may be the best place for them to achieve that goal can we begin to share the moral prerogative that values high school education.

## **2.7 A Brief History of Cambodia**

Cambodia, officially known as the Kingdom of Cambodia, is a country located on Southeast Asia's mainland. Thailand borders Cambodia to the northwest, Laos to the north, and Vietnam to the east. Additionally, this country has a coastline along the Gulf of Thailand to the southwest. As of the current time, Cambodia has a population of approximately 17 million and covers an area of 181,035 square kilometers (69,898 square miles). Moreover, Phnom Penh is the country's capital and most populous city (Beck, 2023).

Historically, Cambodia shares the historical roots of its culture, religion, traditions, and education as far back as 600,000 B.C., meaning the appearance of the land area, with the annals of nations in South Asia (Em et al., 2023). Consequently, there are many references to the names of ancient Cambodian royalty in many history books and chronicles (Thun, 2021). Notably, those ancient monarchs who presided over Cambodia founded mighty civilizations, and they also built, among the green Khmer forests, magnificent monumental pyramids of creativity that represent the values of morality, spirituality, and creativity. Remarkably, these monuments were built with such precision and style that they belong in the realm of the divine. Indeed, they are testimony to the wondrous perfection of man as a spiritual being (Robinson, 2019).

To illustrate these developments further, Table 2.4 provides a comprehensive chronological overview of significant periods in Cambodian history, from prehistory to the present day.

**Table 2.4: Periods of Cambodian pre-history and history**

| <b>No.</b> | <b>Periods</b>                              | <b>Dates</b>             | <b>Sources</b>                                                  |
|------------|---------------------------------------------|--------------------------|-----------------------------------------------------------------|
| 1.         | Cambodian Prehistory                        | 600,000 B.C. to 100 B.C. | Chin et al. (2023) and Em et al. (2023)                         |
| 2.         | Nokor Phnom (Funan)                         | 100 B.C. to 550 A.D.     | Chin et al. (2023) and Em et al. (2023)                         |
| 3.         | Chenla (Kampuchea)                          | 550 A.D. to 802 A.D.     | Chin et al. (2023) and Em et al. (2023)                         |
| 4.         | Angkor (Khmer Empire)                       | 802 A.D. to 1431         | Chan and Latif (2013), Em et al. (2023), and Rany et al. (2012) |
| 5.         | Chaktomuk                                   | 1432 A.D. to 1505 A.D.   | Fee-Most (2023) and UNESCO (n.d.)                               |
| 6.         | Longvek                                     | 16th-century             | Polkinghorne et al. (2019) and Sassoon (2018)                   |
| 7.         | Oudong (Ondong)                             | 1618-1863                | UNESCO (n.d.)                                                   |
| 8.         | French Colony                               | 1863-1953                | Em et al. (2023)                                                |
| 9.         | Sangkum Reastr Niyum (King Sihanouk Period) | 1955-1970                | Keo (2019)                                                      |
| 10.        | Khmer Republic (Lon Nol Period)             | 1970-1975                | Benzaquen-Gautier (2021) and Em et al. (2023)                   |
| 11.        | Khmer Rouge (The Killing Fields)            | 1975-1979                | Ayres (1999) and De Walque (2006)                               |
| 12.        | The People's Republic of Kampuchea          | 1979-1989                | Deth (2009a, 2009b)                                             |
| 13.        | State of Cambodia                           | 1989-1993                | Collins (2016) and Keller (2005)                                |
| 14.        | Kingdom of Cambodia                         | 1993-Present             | Keller (2005) and Tep and Hap (2022)                            |

### **2.7.1 History of Education During Prehistory**

In prehistoric Cambodia, formal education, as currently defined, was absent. Instead, education assumed a mostly informal character, intricately woven into the essence of daily living, cultural customs, and communal activities (Em, 2023b). Moreover, in prehistoric Cambodian societies, information and skills were predominantly conveyed through oral traditions and experiential learning (Chin et al., 2023). Consequently, children acquired vital survival skills by observing, imitating, and actively engaging in the activities of their families and communities (Em et al., 2023).

During this period, the family unit functioned as the principal center of education, with parents imparting knowledge and skills to their offspring (Chin et al., 2023). In particular, conventional behaviors, cultural convictions, and pragmatic methods were conveyed through narratives, folklore, and tales (Em et al., 2023). As a result, this educational approach facilitated the preservation of historical and cultural knowledge while imparting practical wisdom to younger generations (Em et al., 2023; Em, 2023b).

Communal learning was prominent in prehistoric Cambodia, as elders and community members imparted their skills and knowledge to younger persons (Em, 2024). In addition, informal education occurred during communal activities, including rites, festivals, and gatherings, thereby facilitating opportunities for individuals to learn from each other and engage in collective experiences (Em, 2024; Sophady et al., 2016). Furthermore, spiritual and religious practices significantly influenced prehistoric Cambodian education, enhancing the comprehension of the world. Specifically, shamanic rituals, ceremonies, and spiritual beliefs offered insights into cosmology, spirituality, and the natural environment. These practices, in turn, cultivated a profound connection to the environment and the invisible forces thought to influence human existence (Em & Mao, 2024).

Meanwhile, during prehistoric times in Cambodia, official education institutions were absent; nonetheless, informal educational practices within communities and families were essential for the transmission of information, skills, and cultural values (Em, 2023b). Ultimately, the initial educational foundations established the basis for future advancements in Cambodia's educational framework, influencing the methods of information dissemination and acquisition in later periods (Em et al., 2023).

In conclusion, prehistoric Cambodia operated based on informal education that was founded on oral traditions, experiential learning, and participation in communal



activities. It was primarily via the transmission of survival skills, cultural values, and spiritual beliefs that families and community elders played a significant role. Even though there were no official institutions, education was profoundly ingrained in daily life, which helped to cultivate a strong connection to both the natural world and the traditions of generations before. By laying the framework for future changes in Cambodia's educational system, these early educational practices made a significant impact on how information was transmitted and retained from one generation to the next.

### **2.7.2 Education During the Nokor Phnom or Funan Period**

During the Nokor Phnom or Funan period in Cambodia, spanning from the 1st to the 6th century A.D., education was crucial in societal development. To begin with, this period signified the inception of structured states in the region and observed the creation of a refined education system that established the groundwork for further educational progress in Cambodia (Em, 2023c). Notably, education during the Nokor Phnom period was predominantly shaped by Indian Brahmanical traditions and Buddhism, imported to the region via trade and cultural interactions. Consequently, the educational system incorporated aspects of both religious and secular instruction (Chin et al., 2023).

A notable feature of education during this era was the existence of significant institutions of learning. For instance, the Royal Palace served as a key educational center, where young princes and royal family members were educated. Specifically, they were instructed in diverse disciplines, encompassing religious texts, literature, philosophy, astrology, and military tactics (Em et al., 2023). Indeed, education was seen as crucial for future leaders, and the princes were prepared to become astute and competent rulers (Em, 2023c). In addition to royal education, monastic schools affiliated with Buddhist temples also existed. These institutions, in turn, functioned as hubs of education for both religious and secular disciplines. Moreover, the curriculum in these institutions encompassed religious texts, meditation, ethics, language, arithmetic, and many practical skills (Chin et al., 2023). Importantly, monastic education significantly offered persons from diverse social strata the chance to obtain an education and contribute to society (Em et al., 2023).

Besides royal and monastic institutions, several private tutors offered education to children from affluent families. These tutors, therefore, provided instruction in diverse disciplines, ensuring the children obtained a comprehensive education (Chin et al., 2023). Nevertheless, it is essential to acknowledge that throughout this period, education was predominantly available to the wealthy and individuals closely linked to the royal family. By contrast, the general populace, primarily composed of farmers and laborers, had

restricted access to formal education (Em et al., 2023). Even so, informal education and practical skills were frequently transmitted across generations within families and communities (Em, 2023c).

Overall, the educational system of the Nokor Phnom period significantly advanced the intellectual and cultural development of Cambodia (Chin et al., 2023; Em et al., 2023; Em, 2023c). Education also facilitated the dissemination of religious and philosophical concepts, the conservation of classical literature, and the advancement of intellectual endeavors (Chin et al., 2023). Ultimately, the information gained via education significantly influenced societal development, fostered social cohesiveness, and advanced the kingdom's overall progress (Chhem, 2024).

### **2.7.3 Education During the Chenla Period**

During the Chenla period (550–802 A.D.), Cambodia's education underwent substantial advancement (Em et al., 2023). At this time, Chenla was among the oldest documented Southeast Asian kingdoms and significantly influenced the region's history and culture. In this context, education was an essential component of Chenla society, enabling the dissemination of information, skills, and cultural values (National Library of Australia, n.d.-b). Notably, in Chenla, education was predominantly allocated to the governing elites, encompassing the royal family, nobles, and high-ranking bureaucrats. Moreover, the education system was significantly shaped by Indian civilization, especially the Brahmanical tradition (Eam et al., 2022). Indeed, Indian academics and educators significantly contributed to the transmission of information and the provision of skills to the ruling elite (Em et al., 2023).

Regarding the curriculum, Chenla included a diverse array of courses. In particular, religious studies, especially Hinduism and Buddhism, were of significant relevance (Chin et al., 2023). Students, therefore, studied religious ceremonies, philosophy, and sacred texts. This religious teaching, in turn, reinforced the legitimacy of the ruling class and established a moral foundation for societal behavior (Tan, 2008). Alongside religious studies, Chenla's education system likewise prioritized literacy and linguistic abilities. For instance, Sanskrit, the language of Indian intellectuals, emerged as the language of the elite and was predominantly utilized for religious and administrative functions. As a result, education centered on the mastery of Sanskrit grammar, literature, and script. Furthermore, the Khmer language, an archaic variant of the Khmer script, was also taught. In addition to language studies, mathematics and astronomy were important disciplines in Chenla's educational framework (Em et al.,

2023). Students were thus instructed in arithmetic, geometry, and algebra, which were crucial for diverse domains including land measurement, commerce, and administration. Notably, astronomy was especially beneficial for agriculture, since it facilitated the scheduling of planting and harvesting (Dokras, 2022).

In terms of teaching methods, education in Chenla frequently occurred via an apprenticeship system. Under this approach, students would receive instruction from educators, academics, and clergy. Consequently, this system facilitated a tailored approach to education, providing students with individualized attention and guidance. Typically, knowledge was conveyed verbally, and pupils were required to memorize texts and teachings (Em et al., 2023). Although education in Chenla was predominantly confined to the upper class, evidence indicates that certain educational possibilities were accessible to commoners as well. Specifically, fundamental literacy and numeracy abilities were presumably imparted to the general populace; however, the degree of such education remained ambiguous (Chin et al., 2023).

In short, education was very important in forming society throughout the Chenla era, especially for the ruling class. The curriculum, which was heavily impacted by Indian civilization, included language, astronomy, mathematics, and religious studies, strengthening both cultural traditions and government. Although access to school was still mostly restricted to the upper class, the apprenticeship system allowed for more individualized study. However, the level of education for common people is still unknown, despite some evidence.

#### **2.7.4 Education During the Angkor or Khmer Empire Period**

In the time of the Khmer Empire, or Angkor, which began in 802 A.D., Cambodia thrived as a center of intellectual, religious, and cultural activity up until 1431 A.D. (Em et al., 2023; National Library of Australia, n.d.-b). During this era, education was deeply rooted in religious institutions, with Hinduism and Buddhism shaping the curriculum and instructional methods (Rany et al., 2012). Notably, great temples were built, such as the well-known Angkor Wat, which functioned as educational and informational hubs in addition to being places of worship (Chan & Latif, 2013). In terms of structure, the educational system of ancient Cambodia was hierarchical, with access to learning primarily reserved for the elite class, including royalty, nobles, and members of the priesthood. According to Rany et al. (2012), these affluent people were educated inside temples and royal courts by scholars and monks who taught them orally and through written materials.

Religious education, in particular, formed the cornerstone of the curriculum, with students studying sacred texts such as the Vedas, Upanishads, and Puranas of Hinduism, as well as Buddhist scriptures like the Tripitaka and various commentaries. Correspondingly, the main languages of instruction were Pali and Sanskrit (Em et al., 2023). In this context, Buddhist monasteries, or "wats," played a crucial part in ancient Cambodia's educational system. Specifically, monasteries were frequently used to teach young boys from aristocratic families' philosophy, meditation, religious dogma, and other subjects. Serving as both mentors and teachers, monks taught their students practical skills while also assisting them on the road to spiritual enlightenment (Chan & Latif, 2013).

Beyond religious studies, practical skills and vocational training were prioritized alongside religious education. To this end, young men received training in martial arts, combat, and administrative tasks to efficiently serve the empire and its rulers (Em et al., 2023). Moreover, maintaining the empire's extensive network of temples, reservoirs, and irrigation canals required expertise in engineering, agriculture, and irrigation (Evans, 2016; Hays, 2020).

Equally important, learning and intellectual endeavors were greatly promoted by the royal court. As patrons of the arts and sciences, the king and his courtiers funded the establishment of academies, libraries, and other educational facilities. Consequently, the extensive collection of manuscripts and literature on a variety of topics kept in the royal library at Angkor Wat helped to preserve and disseminate knowledge throughout the empire (Edwards, 2006).

Despite the exclusivity of education to the affluent, the region was profoundly impacted by the empire's intellectual and cultural accomplishments. Centuries later, the Khmer intellectuals' literary masterpieces, the spiritual teachings of Buddhist monks, and the architectural wonders of Angkor still evoke wonder and admiration (Bhagentsang et al., 2021). Notwithstanding the Khmer Empire's final downfall, its reputation as a hub of scholarship and culture lives on, permanently altering Southeast Asian history (National Library of Australia, n.d.-a).

**Table 2.5: Names of kings, periods of reign, and capital cities during the Angkor**

| <b>Names of Khmer Kings</b> | <b>Periods of Reign</b> | <b>Locations of the Capital City</b> |
|-----------------------------|-------------------------|--------------------------------------|
| Jayavarman II               | A.D. 802-869            | Vyadharapura and Mount Kulen         |

|                                          |            |                    |
|------------------------------------------|------------|--------------------|
| Jayavarman III                           | 869-877    | Hariharalaya       |
| Indravarman II                           | 877-889    | Mount Kulen        |
| Yashovarman I                            | 889-900,   | Angkor             |
| Harshavarman I                           | 900-923,   | Angkor             |
| Isanavarman II                           | 923-928    | Angkor             |
| Jayavarman IV                            | 928-942    | Angkor and Koh Ker |
| Harshavarman I                           | 942-944    | Koh Ker            |
| Rajendravarman II                        | 944-968    | Koh Ker and Angkor |
| Jayavarman V                             | 968-1000   | Angkor             |
| Udayadityavarman I                       | 1001-1002  | Angkor             |
| Suryavarman I                            | 1002-1049  | Angkor             |
| Udayadityavarman II                      | 1050-1065  | Angkor             |
| Harshavarman III                         | 1066-1080  | Angkor             |
| Jayavarman VI and<br>Dharanindravarman I | 1080-?     | Angkor             |
| Suryavarman II                           | 1113-1150  | Angkor             |
| Dharanindravarman                        | 1150-1160  | Angkor             |
| Yasovarman II                            | 1160-~1166 | Angkor             |
| Jayavarman VII                           | 1182-1218  | Angkor             |
| Indravarman II,                          | 1218-1243  | Angkor             |
| Jayavarman VIII                          | 1270-1295  | Angkor             |
| Indravarman III                          | 1295-1308  | Angkor             |
| Jayavarman VII                           | 1327-?     | Angkor             |
| Paramesvara                              |            |                    |
| Ang Jaya I or Trosak<br>Ph'aem           | -?         | -?                 |

*Source: Adapted from Dokras (2022, pp. 4-5)*

### **2.7.5 Higher Education Institutions During the Angkor**

During the Angkor or Khmer Empire period, which lasted from 802 A.D. to 1431 A.D. (Em et al., 2023), Cambodia boasted a rich educational landscape that included universities and higher education institutions. While formal universities in the modern sense may not have existed, the empire had centers of learning that served similar

functions, fostering intellectual development and disseminating knowledge across various disciplines.

One of the most prominent centers of learning during this period was the famed temple complex of Angkor Wat (Carter et al., 2019). While primarily a religious monument dedicated to the Hindu god Vishnu, Angkor Wat also served as a hub of intellectual activity. Within its vast precincts, scholars and monks congregated to study religious texts, philosophy, astronomy, mathematics, and other subjects (Pandya, 2022). The temple's intricate bas-reliefs and inscriptions are believed to contain symbolic and astronomical knowledge, indicating a deep understanding of celestial phenomena among the Khmer elite (Dolan, 2021).

The royal court of the Khmer Empire was another important locus of higher education. The king and his advisors, drawn from the nobility and the priesthood, were patrons of the arts and sciences. They supported the construction of libraries, observatories, and other educational institutions where scholars could pursue advanced studies. The royal library at Angkor Wat, for example, housed a vast collection of books and texts on diverse subjects, including religious scriptures, literature, history, and astrology (Dolan, 2021).

Buddhist monasteries, or "wats," also played a crucial role in supporting students to study in higher education during the Angkor period. Monks were not only religious practitioners but also scholars and educators (Chan & Latif, 2013). They taught young novices and aspiring scholars in subjects ranging from Buddhist philosophy and ethics to grammar, rhetoric, and logic. Monastic education provided a pathway for upward mobility, allowing talented individuals from humble backgrounds to rise through the ranks of society based on their intellectual merit (Rany et al., 2012).

The curriculum in these higher education institutions was diverse and eclectic, reflecting the cosmopolitan nature of Khmer society (Chan & Latif, 2013). Students studied classical Indian texts in languages such as Sanskrit and Pali, which were the lingua francas of intellectual discourse in Southeast Asia at the time. They also engaged with Indigenous Khmer literature, history, and cultural traditions, contributing to the preservation and propagation of Khmer identity amid the influences of Indian civilization (Em et al., 2023).

While access to higher education was largely limited to the elite class, there were avenues for talented individuals from less privileged backgrounds to pursue advanced studies. Scholarships and patronage from wealthy benefactors, including members of the

royal family and affluent merchants, could enable deserving students to receive specialized training and mentorship from renowned scholars (Em et al., 2023).

The legacy of higher education during the Angkor period continues to resonate in Cambodia's cultural heritage and intellectual traditions (Chan & Latif, 2013; Rany et al., 2012). The achievements of Khmer scholars and intellectuals, as evidenced by the architectural marvels of Angkor and the literary treasures of its libraries, serve as enduring testaments to the empire's commitment to learning and scholarship (Edwards, 2006). As Cambodia's modern education system evolves, it draws inspiration from this rich legacy, seeking to nurture the next generation of thinkers and innovators who will carry forward the mantle of intellectual inquiry and cultural expression (Pak, 2003).

**Table 2.6: Emerging educational institutions during the Angkor**

| Levels of Education                          | Name and Location |                                            | Subjects Taught                                                                                                        | Sources               |
|----------------------------------------------|-------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Primary Education                            | Wat               | Schools (In Buddhist Pagodas)              | Basic reading and writing literacy skills                                                                              | Chan and Latif (2013) |
| Secondary Education and Vocational Education | Wat               | Schools (In Buddhist Pagodas)              | Develop vocational skills such as carpentry<br>Develop human relations, a sense of responsibility, and appropriateness | Chan and Latif (2013) |
| Tertiary Education                           | Wat               | Cheysrey University (In Preah Khan temple) | Literature, Arts, Philosophy and Religion                                                                              | Em et al. (2023)      |
|                                              | Wat               | Raja Vihear University (In Taprom Temple)  | Management and General knowledge                                                                                       | Em et al. (2023)      |
|                                              | Neak              | Poan Neak University (In Neak)             | Medical treatments                                                                                                     | Moeun (2017)          |

During the Angkor period, numerous academics, both Brahmin and Buddhist, served as priests and royal instructors, respectively. The royal family's senior college was located at the Royal Palace, and King Jayavarman VII's wife, Queen Indra Devi, held the position of Rector at Wat Chey Srey and Wat Raja Vihear Universities. There were 2,740 instructors and 18 individuals who held PhDs for higher education instruction during the Angkor period. These people served as the cornerstones for the studies being conducted at the time (Em et al., 2023).

Among the 18 Ph.D. holders, there were six very famous Ph.D. holders as noted by Em (2023a, pp. 20-22) as follows.

1. Dr. **Shiva Som** was fluent in the rules of literature and memorized various spells. He had compiled many stories and rules, including the Great War and the Grammar. He received favors from the Khmer kings of the time and was the personal teacher of King Indravarman I.
2. Dr. **Yati Amorpheavak** was a scholar during the reign of King Yasovarman I, who bestowed the royal title of presiding over all the scholars of the time, as well as the patriarch of Wat Indrasram, the center of Brahmanism.
3. Dr. **Tava Kar** was a unique poet of the reign of King Rajendravarman II. He was proficient in the art of magic and could cast spells to destroy the enemy army. This man received keenness from the king with great pleasure by giving his daughter "Indralaksmey" to be the man's wife.
4. Dr. **Kavin Tra** was an elegant writer during the reign of King Suryavarman I. He learned to read the scriptures and was the most intelligent man who could solve difficult problems quickly. That was why the king was pleased to appoint him as his advisor.
5. Dr. **Phou Bantra** was a scholar during the reign of Jayavarman VII. He presided over a panel of scholars who were advisors to the king, and he was a well-known judge for his broad legal sense.
6. Dr. **Indra Devi** was the second queen of King Jayavarman VII. She was crowned queen after the death of her sister. She then instructed the king to be pure in Buddhism and to build a culture such as the establishment of a high school for



teaching Khmer children and the establishment of a theater for performing Khmer arts.

There were many more scholars and intelligent individuals during the Angkor period. Their names and their work were scripted on the walls of Cambodian ancient temples across the country and beyond (Em, 2023a).

#### **2.7.6 Education After the Angkor or Khmer Empire Period**

Following the decline of the Angkor or Khmer Empire around the 15th century, Cambodia entered a period of transition marked by political instability and external pressures. This era, known as the post-Angkor period, saw significant changes in the educational landscape of the region (Stark et al., 2023). During this time, Cambodia experienced the rise and fall of various kingdoms and dynasties, including the Ayutthaya Kingdom, the Lan Xang Kingdom, and the Vietnamese Nguyen lords. These political changes had a profound impact on education, as the patronage of learning shifted along with the rise and fall of different ruling powers (Paglayan, 2021). Despite the disruptions caused by political upheavals, elements of traditional education persisted in Cambodia. Buddhist monasteries continued to serve as centers of learning, preserving religious teachings and cultural heritage. Monks played a crucial role in education, providing instruction in Buddhist scriptures, philosophy, and language (Lee, 2020).

However, access to education remained limited, particularly for the common people who lacked the resources and social status to receive formal schooling. Education continued to be primarily reserved for the elite class, including royalty, nobles, and members of the clergy (Rethy et al., 2023). One notable development during the post-Angkor period was the increasing influence of Theravada Buddhism, which became the dominant form of Buddhism in Cambodia. Theravada Buddhist monks played a central role in education and spiritual guidance, contributing to the preservation and dissemination of religious texts and teachings (Harris et al., 2022).

The introduction of Theravada Buddhism also led to the establishment of new monastic schools and educational institutions across Cambodia. These schools provided instruction in Buddhist philosophy, meditation, and moral precepts, shaping the spiritual and intellectual development of the population (Harding et al., 2020). Outside of religious education, there were limited opportunities for formal schooling in Cambodia during this period. The absence of a centralized authority and the constant political turmoil hindered the development of a comprehensive education system. Instead, education remained decentralized, with learning taking place in local communities, temples, and households

(Rethy et al., 2023). Despite the challenges, Cambodian society continued to value education as a means of personal and spiritual enrichment. Knowledge was passed down through oral tradition, storytelling, and apprenticeship, allowing skills and wisdom to be transmitted from one generation to the next (Sam, 2024).

#### **2.7.7 Education During the Chaktomuk Period**

The Chaktomuk was an age of traditional Khmer education. The religious curriculum comprised the recitations of religious scriptures and practices of Buddhist philosophy in the educational institutions established in the capital city and the provinces as well. The head of these educational institutions was a Buddhist monk (Coffill, 2022). The lay students were sons of affluent members of the royal family and the nobility. The secular curriculum was presumably established in the capital city and started from the third period outlined in this article for the royal elite, and their sons were sent to study at the higher educational institutions in the capital city only (Sam et al., 2024). The curriculum was a native hodgepodge of language and literature, writing, Khmer history, geography, arithmetic, bookkeeping, principles of astrology, and government, along with strict rules of deportment. Several public educational institutions were established in the capital city and elsewhere for these descendants of the royalty, nobility, and other select students. The instructors were native Cambodians with a good educational background (Wright & Chan, 2021).

Two major types of educational systems were officially established in style during the Chaktomuk period. They were (1) a religious educational system and (2) a secular educational system. The former had its higher educational institution for learning religious scriptures and practicing daily religious duties in the capital city (Eam et al., 2022). In the agricultural provinces and foreign countries, various religious centers were established to promote Buddhist discipline to the Cambodian people, as well as foreign students. The secular educational system established its institutions mainly in the capital city of Phnom Penh and other principal towns in the agricultural provinces (Lee, 2020).

Throughout the Chaktomuk period, there were two systems of education. The first was the traditional abbey system, the second was the rudimentary elementary and secondary schools administered and operated by ordinary citizens who were not part of the monastic brotherhood (Biswas et al., 2021; Damrhung, 2010). Because Buddhism was the basis of the curriculum for these regular schools, the ground and foundation in Phnom Penh taught what was being taught at the local schools was the same as the traditional abbey system of religious, classical, and overall instructions. In essence, both types of

education sources emphasized the teaching of the Dharma, the right comportment and behavior of individuals, love, respect, and responsibility toward parents and one's elders, and sincerity, attentiveness to duty, and an appreciation for a livelihood that was free of harm (Em et al., 2023).

Buddhist principles provided the basic philosophy for Cambodian education during the Chaktomuk period. Hence, the educational curriculum and training for students were not only guided by Buddhist principles but were also very similar for many centuries (Eam et al., 2022). The primary goal of education was for students to understand and completely embrace Buddhist philosophy and precepts. Underneath this grand goal, it is believed that the education system had another more practical goal, which was to train students to sustain the Kingdom's religious values, cultural identity, customs, and traditions (Em et al., 2023).

### **2.7.8 Education During the Longvek Period**

Education in Longvek was an institution of the state for the sons of the nobles. Noble families had two types of schools for ordinary children and highly skilled boys. The sons of the nobles studied finger weaving, and after wisdom and skills training, they performed the moral values of the Buddha or led the congregation and other religious ministries (Hendrickson et al., 2023; Stark et al., 2023). The main study for children was the Brahmi script. This is because religion was composed of that script by the first wise men and taught students at a temple, even though they had no intention of being Buddhist monks. This was the topic of state management laws to make education evolve in compliance with each law on education. In the Longvek era, the subject of a system response was the availability of a printer who made manuscripts to meet the needs. This was because books were very expensive and took a long time to store (Ashley Faye, 2020; Dokras & Dokras, n.d.).

Besides the importance of maintaining the normal system, future trust in the correct form was important, regarded as existing through religious and social institutions. The kings had laid down a title in the official language of the laws, thus instigating students who studied them to be able to implement the laws, the law contained, and use them effectively (Polkinghorne & Sato, 2023). In particular, children who lived in the royal families and other sections of the nobility from a very young age studied, accompanied by a spirit of efficient state officers. This is peculiar in that the King's speech was set from educational contact and was, in theory, alveolar speech. Parenting, King's

speech, etc., were based on the ideas of societal ruling and being unequal in social expectations of age from the time of secrets (Ariès, 1978; Polkinghorne & Sato, 2023).

The education system during the Longvek period was influenced by Buddhist monastic schools that had existed since the early Funan period. Buddhist monks played a crucial role in teaching religious as well as secular subjects (Em et al., 2023). Education emphasized knowledge in language and literature, whereas scientific subjects, including logical thinking and accountability, were core to the conduct of people and were also included in the curriculum. Educational subjects focused on literacy in at least two languages: Sanskrit and Khmer. Elementary education focused on teaching norms and ethical values, and not only that, it also aimed to infuse love and kindness into the minds of individuals (Polkinghorne et al., 2024). The required learning capacity thus consisted of the intelligence to receive and compose verses, and the aptitude to distinguish black from white. Knowledge developed within an established ethical universe guided by ethical teachings in exemplary forms. Buddhist philosophical principles were deeply ingrained into intellectual thought and praxis, thus contributing to the formation of the Khmer moral community (Leng et al., 2022).

### **2.7.9 Education During the Oudong Period**

The educational system of Cambodians during the Oudong period was Buddhism, encompassing the royal family, the nobility, and the elite in society. It was important for the maintenance, evolution, and handing down of traditional and current knowledge, as well as the moral foundation and culture of the nation from one generation to the next (Em et al., 2023). There were two educational systems: one at the palace and the other at the pagoda. The activities and achievements of the educational institution at that time were part of human civilization because of the royal roles and responsibilities for nurturing humans that had been formulated in the situation and used all of its resources at every royal court, as the most important strategic imperative (Stark, 2023).

Educational supervision was under the domination of the Royal Institution associated with the Buddhist Sangha: Patriarchs, Buddhist monks, and their students were identified as the mediating function between the educated and the institution, royal authority, the ruling class, and society as a whole. The ranking of people who held the higher responsibility of education belonged to the Sangha first, followed by the Royal family; other Buddhists, teachers, students, technical workers, and actors in a multifaceted environment in addition to the priests, teachers, etc. at each educational institution (Em et al., 2023). These human resources and knowledge of the Khmer people

became the missionaries of this system, universally and practically, to build and develop the nation. The physics and energy of the ruling class, the Royal throne, and the institution reflected spatial and temporal autonomy in contesting the different humans and knowledge from the outside (Leng et al., 2022).

In the Oudong period, during the second half of the 17th century and the beginning of the 18th century, the educational institutions were vital in preserving, transforming, and handing over Cambodians' traditional knowledge and religion to their descendants, mainly in two pagodas and in the Royal Palace. According to Pin Thong, Mathematics, Divinity, Literature, Medicine, History, Geography, Architecture, and Astronomy were taught in the cathedral, while Divinity, Geography, Literature, ancient and modern history, and battles were included in the canon in these pagodas (Ashley Faye, 2020; Dokras & Dokras, n.d.; Hendrickson et al., 2023). Training students to have high ability, morality, and skills suitable to the actual needs of society. Furthermore, the production of competent Buddhist clergy played an important role in society. Educational systems during the Oudong period were the result of the development of traditions of human resources and knowledge of the Khmer people from previous periods, from the pre-Angkor period to Angkor and post-Angkor, and received a transfer from neighbors, especially from the Mon ethnic group of Hongswadi (Em et al., 2023).

During this period, Buddhism infused education (Hang, 2017). The students in question were high-ranking officials and normal people working in the royal residences and the center of Oudong (Neau, 2003). They studied other subjects, but the curricula with religious knowledge focused on Buddhist texts and philosophy. Several high-ranking monks established and managed their institutions and accepted food offerings from wealthy families and people skilled in various crafts. They lived and devoted themselves to study (Heng et al., 2020; Piphal et al., 2023; Sprenger et al., 2021).

The high-ranking monks intensified the tradition of creating literary accomplishments by inciting and rewarding intelligent monks who became capable of composing religious poetry, fine literature, and oratory. Samples in public contests discussed roles in the construction of images, law in governance, town planning, as well as taxes (Takako, 2020; Thun, 2024).

According to the said law and regulations, high-ranking monks acted as government-supporting agents, though they were not government officials. However, such support veiled spiritual needs. Indeed, the religious leader actively promoted education to enhance intellectual and spiritual knowledge. For this reason, religious

leaders would send qualified young monks to study Buddhism in neighboring or remote countries (Piphal et al., 2023). They would return with religious texts and learning experiences to share with the students at the royal residences in Oudong, where religious congresses were held (Thun, 2024).

#### **2.7.10 Education During the French Colonial Period**

On the 11th of August 1863, King Norodom ceded the right to the French in his own country under the form of a treaty (Thun & Keo, 2024). The French colonial rulers intervened immediately in Cambodian public education policy. Aware of the high standard of the old Cambodian traditional educational system, the French moved quickly to replace it with a system that would produce Cambodians able to fill the administrative and clerical posts in the French colonial administration. They started to dismiss the Bonzes, Priests, and Laymen who were employed or involved in teaching at Wat Songs in Phnom Penh Prefecture (Benzaquen-Gautier, 2021).

The French language was adopted as the medium of education. The policy of replacing traditional religion should differentiate French educational institutions from the classical education methods in the Cambodian temples. It was a hard blow to the Buddhists who saw the teachings of Buddha interrupted (Chan & Latif, 2013; Rany et al., 2012). The French colonial education policy was to stamp out the last vestiges of Buddhism and the teaching of Hinduism in the system. This decision led to the collapse of formal education at the provincial level since the entire national ramifications of the pagoda-based education program had been built up meticulously over the years (Tan, 2020).

Therefore, the French colonial pattern of instruction encouraged the building up of a school system, while lower schools conducted lower school instruction in the traditional Western style to which the children were accustomed. In this manner, both systems of education remained intact, yet laboring in extreme isolation from each other since not one of the pagoda teachers was permitted to instruct in French or use the armed staff book. Thus, the classical education system in the pagodas was gradually fading, unable to come to terms with the new century (Em et al., 2023).

As mentioned earlier, Cambodians had a rich cultural and educational heritage long before contact with the French. Thus, the French policy of overseas expansion saw the introduction of French colonial schools, and the French language became the medium of instruction in all educational institutions. Indeed, French colonial education was to set Cambodian education on a new course (Peycam, 2020). The French were able to exert

great influence on schools and education in Cambodia because traditional religion, law, and culture were discouraged by the French. Thus, there was tension in Cambodian society during the French colonial period between the contradictions in education: the old traditional Khmer education system and the newly introduced French colonial schools. The question of what should have been done to help children learn this new education was the responsibility of schools (IM, 2020).

#### **2.7.11. Education During the King Norodom Sihanouk Period**

During King Norodom Sihanouk's period, also known formally as Sangkum Reastr Niyum, education was greatly improved and modernized (Em et al., 2023; Rany et al., 2012). King Norodom Sihanouk was able to reorient the education system in ways that were more in line with what many believed would support a newly independent country. Some reforms were highly interventionist, such as centralizing control to be more effective in imposing a modern left-leaning ideology (Sam et al., 2024). He reinstituted the Concours as the Brevet d'Etudes Secondaires. During his reign, Cambodian history and culture received significant attention, as did the funding of restoration projects at traditional temples. Several French writers attributed the first linguistic studies of modern Khmer, indicating an area where modern knowledge was just beginning to take shape. Political leaders had long wanted to promote a simpler and more comprehensible form of the Khmer language, particularly by removing archaic writing systems that were not in common use, often in conjunction with attempts to create new linguistic forms (Miller, 2021).

People saw education as an indispensable process that underpinned society and the state. In Cambodia during King Norodom Sihanouk's Period, a sense of transitional society related to influences across borders resulted in a variety of administrative changes (Sokunrith & Norimune, 2020). Simultaneously, in the realm of society, a shift occurred in the teaching and learning process. During the King Norodom Sihanouk period, a range of internal and external agents and roles shaped the curriculum, subjects, and education, fostering a fresh understanding of the significance of citizen education and a connection between society and education (Goscha, 2020; Sokunrith & Norimune, 2020).

Policies on education, including the introduction of free primary education, girls' education, and teacher training in line with the country's needs, combined with an emphasis on reducing illiteracy, led to the human capital formation and leveling-up of the general Cambodian population, including ruling elites, beyond urban and rural disparities (Heng & Sol, 2022). Education policies also inadvertently affected aspects of social life

in Cambodia, such as marriage, economics, and outmigration from rural areas to urban centers. Education was one of the major themes brought into the new socio-economic development strategy (Un & Sok, 2022).

Consequently, the King Sihanouk period saw important educational initiatives. From a socio-economic point of view, it is essential to undertake an evaluation to discern the real and in-depth impact of the education policy of King Norodom Sihanouk's period, which Cambodia received as a legacy (Peycam, 2020). Comprehensive planning for future development requires an evaluation of the impact of the systems and policies inherited from the past. King Norodom Sihanouk's reign was characterized by profound social change, from feudalism to a mixed economy with an emphasis on modern sectors (Deth, 2020; Norén-Nilsson, 2024).

#### **2.7.12 Education During the Lon Nol Period**

The Khmer Republic period, also known as Lon Nol's period, lasted from 1970 to 1975 (Benzaquen-Gautier, 2021; Em et al., 2023). In the early Lon Nol period, around 1970-73, the government assumed responsibility for demobilizing rural civilians (Kiernan & Hughes, 2020). Term one of the Second Congress guided the mainly educational rural rebuilding programs (Bredenberg, 2022). The programs included vocational training, the reopening of targeted high schools, as well as the reopening of several higher institutions and professional schools (Kheang, 2024). Also facilitated was the opening of monitored French and English high schools in the city, at that time a most serious necessity from the economic, political, and military perspectives because language instruction in the city, in contrast with other subject areas, remained non-socialistic (Un & Sok, 2022).

Education seemed good at the beginning; however, chronic wars had negative impacts consequently (Em et al., 2023). One of the impacts of the political instability in Cambodia after 1970 was seen in the field of education. It was ironic that the entrance into a state of greater political chaos, marked by the period of restoration of Sihanouk, was marked by a period of greater stability for the educational institutions in the nation (Peycam, 2020; Sokunrith & Norimune, 2020).

The French system of education had been maintained even after the achievement of full independence in 1953, and the ruling government maintained Francophile tendencies in their general policies in this field (Em et al., 2023). Teachers were well-qualified and, with few exceptions, politically neutral in their educational activities among the nation's children. Only in a small number of areas were there the kinds of disagreements between teachers and parents seen as a problem in other nations (Harris,



2021). Fewer than nine out of ten children were, at least, able to enter and leave the early years of schooling able to poster decorative printed banners, to sing revolutionary, nationalistic, and religious-cultural songs of local (Cambodian) origin, and to read (Sokunrith & Norimune, 2020) and write Khmer [Khmer was the language of instruction in the lower grades; French was reintroduced in the later stages of the elementary school curriculum] (Keo et al., 2022).

There were long-range plans for the improvement of educational facilities, particularly preparing teachers to take over the instruction of the last five years of high school (Sok et al., 2023). In addition to the public schools, parochial schools operated by non-Catholic religious missions (including, among others, the Buddhists) provided instruction in areas without public schools, and the Ministry of Education provided financial support to the missions to enable them to improve in-service training (Bun et al., 2023). The system was being modified quietly by the introduction of a special series of training programs to prepare a small group of intellectually and morally fit students to work in the most important areas of administrative leadership in some future age. Still, the nation was particularly at risk because what should have been an educational environment designed to prepare the young who were to be the men of tomorrow, and a greater growth soon lost the confidence of all the people who had access to the schools (Jones & Nagel, 2022).

### **2.7.13 Education During the Khmer Rouge Regime**

The Khmer Rouge Regime, also known as Pol Pot's Regime, lasted from 1975 to 1979 (Ayres, 1999; De Walque, 2006). The great task after 1975 was to transform all individuals from their former status as victims of the old order into the fullest agents of the new, free from attachments, open to all that was new, and a perfect construction of revolutionary zeal. The great makers of the new society were to be molded to portray one side of their humanity to rival the other (Galway, 2021). For people of such complexity, the simple directions provided by the first leader of the revolution could not suffice (Peycam, 2020). The taking of precautions was viewed by some as obliging the leadership to guard more jealously its secret intentions and to differentiate between those who had not yet completely rid themselves of the errors of the past and those who were so addicted that reversion to crime against the state was inevitable. The struggle opened at once. The leadership saw treachery on every side (Brehm, 2021; Sirik, 2020).

Teachers, in particular, were singled out as symbols of the old order. They had been trained by foreigners and were privileged members of society respected by all others,

and they were taught knowledge that was not only not required for the new society but was subversive (Ogisu, 2022; Sirik, 2020). They were part of the Buddhist establishment and were enemies of the state (Neau, 2003). Official policy documents named several categories of teachers, including the former educated elites, as those who could not contribute and as hopeless cases who had tried for too long to cultivate bad tendencies and patterns of behavior. Their attitude, which was manifested in their way of dealing with students, was based on private interest and was the worst kind of opportunism and servility toward those in power (Sirik, 2020). The problem with most categories of teachers was that they had been educated in foreign-trained classes in foreign-inspired schools, and they were products of a counter-revolutionary education. Members of this category owed their privilege to the former society, were exploiters not to be trusted, in no way to be re-educated, and certainly not worthy of being agents in the unfolding of the new society. Any exercise of leniency on the part of the people's justice was viewed as a mistake (Duncankudos, 2024).

#### **2.7.14 Education Following the 1979s**

After the Khmer Rouge regime was overthrown in 1979, the education system in Cambodia was completely destroyed. The regime dissolved training institutions, burned textbooks, and killed almost all teachers. The educated Khmer people's dwellings, temples, and schools were burned or damaged (Em et al., 2023). The regime also abolished organized learning and implemented mandatory hard labor in agricultural centers. This negatively impacted the education system and resulted in the deaths of many teachers and students (Neau, 2003). After the regime was overthrown, the government worked to rebuild the education system but faced challenges such as a lack of educators and resources. The post-Khmer Rouge era presented both challenges and opportunities for the education system in Cambodia (Jeong, 2014). Even through the challenges, the Cambodian Government, other stakeholders, and the MoEYS have tried to improve education in the country until it is today (Em et al., 2023).

From the past to the present, education has always been an essential thing in Cambodian society. Education in Cambodia dates back to the prehistoric era. Education has played a significant role in various aspects of Cambodia's past. Education shaped people's lives across different periods in Cambodian prehistory and history. Education in Cambodia once reached its peak during the Angkor Empire, also known as the Khmer Empire. During that period, there were hundreds of educational institutions across the country, including higher education institutions in Angkor's capital city. Thousands of

instructors were highly qualified to teach Khmer people and foreign students. However, the collapse of the Angkor Empire led to a gradual decline in education in Cambodia, culminating in its ultimate devastation under the Khmer Rouge Regime, which prioritized the killing and destruction of the majority of teachers. Since the Khmer Rouge ended, the Cambodian government and concerned education stakeholders have been working hard to restore education in Cambodia.

By knowing the history of education in Cambodia, concerned education stakeholders can take action to reform education in Cambodia. They should prioritize opportunities for educated people to work in offices, not dismiss them. Pol Pot's Regime deliberately targeted and destroyed qualified individuals. As a result, the country reached a state of near collapse. However, the Angkor or Khmer Empire brought together qualified and educated individuals to serve as the country's pillars. Consequently, the country's development and power reached unprecedented heights. Thus, the government and other concerned education bodies must consider these things.

**Table 2.7: A Brief Table of Education History in Cambodia**

| <b>No.</b> | <b>Period</b>                 | <b>The education system in Cambodia</b>     |
|------------|-------------------------------|---------------------------------------------|
| 1.         | Prehistoric period            | Rather than training (watched and followed) |
| 2.         | Nokor Phnom or Funan period   | Disāpāmokkha schools                        |
| 3.         | Chenla period                 | Disāpāmokkha schools                        |
| 4.         | Khmer Empire period           | Formal education                            |
| 5.         | After the Khmer Empire period | Less formal education                       |
| 6.         | After Angkor was abandoned    | Wat schools                                 |
| 7.         | Prior to 1863                 | Wat schools                                 |
| 8.         | Between 1863 and 1953         | French model (6 + 4 + 2 + 1)                |
| 9.         | Between 1953 and 1970         | French model (6 + 4 + 2 + 1)                |
| 10.        | Between 1970 and 1975         | French model (6 + 4 + 2 + 1)                |
| 11.        | Between 1975 and 1979         | The Killing Fields                          |
| 12.        | Between 1979 and 1986         | 10-year-education formula (4 + 3 + 3)       |
| 13.        | Between 1986 and 1996         | 11-year-education formula (5 + 3 + 3)       |

*Source: Em et al. (2023, p. 148)*

## 2.8 Chapter Summary

To put it briefly, this chapter examines the pertinent theoretical framework of the study, including Personal Construct Theory (PCT), Social Cognitive Theory (SCT), and Transformational Leadership (TL). In particular, this analysis concentrates on organizational behavior and education, meticulously exploring the theories, including their definitions, core concepts, historical evolution, and practical implementations. Moreover, the examination of transformational leadership encompasses thorough evaluations of the models put out by Bass and Avolio, the characteristics and behaviors of transformational leaders, as well as the benefits and challenges associated with them. Furthermore, the examination of SCT emphasizes self-efficacy, observational learning, and its relevance in educational and health psychology domains. Additionally, fundamental concepts from PCT are analyzed, along with their relevance to organizational behavior and their applications in counseling and psychotherapy. Finally, the chapter's conclusion delineates the conceptual framework underpinning the current study, articulates the necessity for research, and cites pertinent empirical investigations. In summary, this comprehensive analysis lays the foundation for further studies, highlighting the theoretical perspectives that inform and support the objectives.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

Research methodology is a systematic framework employed to gather, analyze, and interpret data to resolve research inquiries or substantiate hypotheses. In this regard, this chapter establishes a coherent framework for the investigation, ensuring concentration and directing the research methodology. Furthermore, the methodology section of a scientific publication rationalizes the selection of methods, elucidating their appropriateness for addressing the research issue. For this study, a quantitative design was employed to investigate transformational leadership and its possible effects on teachers' commitment and self-efficacy. In addition, the discussion also encompasses the selection of a representative sample and the reliability and validity of the data-gathering instruments. The following sections provide further details of the chapter.

#### **3.1 Research Design**

The current study adopts a quantitative methodology and uses three distinct research designs: the survey design, the causal comparative design, and the correlational design. The purpose of the survey design is to measure the perceptions of high school teachers. The purpose of the correlational study is to look into the causal association between the variables for one set of samples in a predictable pattern (Creswell, 1999; Snyder, 2019). The purpose of the causal comparative design is to compare two distinct groups of people (Huntington-Klein, 2021; Pappas & Woodside, 2021). Using a correlational technique, the first part of this research study looks at how DTL affects TJP and TSE about group competency and task complexity.

According to Chu and Mak (2020), a correlational research design examines the associations between variables without the researcher exerting control or manipulation over any of them. Foster et al. (2020) noticed that a correlational design measures the magnitude and/or orientation of the association between two (or more) variables. A correlation might have either a positive or a negative direction.

Additionally, according to Ary et al. (2014), “Some more sophisticated correlational procedures include partial correlation, discriminant analysis, factor analysis, canonical correlation, path analysis, and structural equation modeling” (p. 392).

Similarly, according to Creswell and Creswell (2018),

Another non-experimental form of research is the correlational design in which investigators use correlational statistics to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Cesswell & Guetterman, 2018). These designs involve more complex relationships among variables found in techniques of structural equation modeling, hierarchical linear modeling, and logistic regression. (pp. 13-14).

Finally, the purpose of the causal comparative design is to investigate the differences in DTL styles, TSE, and TJP that occur throughout eight Cambodian high schools in four different educational domains.

## **3.2 Population and Research Samples**

### **3.2.1 Population**

In the context of research, the term “population” encompasses the complete set of persons or occurrences that are the focus of the study. Examples of this encompass individuals, fauna, institutions, occurrences, or entities (Supp et al., 2021). The population is essential in research since it serves as the source from which the researcher selects the sample and makes inferences. The attributes and magnitude of the population impact the study design, methodology, and generalizability of the findings (Matthay et al., 2020).

Research encompasses a multitude of population kinds. The target population refers to the complete set of individuals that the researcher aims to make inferences about. The accessible population refers to the subset of the target population that the researcher can reasonably reach or obtain access to. The sample population is a subset of the population being studied.

Sampling theory pertains to the techniques and ideas used to choose a subset (sample) from a population to estimate the characteristics of the entire population. Probability sampling is a method that allocates a definite, non-zero probability of being chosen for each individual in the population. Examples of sampling methods include simple random sampling, which ensures that each member of the population has an equal probability of being selected; stratified sampling, which involves dividing the population into subgroups or strata and drawing samples from each stratum; and cluster sampling, which involves dividing the population into clusters and randomly selecting some of these clusters to study all members within them. Conversely, non-probability sampling results in an undetermined likelihood of selecting any member. Convenience sampling is a

method of selecting samples that prioritizes ease of access, whereas purposive sampling involves selecting samples based on certain traits or aims.

The Central Limit Theorem (CLT) asserts that as the sample size increases, the distribution of sample means will converge towards a normal distribution, irrespective of the underlying distribution of the population, assuming that the samples are independent and identically distributed. This theorem serves as the foundation for several statistical approaches and provides a rationale for utilizing normal probability models in inference.

Population ecology theory, in the field of sociology and organizational studies, analyzes the dynamic processes that occur within populations of organizations. It specifically investigates the rates of creation, growth, and mortality of these organizations. This theory emphasizes the impact of external environmental conditions and internal rivalry on population dynamics over time.

These ideas and notions have extensive applications in research. Health research often involves examining the frequency of illnesses in various groups and identifying variables that contribute to their occurrence. Education research frequently investigates educational results among various demographic cohorts. Market research is to get insights into consumer behavior through the analysis of a population's buying patterns and preferences. Environmental science examines the effects of human actions on various ecological groups.

Nevertheless, population research has several hurdles. Accurately defining the population is essential to prevent any mistakes that may occur throughout the sampling process. We must guarantee that the population has adequate access to appropriately reflect the target demographic. Researchers must take precautions to prevent sampling bias since it can lead to distorted findings and limit the capacity to apply the results to a broader population. Ultimately, the procedure of choosing and examining the population must prioritize ethical issues to safeguard the research's integrity and adherence to ethical norms.

Gaining a comprehensive understanding of the population and the related theories is essential for developing resilient research projects. Accurately identifying and sampling the population is crucial to ensure research findings' validity, reliability, and applicability within a wider context.

According to MoEYS (2024), during the academic year 2023–2024, Cambodia has a total of 311 high schools providing education for students in grades 7–12. Various locations around the country housed these schools. This education sector level now

employs 6,832 teaching staff, comprising 3,317 females and 3,515 men. The total number of educators in the sector was 6,832. It is clear from this distribution that there is a nearly equal representation of male and female teachers among the 311 high school teachers, which is a factor that helps with the overall expansion of secondary education across the nation. It has been proven that the nation is committed to improving its educational system and ensuring that students in high school receive high-level instruction. The presence of a substantial number of educators has demonstrated this commitment.

Accordingly, for this study, a representative sample was obtained by randomly selecting populations from four educational regions in Cambodia. The regions above include Kampong Cham, Kampong Chhnang, Kampot, and Kampong Speu.

**Table 3.1: Number of Population of Each Target High School in 2024**

| No.                | Names of High School                                   | Teachers | Females | Provinces                        |
|--------------------|--------------------------------------------------------|----------|---------|----------------------------------|
| 1.                 | Samdech Chuon Nath High School                         | 180      | 88      | Kampong Cham<br>(Total = 289)    |
| 2.                 | Preah Sihanouk High School                             | 109      | 68      |                                  |
| 3.                 | Krong Kampong Chhnang High School                      | 160      | 63      | Kampong Chhnang<br>(Total = 320) |
| 4.                 | Preah Bart Suramrit High School                        | 160      | 53      |                                  |
| 5.                 | Sokha Phally High School                               | 92       | 40      | Kampong Speu<br>(Total = 181)    |
| 6.                 | Kampong Speu High School                               | 89       | 38      |                                  |
| 7.                 | Mithapheap-Kampuchea-Japan<br>Kampot Krong High School | 80       | 42      | Kampot<br>(Total = 195)          |
| 8.                 | Hun Sen Chhouk High School                             | 115      | 45      |                                  |
| All in Total = 985 |                                                        |          | F = 437 |                                  |

*Source: Number of teaching staff in 2024 provided by school directors.*

Table 3.1 provides an overview of the personnel distribution across eight high schools in 2024, focusing on the total number of teachers, the number of female teachers, and the provinces where the schools are located. In Kampong Cham Province, Samdech Chuon Nath High School has 180 teachers, of whom 88 are female, while Preah Sihanouk High School employs 109 teachers, with 68 being female, bringing the total number of teachers in Kampong Cham to 289.



In Kampong Chhnang Province, Krong Kampong Chhnang High School has 160 teachers, including 63 females, and Preah Bart Suramrit High School also has 160 teachers, with 53 being female, making the total number of teachers in Kampong Chhnang 320.

In Kampong Speu Province, Sokha Phally High School employs 92 teachers, of whom 40 are female, and Kampong Speu High School has 89 teachers, with 38 being female, resulting in a total of 181 teachers in Kampong Speu.

In Kampot Province, Mithapheap-Kampuchea-Japan Kampot Krong High School has 80 teachers, including 42 females, and Hun Sen Chhouk High School employs 115 teachers, with 45 female teachers, for a total of 195 teachers in Kampot.

Overall, the total number of teachers across all eight high schools is 985, with 437 being female.

### **3.2.2 Research Samples**

In a research study, a sample size is a set of populations, things, or occurrences that are representative of the characteristics of the whole population, which is the broader group from which the sample is taken (Gay et al., 2012). Researchers use sampling to circumvent the need to collect data from the entire population (Cohen et al., 2007). Because Cohen et al. (2007) suggested that probability sampling is useful in attempting to be representative of the population, this study extrapolated from its probability random sampling techniques with clustering. The researcher used simple sampling to select high school teachers from four educational regions. Next, the researcher randomly selected one province from each educational zone. Teachers in government schools were then selected randomly.

High school teachers from four provinces in Cambodia made up the study's population. Given the correlational design, the researcher determined the sample size following Hair et al.'s (2019) suggestions. When using CFA and SEM, the sample size should typically be at least five times larger than the number of observed variables or items (Hair et al., 2019). The researcher randomly selected the survey respondents for this design to complete the questionnaire. For each item, the researcher selected ten samples. The researcher observed a total of 48 factors during this investigation. There were over 600 samples in the study since the researcher selected at least ten samples for each item. The researcher stated the percentage of men and women present. The researcher computed the respondent's demographic data, including gender, work

experience, and mean age. The researcher gave the participants copies of the study questionnaire and documented the returned forms.

### 3.3 Originally Selected Samples

**Table 3.2: Originally Selected Samples' Information**

| No.                    | Regions               | Provinces       | Samples    |
|------------------------|-----------------------|-----------------|------------|
| 1.                     | Central Plain         | Kampong Cham    | 148        |
| 2.                     | Tonle Sap             | Kampong Chhnang | 195        |
| 3.                     | Plateau and Mountains | Kampong Speu    | 161        |
| 4.                     | Coastal and Sea       | Kampot          | 146        |
| <b>Total Samples =</b> |                       |                 | <b>650</b> |

*Note: There are four educational regions in Cambodia as follows.*

- **Central Plain:** Kampong Cham, Tbong Khmum, Kandal, Phnom Penh, Prey Veng, Svay Rieng, and Takeo
- **Tonle Sap:** Banteay Meanchey, Battambang, Kampong Chhnang, Kampong Thom, Pursat, Siem Reap, Otdor Meanchey, and Pailin
- **Coastal and Sea:** Kampot, Koh Kong, Preah Sihanouk, and Kep
- **Plateau and Mountains:** Kampong Speu, Kratie, Mondul Kiri, Preah Vihear, Ratana Kiri, and Steung Treng.

Table 3.2 provides a detailed breakdown of sample information categorized by geographical regions and provinces. It outlines the distribution of samples across four main regions of Cambodia: Central Plain, Tonle Sap, Coastal and Sea, and Plateau and Mountains, with a specific focus on the provinces of Kampong Cham, Kampong Chhnang, Kampong Speu, and Kampot.

In the Central Plain region, Kampong Cham contributes 148 samples. In the Tonle Sap region, Kampong Chhnang provides 195 samples. The Plateau and Mountains region, represented by Kampong Speu, includes 161 samples. The Coastal and Sea region, with Kampot, has 146 samples. The total number of samples across all regions and provinces is 650.

This table effectively organizes and presents sample information based on geographical regions, allowing for a clear understanding of the study's regional distribution of samples.

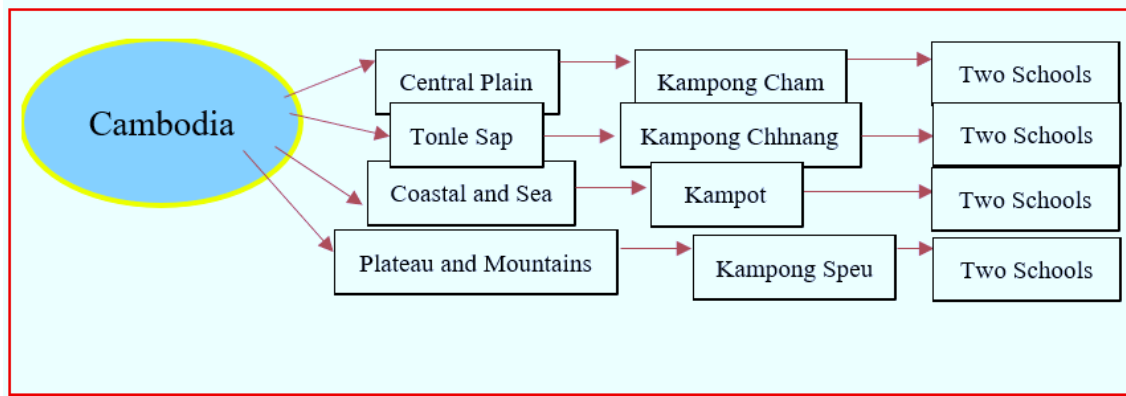


**Figure 3.1: The Process of Clustering and Simple Random Sampling**

The figure represents the sampling process for selecting samples from Cambodia’s total population of high school teachers. Cambodia, located in Southeast Asia, has a diverse educational landscape with varying challenges and opportunities across its regions. This figure aims to visually explain how a representative sample of high school teachers is selected from this varied population.

Cambodia has four main regions: the Central Plain, Tonle Sap, Coastal and Sea, and Plateau and Mountains. Each region has unique geographical and socioeconomic characteristics, which influence the educational environment. The clustering process begins by dividing the total population of high school teachers into these four regions, ensuring a balanced representation from each area.

One province is randomly selected from each region to further narrow down the sample. The selected provinces are Kampong Cham from the Central Plain, Kampong Chhnang from Tonle Sap, Kampot from the Coastal and Sea, and Kampong Speu from the Plateau and Mountains. Highlighting these provinces helps focus the study on specific, manageable areas within each region, allowing for more detailed and region-specific insights.

Within each selected province, two high schools are chosen to represent the province’s educational landscape. From these high schools, a simple random sampling method is used to select the teachers. This final step ensures that the teachers chosen for the study are representative of the broader population, providing reliable data for understanding the educational challenges and needs in Cambodia.

### 3.4 Research Instruments

#### 3.4.1 The Originality and Development of Transformational Leadership

Transformational leadership originated with James MacGregor Burns in 1978, who distinguished it from transactional leadership by emphasizing the ability of leaders to inspire and elevate followers beyond self-interest to achieve higher levels of motivation and morality (Khanin, 2007). Burns conceptualized transformational leadership as a process where leaders and followers engage in mutual growth, fostering a shared vision and purpose (Stewart, 2006). His work highlighted the ethical and motivational foundations of leadership, making it a groundbreaking departure from earlier theories that focused primarily on transactional exchanges of rewards for performance (Dulebohn et al., 2012).

In 1985, Bernard Bass expanded on Burns' ideas, providing a more detailed framework for understanding and measuring transformational leadership (Bass & Riggio, 2005). Bass introduced the Four "I"s: Idealized Influence, IMO, IST, and ICO (Khan et al., 2022). These dimensions defined transformational leadership as a style that inspires trust and respect (Idealized Influence), communicates a compelling vision (IMO), encourages innovation and critical thinking (IST), and fosters personal development through mentorship (Individualized Consideration) (Sabwami, 2025). Bass's development of the *Multifactor Leadership Questionnaire (MLQ)* allowed for empirical testing, which solidified the theory's relevance across organizational and cultural contexts (Bass & Avolio, 2011).

In recent developments, a fifth dimension, integrity, has been incorporated into some models, emphasizing ethical behavior, transparency, and moral responsibility as essential traits of transformational leaders (Caldwell et al., 2012; Hoch et al., 2018). This adaptation, often called the Five "I"s, reflects the growing complexity of modern leadership challenges, where societal and organizational expectations demand higher ethical standards (Bolden et al., 2023). Transformational leadership has also evolved to include emotional intelligence, cross-cultural adaptability, and sustainability, making it a versatile approach applicable to education, business, and crisis management (Bird & Mendenhall, 2016).

The originality and continued evolution of transformational leadership lie in its focus on inspiring collective change, fostering innovation, and promoting ethical practices (Bass, 1999). These attributes have made it a foundational concept in modern

leadership studies, valued for its ability to drive both individual and organizational growth (Avolio, 1999; Horner, 1997).

### **3.4.2 The Originality and Development of Social Cognitive Theory**

SCT emerged from Albert Bandura's research in the 1960s, serving as an extension and refinement of prior behavioral theories (Bandura, 2023b). Initially based on classical and operant conditioning principles, Bandura presented a more extensive model that highlighted the significance of cognitive processes in learning and behavior (Bandura, 2021). His innovative theory of observational learning, exemplified by the renowned Bobo doll experiment, revealed that humans acquire knowledge not only through direct experience but also by witnessing the behaviors of others and the resulting outcomes (Bandura, 2023b). This was a notable divergence from conventional behaviorist methodologies, situating SCT at the confluence of behavioral and cognitive psychology (Cushman, 1992).

In 1986, Bandura fully articulated his concepts in SCT, underscoring the triadic reciprocal causation model that illustrates the dynamic interaction among personal elements (such as beliefs and emotions), behavior, and environmental effects (Bandura, 1991). This concept emphasizes that human behavior is influenced not only by external stimuli but also by internal cognitive processes and reciprocal interactions (Bandura, 1978b). Bandura developed essential concepts, including self-efficacy, which denotes an individual's conviction in their capacity to achieve success in particular tasks (Bandura, 1978a). Self-efficacy emerged as a fundamental element of SCT, impacting motivation, resilience, and performance in various fields (Bandura, 2023a).

Over time, SCT has developed to tackle intricate phenomena in education, health promotion, organizational behavior, and media studies (Bandura, 2008). Its versatility is shown in the incorporation of contemporary ideas, such as collective efficacy, which investigates the influence of group confidence on collective outcomes, and moral disengagement, which analyzes how individuals justify unethical behavior (Cianci et al., 2014). These advancements illustrate SCT's adaptability to evolving societal and research demands (Bandura et al., 2003).

SCT's novelty resides in its comprehensive view of human learning and behavior, integrating cognitive, social, and environmental elements (Rubenstein et al., 2018). Its evolution has broadened its relevance across other fields, establishing it as a fundamental framework for comprehending and shaping human behavior in multiple circumstances (Martin, 2004).

### **3.4.3 The Originality and Development of Personal Construct Theory**

PCT, established by George A. Kelly in 1955, serves as a framework for comprehending how individuals perceive, interpret, and anticipate their experiences (Armezzani & Chiari, 2015). Its novelty resides in Kelly's repudiation of deterministic and behaviorist paradigms, instead advocating for a constructivist viewpoint that perceives individuals as proactive creators of their reality (Croasmun & Ostrom, 2011). At the core of PCT is the concept that individuals build and employ personal constructs—bipolar dimensions of meaning (e.g., friendly-unfriendly, trustworthy-untrustworthy)—to comprehend their environment (Edwards, 2024). These constructions are distinctive to each individual and represent their subjective perceptions of experiences (Holland et al., 2007).

In his fundamental work, *The Psychology of Personal Constructs*, Kelly created PCT and presented the Fundamental Postulate: A person's processes are psychologically directed by their anticipations of events (Chiari, 2016). This postulate underscores the proactive essence of human cognition, indicating that behavior is directed by anticipations rather than responses to external events (Plank & Greene, 1996). He also delineated 11 corollaries to elucidate the evolution, adaptation, and influence of constructs on cognition and behavior (Vaughn & Pfenninger, 1994). The Experience Corollary asserts that constructs evolve when individuals face new experiences, whereas the Choice Corollary elucidates that individuals select construct characteristics that enhance their capacity to forecast future events (McWilliams, 2013).

The advancement of PCT expanded into pragmatic applications in psychotherapy, education, and organizational behavior (Feixas, 1990). Kelly introduced methodologies like the Repertory Grid, an instrument for eliciting and analyzing personal constructions to examine individual interpretations of their environment (Fromm, 2004). Researchers and practitioners progressively broadened the theory's reach by using narrative methodologies and cognitive-behavioral frameworks (Feixas, 1995).

PCT's novelty resides in its perspective of individuals as scientists who perpetually test and refine their frameworks to comprehend their experiences (Butler, 2009). Their development has yielded significant insights into human cognition and behavior, highlighting individuality, adaptability, and the importance of personal meaning in psychological processes (Chiari, 2016).

#### **3.4.4 Demographic Section of the Research Questionnaire**

Background information on samples is gathered in the survey's demographic information section to guarantee a thorough analysis of the study. To investigate gender-related disparities in the study's findings, samples are asked to indicate their gender (Male or Female). Furthermore, alternatives for age ranges (20–30, 31–40, 41, and over) are given to classify samples and comprehend how age may affect their viewpoints or reactions (see Appendix E).

Inquiries concerning the greatest degree obtained—which can range from a high school diploma to post-doctoral credentials—are used to gather information about educational history. This information sheds light on the samples' varied educational backgrounds and how those backgrounds may have influenced their opinions or experiences. To ensure regional representation in the study, the survey also gathers information on the province of residency. Choices include Kampong Cham, Kampong Chhnang, Kampong Speu, and Kampot. The last category is teaching experience, which is divided into five ranges: 0–5 years, 6–10 years, 11–15 years, 16–20 years, and 21 years and more. This gives the samples' professional backgrounds some context and may influence how they respond (see Appendix E).

#### **3.4.5 Instruments for School Directors' Transformational Leadership**

The transformative leadership assessment instrument was modified from earlier research that used it (Bass & Avolio, 1994). High school teachers based their opinions on DTL. The modified instrument includes five constructs: "IIA, IIB, IMO, ICO, and IST." There are four indications for each concept (see Appendix E). The Cronbach's alpha values for creating a positive school learning environment, administering transformative programs, and formulating a school mission were calculated and reported. The sub-constructs factor loadings, AVE, and construct reliability values were computed and presented. Five-point Likert scales were applied in this part of the questionnaire and the following parts.

#### **3.4.6 Instruments for Teachers' Self-Efficacy**

Teachers' efficacy measures were modified from earlier research (Alazmi & Al-Mahdy, 2022). The views on group competencies held by high school teachers were used to gauge the self-efficacy of instructors. Two constructs were included in the updated instrument: ESE and ECM. There are four indications in each concept (see Appendix E). Calculated and reported were Cronbach's alpha values for developing a school mission, implementing transformational activities, and fostering a pleasant learning environment.

Construct reliability values, AVE, and factor loadings for the sub-constructs were calculated and shown.

### 3.4.7 Instrument for Teachers' Job Performance

TJP was modified from earlier research (Iqbal et al., 2020). The views on group competencies held by high school teachers were used to gauge TJP. Two constructs were included in the updated instrument: CPE, containing six indicators, and TPE, containing nine indicators. Calculated and reported were Cronbach's alpha values for developing a school mission, implementing transformational activities, and fostering a pleasant learning environment. Construct reliability values, AVE, and factor loadings for the sub-constructs were calculated and shown.

### 3.4.8 Instrument Translation and Back Translation

Based on the translation and back-translation techniques of previous studies published in prestigious journals, a survey questionnaire measuring each sub-construct of TL, TSE (i.e., group competencies and positive task difficulty), and TJP (i.e., teacher performance to school, teacher performance to professional, and teacher performance to students) was developed. First, the researcher modified the original sub-constructs in English. Two researchers who were fluent in Khmer then translated them into the language. The sub-constructs were then translated back into English by the instruments using the Khmer translation. 30 high school teachers were given the Khmer version of the questionnaire to complete to assess each item's appropriateness after the researcher analyzed the modified versions to see whether each item in each sub-construct could match the original meaning. High school instructors were required to score each item in each of the sub-constructs using a five-point Likert scale, from one denoting "strongly disagree" to five denoting "strongly agree." Before the data were collected, the questionnaire was broken down to ensure that the samples felt secure and did not have any doubts.

**Table 3.3: Breakdown of the Survey Questionnaire**

| Constructs | Dimensions                          | No. of Items in the Questionnaire | Total Items |
|------------|-------------------------------------|-----------------------------------|-------------|
| DTL        | Idealized Influence Attribute (IIA) | 45, 48, 51, 40                    | 4           |
|            | Idealized Influence (Behaviors)     | 47, 41, 46, 52                    | 4           |
|            | (IIB)                               |                                   |             |



|                         |                                             |                                 |   |
|-------------------------|---------------------------------------------|---------------------------------|---|
|                         | Inspirational Motivation (IMO)              | 20, 30, 43, 50                  | 4 |
|                         | Individual Consideration (ICO)              | 25, 31, 39, 1                   | 4 |
|                         | Intellectual Stimulation (IST)              | 34, 42, 49, 35                  | 4 |
| TSE                     | Efficacy for Instructional Strategies (EIS) | 2, 21, 33, 44, 17               | 5 |
|                         | Efficacy for Classroom Management (ECM)     | 5, 3, 10, 24                    | 4 |
|                         | Efficacy for Student Engagement (ESE)       | 26, 8, 12, 19                   | 4 |
| TJP                     | Contextual Performance (CPE)                | 7, 14, 22, 29, 36, 18           | 6 |
|                         | Task Performance (TPE)                      | 4, 6, 11, 16, 23, 28, 32, 37, 9 | 9 |
| <b>Total items = 48</b> |                                             |                                 |   |

*Note: See Survey Questionnaire in Appendix E*

Table 3.3. provides a thorough examination of the survey questions, classifying the categories and dimensions under evaluation. The table presents four primary concepts: DTL, TSE, and TJP. Each concept is subdivided into distinct dimensions, with the number of related items in the questionnaire specified for each dimension.

The concept of TL encompasses five dimensions: idealized influence (attributes) consisting of four items (45, 48, 51, 40); idealized influence (behaviors) consisting of four items (47, 41, 46, 52); IMO consisting of four items (20, 30, 43, 50); ICO consisting of four items (25, 31, 39, 1); and IST consisting of four items (34, 42, 49, 35). In all, there are 20 items. TSE is assessed using three dimensions: EIS with five items (2, 21, 33, 44, 17), ECM with four items (5, 3, 10, 24), and ESE with four items (26, 8, 12, 19), for a total of 13 items. Two dimensions evaluate TJP: CPE with six items (7, 14, 22, 29, 36, 18) and TPE with nine items (4, 6, 11, 16, 23, 28, 32, 37, 9). In all, there are 15 items used to evaluate TJP. The survey questionnaire comprises a total of 48 items.

For numerous reasons, it is crucial to conduct a thorough analysis of the survey questionnaire, as outlined in Table 3.3. Firstly, it ensures transparency by clearly defining and implementing the constructs and dimensions, ensuring comprehensive measurement of every area of research. This degree of specificity helps to verify the study design by

demonstrating that the survey encompasses all relevant variables thoroughly. Moreover, this breakdown enables a precise comprehension of the questionnaire's framework, hence aiding the analysis and interpretation of the results. The table ensures the balance and thorough coverage of each construct in the questionnaire by stating the allocation of items to each dimension. This enhances the reliability and validity of the study.

### **3.5 Pilot Study**

A pilot study is essential because it provides an opportunity to test and refine research methods before the full-scale study is conducted. By involving a small group of samples, researchers can identify potential issues with data collection instruments, procedures, and sample engagement. A pilot study helps assess the feasibility of the research design, ensuring that the methods and instruments are effective in gathering relevant and reliable data. Furthermore, pilot studies allow researchers to make necessary adjustments, improve the clarity of questions, and anticipate challenges, ultimately enhancing the overall validity and reliability of the study.

As a result, the present study builds upon the results of a preliminary pilot study involving 30 high school teachers. Teachers from various schools volunteered after the researcher requested them to participate in the pilot experiment. The goals of the pilot project were to gather preliminary data and assess the practicality and effectiveness of the research methods and instruments. The pilot study aimed to identify potential roadblocks, enhance the research design, and ensure appropriate tailoring of the instruments to collect relevant data, with the assistance of these thirty high school teachers. The feedback and findings from this exploratory study were extremely helpful in shaping the current study, allowing for adjustments and improvements that strengthened the study's robustness and reliability. The foundational work of the pilot research allowed the current study to proceed with a more precise and informed methodology.

#### **3.5.1 Instrument Validity**

To guarantee their accuracy and dependability in measuring the targeted structures, the instruments utilized in this study have undergone extensive validation procedures. Convergence, face, and concept validity evaluations are part of the validation process, which verifies that the instruments are reliable and appropriate for the goals of the study.

Face Validity: A team of three specialists in psychological measuring and educational leadership assessed the instruments' face validity. The invitation letters were

attached in the appendix of this research (see Appendix). To make sure the survey items appear to measure what they are supposed to, these specialists went over the questions. Their comments attested to the fact that the questions are well phrased and pertinent to the concepts of job performance, self-efficacy, and transformational leadership.

**Construct Validity:** Construct validity was evaluated utilizing an extensive examination of the survey items. To make sure the items appropriately reflect the dimensions and theoretical underpinnings of the constructions they are intended to assess, each concept was scrutinized. Cronbach's alpha is used to measure the constructs' dependability; high alpha values signify excellent internal consistency (see Table 3.5). The results indicate that the items within each construct are coherent and accurately measure the intended concepts. For example, the 20 statements measuring TL, 13 statements for Self-Efficacy, and 15 statements for Job Performance all demonstrated high reliability.

**Validity of Convergence:** By looking at the association between the constructs and other recognized measures of related ideas, convergence validity was determined. The items appear to be internally consistent and have good correlations with other validated measures in the literature, suggesting that they converge on the same underlying ideas, as indicated by the high Cronbach's alpha values across the constructs.

The study's instruments have all undergone extensive validation to guarantee their accuracy and dependability. The instruments are reliable and able to accurately capture the intended constructs of Job Performance, Self-Efficaciousness, and DTL, according to the assessments of face validity, construct validity, and convergence validity.

**Table 3.4: Index of Item Objective Congruence Values**

| <b>Expert</b> | <b>Holding Degree</b> | <b>IOC Values Provided</b> |
|---------------|-----------------------|----------------------------|
| Expert 1      | PhD                   | +1                         |
| Expert 2      | PhD                   | 0.96                       |
| Expert 3      | PhD                   | 0.90                       |

Table 3.4 presents the Item-Objective Congruence (IOC) values, which were used to assess the alignment between the research instrument's questions, the study's research objectives, and the definitions of key terms. The IOC values were provided by three experts, each holding a PhD, who evaluated the degree of congruence for each item based on a scoring system: +1 for congruence, 0 for unclear items, and -1 for incongruent items.

The study employs a 5-point Likert scale for each questionnaire item, where 1 represents “Strongly disagree,” 2 represents “Disagree,” 3 represents “Neutral,” 4 represents “Agree,” and 5 represents “Strongly agree.” The scale measures the effects of the school DTL on TSE and job performance. Additionally, to ensure clarity for the target samples, all items were translated into Khmer using a translation and back-translation process.

The IOC ratings from the three experts varied as follows. The first expert rated all 48 items with +1, indicating full congruence with the objectives and definitions. The total score for this expert was  $1 \times 48 = 48$ , and the mean score was  $48 \div 48 = 1$ . This means that the first expert found all items to be perfectly aligned with the study’s objectives.

The second expert rated 46 items as +1 (congruent) and 2 items as 0 (unclear). The total score for this expert was  $0 \times 2 + 1 \times 46 = 46$ , and the mean score was  $46 \div 48$ , which equals approximately 0.96. This suggests that the second expert found the majority of the items to be congruent with the study’s objectives, although a few items were unclear.

The third expert rated 43 items as +1 and 5 items as 0. The total score for this expert was  $0 \times 5 + 1 \times 43 = 43$ , and the mean score was  $43 \div 48$ , which equals approximately 0.90. This indicates that while the third expert found most of the items to be aligned with the objectives, there was some room for improvement in clarity, as a few items were rated as unclear. These were made clear before data collection began.

In conclusion, the mean scores from the three experts reflect varying levels of agreement on the alignment of the items with the study’s objectives. The first expert’s score of 1 indicates perfect alignment of all items. The second expert’s score of 0.96 suggests that most items were aligned, with only minor issues regarding clarity. The third expert’s score of 0.90 shows that while the majority of the items were congruent, some were unclear and could benefit from further clarification. These differences in expert ratings provide valuable insights into the alignment of the research instrument and highlight areas where improvements in clarity could be made. Then the clarity in small parts was made accordingly.

### **3.5.2 Reliability of the Instruments**

The table below displays the reliability analysis of the constructs used in this study, which we assessed using Cronbach’s alpha, a measure of internal consistency. To make sure that the questions in each construct appropriately measure the desired notion, Cronbach’s alpha evaluates the degree of relatedness between a group of items. The corresponding item counts and Cronbach’s alpha values demonstrate the reliability of the

examined constructs, which include DTL, self-efficacy, and job performance. High alpha values demonstrate strong internal consistency, confirming the validity of the survey instruments and their capacity to accurately capture the intended constructs.

**Table 3.5: Reliability of the Instruments**

| <b>Variables</b>        | <b>Dimensions</b>                           | <b>No. of Items</b> | <b>Cronbach's alpha</b> |
|-------------------------|---------------------------------------------|---------------------|-------------------------|
| TL                      | Idealized Influence Attribute (IIA)         | 4                   | 0.859                   |
|                         | Idealized Influence (Behaviors) (IIB)       | 4                   | 0.849                   |
|                         | Inspirational Motivation (IMO)              | 4                   | 0.882                   |
|                         | Individual Consideration (ICO)              | 4                   | 0.824                   |
|                         | Intellectual Stimulation (IST)              | 4                   | 0.849                   |
| TSE                     | Efficacy for Instructional Strategies (EIS) | 5                   | 0.879                   |
|                         | Efficacy for Classroom Management (ECM)     | 4                   | 0.809                   |
|                         | Efficacy for Student Engagement (ESE)       | 4                   | 0.824                   |
| TJP                     | Contextual Performance (CPE)                | 6                   | 0.894                   |
|                         | Task Performance (TPE)                      | 9                   | 0.939                   |
| <b>Total items = 48</b> |                                             |                     |                         |

Table 3.5 presents the reliability analysis for the constructs used in this study, assessed with Cronbach's alpha to measure the internal consistency of the items within each dimension. Cronbach's alpha indicates how well the items in each construct align to measure the intended concept, making it a widely recognized metric for evaluating reliability in survey instruments. This analysis covers the constructs of TL, TSE, and job performance.

For the TL construct, five dimensions are analyzed, totaling twenty items. Cronbach's alpha values for these dimensions range from 0.824 to 0.882, indicating

strong internal consistency. Specifically, IIA and Idealized Influence (Behaviors) have alpha values of 0.859 and 0.849, respectively, reflecting strong reliability. IMO and IST also demonstrate high consistency, with alpha values of 0.882 and 0.849, respectively. The ICO dimension has an alpha of 0.824, further confirming reliability across all dimensions in measuring the intended leadership traits.

The TSE construct includes three dimensions with thirteen items in total. Each dimension shows high reliability, as indicated by Cronbach's alpha values. EIS has an alpha of 0.879, suggesting strong consistency in items related to teachers' confidence in their instructional skills. ECM achieves an alpha of 0.809, indicating acceptable internal consistency, while ESE shows a value of 0.824, confirming reliable measurement for teachers' engagement strategies. These values suggest that the self-efficacy construct effectively captures teachers' perceptions of their competencies.

For TJP, two dimensions with a total of fifteen items are examined. CPE yields a Cronbach's alpha of 0.894, indicating high reliability in assessing teachers' contributions beyond core tasks, while TPE achieves an alpha of 0.939, reflecting excellent consistency in measuring core job-related duties. These results confirm the reliability of the job performance construct across both dimensions.

In conclusion, Cronbach's alpha values across all constructs demonstrate high internal consistency, confirming the reliability of the survey instruments in measuring DTL, TSE, and job performance. This reliability ensures that the study's findings are based on dependable measures, allowing for robust insights into the relationships between these variables.

**Table 3.6: Selection of the Alpha Coefficient**

| <b>Cronbach's alpha</b> | <b>Internal Consistency</b> |
|-------------------------|-----------------------------|
| $\alpha \geq 0.9$       | Excellent                   |
| $0.9 > \alpha \geq 0.8$ | Good                        |
| $0.8 > \alpha \geq 0.7$ | Acceptable                  |
| $0.7 > \alpha \geq 0.6$ | Questionable                |
| $0.6 > \alpha \geq 0.5$ | Poor                        |

|                |              |
|----------------|--------------|
| $0.5 > \alpha$ | Unacceptable |
|----------------|--------------|

*Source: The table is adapted from George and Mallery (2003).*

The table displays the ranges of Cronbach's alpha values and the corresponding degrees of internal consistency. The table classifies values between 0.8 and 0.9 as good, and an alpha of 0.9 or higher is considered outstanding. Values between 0.6 and 0.7 are considered problematic, whereas an alpha between 0.7 and 0.8 is considered acceptable. The researcher views any Cronbach's alpha value below 0.5 as unsatisfactory and considers any value between 0.5 and 0.6 as bad. This categorization system assists researchers in assessing the reliability of their measurement instruments, ensuring a sufficient evaluation of the internal consistency of the items.

### 3.6 Data Collection Procedures

After the proposal was approved by the supervisors, the university, and the Ministry of Education, the researcher went to the schools that were assigned for the study. Before traveling to either school, the researcher made sure to inform them both in advance. In addition to this, the researcher provided the instructors with comprehensive information regarding the study and carried out the methods depicted in the figure.

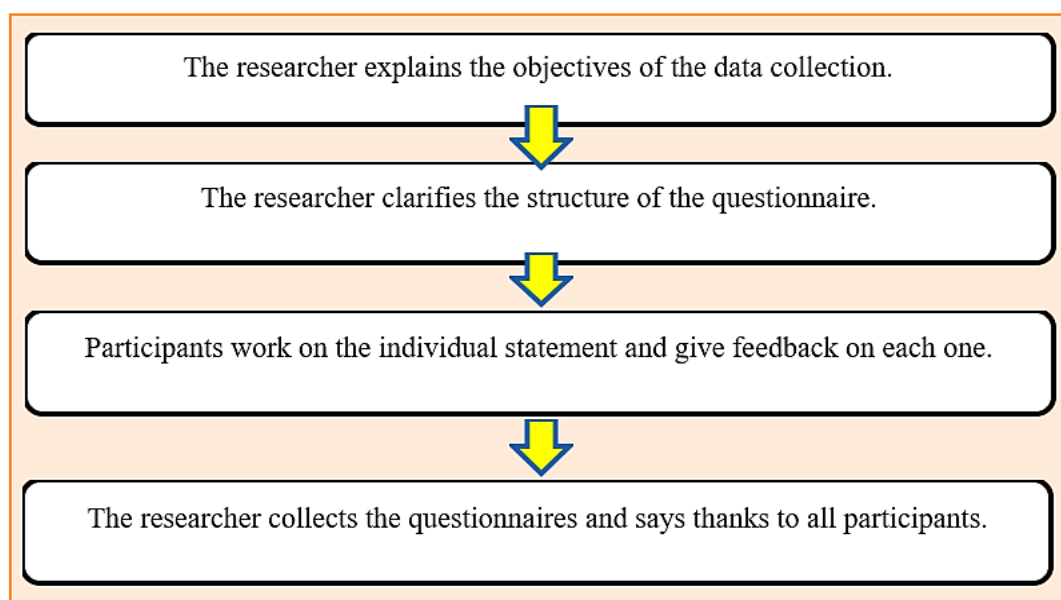


**Figure 3.2: Data Collection Procedures**

1. To begin, the researcher provided the samples with an explanation of the goals of the data collection being conducted. In this regard, it was necessary to provide a concise summary of the objectives of the study, the significance of the findings, and how the data collected would help to answer the research questions. The samples would have a better understanding of their involvement in the research and would feel more confident about their contribution as a result.

2. Following that, the researcher attempted to make the structure of the questionnaire clearer. Samples received an explanation of each element of the questionnaire, as well as the exact type of information that was sought, as they were led through the various sections of the questionnaire. To ensure that samples had a complete understanding of how to respond to the statements that were supplied, any questions or uncertainties that might arise were addressed.

3. After that, each sample worked on the questionnaire on their own, giving serious consideration to each statement and providing comments wherever it was required. To maintain the reliability of the information that was gathered, this procedure allowed samples to freely and uninhibitedly express their honest thoughts and perspectives.

4. When everything was said and done, the researcher collected the questionnaires that had been filled out and expressed gratitude to all of the samples for their time and contributions. It was beneficial to establish goodwill with them and express respect for the role they had in the research process when you acknowledged their participation.

### **3.7 Data Analyses**

#### **3.7.1 Descriptive Statistics**

The data analysis employed a comprehensive quantitative methodology, as noted by Nick (2007), to explore teachers' perceptions of DTL. This approach included the calculation of means (M) and standard deviations (SD) for all items, providing a detailed examination of central tendencies and variability within the responses. Descriptive statistics were applied across the constructs of transformational leadership: IIA, IIB, IMO, ICO, IST, EIS, ECM, ESE, CPE, and. Additionally, survey and causal-comparative methods were utilized to identify patterns and differences among demographic groups. The descriptive analysis illuminated overall perceptions, highlighting key strengths and areas for improvement in leadership practices, thereby offering valuable insights into how DTL influences teachers' professional experiences and outcomes.



**Table 3.7: Interpretation of Mean Scores on a Five-Point Likert Scale**

| Mean Score Range | Definition | Sources                |
|------------------|------------|------------------------|
| 1.00 - 1.49      | Very Low   | Likert (1932)          |
| 1.50 - 2.49      | Low        | Boone and Boone (2012) |
| 2.50 - 3.49      | Moderate   | Pallant (2016)         |
| 3.50 - 4.49      | High       | Cohen et al. (2017)    |
| 4.50 - 5.00      | Very High  | Dörnyei (2007)         |

### 3.7.2 T-tests and One-Way ANOVA

A causal-comparative analysis, recommended by Liu and Wang (2021), was utilized to examine the links between the independent factor—provinces—and the dependent variables derived from the constructs: IIA, IIB, IMO, ICO, IST, EIS, ECM, ESE, CPE, and TPE. By employing quantitative methodologies such as One-Way ANOVA and T-tests, the study effectively identified trends and differences in perceptions among various demographic groups, enhancing the depth and reliability of the findings. These analytical approaches provided valuable insights into the relationship between leadership styles and teacher perceptions within the Cambodian educational context. Furthermore, they contributed to the broader discourse on the impacts of transformational leadership (TL) on educational outcomes, offering empirical evidence to support the understanding of how DTL shapes teacher experiences and performance.

**Table 3.8: Significant Scales for Causal-Comparative Analysis**

| p-value Range         | Significance Level     | Interpretation                                               | Sources                      |
|-----------------------|------------------------|--------------------------------------------------------------|------------------------------|
| $p < 0.001$           | Very High Significance | The result is statistically highly significant.              | Field (2013)                 |
| $0.001 \leq p < 0.01$ | High Significance      | The result is statistically significant.                     | Pallant (2016)               |
| $0.01 \leq p < 0.05$  | Moderate Significance  | The result is statistically significant at a moderate level. | Cohen (1988)                 |
| $0.05 \leq p < 0.10$  | Low Significance       | The result shows some significance, but not strong.          | Gravetter and Wallnau (2017) |

|               |                           |                                              |              |
|---------------|---------------------------|----------------------------------------------|--------------|
| $p \geq 0.10$ | No Significant Difference | The result is not statistically significant. | Field (2013) |
|---------------|---------------------------|----------------------------------------------|--------------|

### 3.7.3 Correlation and Multiple Regression

The analysis examined the links between the independent variables—IIA, IIB, IMO, ICO, and IST—and the dependent variables derived from EIS, ECM, ESE, CPE, and TPE. Correlation and Multiple Regression analyses were conducted to explore the relationships between these variables and to predict the influence of TL constructs on teacher perceptions, according to Cohen et al. (2002). These analytical approaches provided valuable insights into the relationship between leadership styles and teacher perceptions within the Cambodian educational context. Furthermore, they contributed to the broader discourse on the impacts of TL on educational outcomes, offering empirical evidence to support the understanding of how DTL shapes teacher experiences and performance.

**Table 3.9: Correlation Values**

| Correlation Coefficient (r) | Strength of Relationship | Interpretation                                              | Sources                      |
|-----------------------------|--------------------------|-------------------------------------------------------------|------------------------------|
| 0.00 to 0.19                | Very Weak                | No or very weak relationship between variables.             | Cohen (1988)                 |
| 0.20 to 0.39                | Weak                     | Weak positive or negative relationship between variables.   | Pallant (2016)               |
| 0.40 to 0.59                | Moderate                 | Moderate relationship between variables.                    | Field (2013)                 |
| 0.60 to 0.79                | Strong                   | Strong positive or negative relationship between variables. | Gravetter and Wallnau (2017) |
| 0.80 to 1.00                | Very Strong              | Very strong relationship between variables.                 | Cohen (1988)                 |

Table 3.9 displays the correlation coefficients, which quantify the intensity and direction of the association between two variables. Nonetheless, correlation by itself does

not signify causality or predictive capability. Table 3.10 offers an analysis of regression coefficients to evaluate the impact of predictor factors on variations in an outcome variable. Correlation signifies the extent of the link, but regression analysis assesses the strength and importance of these correlations, providing a more thorough comprehension of their predictive impacts.

**Table 3.10: Regression Scale Interpretation Table**

| <b>Regression Coefficient (B)</b> | <b>Interpretation</b>                                              | <b>Scale/Value</b> | <b>Sources</b>                  |
|-----------------------------------|--------------------------------------------------------------------|--------------------|---------------------------------|
| 0.00 - 0.20                       | Very weak or negligible relationship between predictor and outcome | Negligible         | Field (2013);<br>Pallant (2016) |
| 0.21 - 0.40                       | Weak relationship between predictor and the outcome                | Weak               | Cohen (1988)                    |
| 0.41 - 0.60                       | Moderate relationship between the predictor and the outcome        | Moderate           | Pallant (2016)                  |
| 0.61 - 0.80                       | Strong relationship between the predictor and the outcome          | Strong             | Field (2013);<br>Pallant (2016) |
| 0.81 - 1.00                       | A very strong relationship between the predictor and the outcome   | Very Strong        | Cohen (1988)                    |
| p-value < 0.05                    | Statistically significant predictor variable                       | Significant        | Field (2013);<br>Pallant (2016) |
| p-value ≥ 0.05                    | Statistically non-significant predictor variable (no clear effect) | Non-significant    | Pallant (2016)                  |

### 3.7.4 SEM Analysis

The data analysis was done in two steps. The first step involved the correlational design. The correlational design selects two categories of statistical studies to address its primary research issues. Correlation analysis is first performed to investigate the link between latent variables, or sub-constructs, of transformational leadership, teaching self-efficacy, and teacher performance. Second, structural relationships between elements of teacher performance and teaching self-efficacy are examined using SEM. SEM was the optimal statistical approach for this correlational design because it can empirically verify a theoretical model by combining the structural and measurement models into a single study (Hair et al., 2019). While a structural component relates a latent construct to other latent constructs in the model, a measurement component connects a latent construct to

visible or measured variables. SEM tests these components (Sinharay, 2010; Hair et al., 2014). Furthermore, according to Byrne (2012), SEM considers the estimates of measurement error for both endogenous (dependent) and exogenous (independent) variables. SEM incorporates all measurement errors into a simultaneous analysis, enabling the estimation of latent variables from observable data (Byrne, 2012).

The Root Mean Squared Error of Approximation (RMSEA), Standardized Root Mean Squared Residual (SRMR), TLI, *Chi-square* ( $\chi^2$ ), and CFI were used to measure how well the model fits in this study (Hair et al., 2019; Hu & Bentler, 1999; Kline, 2016). The model fit features are *Chi-square* with significant *p-values*, CFI or TLI above 0.92, SRMR of 0.08 or less with CFI above 0.92, and RMSEA of less than 0.07 with CFI above 0.92, as advised by Hair et al. (2019) for sample sizes greater than 250 and measured variables of 30 or more. Finally, an estimate of SEM using JAMOV analytic software demonstrated the significant direct and indirect impacts of transformational leadership on teacher performance and self-efficacy.

The second stage focused on the informal comparative design. To address the third research question of the comparative study design, we use a one-way ANOVA to investigate the mean difference of the sub-components of transformational leadership, TSE, and teacher performance when comparing schools in urban, rural, and distant settings. When a significant *p-value* exists between groups, we apply the Bonferroni correction. Finding out which kind of school is distinct from which is done post hoc.

Using CFA, the sub-constructs of the high school teachers in Cambodia were validated. The researcher looked for multicollinearity and a normal distribution before the CFA. The Skewness and Kurtosis of each item in the data set under analysis were used to determine the normal distribution of the data (Cohen, Manion, & Morrison, 2018; Hair et al., 2019). According to Hair et al. (2019), the normal distribution values for Skewness and Kurtosis often fall between -1 and +1 and -1.96 and +1.96, respectively. The researcher examined each sub-construct's construct validity and reliability during the CFA. Convergent and discriminant validities were evaluated by computing and comparing AVE, MSV, and ASV for every sub-construct to verify construct validity. A set of measured variables or items share a high proportion of variance in the same construct when the AVE is 0.50 or higher for adequate convergent validity, and a set of measured variables or items has acceptable discriminant validity when the AVE is greater than the MSV and ASV (Hair et al., 2019). The value of the AVES for each sub-construct was reported in the current study, and each AVE's MSV and ASV were compared. Lastly,

construct reliabilities for each sub-construct were provided, along with the number of items with factor loading from the output of the standardized factor loading with lower than 0.50 deleted. This study included a single CFA, and the CFA produced a model explaining the connection between TL, TSE, and their work performance demonstrated how the model's values, which included the degree of freedom ( $\chi^2$ ), *p-value*, CFI, TLI, SRMR, and RMSEA, were computed using the JASP software, by the standards established by Hair et al. (2019).

**Table 3.11: Effect-Size Interpretation in Structural Equation Modeling**

| Effect Size Measure                                  | Small Effect              | Medium Effect             | Large Effect              | Sources               |
|------------------------------------------------------|---------------------------|---------------------------|---------------------------|-----------------------|
| Standardized Path Coefficient ( $\beta$ )            | 0.10                      | 0.30                      | 0.50+                     | Kline (2016)          |
| Squared Multiple Correlation ( $R^2$ )               | 0.02                      | 0.13                      | 0.26+                     | Cohen (1988)          |
| Effect Size ( $f^2$ ) for Predictors                 | 0.02                      | 0.15                      | 0.35+                     | Cohen (1988)          |
| RMSEA (Root Mean Square Error of Approximation)      | $\leq 0.05$<br>(Good Fit) | 0.05–0.08<br>(Acceptable) | $\geq 0.10$<br>(Poor Fit) | Hu and Bentler (1999) |
| CFI/TLI (Comparative Fit Index / Tucker-Lewis Index) | $\geq 0.95$<br>(Good Fit) | 0.90–0.95<br>(Acceptable) | $< 0.90$<br>(Poor Fit)    | Bentler (1990)        |
| SRMR (Standardized Root Mean Square Residual)        | $\leq 0.05$<br>(Good Fit) | 0.05–0.08<br>(Acceptable) | $> 0.08$<br>(Poor Fit)    | Hu and Bentler (1999) |

Overall, as presented in Table 3.12, this study examines the impact of transformational leadership by school directors on the self-efficacy and job performance of high school teachers in Cambodia. Six research objectives direct the study: investigating teachers' evaluations of their school directors' transformational leadership, evaluating teachers' self-efficacy and job performance perceptions, and analyzing demographic disparities in these factors. The study further examines the interrelations among the three dimensions and evaluates the structural impact of school directors'

leadership on teachers' self-efficacy and job performance. Data were gathered by surveys and analyzed using descriptive statistics, ANOVA, LSD, Pearson's correlation, multiple regressions, and structural equation modeling, employing SPSS, JASP, and JAMOVI.

**Table 3.12: The Summary of Research Objectives**

| Research Objectives                                                                                                                                                                                                                | Data Analysis Statistics                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. To explore the levels of teachers' perceptions of school directors' transformational leadership.                                                                                                                                | Descriptive Statistics (M, SD)                                                 |
| 2. To find out the levels of teachers' perceptions towards teachers' self-efficacy and teachers' job performance.                                                                                                                  | Descriptive Statistics (M, SD)                                                 |
| 3. To examine the similarities and differences in the qualities of school directors' transformational leadership in terms of demographic characteristics.                                                                          | Inferential Statistics (ANOVA, LSD)                                            |
| 4. To examine the similarities and differences in the qualities of teachers' self-efficacy and teachers' job performance in terms of demographic characteristics.                                                                  | Inferential Statistics (ANOVA, LSD)                                            |
| 5. To investigate the relationship among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance.                                                                                    | Inferential Statistics (Pearson's Correlation)                                 |
| 6. To examine the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance using multiple regressions and structural equation modeling. | Inferential Statistics (Multiple Regressions and Structural Equation Modeling) |

### 3.8 Researcher's Position

The primary objective of this research is to intentionally broaden our knowledge of how TL shown by school administrators influences several significant aspects of teachers' professional lives, with a focus on job performance and self-efficacy. The purpose of this study is to provide insights that will support ongoing efforts by MoEYS to enhance education. The study's goal is to demonstrate how school administrators can foster an environment that increases teachers' feelings of self-efficacy and enhances their work production by examining the link between TL and these significant teacher-related outcomes.

Additionally, the goal of this research is to actively provide empirical support for the positive impacts that school administrators' TL may have on TSE and productivity. It

is believed that the findings will be a helpful resource for lawmakers, school administrators, and educators, among other institutional stakeholders engaged in creating and implementing instructional strategies. By highlighting the advantages of TL, the study seeks to offer useful suggestions that might help different stakeholders effectively confront and respond to the challenges found in the educational environment.

The study also highlights TL's wider ramifications in the realm of education. School administrators have the indirect ability to improve student outcomes by boosting teachers' productivity and self-efficacy. Teachers who are more confident in their abilities and perform their duties with more effectiveness are likely to provide a more supportive and engaging learning environment for their pupils, which can improve both their overall well-being and academic achievement.

To sum up, this research carefully seeks to support the MoEYS in its reform endeavors while also expanding the theoretical knowledge of TL in the educational setting. By focusing on the vital responsibilities that teachers play, the research seeks to shed light on how TL may encourage positive change in educational settings, eventually benefiting students and improving the educational system in Cambodia as a whole.

### **3.9 Ethical Consideration**

Ethical considerations are integral to ensuring the study is conducted with respect for samples and in line with ethical research standards (Munhall, 1988; Pietilä et al., 2020). Therefore, this study applied the following ethical principles to safeguard the integrity of the research process and protect the samples' rights.

First, informed consent is a fundamental ethical requirement in educational research (Tulyaku & Meepring, 2020). Before participating in the study, all teachers were provided with a clear and comprehensive explanation of the study's aims, procedures, and potential risks. Specifically, the samples were given sufficient information about the study to make an informed decision about their involvement. Additionally, they were made aware of the voluntary nature of their participation, ensuring that they could choose to participate without pressure. The consent information included details on the study's purpose, the expected duration of participation, and how the data would be used. Furthermore, samples were also informed that they could withdraw from the study at any time without facing any consequences. This process was crucial in upholding the ethical standard of voluntary participation based on fully informed consent.

Moreover, protecting the confidentiality of samples is a critical aspect of ethical research (Giordano et al., 2007; Petrova et al., 2016). To achieve this, the privacy of all samples was prioritized throughout the study. Identifiable information, such as names, school affiliations, and any other personal details, was kept confidential. In particular, survey responses were anonymized to ensure that no individual's data could be linked back to them. Furthermore, the study only used aggregated data in any reports or publications, thereby preventing the identification of individual teachers' responses. This approach ensured that the samples' privacy was respected and maintained throughout the research process, contributing to the ethical integrity of the study.

In addition, the study was designed to minimize any potential harm to samples (Buchanan & Warwick, 2021). Since the research primarily focused on teachers' perceptions of leadership, which is generally not considered sensitive or invasive, no personal or potentially harmful questions were asked. More importantly, teachers were encouraged to share their honest opinions without fear of negative consequences. To further reduce potential distress, the study framed questions in a non-confrontational manner and emphasized that responses would be confidential. Additionally, teachers were reassured that their participation would not affect their professional standing or relationships with school leadership. By implementing these measures, the study helped to create an environment conducive to open and honest participation.

Furthermore, participation in the study was entirely voluntary. Teachers were informed that they could withdraw from the study at any time without penalty. This was a crucial part of the ethical framework, as it ensured that no teacher felt pressured into taking part in the research. As a result, the voluntary nature of participation allowed teachers to make an informed choice about whether they wanted to engage in the study, free from any external influence. Additionally, the study was designed to respect samples' autonomy, giving them full control over their involvement and ensuring they could exercise their rights without fear of retaliation or negative consequences.

To further ensure ethical integrity, samples were clearly informed about their right to withdraw from the study at any time, without the need to provide a reason. This right was emphasized throughout the informed consent process to ensure that teachers knew they could disengage from the study whenever they wished, without any negative impact on their professional relationships or reputations. By reassuring teachers that they could withdraw without penalty, the study respected their autonomy and helped foster an ethical research environment. Consequently, this was especially important in promoting trust



between the researcher and samples, as it allowed teachers to feel confident that their participation was truly voluntary and without obligation.

In addition, to protect the integrity and privacy of the data collected, all information was stored securely. Specifically, survey data were stored on password-protected devices, and physical copies of consent information were kept in a locked filing personal computer to ensure that unauthorized individuals could not access them. To further enhance security, the researcher made sure that data were only accessible to the primary researcher and that all records were kept confidential. Moreover, data were only used for the purposes outlined in the informed consent information, and no data would be shared with outside parties without the samples' consent. This approach helped ensure that the samples' privacy and the confidentiality of their responses were safeguarded throughout the research process. Additionally, the researcher informed the samples that the data would be destroyed after the study ended, which could be at most five years after the study.

Before the data collection commenced, research approval was obtained from the University of Cambodia, the Ministry of Education, Youth and Sport, the Provincial Department of Education, and the school directors of each high school. This approval process ensured that the study adhered to established ethical standards and guidelines. Specifically, it involved a thorough review of the study's design, methodology, and procedures to safeguard samples' rights and well-being. Furthermore, obtaining research approval reinforced the responsible and ethical conduct of the research, providing an additional layer of oversight and accountability.

Moreover, research approval requires transparency in the methodology and honesty in the reporting of findings. In line with this, the results were presented accurately and without bias. More importantly, all data were analyzed and reported in a way that truly reflected the responses provided by samples. Additionally, the study acknowledged any limitations or potential sources of bias in the research process to maintain the integrity of the findings. By being transparent about the methodology, data collection processes, and limitations, the study upheld high standards of ethical practice and ensured that the findings were presented in a truthful and balanced manner.

Finally, given the focus of the study on Cambodian teachers, cultural sensitivity was a key ethical consideration. Accordingly, the research team took extreme care to understand and respect local customs, values, and norms when interacting with samples. The questions and procedures were designed to be culturally appropriate, ensuring that

samples felt comfortable and respected throughout the study. Moreover, the researchers made efforts to consider any cultural factors that could influence the samples' views and behaviors. This approach helped ensure that the study was conducted with respect and understanding of the local context. Consequently, this cultural sensitivity was crucial in building trust and rapport with the samples, enabling them to share their experiences openly and honestly.

By adhering to these ethical principles, the study ensured the protection of samples' rights, the integrity of the research process, and the credibility of the findings. Ultimately, the ethical considerations outlined above contributed to a trustworthy and ethical research environment, fostering respect for samples and advancing knowledge in the field of educational leadership and teacher development.

### **3.10 Chapter Summary**

The comprehensive methodology, objectives, methods, and framework utilized to conduct the study are all covered in detail in Chapter 3. To begin with, the chapter begins with an introduction of the study design, which describes the methodological framework guiding the inquiry. Following this, it then gives a precise explanation of the research objectives, outlining the school directors' aims and questions the study seeks to address. Next, the targeted population and the sampling techniques are described in the population and sampling techniques section, guaranteeing a representative and relevant sample. In addition, comprehensive information about the study samples, including their demographics and the selection process, is provided in the sample section. Furthermore, the dependent and independent variables relevant to the inquiry are identified and explained in the research variables.

Moreover, the category of research instruments, which comprises the instruments used to evaluate various constructions, is further explored in this chapter. Specifically, this covers social aspects, work performance, teachers' self-efficacy (TSE), and transformational leadership (TL) strategies. Additionally, the relevance and application of each instrument are discussed. In the same vein, the pilot study section gives an overview of the preliminary testing done to assess the validity and reliability of the instruments, with subsections on instrument validity and instrument reliability providing data on the accuracy and consistency of the measurements. Meanwhile, while data analyses explain the methods used to evaluate the data, data collection procedures describe the methods used to obtain the data. At the same time, the researcher's position

also highlights the influence of the researcher's viewpoint and any prejudices on the research procedure. All things considered, this chapter provides a thorough explanation of the research methodology, ensuring a rigorous and transparent approach to achieving the study's objectives.

## **CHAPTER 4**

### **FINDINGS**

This chapter provides a comprehensive analysis of the data collected to investigate the relationships between school directors' transformational leadership (DTL), high school teachers' self-efficacy (TSE), and teachers' job performance (TJP). To begin with, descriptive statistics were initially applied to summarize the demographic aspects of the samples, offering an overview of the teachers' backgrounds, including gender, age, and experience. Subsequently, causal-comparative analysis was employed to examine differences in TSE and work performance across varying levels of perceived transformational leadership. Subsequently, correlation and regression analyses were utilized to assess the strength and direction of the relationships between DTL behaviors—specifically, idealized influence (IIA-B), inspirational motivation (IMO), individualized consideration (ICO), and intellectual stimulation (IST)—and TSE and TJP. Additionally, structural equation modeling (SEM) was employed to assess the complex interactions among the independent variables (DTL), mediating variables (TSE), and dependent variables: contextual performance and task performance. Overall, this multi-method approach gives a complete framework for comprehending the influence of DTL on TSE and TJP.

#### **4.1 Samples' Demographic Information**

The study involved 639 high school teachers from four provinces in Cambodia: Kampong Cham, Kampong Chhnang, Kampong Speu, and Kampot. The samples represented diverse age groups and a balanced gender distribution, ensuring a comprehensive understanding of teachers' perceptions across different demographics. The original participants were 650 (see Table 3.2); however, 11 of them were excluded from the data analyses due to some reasons, such as missing data completions, and unintended responses; for example, some of them selected only the same number from the beginning to the end of the survey items. That implies they did not read the survey items. After cleaning the data, the data were then analyzed, starting with descriptive statistics to advanced statistics. Three types of data analysis instruments, SPSS, JASP, and JAMOVI, were used in the current study, and all the analyses of the findings involved a total number of 639 participants, not 650.

**Table 4.1: Samples' Demographic Information**

| Demographics | Values                  | Number              | Percentage |
|--------------|-------------------------|---------------------|------------|
| Gender       | Male                    | 309                 | 48.40      |
|              | Female                  | 330                 | 51.60      |
| Age Range    | 20-30 Years             | 99                  | 15.50      |
|              | 31-40 Years             | 217                 | 34.00      |
|              | 41-Over                 | 323                 | 50.50      |
| Degree       | High School Degree (HS) | 98                  | 15.30      |
|              | Bachelor's Degree (BA)  | 442                 | 69.20      |
|              | Master's Degree (MA)    | 99                  | 15.50      |
| Province     | Kampong Cham            | 143                 | 22.40      |
|              | Kampong Chhnang         | 195                 | 30.50      |
|              | Kampong Speu            | 162                 | 25.40      |
|              | Kampot                  | 139                 | 21.80      |
|              |                         | Total Samples = 639 |            |

As revealed in Table 4.1, a total of 639 samples took part in the study, comprising 330 females (51.60%) and 309 males (48.40%). The table shows that 323 samples (50.50%) are aged 41 and over, 217 samples (34.00%) are aged 31-40, and 99 samples (15.50%) are aged 20-30. Regarding educational attainment, 98 samples (15.30%) have a high school diploma, 442 (69.20%) hold a bachelor's degree, and 99 (15.50%) have a master's degree. Finally, samples are distributed across four provinces: 143 (22.40%) from Kampong Cham, 195 (30.50%) from Kampong Chhnang, 162 (25.40%) from Kampong Speu, and 139 (21.80%) from Kampot.

## 4.2 Teachers' Perception of DTL

The first objective of the current study is to explore teachers' perceptions of their school directors' transformational leadership, particularly how school directors inspire,

motivate, and support their staff in fostering professional growth, collaboration, and a positive school environment.

The question to this objective is as follows.

1. To explore the levels of teachers' perceptions of school directors' transformational leadership.

The following tables present the descriptive statistics of transformational leadership dimensions as perceived by 639 high school teachers as a result of the first objective. The data, analyzed using SPSS version 27, includes the minimum, maximum, mean, standard deviation, and descriptions for each leadership statement, categorizing teachers' perceptions of their school directors' leadership behaviors as high or moderate. Accordingly, Creswell (1999) and Snyder (2019) noted that a mean score of 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, and 4.21-5.00 = highest (see also Table 3.7).

**Table 4.2: Ranking of School Directors' Transformational Leadership Dimensions**

| <b>Dimensions of DTL</b>            | <b>Total M</b> | <b>Meaning</b> | <b>Total SD</b> | <b>Rank</b> |
|-------------------------------------|----------------|----------------|-----------------|-------------|
| Idealized Influence Attribute (IIA) | 3.84           | High           | 0.68            | 1           |
| Idealized Influence Behaviors (IIB) | 3.46           | High           | 0.74            | 4           |
| Inspirational Motivation (IMO)      | 2.91           | Moderate       | 0.87            | 5           |
| Individual Consideration (ICO)      | 3.64           | High           | 0.63            | 3           |
| Intellectual Stimulation (IST)      | 3.74           | High           | 0.62            | 2           |
| <b>Grand Total</b>                  | <b>3.52</b>    | <b>High</b>    | <b>0.71</b>     |             |

According to the mean scores of the dimensions of school directors' transformational leadership (DTL), Table 4.2 presents a ranking of these aspects. One of the dimensions that received the highest ranking was the Idealized Influence Attribute (IIA), which had a mean score of 3.84. This indicates that school directors are seen as good role models. After that comes Intellectual Stimulation (IST), which has a mean score of 3.74 and reflects the role that school directors play in encouraging innovative thinking. It is clear that school directors are paying attention to individualized support because Individual Consideration (ICO) comes in third place with a mean score of 3.64. The Idealized Influence Behaviors (IIB) category comes in fourth place with a mean score of 3.46, indicating that these behaviors are very trust-inspiring. One of the dimensions that

received the lowest ranking was Inspirational Motivation (IMO), which had a mean score of 2.91 and was classified as moderate. This indicates that less frequent manifestations of motivational behaviors were observed. As a whole, the findings indicate that school directors provide a high level of transformational leadership, notably in terms of idealized influence and intellectual stimulation, while furthermore displaying a modest level of inspiring motivation.

**Table 4.3: Qualities of School Directors' Transformational Leadership (n = 639)**

| Code | Statements                                                                            | M    | Meaning  | SD   | Rank |
|------|---------------------------------------------------------------------------------------|------|----------|------|------|
| IIA1 | My school director instills pride in me for being associated with him/her.            | 3.71 | High     | 0.78 | 6    |
| IIA2 | My school director goes beyond self-interest for the good of the group.               | 3.78 | High     | 0.80 | 5    |
| IIA3 | My school director acts in ways that build my respect for him/her.                    | 3.99 | High     | 0.90 | 2    |
| IIA4 | My school director displays a sense of power or confidence.                           | 3.87 | High     | 0.78 | 3    |
| IIB1 | My school director specifies the importance of having a strong sense of purpose.      | 3.48 | High     | 0.91 | 13   |
| IIB2 | My school director considers the moral and ethical consequences of decisions.         | 3.41 | High     | 0.89 | 14   |
| IIB3 | My school director talks about his/her most important values and beliefs.             | 3.39 | Moderate | 0.89 | 15   |
| IIB4 | My school director emphasizes the importance of having a collective sense of mission. | 3.56 | High     | 0.90 | 12   |
| IMO1 | My school director talks optimistically about the future.                             | 2.77 | Moderate | 1.05 | 20   |
| IMO2 | My director talks enthusiastically about what needs to be accomplished.               | 3.23 | Moderate | 1.02 | 17   |
| IMO3 | My school director articulates a compelling vision of the future.                     | 2.80 | Moderate | 1.08 | 19   |

|      |                                                                                                  |      |          |      |    |
|------|--------------------------------------------------------------------------------------------------|------|----------|------|----|
| IMO4 | My school director expresses confidence that goals will be achieved.                             | 2.85 | Moderate | 0.89 | 18 |
| ICO1 | My school director spends time teaching and coaching me.                                         | 3.68 | High     | 0.79 | 8  |
| ICO2 | My school director treats me as an individual rather than just as a member of a group.           | 3.76 | High     | 0.75 | 4  |
| ICO3 | My school director helps me to develop my strengths.                                             | 3.62 | High     | 0.78 | 10 |
| ICO4 | My school director considers me to have different needs, abilities, and aspirations from others. | 3.54 | High     | 0.79 | 11 |
| IST1 | My school director gets me to look at problems from many different angles.                       | 3.64 | High     | 0.79 | 9  |
| IST2 | My school director seeks different perspectives when solving problems.                           | 3.57 | High     | 0.78 | 7  |
| IST3 | My school director re-examines critical assumptions to question whether they are appropriate.    | 3.70 | High     | 0.69 | 6  |
| IST4 | My school director suggests new ways of looking at how to complete assignments.                  | 4.08 | High     | 0.73 | 1  |

In Table 4.3, teachers' opinions about their DTL are broken down into five different areas: IIA, IIB, IMO, ICO, and IST.

In the IIA dimension, teachers perceive their school directors positively, with a mean score of 3.84 (SD = 0.68). This dimension, with scores ranging from 2.00 to 5.00, shows a favorable perception, particularly in IIA3, where teachers express high respect for their school directors' actions.

For the IIB dimension, teachers' perceptions remain positive with an overall mean score of 3.46 (SD = 0.74). Teachers particularly value IIB1, where school directors emphasize a strong sense of purpose, reflecting an ethical and purposeful approach to leadership. Scores in this dimension range from 2.00 to 5.00, demonstrating a consistent appreciation for values-driven leadership.



In the IMO dimension, the mean score is 2.91 (SD = 0.87), indicating a more moderate perception of school directors' ability to articulate a compelling vision and inspire enthusiasm. This category has the widest range, with scores spanning from 1.25 to 5.00, reflecting more varied responses from teachers regarding school directors' optimism and confidence in achieving goals.

The ICO dimension has a mean score of 3.65 (SD = 0.63), showing that teachers appreciate their school directors' attention to individual needs and development. This dimension, with scores ranging from 2.00 to 5.00, indicates that teachers perceive school directors as supportive in addressing their unique needs and strengths, especially in ICO2, which emphasizes individualized attention.

Lastly, the IST dimension, the mean score is 3.75 (SD = 0.62), suggesting that teachers value their school directors' encouragement to view problems from various perspectives and think innovatively. ISO4, where school directors suggest new ways of completing tasks, is particularly appreciated. Scores in this dimension also range from 2.00 to 5.00, highlighting a consistent recognition of innovative leadership.

**Table 4.4: Perception of Transformational Leadership According to Gender**

| Variable | Sex    | N   | M      | SD      | SE      | t-value | df  | Sig. (2-tailed) |
|----------|--------|-----|--------|---------|---------|---------|-----|-----------------|
| IIA      | Male   | 309 | 3.8228 | 0.70621 | 0.04018 | -0.528  | 637 | 0.598           |
|          | Female | 330 | 3.8515 | 0.66866 | 0.03681 |         |     |                 |
| IIB      | Male   | 309 | 3.4749 | 0.77996 | 0.04437 | 0.535   | 637 | 0.593           |
|          | Female | 330 | 3.4432 | 0.71988 | 0.03963 |         |     |                 |
| IMO      | Male   | 309 | 2.8325 | 0.85308 | 0.04853 | -2.223  | 637 | 0.027           |
|          | Female | 330 | 2.9864 | 0.89335 | 0.04918 |         |     |                 |
| ICO      | Male   | 309 | 3.6019 | 0.64065 | 0.03645 | -1.756  | 637 | 0.080           |
|          | Female | 330 | 3.6902 | 0.62891 | 0.03462 |         |     |                 |
| IST      | Male   | 309 | 3.7055 | 0.61390 | 0.03492 | -1.700  | 637 | 0.090           |
|          | Female | 330 | 3.7894 | 0.63249 | 0.03482 |         |     |                 |

*Note: Equal variances assumed; significance level  $p < 0.05$ .*

Next, Table 4.4 compares male and female high school teachers' perceptions of transformational leadership across five dimensions. The analysis, conducted with 639 high school teachers using SPSS version 27, presents the means, standard deviations, t-

values, degrees of freedom, and significance values to identify gender-based differences in perceptions. The table presents the results of an independent samples t-test conducted to assess gender differences across several variables. The variables include IIA, IIB, IMO, ICO, and IST, which represent different dimensions of the survey.

For the IIA variable, no significant gender difference was found ( $t(637) = -0.528$ ,  $p = 0.598$ ), as the mean scores for males ( $M = 3.8228$ ,  $SD = 0.70621$ ) and females ( $M = 3.8515$ ,  $SD = 0.66866$ ) were nearly identical. Similarly, for the IIB variable, no significant difference was observed ( $t(637) = 0.535$ ,  $p = 0.593$ ), with male respondents ( $M = 3.4749$ ,  $SD = 0.77996$ ) and female respondents ( $M = 3.4432$ ,  $SD = 0.71988$ ) showing very comparable means.

However, a significant gender difference was found in the IMO variable ( $t(637) = -2.223$ ,  $p = 0.027$ ), with males reporting lower mean scores ( $M = 2.8325$ ,  $SD = 0.85308$ ) than females ( $M = 2.9864$ ,  $SD = 0.89335$ ), indicating a statistically significant variation in their responses. Similarly, for the ICO and IST variables, no significant gender differences were found. The t-values for ICO ( $t(637) = -1.756$ ,  $p = 0.080$ ) and IST ( $t(637) = -1.700$ ,  $p = 0.090$ ) both approached but did not meet the threshold for statistical significance, as the  $p$ -values were greater than 0.05.

It is also important to note that the second objective of this study is to examine the similarities and differences in the qualities of school directors' transformational leadership based on demographic characteristics. It aims to analyze how factors such as age, gender, levels of education, and living areas influence leadership practices, identifying patterns and variations in how school directors inspire, motivate, and support their teachers.

The question of this objective is as follows.

2. How do the qualities of school directors' transformational leadership vary with demographic characteristics?

**Table 4.5: Perception of Transformational Leadership According to Ages**

|     |                | Sum of Squares | Df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| IIA | Between Groups | 0.618          | 2   | 0.309       | 0.655 | 0.520 |
|     | Within Groups  | 300.224        | 636 | 0.472       |       |       |
|     | Total          | 300.842        | 638 |             |       |       |
| IIB | Between Groups | 1.612          | 2   | 0.806       | 1.438 | 0.238 |

|     |                |         |     |       |       |       |
|-----|----------------|---------|-----|-------|-------|-------|
|     | Within Groups  | 356.414 | 636 | 0.560 |       |       |
|     | Total          | 358.026 | 638 |       |       |       |
|     | Between Groups | 1.117   | 2   | 0.558 | 0.726 | 0.484 |
| IMO | Within Groups  | 489.369 | 636 | 0.769 |       |       |
|     | Total          | 490.486 | 638 |       |       |       |
|     | Between Groups | 1.706   | 2   | 0.853 | 2.119 | 0.121 |
| ICO | Within Groups  | 256.080 | 636 | 0.403 |       |       |
|     | Total          | 257.786 | 638 |       |       |       |
|     | Between Groups | 1.396   | 2   | 0.698 | 1.794 | 0.167 |
| IST | Within Groups  | 247.416 | 636 | 0.389 |       |       |
|     | Total          | 248.812 | 638 |       |       |       |

\*. The mean difference is significant at the 0.05 level.

Table 4.5 explores the perceptions of transformational leadership across various age groups among high school teachers. Drawing on data collected from 639 samples, the analysis was conducted using SPSS version 27 to provide insights into how teachers of different age groups perceive their school leaders' transformational practices. The table presents the results of one-way ANOVA tests, examining five key dimensions of transformational leadership. This analysis highlights any significant differences or similarities in perceptions, contributing to a deeper understanding of the influence of age on teachers' evaluations of leadership effectiveness.

The table presents the results of a one-way ANOVA conducted to explore potential differences among age groups across five variables: IIA, IIB, IMO, ICO, and IST. For each variable, the ANOVA compares the variance between age groups and within groups, with statistical significance assessed at the  $p < 0.05$  level.

The IIA variable shows no significant difference across age groups ( $F(2, 636) = 0.655$ ,  $p = 0.520$ ), indicating that age does not significantly impact this variable. Similarly, for the IIB variable, no significant difference was found among age groups ( $F(2, 636) = 1.438$ ,  $p = 0.238$ ), with a between-group sum of squares of 1.612 and a mean square of 0.806.

In the case of the IMO variable, the ANOVA yielded an F-value of 0.726 ( $p = 0.484$ ), showing that age groups do not significantly differ in this measure. The ICO variable, with an F-value of 2.119 ( $p = 0.121$ ), also shows no significant age-related

difference, as the observed  $p$ -value exceeds 0.05. Lastly, the IST variable also revealed no significant differences across age groups ( $F(2, 636) = 1.794, p = 0.167$ ).

**Table 4.6: Perception of Transformational Leadership According to Degrees**

| DV  | (I)<br>Edu | (J) Edu | MD (I-J)  | SE      | Sig.  | 95% Confidence Interval |             |
|-----|------------|---------|-----------|---------|-------|-------------------------|-------------|
|     |            |         |           |         |       | Lower Bound             | Upper Bound |
| IIA | HS         | BA      | -0.12532  | 0.07663 | 0.102 | -0.2758                 | 0.0251      |
|     |            | MA      | -0.12139  | 0.09779 | 0.215 | -0.3134                 | 0.0706      |
|     | BA         | HS      | 0.12532   | 0.07663 | 0.102 | -0.0251                 | 0.2758      |
|     |            | MA      | 0.00393   | 0.07631 | 0.959 | -0.1459                 | 0.1538      |
|     | MA         | HS      | 0.12139   | 0.09779 | 0.215 | -0.0706                 | 0.3134      |
|     |            | BA      | -0.00393  | 0.07631 | 0.959 | -0.1538                 | 0.1459      |
| IIB | HS         | BA      | -0.08997  | 0.08344 | 0.281 | -0.2538                 | 0.0739      |
|     |            | MA      | -0.23627* | 0.10649 | 0.027 | -0.4454                 | -0.0272     |
|     | BA         | HS      | 0.08997   | 0.08344 | 0.281 | -0.0739                 | 0.2538      |
|     |            | MA      | -0.14630  | 0.08309 | 0.079 | -0.3095                 | 0.0169      |
|     | MA         | HS      | 0.23627*  | 0.10649 | 0.027 | 0.0272                  | 0.4454      |
|     |            | BA      | 0.14630   | 0.08309 | 0.079 | -0.0169                 | 0.3095      |
| IMO | HS         | BA      | -0.01242  | 0.09795 | 0.899 | -0.2048                 | 0.1799      |
|     |            | MA      | -0.11732  | 0.12501 | 0.348 | -0.3628                 | 0.1282      |
|     | BA         | HS      | 0.01242   | 0.09795 | 0.899 | -0.1799                 | 0.2048      |
|     |            | MA      | -0.10490  | 0.09755 | 0.283 | -0.2965                 | 0.0867      |
|     | MA         | HS      | 0.11732   | 0.12501 | 0.348 | -0.1282                 | 0.3628      |
|     |            | BA      | 0.10490   | 0.09755 | 0.283 | -0.0867                 | 0.2965      |
| ICO | HS         | BA      | -0.15383* | 0.07069 | 0.030 | -0.2927                 | -0.0150     |
|     |            | MA      | -0.23227* | 0.09022 | 0.010 | -0.4094                 | -0.0551     |
|     | BA         | HS      | 0.15383*  | 0.07069 | 0.030 | 0.0150                  | 0.2927      |
|     |            | MA      | -0.07844  | 0.07040 | 0.266 | -0.2167                 | 0.0598      |
|     | MA         | HS      | 0.23227*  | 0.09022 | 0.010 | 0.0551                  | 0.4094      |
|     |            | BA      | 0.07844   | 0.07040 | 0.266 | -0.0598                 | 0.2167      |
| IST | HS         | BA      | -0.06373  | 0.06974 | 0.361 | -0.2007                 | 0.0732      |
|     |            | MA      | 0.01219   | 0.08901 | 0.891 | -0.1626                 | 0.1870      |
|     | BA         | HS      | 0.06373   | 0.06974 | 0.361 | -0.0732                 | 0.2007      |
|     |            | MA      | 0.07592   | 0.06945 | 0.275 | -0.0605                 | 0.2123      |
|     | MA         | HS      | -0.01219  | 0.08901 | 0.891 | -0.1870                 | 0.1626      |
|     |            | BA      | -0.07592  | 0.06945 | 0.275 | -0.2123                 | 0.0605      |

\*. *The mean difference is significant at the 0.05 level.*

Table 4.6 examines the perception of transformational leadership across different educational degrees (High School, Bachelor's, and Master's) among high school teachers. Post-hoc comparisons present the mean differences, standard errors, significance levels, and 95% confidence intervals for each leadership dimension. The analysis was conducted with 639 high school teachers using SPSS version 27.

The table presents the LSD multiple comparisons result for differences across education degrees (High School [HS], Bachelor's [BA], and Master's [MA]) on various dependent variables (DVs), including IIA, IIB, IMO, ICO, and IST. The table displays the mean difference (MD) between pairs of education levels, along with standard errors (SE), significance levels (Sig.), and the 95% confidence intervals for each comparison.

In examining the IIA variable, none of the mean differences among HS, BA, and MA education levels reached statistical significance ( $p > 0.05$ ), indicating no substantial differences in scores for this variable across the educational degrees.

For the IIB variable, a significant difference was found between HS and MA degree holders (MD = -0.23627, SE = 0.10649,  $p = 0.027$ ), with MA degree holders scoring higher than HS holders. However, no significant difference was noted between BA and the other two education levels (HS and MA), suggesting that significant differences are specific to certain degree comparisons.

In the ICO variable, significant mean differences were observed between HS and BA (MD = -0.15383, SE = 0.07069,  $p = 0.030$ ) and between HS and MA (MD = -0.23227, SE = 0.09022,  $p = 0.010$ ), with MA degree holders showing higher scores than HS holders. No significant differences were detected between BA and MA in this variable.

For the IMO and IST variables, none of the comparisons among HS, BA, and MA achieved significance ( $p > 0.05$ ), indicating consistent responses across education levels.

**Table 4.7: Perception of Transformational Leadership According to Provinces**

| DV | (I) Province | (J) Province | MD (I-J) | SE | Sig. | 95% Confidence Interval |             |
|----|--------------|--------------|----------|----|------|-------------------------|-------------|
|    |              |              |          |    |      | Interval                |             |
|    |              |              |          |    |      | Lower Bound             | Upper Bound |

|     |                 |                 |          |         |       |         |        |
|-----|-----------------|-----------------|----------|---------|-------|---------|--------|
| IIA | Kampong Cham    | Kampong Chhnang | 0.09697  | 0.07556 | 0.200 | -0.0514 | 0.2453 |
|     |                 | Kampong Speu    | -0.03914 | 0.07875 | 0.619 | -0.1938 | 0.1155 |
|     |                 | Kampot          | 0.02910  | 0.08174 | 0.722 | -0.1314 | 0.1896 |
|     | Kampong Chhnang | Kampong Cham    | -0.09697 | 0.07556 | 0.200 | -0.2453 | 0.0514 |
|     |                 | Kampong Speu    | -0.13611 | 0.07296 | 0.063 | -0.2794 | 0.0072 |
|     |                 | Kampot          | -0.06787 | 0.07618 | 0.373 | -0.2175 | 0.0817 |
|     | Kampong Speu    | Kampong Cham    | 0.03914  | 0.07875 | 0.619 | -0.1155 | 0.1938 |
|     |                 | Kampong Chhnang | 0.13611  | 0.07296 | 0.063 | -0.0072 | 0.2794 |
|     |                 | Kampot          | 0.06825  | 0.07935 | 0.390 | -0.0876 | 0.2241 |
|     | Kampot          | Kampong Cham    | -0.02910 | 0.08174 | 0.722 | -0.1896 | 0.1314 |
|     |                 | Kampong Chhnang | 0.06787  | 0.07618 | 0.373 | -0.0817 | 0.2175 |
|     |                 | Kampong Speu    | -0.06825 | 0.07935 | 0.390 | -0.2241 | 0.0876 |
| IIB | Kampong Cham    | Kampong Chhnang | 0.04942  | 0.08255 | 0.550 | -0.1127 | 0.2115 |
|     |                 | Kampong Speu    | -0.05780 | 0.08603 | 0.502 | -0.2267 | 0.1111 |
|     |                 | Kampot          | -0.02027 | 0.08930 | 0.820 | -0.1956 | 0.1551 |
|     | Kampong Chhnang | Kampong Cham    | -0.04942 | 0.08255 | 0.550 | -0.2115 | 0.1127 |
|     |                 | Kampong Speu    | -0.10722 | 0.07970 | 0.179 | -0.2637 | 0.0493 |
|     |                 | Kampot          | -0.06969 | 0.08323 | 0.403 | -0.2331 | 0.0937 |
|     | Kampong Speu    | Kampong Cham    | 0.05780  | 0.08603 | 0.502 | -0.1111 | 0.2267 |

|     |                 |                 |           |         |       |         |         |
|-----|-----------------|-----------------|-----------|---------|-------|---------|---------|
| IMO |                 | Kampong Chhnang | 0.10722   | 0.07970 | 0.179 | -0.0493 | 0.2637  |
|     |                 | Kampot          | 0.03753   | 0.08668 | 0.665 | -0.1327 | 0.2077  |
|     |                 | Kampong Cham    | 0.02027   | 0.08930 | 0.820 | -0.1551 | 0.1956  |
|     | Kampot          | Kampong Chhnang | 0.06969   | 0.08323 | 0.403 | -0.0937 | 0.2331  |
|     |                 | Kampong Speu    | -0.03753  | 0.08668 | 0.665 | -0.2077 | 0.1327  |
|     |                 | Kampong Chhnang | 0.24231*  | 0.09624 | 0.012 | 0.0533  | 0.4313  |
|     | Kampong Cham    | Kampong Speu    | 0.08321   | 0.10030 | 0.407 | -0.1138 | 0.2802  |
|     |                 | Kampot          | 0.14458   | 0.10412 | 0.165 | -0.0599 | 0.3490  |
|     |                 | Kampong Cham    | -0.24231* | 0.09624 | 0.012 | -0.4313 | -0.0533 |
|     | Kampong Chhnang | Kampong Speu    | -0.15909  | 0.09293 | 0.087 | -0.3416 | 0.0234  |
|     |                 | Kampot          | -0.09773  | 0.09704 | 0.314 | -0.2883 | 0.0928  |
|     |                 | Kampong Cham    | -0.08321  | 0.10030 | 0.407 | -0.2802 | 0.1138  |
| ICO | Kampong Speu    | Kampong Chhnang | 0.15909   | 0.09293 | 0.087 | -0.0234 | 0.3416  |
|     |                 | Kampot          | 0.06136   | 0.10107 | 0.544 | -0.1371 | 0.2598  |
|     |                 | Kampong Cham    | -0.14458  | 0.10412 | 0.165 | -0.3490 | 0.0599  |
|     | Kampot          | Kampong Chhnang | 0.09773   | 0.09704 | 0.314 | -0.0928 | 0.2883  |
|     |                 | Kampong Speu    | -0.06136  | 0.10107 | 0.544 | -0.2598 | 0.1371  |
|     |                 | Kampong Chhnang | 0.14767*  | 0.06989 | 0.035 | 0.0104  | 0.2849  |
|     | Kampong Cham    | Kampong Chhnang |           |         |       |         |         |
|     |                 |                 |           |         |       |         |         |
|     |                 |                 |           |         |       |         |         |

|     |                 |                 |           |         |       |         |         |
|-----|-----------------|-----------------|-----------|---------|-------|---------|---------|
| IST |                 | Kampong Speu    | 0.11317   | 0.07284 | 0.121 | -0.0299 | 0.2562  |
|     |                 | Kampot          | 0.09198   | 0.07561 | 0.224 | -0.0565 | 0.2405  |
|     |                 | Kampong Cham    | -0.14767* | 0.06989 | 0.035 | -0.2849 | -0.0104 |
|     | Kampong Chhnang | Kampong Speu    | -0.03450  | 0.06749 | 0.609 | -0.1670 | 0.0980  |
|     |                 | Kampot          | -0.05569  | 0.07047 | 0.430 | -0.1941 | 0.0827  |
|     | Kampong Speu    | Kampong Cham    | -0.11317  | 0.07284 | 0.121 | -0.2562 | 0.0299  |
|     |                 | Kampong Chhnang | 0.03450   | 0.06749 | 0.609 | -0.0980 | 0.1670  |
|     |                 | Kampot          | -0.02119  | 0.07340 | 0.773 | -0.1653 | 0.1229  |
|     | Kampot          | Kampong Cham    | -0.09198  | 0.07561 | 0.224 | -0.2405 | 0.0565  |
|     |                 | Kampong Chhnang | 0.05569   | 0.07047 | 0.430 | -0.0827 | 0.1941  |
|     |                 | Kampong Speu    | 0.02119   | 0.07340 | 0.773 | -0.1229 | 0.1653  |
|     | Kampong Cham    | Kampong Chhnang | 0.06177   | 0.06875 | 0.369 | -0.0732 | 0.1968  |
|     |                 | Kampong Speu    | 0.01963   | 0.07165 | 0.784 | -0.1211 | 0.1603  |
|     |                 | Kampot          | 0.12089   | 0.07437 | 0.105 | -0.0252 | 0.2669  |
|     | Kampong Chhnang | Kampong Cham    | -0.06177  | 0.06875 | 0.369 | -0.1968 | 0.0732  |
|     |                 | Kampong Speu    | -0.04214  | 0.06638 | 0.526 | -0.1725 | 0.0882  |
|     |                 | Kampot          | 0.05912   | 0.06931 | 0.394 | -0.0770 | 0.1952  |
|     | Kampong Speu    | Kampong Cham    | -0.01963  | 0.07165 | 0.784 | -0.1603 | 0.1211  |
|     |                 | Kampong Chhnang | 0.04214   | 0.06638 | 0.526 | -0.0882 | 0.1725  |
|     |                 |                 |           |         |       |         |         |



|        |                 |          |         |       |         |        |
|--------|-----------------|----------|---------|-------|---------|--------|
|        | Kampot          | 0.10126  | 0.07219 | 0.161 | -0.0405 | 0.2430 |
|        | Kampong Cham    | -0.12089 | 0.07437 | 0.105 | -0.2669 | 0.0252 |
| Kampot | Kampong Chhnang | -0.05912 | 0.06931 | 0.394 | -0.1952 | 0.0770 |
|        | Kampong Speu    | -0.10126 | 0.07219 | 0.161 | -0.2430 | 0.0405 |

\*. The mean difference is significant at the 0.05 level

Table 4.7 compares the perception of transformational leadership across different provinces in Cambodia. It shows the mean differences, standard errors, significance levels, and confidence intervals for various leadership attributes. The analysis was conducted with 639 high school teachers using SPSS version 27.

The table provides LSD multiple comparisons of teachers' perceptions of DTL across four Cambodian provinces: Kampong Cham, Kampong Chhnang, Kampong Speu, and Kampot. The analysis spans five TL dimensions: IIA, IIB, IMO, ICO, and IST, identifying significant and non-significant differences among provinces within each dimension.

For IIA, no significant difference was found, with all Sig. values above 0.05. The highest MD was between Kampong Chhnang and Kampong Speu (MD = -0.13611, SE = 0.07296, Sig. = 0.063), close to significance but not reaching it, suggesting similar perceptions of IIA across provinces.

In IIB, no comparisons between provinces were significant, as all Sig. values exceeded 0.05. The greatest MD was between Kampong Chhnang and Kampong Speu (MD = -0.10722, SE = 0.07970, Sig. = 0.179), reflecting similar perceptions of IIB across the four provinces.

For IM, one significant difference was noted. Teachers in Kampong Cham had a significantly higher perception of IMO than those in Kampong Chhnang (MD = 0.24231, SE = 0.09624, Sig. = 0.012; 95% CI: 0.0533 to 0.4313). Other comparisons, including Kampong Cham with Kampong Speu and Kampot, showed no significant differences.

In ICO, a significant difference was observed between Kampong Cham and Kampong Chhnang (MD = 0.14767, SE = 0.06989, Sig. = 0.035), indicating that teachers in Kampong Cham perceived higher levels of ICO than those in Kampong Chhnang. The remaining comparisons in this dimension were non-significant.

For IST, no significant difference was found, with all Sig. values above 0.05. The largest MD was between Kampong Cham and Kampot (MD = 0.12089, SE = 0.07437, Sig. = 0.105), though not significant. This indicates similar perceptions of IST across provinces.

### 4.3 High School Teachers' Self-Efficacy

Self-efficacy is a critical component of teachers' professional growth and overall work performance, as it influences their belief in their ability to have a positive impact on students' behavior and learning. Researchers often study this idea from various perspectives, including instructional approaches, classroom management, and pedagogical abilities. It's important to understand teachers' self-efficacy since it directly relates to their confidence in overcoming challenges, adapting to new teaching techniques, and creating a positive learning environment. Using a variety of perspectives, such as gender, age, and geographic differences, to examine teachers' self-efficacy reveals the core factors affecting their beliefs and effectiveness in the classroom.

The third objective of this study is to find out teachers' perceptions of their self-efficacy and job performance, focusing on how they assess their own abilities to manage classrooms, engage students, and achieve instructional goals. It aims to explore the factors that influence teachers' confidence in their professional competencies and their overall effectiveness in delivering quality education.

The question in this section is as follows, and it is important to note that the elements of the question are divided into two parts: teachers' self-efficacy and teachers' job performance. This part reflects teachers' self-efficacy, while teachers' job performance is reflected in the other part of this chapter.

3. To what extent do teachers perceive teachers' self-efficacy and teachers' job performance?

**Table 4.8: Ranking of Efficacy Dimensions**

| Dimensions                                  | Total M | Meaning | Total SD | Rank |
|---------------------------------------------|---------|---------|----------|------|
| Efficacy for Instructional Strategies (EIS) | 3.53    | High    | 0.80     | 3    |
| Efficacy for Classroom Management (ECM)     | 4.35    | High    | 0.46     | 1    |
| Efficacy for Student Engagement (ESE)       | 3.86    | High    | 0.52     | 2    |

Table 4.8 provides a ranking of the many aspects of instructors' efficacy based on the mean scores of those variables. The category that received the highest ranking was Efficacy for Classroom Management (ECM), which had a mean score of 4.35. This indicates that teachers have a high level of confidence in their ability to manage classroom conditions. Following closely behind is the Efficacy for Student Engagement (ESE) measurement, which has a mean score of 3.86 and reflects a strong level of belief in engaging students. A modest level of trust in the implementation of instructional methods is indicated by the fact that the Efficacy for Instructional Strategies (EIS) dimension has the lowest ranking, with a mean score of 3.53. When it comes to classroom management and student involvement, the results indicate that teachers have a high level of efficacy, whereas their efficacy in instructional tactics is slightly lower.

**Table 4.9: Perception of Self-Efficacy (n = 639)**

| Code | Statements                                                                       | M    | Meaning | SD   | Rank |
|------|----------------------------------------------------------------------------------|------|---------|------|------|
| EIS1 | I am able to apply various teaching techniques effectively.                      | 3.57 | High    | 1.04 | 11   |
| EIS2 | I am able to use various assessment methods effectively.                         | 3.59 | High    | 1.09 | 10   |
| EIS3 | I am able to use examples to explain what students find difficult to understand. | 3.42 | High    | 0.89 | 13   |
| EIS4 | I am able to ask various questions that can improve student learning.            | 3.62 | High    | 0.82 | 9    |
| EIS5 | I am able to respond to difficult questions from students.                       | 3.50 | High    | 1.04 | 12   |
| ECM1 | I am able to control disruptive behavior.                                        | 4.43 | High    | 0.61 | 1    |
| ECM2 | I am able to get students to follow classroom rules.                             | 4.36 | High    | 0.60 | 2    |
| ECM3 | I am able to calm down a student who is disruptive or noisy.                     | 4.27 | High    | 0.59 | 4    |
| ECM4 | I am able to keep problem students from ruining an entire lesson.                | 4.36 | High    | 0.52 | 3    |
| ESE1 | I am able to motivate students with low interest in learning to study harder.    | 3.75 | High    | 0.63 | 8    |

|      |                                                                           |      |      |      |   |
|------|---------------------------------------------------------------------------|------|------|------|---|
| ESE2 | I am able to help students value learning.                                | 3.94 | High | 0.68 | 5 |
| ESE3 | I am able to get students to believe that they can do well in schoolwork. | 3.85 | High | 0.62 | 7 |
| ESE4 | I am able to improve the understanding of a student who is failing.       | 3.92 | High | 0.64 | 6 |

Table 4.9 presents high school teachers' perceptions of their self-efficacy in instructional strategies, classroom management, and student engagement. It shows the mean scores, standard deviations, and ranges of responses, with all categories rated as High. The data, collected from 639 teachers, were analyzed using SPSS version 27.

The table reveals high school teachers' perceptions of self-efficacy across three areas: EIS, ECM, and ESE, categorized by mean scores into levels ranging from lowest to highest.

In EIS, the overall mean score was 3.54 (SD = 0.808), classified as high, indicating that teachers generally feel capable of using diverse instructional techniques. Within this domain, the highest-rated item was teachers' ability to ask questions that improve student learning (M = 3.62, SD = 0.820), also rated as high. Similarly, the ability to use various assessment methods scored high (M = 3.59, SD = 1.099), while the ability to use examples to clarify difficult concepts scored moderate (M = 3.42, SD = 0.890), indicating a relative area for support.

In ECM, teachers expressed the highest confidence, with an overall mean of 4.35 (SD = 0.467). Controlling disruptive behavior received the highest rating (M = 4.43, SD = 0.611), while ensuring students follow classroom rules garnered the second highest rating (M = 4.36, SD = 0.603). This result indicates strong classroom management skills among teachers.

For ESE, teachers reported high self-efficacy, with an overall mean of 3.86 (SD = 0.523). Teachers felt most capable of helping students value learning (M = 3.94, SD = 0.682) and improving understanding for struggling students (M = 3.92, SD = 0.648). The lowest item, motivating students with low interest (M = 3.75, SD = 0.632), also fell within the high range but highlighted a slight challenge in engaging less motivated students.

Furthermore, the fourth objective of this study is to examine the levels of similarities and differences in the qualities of teachers' self-efficacy and job performance based on demographic characteristics. It aims to analyze how factors such as age, gender, educational degree, and living place.

The question in this section is as follows, and it is also important to note that the elements of the question are divided into two parts: teachers' self-efficacy and teachers' job performance. This part reflects teachers' self-efficacy, while teachers' job performance is reflected in other part in this chapter.

4. How do the qualities of teachers' self-efficacy and teachers' job performance vary with demographic characteristics?

**Table 4.10: Perception of Self-Efficacy According to Gender**

| Variable | Sex    | N   | M      | SD      | SE      | t-value | df  | Sig. (2-tailed) |
|----------|--------|-----|--------|---------|---------|---------|-----|-----------------|
| EIS      | Male   | 309 | 3.5023 | 0.81776 | 0.04652 | -1.063  | 637 | 0.288           |
|          | Female | 330 | 3.5703 | 0.79937 | 0.04400 |         |     |                 |
| ECM      | Male   | 309 | 4.3269 | 0.46286 | 0.02633 | -1.467  | 637 | 0.143           |
|          | Female | 330 | 4.3811 | 0.47030 | 0.02589 |         |     |                 |
| ESE      | Male   | 309 | 3.8390 | 0.51496 | 0.02930 | -1.181  | 637 | 0.238           |
|          | Female | 330 | 3.8879 | 0.52981 | 0.02917 |         |     |                 |

Table 4.10 compares the self-efficacy of male and female high school teachers in three important areas: instructional tactics, classroom management, and student involvement. The data, derived from a sample of 639 teachers, was analyzed using SPSS version 27. This method allows for a complete examination of the gender-based differences in teachers' evaluations of their abilities to use various teaching tactics, manage classroom dynamics, and engage with students.

An independent samples t-test was conducted to examine gender differences in high school teachers' perceptions of self-efficacy across three dimensions: EIS, ECM, and ESE.

For EIS, the mean score for male teachers ( $M = 3.5023$ ,  $SD = 0.81776$ ) was slightly lower than that for female teachers ( $M = 3.5703$ ,  $SD = 0.79937$ ). However, the difference was not statistically significant,  $t(637) = -1.063$ ,  $p = 0.288$ , indicating similar levels of instructional self-efficacy between male and female teachers.

In the ECM dimension, male teachers had a mean score of 4.3269 ( $SD = 0.46286$ ), while female teachers scored slightly higher with a mean of 4.3811 ( $SD = 0.47030$ ). This difference was also not statistically significant,  $t(637) = -1.467$ ,  $p = 0.143$ , suggesting no significant gender difference in self-efficacy related to classroom management.

For ESE, male teachers had a mean score of 3.8390 (SD = 0.51496) compared to female teachers with a mean of 3.8879 (SD = 0.52981). This difference was not statistically significant,  $t(637) = -1.181$ ,  $p = 0.238$ , indicating similar levels of self-efficacy in student engagement between male and female teachers.

**Table 4.11: Perception of Self-Efficacy According to Ages**

|     |                | Sum of Squares | Df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| EIS | Between Groups | 1.123          | 2   | 0.562       | .859  | 0.424 |
|     | Within Groups  | 415.813        | 636 | 0.654       |       |       |
|     | Total          | 416.936        | 638 |             |       |       |
| ECM | Between Groups | 0.155          | 2   | 0.078       | .355  | 0.701 |
|     | Within Groups  | 139.070        | 636 | 0.219       |       |       |
|     | Total          | 139.225        | 638 |             |       |       |
| ESE | Between Groups | 0.746          | 2   | 0.373       | 1.365 | 0.256 |
|     | Within Groups  | 173.665        | 636 | 0.273       |       |       |
|     | Total          | 174.410        | 638 |             |       |       |

Table 4.11 examines the differences in self-efficacy across age groups among high school teachers. Data from 639 teachers were analyzed using ANOVA. As presented, one-way ANOVA was conducted to examine age differences in high school TSE across three dimensions: EIS (Self-Efficacy in Instructional Skills), ECM (Self-Efficacy in Classroom Management), and ESE (Self-Efficacy in Student Engagement).

For the EIS dimension, the ANOVA revealed no statistically significant difference in self-efficacy across age groups,  $F(2, 636) = 0.859$ ,  $p = 0.424$ . The between-groups sum of squares was 1.123, with a mean square of 0.562, indicating similar levels of instructional self-efficacy among teachers of different age groups.

In the ECM dimension, the results also showed no statistically significant difference across age groups,  $F(2, 636) = 0.355$ ,  $p = 0.701$ . The between-groups sum of squares was 0.155, with a mean square of 0.078, suggesting that teachers across various age groups have comparable levels of self-efficacy in classroom management.

For the ESE dimension, there was no significant difference in self-efficacy across age groups,  $F(2, 636) = 1.365$ ,  $p = 0.256$ . The between-groups sum of squares was 0.746,

with a mean square of 0.373, indicating no substantial variation in self-efficacy related to student engagement based on age.

**Table 4.12: Perception of Self-Efficacy According to Degrees**

|     |                | Sum of Squares | Df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| EIS | Between Groups | 2.894          | 2   | 1.447       | 2.222 | 0.109 |
|     | Within Groups  | 414.043        | 636 | 0.651       |       |       |
|     | Total          | 416.936        | 638 |             |       |       |
| ECM | Between Groups | 0.337          | 2   | 0.168       | 0.771 | 0.463 |
|     | Within Groups  | 138.888        | 636 | 0.218       |       |       |
|     | Total          | 139.225        | 638 |             |       |       |
| ESE | Between Groups | 0.105          | 2   | 0.052       | 0.191 | 0.826 |
|     | Within Groups  | 174.306        | 636 | 0.274       |       |       |
|     | Total          | 174.410        | 638 |             |       |       |

Table 4.12 examines the differences in self-efficacy across different degree levels among high school teachers. Data from 639 teachers were analyzed using ANOVA. The data analysis instrument was SPSS version 27. According to the table, a one-way ANOVA was conducted to assess differences in self-efficacy based on education degree in three dimensions: EIS, ECM, and ESE.

For the EIS dimension, there was no statistically significant difference in self-efficacy based on education degree,  $F(2, 636) = 2.222$ ,  $p = 0.109$ . The between-groups sum of squares was 2.894, with a mean square of 1.447, suggesting similar levels of instructional self-efficacy among teachers with different education degrees.

In the ECM dimension, the results showed no significant difference across education degrees,  $F(2, 636) = 0.771$ ,  $p = 0.463$ . The between-groups sum of squares was 0.337, with a mean square of 0.168, indicating that TSE in classroom management did not vary significantly with their education degree.

For the ESE dimension, the ANOVA also revealed no statistically significant difference in self-efficacy across education degrees,  $F(2, 636) = 0.191$ ,  $p = 0.826$ . The between-groups sum of squares was 0.105, with a mean square of 0.052, showing similar levels of self-efficacy in student engagement among teachers with varying educational backgrounds.

**Table 4.13: Perception of Self-Efficacy According to Provinces**

|     |                | Sum of Squares | Df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| EIS | Between Groups | 0.925          | 3   | 0.308       | 0.471 | 0.703 |
|     | Within Groups  | 416.011        | 635 | 0.655       |       |       |
|     | Total          | 416.936        | 638 |             |       |       |
| ECM | Between Groups | 1.114          | 3   | 0.371       | 1.707 | 0.164 |
|     | Within Groups  | 138.111        | 635 | 0.217       |       |       |
|     | Total          | 139.225        | 638 |             |       |       |
| ESE | Between Groups | 0.581          | 3   | 0.194       | 0.708 | 0.548 |
|     | Within Groups  | 173.829        | 635 | 0.274       |       |       |
|     | Total          | 174.410        | 638 |             |       |       |

Table 4.13 examines the differences in self-efficacy perceptions across various provinces among high school teachers. The data, collected from 639 teachers, were analyzed using ANOVA. The data analysis instrument was SPSS version 27. As revealed, a one-way ANOVA was conducted to investigate differences in high school TSE across four provinces in three dimensions: EIS, ECM, and ESE.

For the EIS dimension, the results showed no statistically significant difference in self-efficacy across provinces,  $F(3, 635) = 0.471, p = 0.703$ . The between-groups sum of squares was 0.925, with a mean square of 0.308, indicating that TSE in instructional skills is similar across the four provinces.

In the ECM dimension, there was also no significant difference across provinces,  $F(3, 635) = 1.707, p = 0.164$ . The between-groups sum of squares was 1.114, with a mean square of 0.371, suggesting that self-efficacy in classroom management does not vary significantly by province.

For the ESE dimension, the ANOVA revealed no significant differences in self-efficacy across provinces,  $F(3, 635) = 0.708, p = 0.548$ . The between-groups sum of squares was 0.581, with a mean square of 0.194, indicating that TSE in student engagement is consistent across the provinces.

#### 4.4 High School Teachers' Job Performance

The job performance of teachers is a significant component that plays a significant role in determining how effective they are in the classroom and how quickly they are able



to fulfill learning objectives. Among the activities that it involves are such things as classroom management, student interaction, and the quality of instruction. Researchers evaluate employees' performance on the job by considering aspects such as job satisfaction, professional development, and factors that motivate employees. The evaluation of the efficacy of instructors is highly important since it has a direct influence on the outcomes for students and the performance of the institution. Through the examination of variables such as gender, age, and area, it is possible to have a better understanding of the key factors that determine the performance of teachers and to gain a better understanding of how these aspects influence their techniques and overall efficacy.

Continuously, the third objective of this study is to find out teachers' perceptions of their self-efficacy and job performance, focusing on how they assess their own abilities to manage classrooms, engage students, and achieve instructional goals. It aims to explore the factors that influence teachers' confidence in their professional competencies and their overall effectiveness in delivering quality education.

The question in this section is as follows, and it is important to note that the elements of the question are divided into two parts: teachers' self-efficacy and teachers' job performance. This part reflects teachers' job performance, while teachers' self-efficacy is already reflected earlier.

3. To what extent do teachers perceive teachers' self-efficacy and teachers' job performance?

**Table 4.14: Ranking Teachers' Job Performance Dimensions**

| <b>Dimensions</b>            | <b>Total M</b> | <b>Meaning</b> | <b>Total SD</b> | <b>Rank</b> |
|------------------------------|----------------|----------------|-----------------|-------------|
| Contextual Performance (CPE) | 3.86           | High           | 0.61            | 1           |
| Task Performance (TPE)       | 3.57           | High           | 0.64            | 2           |

Table 4.14 ranks the dimensions of teachers' job performance based on their mean scores. The highest-ranked dimension is Contextual Performance (CPE), with a mean of 3.86, indicating a high level of teachers' effectiveness in contributing to the overall school environment. Task Performance (TPE) follows with a mean of 3.57, reflecting strong performance in executing specific job tasks. Both dimensions show high performance, with contextual performance slightly outperforming task performance.

**Table 4.15: Perceptions of Teachers' Job Performance**

| <b>Code</b> | <b>Statements</b>                                                                                    | <b>M</b> | <b>Meaning</b> | <b>SD</b> | <b>Rank</b> |
|-------------|------------------------------------------------------------------------------------------------------|----------|----------------|-----------|-------------|
| CPE1        | I help the other teachers to complete their work when needed.                                        | 3.53     | High           | 0.76      | 7           |
| CPE2        | I volunteer to do other tasks which are not formally required by the job.                            | 3.83     | High           | 0.71      | 4           |
| CPE3        | I take the initiative to orient new teachers although it is not a part of my job description.        | 4.07     | High           | 0.66      | 1           |
| CPE4        | I help other teachers when their workload increases (assist others until they get over the hurdles). | 4.03     | High           | 0.79      | 2           |
| CPE5        | I make innovative suggestions to improve the overall quality of the school.                          | 3.89     | High           | 0.80      | 3           |
| CPE6        | I willingly attend functions not required by the school.                                             | 3.84     | High           | 0.79      | 5           |
| TPE1        | I achieve all the objectives of my job.                                                              | 3.72     | High           | 0.81      | 6           |
| TPE2        | I meet the criteria for my teaching performance.                                                     | 3.54     | High           | 0.87      | 8           |
| TPE3        | I demonstrate expertise in all job-related tasks.                                                    | 3.79     | High           | 0.71      | 9           |
| TPE4        | I fulfill all the job requirements.                                                                  | 3.32     | High           | 0.82      | 13          |
| TPE5        | I can manage more responsibilities than typically assigned.                                          | 3.64     | High           | 0.72      | 10          |
| TPE6        | I appear suitable for a higher-level role (Ex, Head Teacher).                                        | 3.51     | High           | 0.84      | 12          |
| TPE7        | I am competent in all areas of the job and handle tasks with proficiency.                            | 3.74     | High           | 0.69      | 7           |
| TPE8        | I perform well on the job overall by carrying out tasks as expected.                                 | 3.30     | High           | 0.83      | 14          |
| TPE9        | I plan, or organize to achieve the objectives of the job and meet deadlines.                         | 3.65     | High           | 0.72      | 11          |

Table 4.15 presents teachers' perceptions of their job performance, focusing on contextual performance (CPE) and task performance (TPE). Data from 639 high school teachers were analyzed using SPSS version 27 to assess the extent of their perceived contributions to the school and overall job effectiveness. The table presents high school teachers' perceptions of job performance, divided into CPE and TPE, based on data from 639 teachers.

For CPE, the mean scores indicate high levels of engagement in tasks beyond their core duties. CPE1 (3.53, SD = 0.763) reflects a moderate level of cooperation. CPE2 (3.83, SD = 0.711) shows a high willingness to go beyond formal duties. CPE3 (4.07, SD = 0.663) reflects a high level of initiative in guiding peers. CPE4 (4.03, SD = 0.798) indicates a high commitment to assisting others with increased workload. CPE5 (3.89, SD = 0.809) shows high contributions to school improvement. CPE6 (3.84, SD = 0.790) reflects high engagement in non-required activities. The overall CPE score is high ( $M = 3.87$ ,  $SD = 0.612$ ).

For TPE, teachers generally demonstrated positive perceptions, though some areas indicate room for improvement. TPE1 (3.72, SD = 0.815) reflects a high sense of accomplishment. TPE2 (3.54, SD = 0.877) shows a moderate rating for meeting performance standards. TPE3 (3.79, SD = 0.715) indicates high confidence in job-related skills. TPE4 (3.32, SD = 0.823) reflects a moderate rating for meeting job expectations. TPE5 (3.64, SD = 0.721) shows a high ability to manage additional responsibilities. TPE6 (3.51, SD = 0.849) indicates a moderate rating for career advancement potential. TPE7 (3.74, SD = 0.690) reflects high proficiency in job tasks. TPE8 (3.30, SD = 0.831) shows a moderate perception of overall performance. TPE9 (3.65, SD = 0.720) reflects high organizational skills. The overall TPE score is moderate ( $M = 3.58$ ,  $SD = 0.644$ ).

Continuously, the fourth objective of this study is to examine the levels of similarities and differences in the qualities of teachers' self-efficacy and job performance based on demographic characteristics. It aims to analyze how factors such as age, gender, educational degree, and living place affect.

The question in this section is as follows, and it is also important to note that the elements of the question are divided into two parts: teachers' self-efficacy and teachers' job performance. This part reflects teachers' job performance, while teachers' self-efficacy is reflected earlier.

4. How do the qualities of teachers' self-efficacy and teachers' job performance vary with demographic characteristics?

**Table 4.16: Perceptions of Job Performance According to Gender**

| Variable | Sex    | N   | M      | SD      | SE      | t-value | df  | Sig. (2-tailed) |
|----------|--------|-----|--------|---------|---------|---------|-----|-----------------|
| CPE      | Male   | 309 | 3.8371 | 0.60741 | 0.03455 | -1.142  | 637 | 0.254           |
|          | Female | 330 | 3.8924 | 0.61650 | 0.03394 |         |     |                 |
| TPE      | Male   | 309 | 3.5476 | 0.67848 | 0.03860 | -1.192  | 637 | 0.234           |
|          | Female | 330 | 3.6084 | 0.60958 | 0.03356 |         |     |                 |

Table 4.16 compares male and female teachers' perceptions of their contextual and task performance. The data, collected from 639 teachers, were analyzed using SPSS version 27 to identify any significant gender differences in job performance. In the table, the independent samples t-test was conducted to compare gender differences in job performance, as measured by the CPE and TPE scores.

For the CPE variable, the male group (N = 309) had a mean score of 3.8371 (SD = 0.60741), while the female group (N = 330) had a mean score of 3.8924 (SD = 0.61650). The t-test result revealed no statistically significant difference between males and females ( $t(637) = -1.142, p = 0.254$ ), indicating that gender does not significantly influence the CPE scores.

For the TPE variable, the male group (N = 309) had a mean score of 3.5476 (SD = 0.67848), while the female group (N = 330) had a mean score of 3.6084 (SD = 0.60958). The t-test result also showed no statistically significant difference between males and females ( $t(637) = -1.192, p = 0.234$ ), suggesting that gender does not significantly affect the TPE scores.

**Table 4.17: Perceptions of Teachers' Job Performance According to Ages**

|     |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| CPE | Between Groups | 1.424          | 2   | 0.712       | 1.905 | 0.150 |
|     | Within Groups  | 237.741        | 636 | 0.374       |       |       |
|     | Total          | 239.165        | 638 |             |       |       |
| TPE | Between Groups | .779           | 2   | 0.390       | .939  | 0.391 |
|     | Within Groups  | 263.844        | 636 | 0.415       |       |       |
|     | Total          | 264.623        | 638 |             |       |       |

Table 4.17 examines the differences in teachers' contextual and task performance across different age groups. Data from 639 teachers were analyzed using SPSS 27 to determine whether age influences teachers' perceptions of their job performance. As revealed, a one-way ANOVA was conducted to examine age differences in job performance, as measured by the CPE and TPE scores.

For the CPE variable, the results revealed no significant differences between age groups ( $F(2, 636) = 1.905, p = 0.150$ ). This indicates that age does not significantly affect the CPE scores.

Similarly, for the TPE variable, the one-way ANOVA also showed no significant differences between age groups ( $F(2, 636) = 0.939, p = 0.391$ ), suggesting that age does not have a significant impact on TPE scores.

**Table 4.18: Perceptions of Teachers' Job Performance According to Degrees**

|     |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|-----|----------------|----------------|-----|-------------|-------|-------|
| CPE | Between Groups | 1.553          | 2   | 0.777       | 2.079 | 0.126 |
|     | Within Groups  | 237.611        | 636 | 0.374       |       |       |
|     | Total          | 239.165        | 638 |             |       |       |
| TPE | Between Groups | 2.311          | 2   | 1.155       | 2.801 | 0.061 |
|     | Within Groups  | 262.312        | 636 | 0.412       |       |       |
|     | Total          | 264.623        | 638 |             |       |       |

Table 4.18 examines the variations in instructors' contextual and task performance according to their educational qualifications. The data, collected from a sample of 639 educators, were analyzed utilizing SPSS version 27 to evaluate the impact of educational attainment on teachers' opinions of their job performance. This table elucidates potential discrepancies in teachers' self-evaluation of their contextual performance, including their readiness to support colleagues and enhance the school's overall quality, alongside their task performance, which encompasses their capacity to fulfill job objectives, manage responsibilities, and exhibit proficiency. As revealed, a one-way ANOVA was performed to assess degree differences in job performance, as measured by the CPE and TPE scores.

For the CPE variable, the analysis showed no significant differences between degree groups ( $F(2, 636) = 2.079, p = 0.126$ ). This suggests that degree type does not have a significant impact on CPE scores.

In contrast, for the TPE variable, the one-way ANOVA indicated a marginally non-significant difference between degree groups ( $F(2, 636) = 2.801, p = 0.061$ ), suggesting that degree type might have a small influence on TPE scores, but this difference was not statistically significant at the conventional 0.05 level.

**Table 4.19: Perceptions of Teachers' Job Performance According to Provinces**

| DV  | (I) Province    | (J) Province    | MD (I-J)  | SE      | Sig.   | 95% Confidence Interval |         |
|-----|-----------------|-----------------|-----------|---------|--------|-------------------------|---------|
|     |                 |                 |           |         |        | Lower                   | Upper   |
|     |                 |                 |           |         |        | Bound                   | Bound   |
| CPE | Kampong Cham    | Kampong Chhnang | 0.13815*  | 0.06732 | 0.0410 | 0.0060                  | 0.2703  |
|     |                 | Kampong Speu    | 0.07362   | 0.07016 | 0.294  | -0.0642                 | 0.2114  |
|     |                 | Kampot          | 0.03785   | 0.07283 | 0.603  | -0.1052                 | 0.1809  |
|     | Kampong Chhnang | Kampong Cham    | -0.13815* | 0.06732 | 0.041  | -0.2703                 | -0.0060 |
|     |                 | Kampong Speu    | -0.06453  | 0.06500 | 0.321  | -0.1922                 | 0.0631  |
|     |                 | Kampot          | -0.10030  | 0.06788 | 0.140  | -0.2336                 | 0.0330  |
|     | Kampong Speu    | Kampong Cham    | -0.07362  | 0.07016 | 0.294  | -0.2114                 | 0.0642  |
|     |                 | Kampong Chhnang | 0.06453   | 0.06500 | 0.321  | -0.0631                 | 0.1922  |
|     |                 | Kampot          | -0.03577  | 0.07069 | 0.613  | -0.1746                 | 0.1031  |
|     | Kampot          | Kampong Cham    | -0.03785  | 0.07283 | 0.603  | -0.1809                 | 0.1052  |
|     |                 | Kampong Chhnang | 0.10030   | 0.06788 | 0.140  | -0.0330                 | 0.2336  |
|     |                 | Kampong Speu    | 0.03577   | 0.07069 | 0.613  | -0.1031                 | 0.1746  |
| TPE | Kampong Cham    | Kampong Chhnang | 0.17571*  | 0.07063 | 0.0130 | 0.0370                  | 0.3144  |

|                 |                 |           |         |              |         |
|-----------------|-----------------|-----------|---------|--------------|---------|
|                 | Kampong Speu    | 0.02278   | 0.07361 | 0.757-0.1218 | 0.1673  |
|                 | Kampot          | 0.05483   | 0.07641 | 0.473-0.0952 | 0.2049  |
| Kampong Chhnang | Kampong Cham    | -0.17571* | 0.07063 | 0.013-0.3144 | -0.0370 |
|                 | Kampong Speu    | -0.15293* | 0.06820 | 0.025-0.2869 | -0.0190 |
|                 | Kampot          | -0.12088  | 0.07122 | 0.090-0.2607 | 0.0190  |
|                 |                 |           |         |              |         |
| Kampong Speu    | Kampong Cham    | -0.02278  | 0.07361 | 0.757-0.1673 | 0.1218  |
|                 | Kampong Chhnang | 0.15293*  | 0.06820 | 0.025-0.0190 | 0.2869  |
|                 | Kampot          | 0.03205   | 0.07417 | 0.666-0.1136 | 0.1777  |
|                 |                 |           |         |              |         |
| Kampot          | Kampong Cham    | -0.05483  | 0.07641 | 0.473-0.2049 | 0.0952  |
|                 | Kampong Chhnang | 0.12088   | 0.07122 | 0.090-0.0190 | 0.2607  |
|                 | Kampong Speu    | -0.03205  | 0.07417 | 0.666-0.1777 | 0.1136  |
|                 |                 |           |         |              |         |

\*. The mean difference is significant at the 0.05 level.

Table 4.19 examines the differences in teachers' perceptions of their contextual and task performance across four provinces in Cambodia. Data from 639 teachers were analyzed to identify significant variations in job performance between these provinces. As revealed, the LSD multiple comparisons were conducted to examine the provincial differences in job performance, as measured by the CPE and TPE scores.

For the CPE variable, the results revealed a significant difference between Kampong Cham and Kampong Chhnang, with Kampong Cham having a higher mean score (MD = 0.13815,  $p = 0.041$ ). However, no significant differences were found between Kampong Cham and the other provinces. Specifically, the comparisons between Kampong Cham and Kampong Speu (MD = 0.07362,  $p = 0.294$ ), as well as Kampong Cham and Kampot (MD = 0.03785,  $p = 0.603$ ), showed no significant results. Similarly, Kampong Chhnang had a lower score compared to Kampong Cham (MD = -0.13815,  $p$

= 0.041), but no significant differences were observed between Kampong Chhnang and Kampong Speu (MD = -0.06453,  $p = 0.321$ ) or Kampot (MD = -0.10030,  $p = 0.140$ ). Likewise, Kampong Speu and Kampong Cham showed no significant differences (MD = -0.07362,  $p = 0.294$ ), nor did Kampong Speu and Kampong Chhnang (MD = 0.06453,  $p = 0.321$ ) or Kampot (MD = -0.03577,  $p = 0.613$ ). Lastly, Kampot displayed no significant differences with any of the provinces, including Kampong Cham (MD = -0.03785,  $p = 0.603$ ), Kampong Chhnang (MD = 0.10030,  $p = 0.140$ ), and Kampong Speu (MD = 0.03577,  $p = 0.613$ ).

For the TPE variable, Kampong Cham had significantly higher scores compared to Kampong Chhnang (MD = 0.17571,  $p = 0.013$ ). However, no significant differences were observed between Kampong Cham and Kampong Speu (MD = 0.02278,  $p = 0.757$ ), or Kampong Cham and Kampot (MD = 0.05483,  $p = 0.473$ ). Similarly, Kampong Chhnang showed significantly lower scores than Kampong Cham (MD = -0.17571,  $p = 0.013$ ), and Kampong Chhnang had significantly lower scores compared to Kampong Speu (MD = -0.15293,  $p = 0.025$ ). Although Kampong Chhnang showed a trend towards significance compared to Kampot (MD = -0.12088,  $p = 0.090$ ), this result was not statistically significant. Kampong Speu displayed no significant differences with Kampong Cham (MD = -0.02278,  $p = 0.757$ ), but it had significantly higher scores than Kampong Chhnang (MD = 0.15293,  $p = 0.025$ ), and showed no significant differences with Kampot (MD = 0.03205,  $p = 0.666$ ). Kampot, on the other hand, showed no significant differences with any of the provinces, including Kampong Cham (MD = -0.05483,  $p = 0.473$ ), Kampong Chhnang (MD = 0.12088,  $p = 0.090$ ), and Kampong Speu (MD = -0.03205,  $p = 0.666$ ).

#### **4.5 Correlation of Variables and Regressions**

The study then examined the correlation and regression analyses to determine the relationships among variables, including DTL, TSE, and TJP. These analyses aimed to assess the strength and direction of associations and identify predictive factors influencing TJP. Findings from this objective provide valuable insights into how various factors interact to shape teaching outcomes.

The fifth objective of this study is to investigate the relationships among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance. It aims to explore how transformational leadership behaviors, such as



inspiration, motivation, and individualized support, influence teachers' confidence in their professional abilities and their overall effectiveness in the classroom.

The question in this section is as follows.

5. What are the relationships among school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance?

**Table 4.20: Pearson Correlations Among Constructs**

|     | IIA     | IIB     | IMO     | ICO     | IST     | EIS     | ECM     | ESE     | CPE     | TPE |
|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| IIA | 1       |         |         |         |         |         |         |         |         |     |
| IIB | 0.466** | 1       |         |         |         |         |         |         |         |     |
| IMO | 0.327** | 0.396** | 1       |         |         |         |         |         |         |     |
| ICO | 0.286** | 0.369** | 0.284** | 1       |         |         |         |         |         |     |
| IST | 0.463** | 0.519** | 0.409** | 0.433** | 1       |         |         |         |         |     |
| EIS | 0.261** | 0.200** | 0.308** | 0.118** | 0.308** | 1       |         |         |         |     |
| ECM | 0.239** | 0.212** | 0.102*  | 0.189** | 0.418** | 0.203** | 1       |         |         |     |
| ESE | 0.421** | 0.432** | 0.295** | 0.313** | 0.478** | 0.289** | 0.401** | 1       |         |     |
| CPE | 0.461** | 0.498** | 0.409** | 0.453** | 0.562** | 0.296** | 0.339** | 0.533** | 1       |     |
| TPE | 0.418** | 0.441** | 0.348** | 0.484** | 0.518** | 0.254** | 0.297** | 0.456** | 0.570** | 1   |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**\***. Correlation is significant at the 0.05 level (2-tailed).

Table 4.20 presents the significant Pearson correlations observed among the constructs, revealing meaningful associations. Specifically, EIS demonstrates positive correlations with ECM and ESE, suggesting a connection between educational improvement strategies and these factors. Both CPE and TPE exhibit strong correlations with IST and self-efficacy, indicating that instructional support and teacher confidence significantly influence contextual and task performance. The data analysis was conducted using SPSS version 27, ensuring robust statistical evaluation. The table shows the Pearson correlations among constructs, indicating significant relationships between TL subscales and related variables. The analysis reveals substantial intercorrelations that underscore the interconnected nature of these constructs.

IIA shows a significant positive correlation with IIB ( $r = 0.466$ ,  $p < 0.01$ ), demonstrating the strong relationship between school directors' perceived attributes and their behaviors. IMO is significantly correlated with both IIA ( $r = 0.327$ ,  $p < 0.01$ ) and

IIB ( $r = 0.396, p < 0.01$ ), indicating a close link between motivational strategies and idealized influences.

ICO has notable positive correlations with IIB ( $r = 0.369, p < 0.01$ ) and IMO ( $r = 0.284, p < 0.01$ ), reinforcing the importance of individualized support within TL. IST also shows a strong correlation with ICO ( $r = 0.433, p < 0.01$ ), highlighting that school directors who encourage innovative thinking often provide personalized attention.

EIS has significant positive correlations with IIA ( $r = 0.261, p < 0.01$ ), IIB ( $r = 0.200, p < 0.01$ ), and IMO ( $r = 0.308, p < 0.01$ ), suggesting its role in supporting TL behaviors. Similarly, ESE is positively correlated with IIA ( $r = 0.421, p < 0.01$ ), IIB ( $r = 0.432, p < 0.01$ ), and ICO ( $r = 0.313, p < 0.01$ ), underlining the importance of emotional competencies for leadership efficacy.

CPE exhibits significant positive correlations with IIA ( $r = 0.461, p < 0.01$ ), IIB ( $r = 0.498, p < 0.01$ ), IMO ( $r = 0.409, p < 0.01$ ), and IST ( $r = 0.562, p < 0.01$ ), suggesting a link between DTL and enhanced CPE. Likewise, TPE is positively correlated with IIA ( $r = 0.418, p < 0.01$ ), IIB ( $r = 0.441, p < 0.01$ ), IMO ( $r = 0.348, p < 0.01$ ), and CPE ( $r = 0.570, p < 0.01$ ), demonstrating that TL contributes to improved TPE.

Following the relationships are found. The predictors were predicted according to the theories used to support the study. The first part of the sixth objective of this study is to examine the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and job performance using multiple regressions. It aims to analyze the extent to which transformational leadership behaviors predict variations in teachers' confidence and effectiveness in their professional roles.

The question in this section is as follows, and SEM is not reflected in this part, but in the following parts.

6. What are the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance using multiple regressions and structural equation modeling?

**Table 4.21: Predictors of Efficacy for Instructional Strategies**

| Variables | B      | SE    | $\beta$ | R <sup>2</sup> | Sig.    | df | F      |
|-----------|--------|-------|---------|----------------|---------|----|--------|
| Model     | 1.780  | 0.224 |         | 0.148          | < 0.001 | 5  | 22.008 |
| IIA       | 0.150  | 0.051 | 0.127   |                | 0.004   |    |        |
| IIB       | -0.029 | 0.050 | -0.027  |                | 0.564   |    |        |

|     |        |       |        |         |
|-----|--------|-------|--------|---------|
| IMO | 0.195  | 0.038 | 0.211  | < 0.001 |
| ICO | -0.070 | 0.053 | -0.055 | 0.185   |
| IST | 0.260  | 0.062 | 0.201  | < 0.001 |

Table 4.21 provides the effects of the DTL dimension. The data, collected from 639 high school teachers, were analyzed using the SPSS version 27 instrument. A simultaneous multiple regression analysis was conducted to identify the predictors of EIS, focusing on the impact of IIA, IIB, IMO, ICO, and IST. The results are summarized in Table 4.18, which includes the regression coefficients, standard errors, standardized coefficients ( $\beta$ ),  $R^2$  value, significance levels, degrees of freedom, and F-statistic.

The overall model was statistically significant,  $F(5, 633) = 22.008$ ,  $p < 0.001$ , indicating that the combination of predictor variables significantly accounted for the variance in the dependent variable, EIS. The adjusted  $R^2$  value was 0.148, suggesting that approximately 14.8% of the variance in EIS can be explained by the independent variables in the model, indicating a modest effect size.

Individually, the predictor variables revealed varying levels of significance and impact on EIS. IIA1 was a significant positive predictor, with a regression coefficient (B) of 0.150 and a standardized coefficient ( $\beta$ ) of .127, with a significance level of  $p = 0.004$ . This indicates that for every unit increase in IIA1, the EIS score is expected to increase by 0.150 units, underscoring the importance of the IIA in enhancing CPE.

In contrast, IIB did not significantly contribute to predicting EIS, with a B coefficient of -0.029 and a significance level of  $p = 0.564$ , suggesting that this dimension of idealized influence does not have a measurable impact in this context.

IMO demonstrated a positive relationship with EIS, reflected in a B coefficient of 0.195 and a standardized coefficient ( $\beta$ ) of .211 ( $p < 0.001$ ). This suggests that higher levels of IMO are associated with higher self-reported CPE.

ICO, however, did not exhibit a significant effect on EIS, with a B value of -0.070 and a significance level of  $p = 0.185$ , indicating that it may not be a relevant factor in predicting CPE in this analysis.

Finally, IST was a significant positive predictor, with a B coefficient of 0.260 and a standardized coefficient ( $\beta$ ) of 0.201 ( $p < 0.001$ ), highlighting the role of individual support in promoting better CPE outcomes.

**Table 4.22: Predictors of Efficacy for Classroom Management**

| Variables | B      | SE    | $\beta$ | R <sup>2</sup> | Sig.    | df | F      |
|-----------|--------|-------|---------|----------------|---------|----|--------|
| Model     | 3.105  | 0.127 |         | 0.185          | < 0.001 | 5  | 28.687 |
| IIA       | 0.051  | 0.029 | 0.075   |                | 0.080   |    |        |
| IIB       | -0.006 | 0.028 | -0.009  |                | 0.840   |    |        |
| IMO       | -0.051 | 0.022 | -0.095  |                | 0.020   |    |        |
| ICO       | 0.012  | 0.030 | 0.017   |                | 0.681   |    |        |
| IST       | 0.314  | 0.035 | 0.420   |                | < 0.001 |    |        |

A simultaneous multiple regression analysis was conducted to identify the predictors of ECM, focusing on the impact of IIA, IIB, IMO, ICO, and IST. The results are summarized in Table 4.20, which includes the regression coefficients, standard errors, standardized coefficients ( $\beta$ ), R<sup>2</sup> value, significance levels, degrees of freedom, and F-statistic.

The overall model was statistically significant,  $F(5, 633) = 28.687$ ,  $p < 0.001$ , indicating that the combination of predictor variables significantly accounted for the variance in the dependent variable, ECM. The adjusted R<sup>2</sup> value was 0.185, suggesting that approximately 18.5% of the variance in ECM can be explained by the independent variables in the model, indicating a moderate effect size.

Individually, the predictor variables showed varying levels of significance and impact on ECM. IST emerged as a significant positive predictor, with a regression coefficient (B) of 0.314 and a standardized coefficient ( $\beta$ ) of 0.420, with a significance level of  $p < 0.001$ . This indicates that for every unit increase in IST, the ECM score is expected to increase by 0.314 units, underscoring the importance of individualized support in enhancing CPE.

Conversely, IIA showed a positive but marginally significant contribution to predicting ECM, with a B coefficient of 0.051 and a significance level of  $p = 0.080$ . Although this predictor did not reach conventional levels of significance, it suggests a trend toward a positive association between IIA and ECM.

IMO demonstrated a significant negative relationship with ECM, reflected in a B coefficient of -0.051 and a standardized coefficient ( $\beta$ ) of -0.095 ( $p = 0.020$ ). This suggests that higher levels of IMO are associated with lower ECM scores, indicating a potential area for further investigation into how IMO impacts CPE in this context.

IIB did not significantly contribute to predicting ECM, with a B coefficient of -0.006 and a significance level of  $p = 0.840$ , indicating that this dimension of idealized influence does not have a measurable impact in this analysis.

Similarly, ICO showed no significant effect on ECM, with a B value of 0.012 and a significance level of  $p = 0.681$ , suggesting that this variable may not be a relevant factor in predicting ECM in this analysis.

**Table 4.23: Predictors of Efficacy for Student Engagement**

| Variables | B     | SE    | $\beta$ | R <sup>2</sup> | Sig.    | df | F      |
|-----------|-------|-------|---------|----------------|---------|----|--------|
| Model     | 1.810 | 0.131 |         | 0.310          | < 0.001 | 5  | 56.779 |
| IIA       | 0.146 | 0.030 | 0.191   |                | < 0.001 |    |        |
| IIB       | 0.117 | 0.029 | 0.167   |                | < .001  |    |        |
| IMO       | 0.025 | 0.022 | 0.042   |                | 0.268   |    |        |
| ICO       | 0.062 | 0.031 | 0.075   |                | 0.046   |    |        |
| IST       | 0.212 | 0.036 | 0.253   |                | < 0.001 |    |        |

A simultaneous multiple regression analysis was conducted to identify the predictors of ESE, focusing on the impact of IIA, IIB, IMO, ICO, and IST. The results are summarized in Table 4.20, which includes the regression coefficients, standard errors, standardized coefficients ( $\beta$ ), R<sup>2</sup> value, significance levels, degrees of freedom, and F-statistic.

The overall model was statistically significant,  $F(5, 633) = 56.779$ ,  $p < 0.001$ , indicating that the combination of predictor variables significantly accounted for the variance in the dependent variable, ESE. The adjusted R<sup>2</sup> value was 0.310, suggesting that approximately 31.0% of the variance in ESE can be explained by the independent variables in the model, indicating a moderate to strong effect size.

Individually, the predictor variables revealed varying levels of significance and impact on ESE. IIA was a significant positive predictor, with a regression coefficient (B) of 0.146 and a standardized coefficient ( $\beta$ ) of 0.191, with a significance level of  $p < 0.001$ . This indicates that for every unit increase in IIA, the ESE score is expected to increase by 0.146 units, highlighting the positive role of IIA in enhancing self-efficacy.

Similarly, IIB also significantly contributed to predicting ESE, with a B coefficient of 0.117 and a standardized coefficient ( $\beta$ ) of 0.167 ( $p < 0.001$ ). This suggests that IIB positively impacts ESE, making it an important factor in this context.

IMO, however, did not significantly contribute to predicting ESE, with a B coefficient of 0.025 and a significance level of  $p = 0.268$ , indicating that IMO may not have a measurable impact on ESE in this analysis.

ICO demonstrated a marginally significant positive relationship with ESE, with a B value of 0.062 and a standardized coefficient ( $\beta$ ) of 0.075 ( $p = 0.046$ ), suggesting that individualized consideration has a modest but positive effect on ESE.

IST emerged as another strong positive predictor, with a B coefficient of 0.212 and a standardized coefficient ( $\beta$ ) of 0.253, with a significance level of  $p < 0.001$ . This result underscores the importance of individual support in enhancing self-efficacy.

**Table 4.24: Predictors of Contextual Performance**

| Variables | B     | SE    | $\beta$ | R <sup>2</sup> | Sig.    | df | F       |
|-----------|-------|-------|---------|----------------|---------|----|---------|
| Model     | 0.925 | 0.137 |         | 0.446          | < 0.001 | 5  | 101.835 |
| IIA       | 0.148 | 0.031 | 0.166   |                | < 0.001 |    |         |
| IIB       | 0.131 | 0.031 | 0.160   |                | < 0.001 |    |         |
| IMO       | 0.089 | 0.024 | 0.128   |                | < 0.001 |    |         |
| ICO       | 0.188 | 0.032 | 0.195   |                | < 0.001 |    |         |
| IST       | 0.260 | 0.038 | 0.265   |                | < 0.001 |    |         |

A simultaneous multiple regression analysis was conducted to identify the predictors of CPE, focusing on the impact of IIA, IIB, IMO, ICO, and IST. The results are summarized in Table 4.21, which includes the regression coefficients, standard errors, standardized coefficients ( $\beta$ ), R<sup>2</sup> value, significance levels, degrees of freedom, and F-statistic.

The overall model was statistically significant,  $F(5, 633) = 101.835$ ,  $p < 0.001$ , indicating that the combination of predictor variables significantly accounted for the variance in the dependent variable, CPE. The adjusted R<sup>2</sup> value was 0.446, suggesting that approximately 44.6% of the variance in CPE can be explained by the independent variables in the model, indicating a strong effect size.

Individually, the predictor variables revealed significant positive impacts on CPE. IST emerged as the strongest positive predictor, with a regression coefficient (B) of 0.260 and a standardized coefficient ( $\beta$ ) of 0.265 ( $p < 0.001$ ). This indicates that for every unit increase in IST, the CPE score is expected to increase by 0.260 units, highlighting the critical role of individualized support in enhancing CPE.

ICO was also a significant positive predictor, with a B coefficient of 0.188 and a standardized coefficient ( $\beta$ ) of 0.195 ( $p < 0.001$ ), underscoring the importance of individualized consideration in promoting CPE.

IMO contributed positively to predicting CPE, with a B coefficient of 0.089 and a standardized coefficient ( $\beta$ ) of 0.128 ( $p < 0.001$ ), suggesting that IMO has a meaningful impact on CPE.

IIA and IIB both significantly contributed to predicting CPE as well. IIA showed a B coefficient of 0.148 and a standardized coefficient ( $\beta$ ) of 0.166 ( $p < 0.001$ ), while IIB had a B coefficient of 0.131 and a standardized coefficient ( $\beta$ ) of 0.160 ( $p < 0.001$ ), indicating that both dimensions of idealized influence positively impact CPE.

**Table 4.25: Predictors of Task Performance**

| Variables | B     | SE    | $\beta$ | R <sup>2</sup> | Sig.    | df | F      |
|-----------|-------|-------|---------|----------------|---------|----|--------|
| Model     | 0.599 | 0.150 |         | 0.396          | < 0.001 | 5  | 83.075 |
| IIA       | 0.140 | 0.034 | 0.150   |                | < 0.001 |    |        |
| IIB       | 0.100 | 0.034 | 0.117   |                | 0.003   |    |        |
| IMO       | 0.057 | 0.026 | 0.078   |                | 0.028   |    |        |
| ICO       | 0.276 | 0.036 | 0.273   |                | < 0.001 |    |        |
| IST       | 0.246 | 0.041 | 0.238   |                | < 0.001 |    |        |

A simultaneous multiple regression analysis was conducted to identify the predictors of TPE, focusing on the impact of IIA, IIB, IMO, ICO, and IST. The results are summarized in Table 4.22, which includes the regression coefficients, standard errors, standardized coefficients ( $\beta$ ), R<sup>2</sup> value, significance levels, degrees of freedom, and F-statistic.

The overall model was statistically significant,  $F(5, 633) = 83.075$ ,  $p < 0.001$ , indicating that the combination of predictor variables significantly accounted for the variance in the dependent variable, TPE. The adjusted R<sup>2</sup> value was 0.396, suggesting

that approximately 39.6% of the variance in TPE can be explained by the independent variables in the model, indicating a moderate to strong effect size.

Individually, the predictor variables showed varying levels of significance and impact on TPE. ICO emerged as the strongest positive predictor, with a regression coefficient (B) of 0.276 and a standardized coefficient ( $\beta$ ) of 0.273 ( $p < 0.001$ ). This indicates that for every unit increase in ICO, the TPE score is expected to increase by 0.276 units, underscoring the importance of individualized consideration in enhancing TPE.

IST also demonstrated a significant positive effect on TPE, with a B coefficient of 0.246 and a standardized coefficient ( $\beta$ ) of .238 ( $p < 0.001$ ), highlighting the role of individualized support in boosting TPE.

IIA was another significant positive predictor, with a B coefficient of 0.140 and a standardized coefficient ( $\beta$ ) of 0.150 ( $p < 0.001$ ), indicating that IIA positively impacts TPE.

IIB also significantly contributed to predicting TPE, with a B coefficient of 0.100 and a standardized coefficient ( $\beta$ ) of 0.117 ( $p = 0.003$ ), suggesting that IIB has a meaningful, positive effect on TPE.

IMO, while showing a smaller effect, still had a positive impact on TPE, with a B-coefficient of 0.057 and a standardized coefficient ( $\beta$ ) of 0.078 ( $p = 0.028$ ), suggesting that IMO plays a supportive role in TPE.

#### **4.6 Multiple Predictors of Teachers' Job Performance**

This section explores the multiple predictors of TJP. It identifies key factors, including instructional strategies, self-efficacy, and classroom management, that significantly influence TJP. These predictors collectively shape teachers' effectiveness, highlighting the importance of comprehensive support in enhancing overall job performance. The following table and figures are the requirements of data analyses, respectively. Data analyzing instruments were manual calculation, Excel, SPSS version 27, JASP, and JAMOVI. 639 high school teachers participated in the study.

It is essential to note that the second part of the sixth objective of this study is to examine the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and job performance using SEM. It aims to analyze the extent to which transformational leadership behaviors predict variations in teachers' confidence and effectiveness in their professional roles.



The question in this section is as follows, and SEM is reflected in this part while multiple regression is already reflected earlier.

6. What are the structural relationships and effect sizes of school directors' transformational leadership on teachers' self-efficacy and teachers' job performance using multiple regressions and structural equation modeling?

#### 4.6.1 Data Normal Distribution

This section examines the data normality distribution, assessing whether the dataset follows a normal distribution. The results indicate that the data meet the assumptions for normality, supporting the validity of subsequent statistical analyses and ensuring reliable interpretation of the findings.

**Table 4.26: Data Normality and Construct Reliability and Validity**

| Variables | Mean  | SD    | Skewness | Kurtosis | $\omega$ | $\alpha$ | CR   | $\sqrt{\text{AVE}}$ | AVE  | MSV  | ASV  |
|-----------|-------|-------|----------|----------|----------|----------|------|---------------------|------|------|------|
| IIA       | 3.838 | 0.687 | -0.396   | -0.482   | 0.86     | 0.86     | 0.86 | 0.78                | 0.61 | 0.22 | 0.15 |
| IIB       | 3.459 | 0.749 | -0.162   | -0.900   | 0.85     | 0.85     | 0.85 | 0.77                | 0.59 | 0.27 | 0.17 |
| IMO       | 2.912 | 0.877 | 0.247    | -0.659   | 0.88     | 0.88     | 0.89 | 0.81                | 0.65 | 0.17 | 0.11 |
| ICO       | 3.647 | 0.636 | -0.684   | 0.082    | 0.82     | 0.82     | 0.83 | 0.73                | 0.54 | 0.23 | 0.12 |
| IST       | 3.749 | 0.624 | 0.194    | -0.778   | 0.85     | 0.85     | 0.85 | 0.77                | 0.60 | 0.09 | 0.07 |
| EIS       | 3.537 | 0.808 | -0.496   | -0.322   | 0.85     | 0.88     | 0.87 | 0.75                | 0.57 | 0.28 | 0.08 |
| ECM       | 4.355 | 0.467 | -0.342   | -0.302   | 0.76     | 0.81     | 0.79 | 0.71                | 0.50 | 0.32 | 0.22 |
| ESE       | 3.864 | 0.523 | -0.148   | -0.036   | 0.83     | 0.82     | 0.83 | 0.74                | 0.55 | 0.32 | 0.19 |
| CPE       | 3.866 | 0.612 | -0.669   | 0.616    | 0.88     | 0.89     | 0.90 | 0.77                | 0.60 | 0.22 | 0.15 |
| TPE       | 3.579 | 0.644 | -0.397   | -0.111   | 0.87     | 0.94     | 0.93 | 0.77                | 0.59 | 0.32 | 0.18 |

After needed samples were included, data normal was checked to guarantee reducing measurement error or choose the matched statistics are more reliable through data types. Before assuming the data type, the Z-score was analyzed to reject some samples who were considered outliers in the model. The Z-score is measured in terms of standard deviations from the mean score that can help to determine the volatility of data. As well, data normal distribution also was impacted through Z-score analysis. Depending on Rousseeuw and Hubert (2011), the Z-score value between +2.5 and -2.5 through total score calculations was determined for each sample not to be the outlier respectively. As a result, most of the samples were not found out of the Z-score. Hence, 639 determinants are still kept in the measurement model. Moreover, data normality was calculated through Skewness and Kurtosis values. Skewness and Kurtosis are statistical measures that can

explain how well data are normal or non-normal. Skewness measures how symmetrical a distribution is, more specifically, through left-skewed or right-skewed, while Kurtosis measures how heavy-tailed or light-tailed a distribution is compared to a normal distribution that indicating the degree of peak or flat distribution among data. As argued by Hair et al. (2019), when the normality of data is assumed when the range of Skewness is between -1 and +1 and Kurtosis between -1.96 and +1.96 for one-tailed values, or -2.58 and +2.58 for two-tailed values, respectively. Table 4.26 revealed the Skewness and Kurtosis values ranging from -0.669 to 0.247 and -0.778 to 0.616, respectively, affirming data normal distribution. In addition, a multivariate normality test was used to calculate data that might be varied among samples. Based on Mardia (1980), Skewness and Kurtosis were determined between the data. The data in Table 4.27. shows significant Skewness and small sample Skewness, with test statistics for Skewness and small sample Skewness being less than 0.001, confirming a statistically significant Skewness test. The Kurtosis value and test statistics are also less than 0.001, indicating a significant deviation in Kurtosis. These results suggested that the data deviated significantly from multivariate normality, violating the assumption of multivariate normality.

**Table 4.27: Mardia's Test of Multivariate Normality**

|                       | Value    | Statistics | df    | p       |
|-----------------------|----------|------------|-------|---------|
| Skewness              | 370.234  | 39429.965  | 19600 | < 0.001 |
| Small Sample Skewness | 370.234  | 39622.663  | 19600 | < 0.001 |
| Kurtosis              | 2605.812 | 37.547     |       | < 0.001 |

*Note. The statistic for Skewness is assumed to be  $\chi^2$  distributed and the statistic for the Kurtosis standard is normal.*

#### 4.6.2 Discriminant Validity

To determine how well the measurement model might be more accurate and valid with context, discriminant validity was limited among the samples' measures. Discriminant validity refers to the degree of measure of all variables that might differentiate between concepts that are not related (Voorhees et al., 2016). Discriminant validity is a fundamental aspect of construct validity because it is so imperative to ensure the measures are distinct and might discriminate between constructs, or variables through original theory and re-builder-based concepts. It reveals whether psychological test accurately targets the constructs of interest and assesses separate constructs. For this

purpose, discriminant validity might be defined through correlation concepts. According to Henseler et al. (2015) and Kline (2023), when the correlation value between constructs, or variables is smaller than 0.90 or 0.85 ideally.

According to Rohrer (2018), correlation statistics is a type of relationship between two random variables, or bivariate data might be causal or not. In addition, depending on Fornell and Larcker (1981), the square root of average variance extracted (AVE) is greater than the highest correlation value between variables, or constructs as well as. Hair et al. (2019) noted that AVE values are greater than MSV and ASV. Theoretically, AVE is a statistical measure to determine the degree of variance through factor loading per construct, or factor, compared to the amount of variance caused by measurement error.

On the other hand, MSV is a measure of the greatest square of the correlation between a construct and other constructs, as well as, ASV is a measure of the mean value of the square correlation between a construct and other constructs in the model. Table 4.28 reveals high school teachers' perceptions of DTL were smaller than 0.90, or 0.85, as well as, Tables 4.26 and 4.28 showed the highest correlation values both Pearson's and HTMT correlations were smaller than the square root of AVEs, and Table 4.26 presented all AVEs in each construct were higher than MSVs and ASVs of all constructs. Hence, the result exposed the discriminant validity were assumed acceptably in the measurement model.

**Table 4.28: HTMT Between Variables**

| Variables                                       | IIA   | IIB   | IMO   | ICO   | IST   | EIS   | ECM   | ESE   | CPE   | TPE |
|-------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| IIA                                             | —     |       |       |       |       |       |       |       |       |     |
| IIB                                             | 0.539 | —     |       |       |       |       |       |       |       |     |
| IMO                                             | 0.368 | 0.456 | —     |       |       |       |       |       |       |     |
| ICO                                             | 0.323 | 0.423 | 0.323 | —     |       |       |       |       |       |     |
| IST                                             | 0.501 | 0.591 | 0.444 | 0.504 | —     |       |       |       |       |     |
| EIS                                             | 0.289 | 0.227 | 0.333 | 0.108 | 0.348 | —     |       |       |       |     |
| ECM                                             | 0.267 | 0.241 | 0.075 | 0.194 | 0.499 | 0.228 | —     |       |       |     |
| ESE                                             | 0.490 | 0.506 | 0.339 | 0.341 | 0.546 | 0.329 | 0.488 | —     |       |     |
| CPE                                             | 0.511 | 0.554 | 0.448 | 0.519 | 0.631 | 0.321 | 0.389 | 0.620 | —     |     |
| TPE                                             | 0.458 | 0.486 | 0.377 | 0.545 | 0.575 | 0.266 | 0.319 | 0.516 | 0.624 | —   |
| <b>Pearson's Correlations between variables</b> |       |       |       |       |       |       |       |       |       |     |
| IIA                                             | —     |       |       |       |       |       |       |       |       |     |

| Variables | IIA     | IIB     | IMO     | ICO     | IST     | EIS     | ECM     | ESE     | CPE     | TPE |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| IIB       | 0.47*** | —       |         |         |         |         |         |         |         |     |
| IMO       | 0.33*** | 0.40*** | —       |         |         |         |         |         |         |     |
| ICO       | 0.29*** | 0.37*** | 0.28*** | —       |         |         |         |         |         |     |
| IST       | 0.46*** | 0.52*** | 0.41*** | 0.43*** | —       |         |         |         |         |     |
| EIS       | 0.26*** | 0.20*** | 0.31*** | 0.12*** | 0.31*** | —       |         |         |         |     |
| ECM       | 0.24*** | 0.21*** | 0.10*** | 0.19*** | 0.42*** | 0.20*** | —       |         |         |     |
| ESE       | 0.42*** | 0.43*** | 0.30*** | 0.31*** | 0.48*** | 0.29*** | 0.40*** | —       |         |     |
| CPE       | 0.46*** | 0.50*** | 0.41*** | 0.45*** | 0.56*** | 0.30*** | 0.34*** | 0.53*** | —       |     |
| TPE       | 0.42*** | 0.44*** | 0.35*** | 0.48*** | 0.52*** | 0.25*** | 0.30*** | 0.46*** | 0.57*** | —   |

Notes: \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

### 4.6.3 Convergent Validity

To determine how all indicators, per constructs, might be converged in their proportion together, convergent validity is interestingly reported importance to ensure the degree of assessing how well a test correlates with other tests that guarantee the measure of the same or similar constructs.

Hair, Barry, et al. (2019) revealed that convergent validity is a type of construct validity that is utilized to measure the level of each construct that might converge in its construct among its indicators or items. Convergent validity might be assumed when all standardized factor loadings are greater than 0.5 or a threshold of 0.70, AVEs are greater than 0.50, and composite, or construct reliability are higher than 0.70 respectively. As can be seen, Table 4.33 and Table 4.30 under analysis through CFA and EFA discovered all standardized factor loading ranging from 0.448, 0.449, or 0.494 to 0.902, or 0.899, or 0.887 respectively. Moreover, Table 4.26 revealed CRs of high school teachers' perceptions of DTL between 0.86, 0.85, 0.89, 0.83, and 0.85 for TSE as well as TJP between 0.90 and 93 respectively. In addition, Table 4.35 revealed AVEs of high school teachers' perceptions of DTL and TSE between 0.57, 0.50, and 0.55, as well as, TJP between 0.60 and 59 respectively. Thus, the result assumed acceptable convergent validity through the measurement model.

**Table 4.29: Sample Adequacy through Statistical Analysis Program**

| Program Names | X <sup>2</sup> | df   | KMO   | $p$     |
|---------------|----------------|------|-------|---------|
| SPSS          | 24009.569      | 1128 | 0.908 | < 0.001 |

|        |           |      |       |         |
|--------|-----------|------|-------|---------|
| JASP   | 24009.569 | 1128 | 0.908 | < 0.001 |
| JAMOVİ | 24204     | 1128 | 0.907 | < 0.001 |

It is important to note that using three statistical instruments—SPSS, JASP, and JAMOVİ—in one research project is to ensure consistency, cross-validation, and reliability of the results. Accordingly, Runeson and Höst (2009) and Venkatesh et al. (2013) asserted that by employing multiple software programs, researchers can confirm that the findings are not dependent on a single instrument, enhancing the credibility of the analysis. Each program offers unique features; for instance, SPSS is widely used for its comprehensive statistical functions, JASP provides a user-friendly interface with Bayesian analysis capabilities, and JAMOVİ is known for its open-source accessibility and integration with R. Utilizing all three instruments allows for a more robust and thorough examination of the data.

#### **4.6.4. Factor Analysis**

As noted by Ferketich and Muller (1990), a scale's content or construct validity can be assessed, on the other hand, content validity can be assessed through the use of various factor analysis techniques that are commonly used to interpret the results obtained by individual items of the scale to the latent concept, evaluate the validity of content or construct of an instrument, identify the most plausible structures governing a succession of parameters, or reduce a number of parameters into a single composite score. When working with this technique, the researcher is required to determine the type of extraction and rotation to be employed and the factors to be retained, and to investigate how these derived results affect the major patterns and item suggestions of the scale. If one has a theoretical expectation about the type of errors that may occur in the obtained scores, then it would decide on which kind of extraction to use. Classic model: assumes all error is random Neoclassic model: Random and systematic components Principal Components (PC) extraction is required for the classic model; in contrast, Principal Axes Factoring (PAF), Image Factorization (IF), Alpha Factorization (AF), Generalized Least Squares estimation (GLS) and Unweighted Least Squares estimation (ULS) are resorts of the neoclassic model.

According to Kim and Mueller (1978), the extraction method is also an indication of the assumptions that the analyst makes regarding the factors derived (Nunnally, 1978). Principal components pull in real factors to sample, things attributed to optimizing for the

data at hand. Since these are real instead of hypothetical, some call them components or component factors rather than factors. Maximum likelihood (or e.g., real factors in the population): forms a sample correlation matrix, and tries to find a factor solution that predicts the population matrix. The PAF, IF, and AF extractions differ in that they attempt to identify potential factors estimated from but not wholly characterized by the observed data. First, the mathematical disparities between these extraction methods are based on how the correlation matrix to be analyzed is manipulated. The diagonal entry of the correlation matrix is where the PC and PAF approaches differ. Principal components, on the other hand, place a “1” at each of the diagonal points, while PAF inserts squared multiple correlations on the main diagonal. The IF, AF, GLS, and ULS methods change the off-diagonal elements to the variation/covariance matrix before extraction. With each iteration, ML adjusts the correlation matrix to prioritize correlations with less unique variance. In addition, the relevance of each subsequent element is evaluated before extraction.

Removing nonsignificant components simplifies interpretation. A second option is whether or not to rotate the components that were extracted. For ease of interpretation of the factor structure, Nunnally (1978) recommended that the analyst rotate the factors. According to Ferketich and Muller (1990), in cases where one has opted for PC extraction, rotation may not be theoretically acceptable. If rotation is necessary, the analyst must select whether the components should be oblique (correlated) or orthogonal (uncorrelated). The third factor analysis choice is how many factors to extract. The number of elements can either be theoretically estimated based on the structure the analyst expects or can be guided by a variety of general guidelines. How many factors are retrieved on the initial factor analysis is often determined either experimentally by the computer or theoretically by the analyst. The clarity of factor loadings or the levels or patterns of eigenvalues can be manipulated by the analyst in subsequent factor analyses. For instance, if two factors are highly influenced by several variables, then the analyst may reduce or increase the number of the factors by one to see whether the loading is cleaner. In conclusion, several other technological choices are made to allow the computer to execute the procedure. Ordinarily, the computer software has default parameters but most of them can be modified by the analyst as needed.

#### **4.6.5 Exploratory Factor Analysis**

EFA is a powerful statistical method used to classify variables into distinct groups by identifying the underlying structure within a set of indicators. It serves as an influential

instrument for refining constructs by analyzing relationships among variables within random data samples. EFA helps uncover latent dimensions that explain the patterns of correlations among variables, thereby providing a clearer understanding of how they are interconnected. This technique is essential for modifying constructs and ensuring the alignment of variables with their respective factors, contributing to the robustness and validity of the research findings.

**Table 4.30: Pattern Matrix Model**

| Items | Fac 1 | Fac 2 | Fac 3 | Fac 4 | Fac 5 | Fac 6 | Fac 7 | Fac 8 | Fac 9 | Fac10 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| IIA1  | 0.821 |       |       |       |       |       |       |       |       | 0.375 |
| IIA2  | 0.849 |       |       |       |       |       |       |       |       | 0.391 |
| IIA3  | 0.768 |       |       |       |       |       |       |       |       | 0.336 |
| IIA4  | 0.779 |       |       |       |       |       |       |       |       | 0.410 |
| IIB1  |       | 0.823 |       |       |       |       |       |       |       | 0.381 |
| IIB2  |       | 0.782 |       |       |       |       |       |       |       | 0.354 |
| IIB3  |       | 0.740 |       |       |       |       |       |       |       | 0.489 |
| IIB4  |       | 0.787 |       |       |       |       |       |       |       | 0.371 |
| IMO1  |       |       | 0.876 |       |       |       |       |       |       | 0.321 |
| IMO2  |       |       | 0.753 |       |       |       |       |       |       | 0.332 |
| IMO3  |       |       | 0.815 |       |       |       |       |       |       | 0.399 |
| IMO4  |       |       | 0.835 |       |       |       |       |       |       | 0.256 |
| ICO1  |       |       |       | 0.677 |       |       |       |       |       | 0.547 |
| ICO2  |       |       |       | 0.729 |       |       |       |       |       | 0.405 |
| ICO3  |       |       |       | 0.751 |       |       |       |       |       | 0.401 |
| ICO4  |       |       |       | 0.744 |       |       |       |       |       | 0.404 |
| IST1  |       |       |       |       | 0.728 |       |       |       |       | 0.298 |
| IST2  |       |       |       |       | 0.458 |       |       |       |       | 0.338 |
| IST3  |       |       |       |       | 0.755 |       |       |       |       | 0.477 |
| IST4  |       |       |       |       | 0.793 |       |       |       |       | 0.403 |
| EIS1  |       |       |       |       |       | 0.809 |       |       |       | 0.374 |
| EIS2  |       |       |       |       |       | 0.881 |       |       |       | 0.303 |
| EIS3  |       |       |       |       |       | 0.740 |       |       |       | 0.379 |

|      |       |       |
|------|-------|-------|
| EIS4 | 0.807 | 0.352 |
| EIS5 | 0.641 | 0.464 |
| ECM1 | 0.863 | 0.350 |
| ECM2 | 0.717 | 0.467 |
| ECM3 | 0.662 | 0.553 |
| ECM4 | 0.701 | 0.540 |
| ESE1 | 0.518 | 0.586 |
| ESE2 | 0.486 | 0.413 |
| ESE3 | 0.825 | 0.313 |
| ESE4 | 0.807 | 0.387 |
| CPE1 | 0.692 | 0.301 |
| CPE2 | 0.766 | 0.381 |
| CPE3 | 0.844 | 0.186 |
| CPE4 | 0.818 | 0.337 |
| CPE5 | 0.706 | 0.199 |
| CPE6 | 0.442 | 0.704 |
| TPE1 | 0.679 | 0.397 |
| TPE2 | 0.852 | 0.234 |
| TPE3 | 0.671 | 0.199 |
| TPE4 | 0.858 | 0.325 |
| TPE5 | 0.721 | 0.325 |
| TPE6 | 0.899 | 0.251 |
| TPE7 | 0.727 | 0.245 |
| TPE8 | 0.885 | 0.357 |
| TPE9 | 0.701 | 0.283 |

*Notes: Extraction Method: Principal Axis Factoring; Rotation Method: Promax with Kaiser Normalization*

As clarified by Kaiser (1974), EFA is widely used in the early stages of research to gather information about the interrelationships among a set of variables, whereas CFA is a set of more sophisticated techniques that are used later in the research process to



confirm the structure of the underlying set of variables. Both EFA and CFA were used to assess the structure of the variables obtained. To determine the factor structure of the initial scale applied to 639 teachers, EFA was conducted. Before EFA, to test whether the sample size was enough to conduct EFA, the value KMO was examined. KMO is a statistical test through factor analysis to define if that data is appropriate to data for doing factor analysis. KMO measures the sampling adequacy among all observed variables in the measurement model and its calculation relies on the correlation between the variables. A KMO value higher than 0.50 means that factor analysis can be continued.

The KMO value in the present study was higher than 0.90 among statistical analytical program software. Hair, Barry, et al. (2019) noted that to determine the factor structure of the scale, Principal Factor Analysis was used as the extraction method, and Promax, an orthogonal rotation method, was applied. In deciding on the number of factors, parallel analysis was used. Other statistical values were also taken into account to see if each item could retain its factor. These include communality values of greater than 0.50 versus uniqueness smaller than 0.50, eigenvalue of greater than 1, and factor loadings of 0.50, or ideally, of 0.70 or higher.

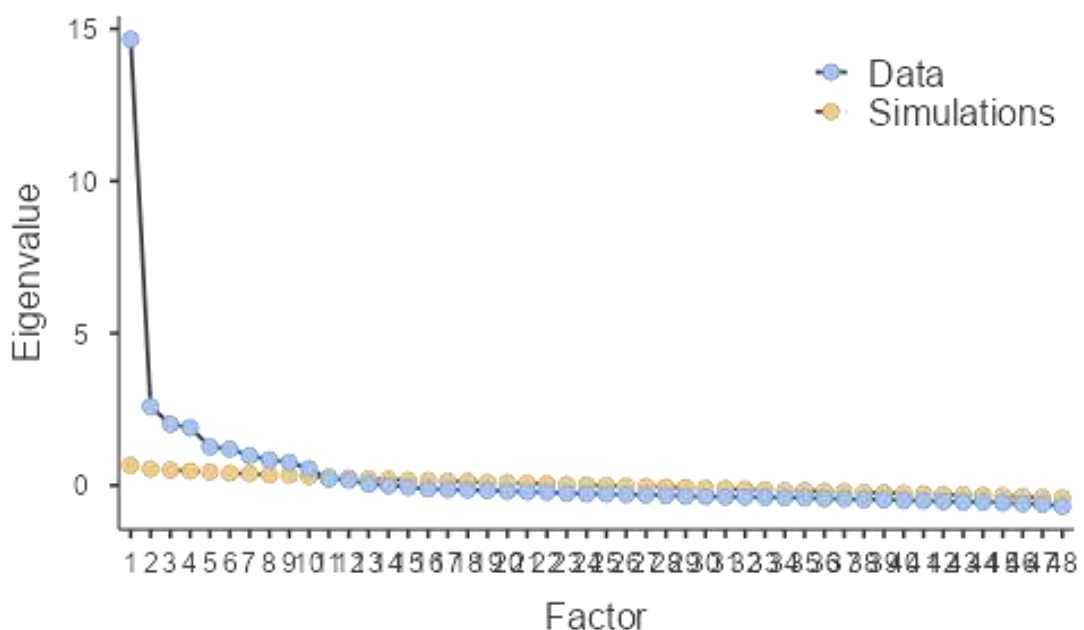


**Figure 4.1: Comparison Model via EFA and Parallel Analysis Via Eigenvalues**

The EFA results revealed ten factors as presented in Tables 4.30, 4.31, and Figure 4.1. The model accounted for 62.7% percent of the total cumulative variance. Factor loadings of all items in each factor ranged between 0.448, 0.449, or 0.494 to 0.902, 0.899,

or 0.887 respectively with the eigenvalue ranging between 1.241 and 15.283, and the communality values mostly ranged from 0.50 to 0.812 versus unique values ranged from 0.199 to 0.489 respectively.

**Table 4.31: Characteristics of Eigenvalue**

| Factors   | Eigenvalues | Unrotated solution |                 |            | Rotated solution |                 |            |
|-----------|-------------|--------------------|-----------------|------------|------------------|-----------------|------------|
|           |             | SumSq. Loadings    | Proportion var. | Cumulative | SumSq. Loadings  | Proportion var. | Cumulative |
| Factor 1  | 15.283      | 14.939             | 0.311           | 0.311      | 5.699            | 0.119           | 0.119      |
| Factor 2  | 3.344       | 2.992              | 0.062           | 0.374      | 3.484            | 0.073           | 0.191      |
| Factor 3  | 2.820       | 2.419              | 0.050           | 0.424      | 3.105            | 0.065           | 0.256      |
| Factor 4  | 2.616       | 2.266              | 0.047           | 0.471      | 2.908            | 0.061           | 0.317      |
| Factor 5  | 1.983       | 1.597              | 0.033           | 0.504      | 2.816            | 0.059           | 0.375      |
| Factor 6  | 1.834       | 1.481              | 0.031           | 0.535      | 2.707            | 0.056           | 0.432      |
| Factor 7  | 1.728       | 1.332              | 0.028           | 0.563      | 2.556            | 0.053           | 0.485      |
| Factor 8  | 1.534       | 1.159              | 0.024           | 0.587      | 2.509            | 0.052           | 0.537      |
| Factor 9  | 1.459       | 1.075              | 0.022           | 0.610      | 2.319            | 0.048           | 0.585      |
| Factor 10 | 1.241       | 0.851              | 0.018           | 0.627      | 2.008            | 0.042           | 0.627      |

#### 4.6.6 Confirmatory Factor Analysis

Hair, Barry, et al. (2019) and Kline (2023) noted that CFA is one type of statistical instrument that is primarily adopted in research work within the social sciences to test the fitness of data to any hypothesized measurement model. It helps validate a factor structure underlying a set of manifested variables. It is one way of testing whether a measurement reflects a construct as conceptualized by a researcher. First, researchers make some educated guesses about the underlying factors they assume are driving the measures used. Next, they place certain restrictions or constraints within the model based on these hypotheses. For instance, if they believe two factors are unrelated, then they can build a model that constrains the correlation between the two factors to zero. Several statistical tests are then conducted to examine the fit of the model. A good fit would imply that the proposed structure corresponds to the data, while a poor fit may suggest model adjustments.

**Table 4.32: Parallel Analysis via EFA**

| Factors    | Real Data Factor Eigenvalues | Simulated Data Mean Eigenvalues. |
|------------|------------------------------|----------------------------------|
| Factor 1*  | 14.652                       | 0.603                            |
| Factor 2*  | 2.589                        | 0.513                            |
| Factor 3*  | 2.019                        | 0.476                            |
| Factor 4*  | 1.898                        | 0.446                            |
| Factor 5*  | 1.268                        | 0.408                            |
| Factor 6*  | 1.193                        | 0.381                            |
| Factor 7*  | 0.980                        | 0.347                            |
| Factor 8*  | 0.838                        | 0.324                            |
| Factor 9*  | 0.756                        | 0.300                            |
| Factor 10* | 0.551                        | 0.276                            |

*Note. '\*' = Factor should be retained. Results from FA-based parallel analysis.*

Hair, Barry, et al. (2019) and Kline (2023) strongly argued between fit model criteria as expected ECVI is a rather useful technique complementary to CFA regarding the assessment of model fit. Theoretically, in CFA, a model is developed and further tested for its fitness to the data. ECVI determines the predictive validity of this model. It is calculated from the *Chi*-square of the model, the number of parameters estimated, and the sample size. The index provides an estimate of how well the model would fit another sample of the same size. A smaller ECVI indicates a better-fitting model. Among several models tested, the model with the smallest ECVI has the highest predictive accuracy. Researchers use ECVI to compare several CFA models to determine which one among them provides the best fitting; thus, generalizing to other samples.

The MFI is a statistical measure that estimates the degree of correspondence of a model to the observed data. This is a function of the *Chi*-square statistic and the degrees of freedom of the model and reflects less sensitivity to sample size variations. High values of MFI are indicative of a good fit; values close to 1 indicate the best fit. Within the context of Covariate Fit Analysis, MFI in collaboration with other fit indices such as the CFI, TLI, and RMSEA can be used to comprehensively determine the goodness of fit for the model.

The GFI is a measure in SEM and CFA that is used as an indication of the degree to which a model fits the data. It now represents the proportion of variance accounted for

by the estimated population covariance matrix and, thus, it provides a comprehensive index of fit. GFI is calculated from the residuals between the observed and estimated covariance matrices. It is bounded between 0 and 1. The higher the score, the better the fit. GFI scores above 0.90 are usually considered to reflect good fit, while those  $> 0.95$  are usually taken as indicative of excellent fit.

The Hoelter's Critical N is a measure in SEM and CFA that ascertains the sample size that needs to be drawn for the said model to reach acceptance at a pre-defined level of significance. It is calculated from the result of the *Chi*-square statistic and the degrees of freedom for the model. A Critical N of  $> 200$  indicates an acceptable model fit, while a Critical N of  $< 200$  suggests that something is wrong with the model fit. Hoelter's Critical N can, therefore, be helpful in CFA to check whether the sample size is adequate or not to support the considered model at 0.01 significance level.

The RNI can be used in SEM and CFA as a fit index to measure the fit of a given model. It determines how well the proposed model explains the data concerning the data fitting a known null hypothesis that is not very sensitive to sample size. The RNI is the ratio of goodness-of-fit *Chi*-square values of the tested and the baseline models. A higher RNI helps in depicting a better fit while an RNI value nearing 1 helps in depicting an acceptable fit. The RNI is somewhat analogous to the CFI and can be often mathematically similar in many situations. Relative to CFA, the RNI is used to assess the fit of the model concerning the so-called 'non-model' which is a simple one without any relations between observed variables which helps to see how well the suggested model correlates to the data and their structure.

The BIFI serves as a measure for evaluating the goodness of a model using SEM and CFA. It measures the extent to which a model fits. The proposed simulation is consistent with the observed data. Compared with the null model, for example, includes accounting for sample size and degrees of freedom, where  $\chi^2_{\text{null}}$  represents *Chi*-square. Null Model Statistics  $\chi^2_{\text{model}}$  indicates the *Chi*-square statistic of the proposed model and the model indicates the degrees of freedom associated with the proposed model. Higher IFI values indicate a better fit. Values greater than 0.90 indicate a satisfactory fit and values closer to 1 indicate an excellent fit. The IFI is comparable to other incremental fit indices such as the CFI and the TLI, which are more accurate to the model.

The BIFI serves as a measure for evaluating the goodness of a model using SEM and CFA. It measures the extent to which a model fits. The proposed simulation is consistent with the observed data. When comparing with the null model, for example

including accounting for sample size and degrees of freedom, where  $\chi^2_{\text{null}}$  represents the *Chi*-square statistic of the null model,  $\chi^2_{\text{model}}$  specifies the *Chi*-square statistic. Square of the proposed model and the model estimates the degrees of freedom for the proposed model. A higher IFI value means a better fit. Values greater than 0.90 indicate a satisfactory fit, and values closer to 1 indicate an excellent fit. The IFI is comparable to other incremental fit indices such as the CFI and the TLI, which are more accurate to the model.

Via SEM and CFA, the PNFI is a measure of how well a model attempts to explain the relationship between factors, concerning the number of factors specified in the model. It improves the NFI by adding a complexity penalty into the overall measure to endorse a simpler rather than a complex model. PNFI is obtained through the following formula  $\text{PNFI} = \text{NFI} \times \text{PRATIO}$  where NFI is the normed value of fit index and PRATIO the parsimony ratio. Lower values of PNFI which is towards 1 indicate a better fit while higher value indicates a middle model explanatory level. Thus, this index combines the concept of fitting the model and model complexity which is quite useful when dealing with several models.

Bentler-Bonett's NFI may be used to demonstrate a model that contrasts with a null model in degree. Introduced by researchers in 1980, the NFI is part of the incremental fit indices group. To compute the NFI, one must compare the *Chi*-square values of the null model against the proposed model. The NFI ranges from 0 to 1, and higher values reflect better fit. If it approaches 1, then it reflects that the goodness of fit is good. As a rule, scores above 0.90 are considered acceptable. However, remember that the NFI could be sensitive to sample size. This may indicate poor fit artificially for smaller samples. For that reason, researchers usually check model fit with other means, such as the TLI and the CFI.

The Bentler-Bonett's NNFI often termed the TLI, is an incremental fit index used in SEM that gauges the adequacy of fit of a model. Unlike the NFI, NNFI considers adjustments concerning model complexity and, as such, comparisons between different models can be made based on their levels of complexity. This index alleviates some of the problems with the NFI in that it is not sensitive to sample size. There are no strict lower and upper bounds for the NNFI between 0 and 1; values close to or above 0.95 usually indicate a good fit. The NNFI rewards model parsimony in that it penalizes more complicated models. Hence, simpler models satisfying the good-fit heuristic will have relatively higher values. Also, NNFI is less sensitive to sample size variation than NFI,

which also makes it more valid a measure across different sample sizes. Usually, it is considered in conjunction with the CFI, generally for an advanced understanding of model fit, especially in SEM studies.

Two of the important fit indices applied in SEM to evaluate how well a model fits the observed data include the TLI and the CFI. The TLI also referred to as the NNFI, does not have an absolute range between 0 and 1 and can be higher than 1 in situations when the model is exceptionally good. This index then represents a preference for simpler more parsimonious models and is less sensitive to sample size than other indices, such as the NFI.

The CFI was proposed by Bentler in 1990 and is another popular incremental fit index noted for reduced sensitivity with sample size, which may make it more reliable on smaller datasets. The formula is a little complicated but is based on the difference in *Chi-square* for the null model and hypothesized model, standardized concerning degrees of freedom. The possible value for CFI ranges from 0 to 1, and high values indicate better model fit.

**Table 4.33: Model Fit Measures of CFA and SEM**

| Fit Measure Indices                              | Values     |            |
|--------------------------------------------------|------------|------------|
|                                                  | CFA        | SEM        |
| Comparative Fit Index (CFI)                      | 0.909      | 0.905      |
| Tucker-Lewis Index (TLI)                         | 0.900      | 0.896      |
| Bentler-Bonett Non-normed Fit Index (NNFI)       | 0.900      | 0.896      |
| Bentler-Bonett Normed Fit Index (NFI)            | 0.872      | 0.869      |
| Parsimony Normed Fit Index (PNFI)                | 0.791      | 0.790      |
| Bollen's Relative Fit Index (RFI)                | 0.859      | 0.855      |
| Bollen's Incremental Fit Index (IFI)             | 0.910      | 0.906      |
| Relative Noncentrality Index (RNI)               | 0.909      | 0.905      |
| Log-likelihood                                   | -25545.496 | -25495.528 |
| Akaike (AIC)                                     | 51492.993  | 51387.055  |
| Bayesian (BIC)                                   | 52389.433  | 52270.116  |
| Sample-size adjusted Bayesian (SSABIC)           | 51751.273  | 51641.481  |
| Root means square error of approximation (RMSEA) | 0.057      | 0.059      |
| RMSEA 90% CI lower bound                         | 0.055      | 0.056      |
| RMSEA 90% CI upper bound                         | 0.059      | 0.061      |

|                                                |         |         |
|------------------------------------------------|---------|---------|
| RMSEA p-value                                  | < 0.001 | < 0.001 |
| Standardized root means square residual (SRMR) | 0.049   | 0.051   |
| Hoelter's critical N ( $\alpha = .05$ )        | 222.976 | 216.066 |
| Hoelter's critical N ( $\alpha = .01$ )        | 229.571 | 222.446 |
| Goodness of fit index (GFI)                    | 0.970   | 0.971   |
| McDonald fit index (MFI)                       | 0.188   | 0.172   |
| Expected cross-validation index (ECVI)         | 5.578   | 5.742   |

*Notes: Chi-square test of factor model with CFA  $\chi^2(1023, 639) = 3162.295, p < 0.001$ ;  
Chi-square test of factor model with SEM  $\chi^2(1026, 639) = 3295, p < 0.001$*

One of the more common fit statistics within SEM and CFA is the RMSEA. This statistic assesses how well a model replicates the population covariance matrix and, therefore, has been especially useful when evaluating complex models. It is usually reported with a 90% confidence interval, an estimate of a range within which the true value of the RMSEA should fall. Within the context of CFA, RMSEA serves to provide a model fit measurement based on the indication of how well the proposed model approximates the correct population model. The lower the values of RMSEA, the better the fit.

One of the most critical fit indicators in SEM/CFA is the SRMR; this measure assesses the magnitude of the discrepancies between the observed correlation matrix and that propositioned by the model. Calculation of SRMR involves taking the square root of mean squared differences between the observed and predicted correlations. However, a value of less than 0.08 of SRMR means a good fit, but circumstances may consider a value below 0.10 as acceptable. Furthermore, SRMR is also used in CFA, which shows the extent of model fit through the presentation of an average from discrepancies between observed and expected correlations.

Results from TLI and CFI are often reported together in the context of SEM analysis. Generally, TLI tends to penalize a model'

s complexity, while CFI is more tolerant of such models. Together, these indices provide more detail about model fit. The TLI offers a more conservative estimate of model fit, taking into consideration model complexity, while the CFI offers a measure less influenced by overall model complexity but more sensitive to stability across different sample sizes. The complete evaluation of the fit of a structural model, if possible,

should be done in combination using these two indices along with other fit indices such as RMSEA.

All in all, this study was proposed in the reported model with values of *Chi*-square ( $\chi^2$ ), CFI, TLI, Standardized Root Mean Squared Residual (SRMR), and Root Mean Squared Error of Approximation (RMSEA) were judged for the model fit of CFA (Hair et al., 2019; Rex B. Kline, 2016). When there are more than 250 samples and 30 or more observed variables, the characteristics of model fit are *Chi*-square with significant p values, CFI or TLI of above 0.92, SRMR of 0.08 or less with CFI above 0.92, and RMSEA of less than 0.07 with CFI of 0.92 or higher (Hair et al., 2019). As Rex B. Kline (2016) suggests, it is an excellent fit when RMSEA is less than 0.05 and it is an acceptable fit when RMSEA is below 0.08. According to Table 4.33, the CFA results also revealed in table 10 that the measurement model fits the empirical data very well,  $\chi^2$  (1023, 639) = 3162.295,  $p < 0.001$ , CFI = 0.91, TLI = 0.90, SRMR = 0.049, and RMSEA = 0.057 (90% CI = 0.055–0.059), suggesting that all the measures were able to match the Cambodian context.

**Table 4.34: Factor Loading Values of CFA**

| Factor | Indicator | Estimate | Std.<br>Error | Z-<br>value | p       | 95% Confidence<br>Interval |       | Std.<br>Est.<br>(all) |
|--------|-----------|----------|---------------|-------------|---------|----------------------------|-------|-----------------------|
|        |           |          |               |             |         | Lower                      | Upper |                       |
| IIA    | IIA1      | 0.605    | 0.027         | 22.067      | < 0.001 | 0.552                      | 0.659 | 0.776                 |
|        | IIA2      | 0.616    | 0.029         | 21.611      | < 0.001 | 0.560                      | 0.672 | 0.763                 |
|        | IIA3      | 0.738    | 0.031         | 23.844      | < 0.001 | 0.677                      | 0.799 | 0.820                 |
|        | IIA4      | 0.586    | 0.028         | 20.945      | < 0.001 | 0.531                      | 0.641 | 0.749                 |
| IIB    | IIB1      | 0.704    | 0.032         | 21.885      | < 0.001 | 0.641                      | 0.767 | 0.772                 |
|        | IIB2      | 0.713    | 0.031         | 22.735      | < 0.001 | 0.652                      | 0.775 | 0.796                 |
|        | IIB3      | 0.623    | 0.033         | 18.947      | < 0.001 | 0.558                      | 0.687 | 0.697                 |
|        | IIB4      | 0.718    | 0.032         | 22.486      | < 0.001 | 0.655                      | 0.780 | 0.790                 |
| IMO    | IMO1      | 0.850    | 0.036         | 23.611      | < 0.001 | 0.779                      | 0.920 | 0.804                 |
|        | IMO2      | 0.832    | 0.035         | 23.732      | < 0.001 | 0.763                      | 0.900 | 0.809                 |
|        | IMO3      | 0.835    | 0.038         | 22.115      | < 0.001 | 0.761                      | 0.909 | 0.768                 |
|        | IMO4      | 0.772    | 0.029         | 26.163      | < 0.001 | 0.714                      | 0.829 | 0.862                 |
| ICO    | ICO1      | 0.496    | 0.031         | 16.163      | < 0.001 | 0.435                      | 0.556 | 0.621                 |



|     |      |       |       |        |         |       |       |       |
|-----|------|-------|-------|--------|---------|-------|-------|-------|
|     | ICO2 | 0.577 | 0.027 | 21.077 | < 0.001 | 0.523 | 0.630 | 0.762 |
|     | ICO3 | 0.610 | 0.028 | 21.572 | < 0.001 | 0.555 | 0.665 | 0.774 |
|     | ICO4 | 0.623 | 0.029 | 21.864 | < 0.001 | 0.568 | 0.679 | 0.781 |
| IST | IST1 | 0.671 | 0.026 | 25.347 | < 0.001 | 0.619 | 0.723 | 0.848 |
|     | IST2 | 0.644 | 0.027 | 24.167 | < 0.001 | 0.592 | 0.697 | 0.824 |
|     | IST3 | 0.468 | 0.025 | 18.387 | < 0.001 | 0.418 | 0.518 | 0.676 |
|     | IST4 | 0.511 | 0.027 | 18.925 | < 0.001 | 0.458 | 0.564 | 0.692 |
| EIS | EIS1 | 0.746 | 0.038 | 19.554 | < 0.001 | 0.672 | 0.821 | 0.715 |
|     | EIS2 | 0.811 | 0.040 | 20.481 | < 0.001 | 0.734 | 0.889 | 0.739 |
|     | EIS3 | 0.702 | 0.031 | 22.512 | < 0.001 | 0.641 | 0.763 | 0.790 |
|     | EIS4 | 0.670 | 0.028 | 23.687 | < 0.001 | 0.614 | 0.725 | 0.817 |
|     | EIS5 | 0.783 | 0.037 | 20.987 | < 0.001 | 0.710 | 0.856 | 0.751 |
| ECM | ECM1 | 0.415 | 0.024 | 17.465 | < 0.001 | 0.369 | 0.462 | 0.680 |
|     | ECM2 | 0.485 | 0.023 | 21.367 | < 0.001 | 0.441 | 0.530 | 0.806 |
|     | ECM3 | 0.436 | 0.023 | 19.123 | < 0.001 | 0.391 | 0.481 | 0.729 |
|     | ECM4 | 0.288 | 0.022 | 13.090 | < 0.001 | 0.245 | 0.331 | 0.545 |
| ESE | ESE1 | 0.411 | 0.024 | 17.220 | < 0.001 | 0.364 | 0.458 | 0.651 |
|     | ESE2 | 0.530 | 0.025 | 21.384 | < 0.001 | 0.482 | 0.579 | 0.779 |
|     | ESE3 | 0.486 | 0.023 | 21.503 | < 0.001 | 0.442 | 0.530 | 0.781 |
|     | ESE4 | 0.473 | 0.024 | 19.803 | < 0.001 | 0.427 | 0.520 | 0.731 |
| CPE | CPE1 | 0.623 | 0.025 | 24.589 | < 0.001 | 0.574 | 0.673 | 0.818 |
|     | CPE2 | 0.510 | 0.025 | 20.257 | < 0.001 | 0.461 | 0.559 | 0.718 |
|     | CPE3 | 0.559 | 0.022 | 25.777 | < 0.001 | 0.516 | 0.601 | 0.844 |
|     | CPE4 | 0.656 | 0.026 | 24.796 | < 0.001 | 0.604 | 0.708 | 0.822 |
|     | CPE5 | 0.709 | 0.026 | 27.399 | < 0.001 | 0.658 | 0.760 | 0.877 |
|     | CPE6 | 0.390 | 0.030 | 12.832 | < 0.001 | 0.330 | 0.450 | 0.494 |
| TPE | TPE1 | 0.631 | 0.028 | 22.506 | < 0.001 | 0.576 | 0.685 | 0.775 |
|     | TPE2 | 0.718 | 0.030 | 24.251 | < 0.001 | 0.660 | 0.776 | 0.815 |
|     | TPE3 | 0.611 | 0.023 | 26.048 | < 0.001 | 0.565 | 0.657 | 0.855 |
|     | TPE4 | 0.598 | 0.029 | 20.631 | < 0.001 | 0.541 | 0.655 | 0.727 |
|     | TPE5 | 0.519 | 0.025 | 20.543 | < 0.001 | 0.469 | 0.568 | 0.727 |
|     | TPE6 | 0.665 | 0.029 | 22.785 | < 0.001 | 0.608 | 0.723 | 0.785 |
|     | TPE7 | 0.549 | 0.024 | 23.071 | < 0.001 | 0.502 | 0.596 | 0.793 |
|     | TPE8 | 0.561 | 0.030 | 18.645 | < 0.001 | 0.502 | 0.620 | 0.676 |
|     | TPE9 | 0.548 | 0.025 | 22.009 | < 0.001 | 0.499 | 0.597 | 0.761 |

#### 4.6.7 Structural Equation Modeling Analysis

This part of the study used SEM with maximum likelihood estimation. The coefficient of determination, often called *R-squared* ( $R^2$ ), is a statistical instrument used in regression analysis to measure how much of the change in the dependent variable the independent variable explains. In other words, the goodness of fit shows how well the data matches the regression model. A solution you can make sense of might be seen as the model, giving a single believable picture of the basic structure that created the data we can see. We can put parameters into two groups: fixed and free. Fixed parameters don't come from the data, and we set their values to either zero or one (Byrne, 2013). For instance, a model with an  $R^2$  value of 0.50 shows that about 50% of the changes in the dependent variable have a link to the independent variables. This means there's a strong connection between the variables and hints that the model fits the data well. Moreover, the common criteria were analyzed, such as the *Chi-square* value ( $\chi^2$ ) compared with the degree of freedom is smaller than 3, CFI, TLI, Standardized Root Mean Squared Residual (SRMR), and Root Mean Squared Error of Approximation (RMSEA) to assess model fit (Hair et al., 2019; Hu & Bentler, 1999; Rex B Kline, 2015).

If the sample size is over 250 or more than 30 items, the *Chi-square* had significant p values, CFI or TLI of above 0.92, SRMR of 0.08 or less with CFI above 0.92, and RMSEA of less than 0.07 to ensure appropriate model fit (Joseph F. Hair, 2019). CFI of 0.96 or higher and SRMR of 0.10 or less never reject a fit model (Hu & Bentler, 1999). CFI of 0.90 to 0.94 and SRMR of less than 0.06 indicate excellent model fit, while CFI of 0.90 to 0.94 and SRMR of 0.06 to 0.10 demonstrate acceptable model fit (Jöreskog, Sörbom, & Du Toit, 2001). RMSEA of less than 0.05 indicated an excellent model fit, and RMSEA below 0.08 demonstrated an acceptable model fit (Rex B Kline, 2015). The study with SEM was adapted with JAMOVİ (2024) version 2.5 linking the R package and assessing the direct path coefficients between three constructs of in-service teachers' perceptions of transformational leadership (i.e., idealized influence (attitude), idealized influence (behaviors), IMO, ICO, IST, TSE (i.e., EIS, ECM, ESE), and TJP (i.e., CPE and TPE). Afterward, mediating analysis to measure the indirect part was applied by 5000 bias-corrected Bootstraps using Gaskin's (2019) suggestion by Hayes and Matthes (2009). A modification of the percentile Bootstrap confidence interval (PBCI) might be used to advance data analysis of mediator coverage in the presence of bias (Tibbe & Montoya, 2022). The SEM and mediating performance were analyzed with JAMOVİ's (2024) version 2.5 linking the R package.

Not only this, the multicollinearity problem might lead to many issues, such as statistical inference becoming less reliable, predictive models reducing accurate prediction power on unobserved data, and inflated standard errors (Farrar & Glauber, 1967). According to Rex B Kline (2015), the multicollinearity issue is eliminated when the correlation between constructs is less than 0.90 or, a threshold of 0.85, respectively. As can be seen in Table 4.28, it revealed the intercorrelation between constructs of Pearson's and HTMT's correlation ranges from low to moderate (0.10 to 0.57; 0.07 to 0.62). That means multicollinearity problems were deleted in the model measurement.

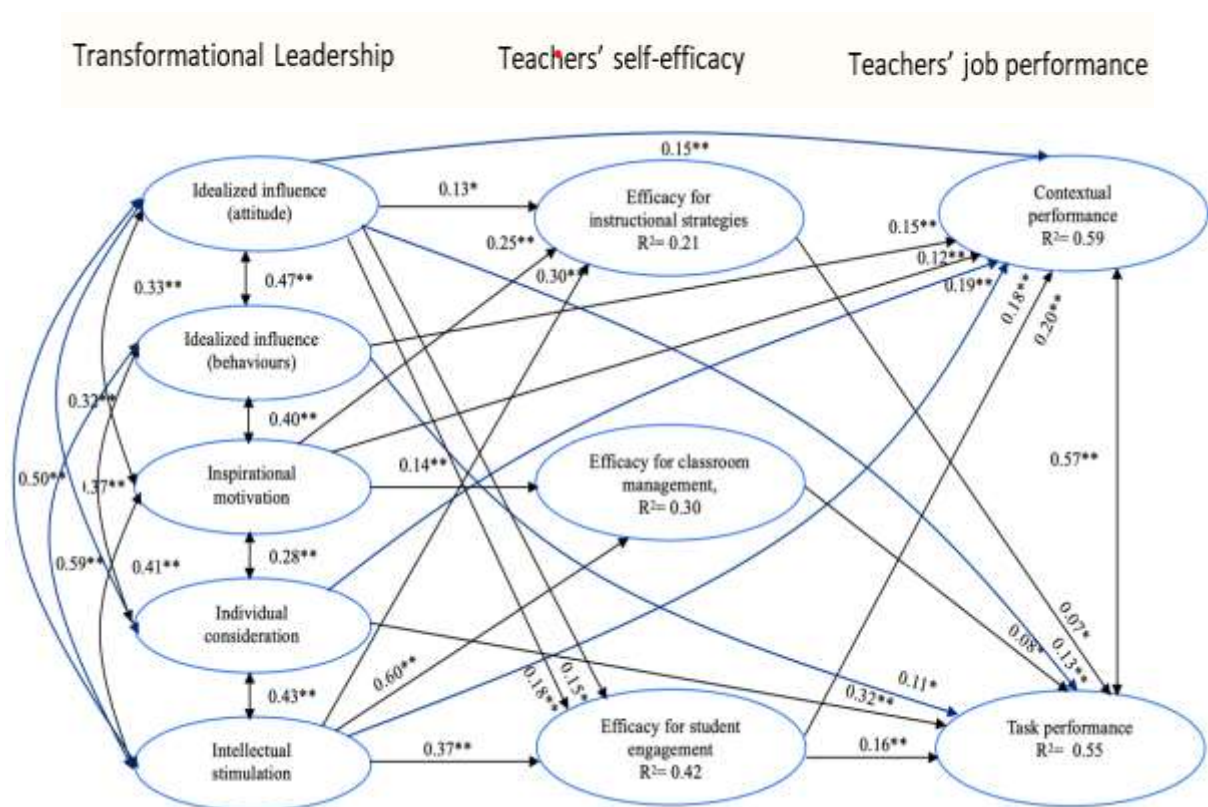


**Figure 4.2: Standardized Coefficient Paths of DTL, TSE, and TJP**

The figure focuses on high school teachers' perceptions of TL, which includes IIA attitude, IIB, IMO, ICO, IST, TSE (i.e., EIS, ECM, and ESE), and TJP (i.e., CPE and TPE) (N = 639). Notes: \* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$ . Single-ended arrows show the direct impact of one variable on another, such as the direct influence of IMO on ECM. Double-ended arrows signify the relationship between two variables, such as the correlation between CPE and TPE.

#### 4.6.8 Results of Structural Equation Modeling Analysis

SEM was determined through model fit with data in model measurement. This study revealed data analysis in Table 10, model fit with data was shown  $\chi^2(1026, 639) = 3295$ ,  $p < 0.001$ ; TLI = 0.90, CFI = 0.90, RMSEA = 0.059, SRMR = 0.051. In addition, figure 4.2 revealed  $R^2$  values ranging among TSE (i.e., EIS:  $R^2 = 0.21$ , ECM:  $R^2 = 0.30$ , ESE:  $R^2 = 0.42$ ), and TJP (i.e., CPE:  $R^2 = 0.59$  and TPE:  $R^2 = 0.55$ ). That means while the independent variables of transformational leadership (i.e., idealized influence (attitude), idealized influence (behaviors), IMO, ICO, and IST might explain the variance of EIS was 21%, ECM was 30%, and ESE was 42% respectively. As well, transformational leadership (i.e., idealized influence (attitude), idealized influence (behaviors), IMO, ICO, IST, TSE (i.e., EIS, ECM, ESE might account for the variance through TJP was 59 % and TPE was 55%, respectively.

#### 4.6.9 Directed Effects

Direct effects were expressed by linking the model measurement. Depending on Figure 4.2, the direct effect shows results satisfactorily. Idealized influence (attitude) is associated with most of the dependent variables. It might predict efficacy for instructional strategy ( $\beta = 0.13$ ) and ESE ( $\beta = 0.18$ ) positively. Then, intellectual performance is the most predictive of ECM ( $\beta = 0.60$ ), while ESE is predicted positively ( $\beta = 0.37$ ) and efficacy for instructional strategy is predicted ( $\beta = 0.30$ ). Moreover, IMO and ICO were associated with most TSE as mentioned, CPE is fluently predicted by idealized influence (attitude) ( $\beta = 0.15$ ), idealized influence (behavior  $\beta = 0.15$ ), IMO ( $\beta = 0.12$ ), ICO ( $\beta = 0.19$ ) and IST ( $\beta = 0.18$ ), and ESE ( $\beta = 0.20$ ). As well, TPE is predicted by idealized influence (attitude) ( $\beta = 0.13$ ), idealized influence (behaviors ( $\beta = 0.11$ ), ICO ( $\beta = 0.32$ ), and EIS ( $\beta = 0.07$ ), ECM ( $\beta = 0.08$ ) and ESE ( $\beta = 0.16$ ).

**Table 4.35: Indirect Effect with Biased-Corrected Bootstrap 5000 Times**

| Descriptions                            | $\beta$ | SE    | Confidence interval 95% |         | p     |
|-----------------------------------------|---------|-------|-------------------------|---------|-------|
|                                         |         |       | Lower                   | Upper   |       |
| IIA $\Rightarrow$ EIS $\Rightarrow$ CPE | 0.007   | 0.006 | -0.00362                | 0.01736 | 0.202 |
| IIA $\Rightarrow$ EIS $\Rightarrow$ TPE | 0.009   | 0.007 | -0.00317                | 0.02165 | 0.145 |
| IIA $\Rightarrow$ ECM $\Rightarrow$ CPE | 0.006   | 0.005 | -0.00471                | 0.01589 | 0.285 |
| IIA $\Rightarrow$ ECM $\Rightarrow$ TPE | 0.007   | 0.006 | -0.00517                | 0.01874 | 0.265 |
| IIA $\Rightarrow$ ESE $\Rightarrow$ CPE | 0.036   | 0.015 | 0.00762                 | 0.06481 | 0.013 |

|                                         |        |       |          |         |         |
|-----------------------------------------|--------|-------|----------|---------|---------|
| IIA $\Rightarrow$ ESE $\Rightarrow$ TPE | 0.028  | 0.014 | 0.00246  | 0.05390 | 0.034   |
| IIB $\Rightarrow$ EIS $\Rightarrow$ CPE | -0.005 | 0.004 | -0.01485 | 0.00452 | 0.295   |
| IIB $\Rightarrow$ EIS $\Rightarrow$ TPE | -0.007 | 0.005 | -0.01898 | 0.00507 | 0.255   |
| IIB $\Rightarrow$ ECM $\Rightarrow$ CPE | -0.005 | 0.005 | -0.01696 | 0.00635 | 0.372   |
| IIB $\Rightarrow$ ECM $\Rightarrow$ TPE | -0.006 | 0.006 | -0.02057 | 0.00769 | 0.372   |
| IIB $\Rightarrow$ ESE $\Rightarrow$ CPE | 0.029  | 0.014 | -0.00114 | 0.05924 | 0.061   |
| IIB $\Rightarrow$ ESE $\Rightarrow$ TPE | 0.023  | 0.011 | -0.00212 | 0.04732 | 0.075   |
| IMO $\Rightarrow$ EIS $\Rightarrow$ CPE | 0.014  | 0.007 | -0.00578 | 0.03281 | 0.171   |
| IMO $\Rightarrow$ EIS $\Rightarrow$ TPE | 0.018  | 0.007 | -0.00131 | 0.03769 | 0.067   |
| IMO $\Rightarrow$ ECM $\Rightarrow$ CPE | -0.010 | 0.005 | -0.02421 | 0.00405 | 0.160   |
| IMO $\Rightarrow$ ECM $\Rightarrow$ TPE | -0.012 | 0.006 | -0.02829 | 0.00383 | 0.133   |
| IMO $\Rightarrow$ ESE $\Rightarrow$ CPE | 0.001  | 0.007 | -0.01832 | 0.01994 | 0.934   |
| IMO $\Rightarrow$ ESE $\Rightarrow$ TPE | 0.001  | 0.006 | -0.01420 | 0.01546 | 0.934   |
| ICO $\Rightarrow$ EIS $\Rightarrow$ CPE | -0.005 | 0.005 | -0.01256 | 0.00355 | 0.271   |
| ICO $\Rightarrow$ EIS $\Rightarrow$ TPE | -0.006 | 0.007 | -0.01634 | 0.00422 | 0.245   |
| ICO $\Rightarrow$ ECM $\Rightarrow$ CPE | -0.000 | 0.005 | -0.00813 | 0.00744 | 0.931   |
| ICO $\Rightarrow$ ECM $\Rightarrow$ TPE | -0.000 | 0.006 | -0.00991 | 0.00907 | 0.931   |
| ICO $\Rightarrow$ ESE $\Rightarrow$ CPE | 0.014  | 0.013 | -0.00639 | 0.03408 | 0.182   |
| ICO $\Rightarrow$ ESE $\Rightarrow$ TPE | 0.011  | 0.011 | -0.00535 | 0.02689 | 0.195   |
| IST $\Rightarrow$ EIS $\Rightarrow$ CPE | 0.016  | 0.011 | -0.00651 | 0.03815 | 0.164   |
| IST $\Rightarrow$ EIS $\Rightarrow$ TPE | 0.021  | 0.012 | -0.00315 | 0.04573 | 0.086   |
| IST $\Rightarrow$ ECM $\Rightarrow$ CPE | 0.043  | 0.025 | -0.00995 | 0.09505 | 0.112   |
| IST $\Rightarrow$ ECM $\Rightarrow$ TPE | 0.052  | 0.027 | -0.00478 | 0.10808 | 0.072   |
| IST $\Rightarrow$ ESE $\Rightarrow$ CPE | 0.073  | 0.019 | 0.03260  | 0.11378 | < 0.001 |
| IST $\Rightarrow$ ESE $\Rightarrow$ TPE | 0.057  | 0.021 | 0.01323  | 0.10066 | 0.011   |

#### 4.6.10 Indirect Effects

To ensure TSE might be considered the real mediators between independent variables: transformational leadership (i.e., idealized influence (attitude), idealized influence (behaviors), IMO, ICO, IST) and dependent variables: TJP (i.e., CPE and TPE), biased-corrected Bootstrap 5000 times using Gaskin was suggested by Hayes and Matthes (2009) is focused on the most influential analysis. Only ESE is considered an effective moderating variable between idealized influence (attitude) and idealized influence (behaviors) and TJP (i.e., CPE and TPE).

To put it briefly, DTL (such as idealized influence, IMO, ICO, and IST) and TJP (CPE and TPE). The study uses biased-corrected Bootstrap with 5000 samples to confirm this. Specifically, ESE plays a key moderating role in the relationship between idealized influence (attitude and behaviors) and TJP (see Table 4.35). In terms of direct effects, idealized influence (attitude) positively impacts instructional strategies and student engagement. IST is the strongest predictor of classroom management, student engagement, and instructional strategies, while IMO and ICO enhance TSE. Leadership behaviors such as idealized influence and IST improve teachers' abilities in classroom management, student engagement, and TPE, ultimately influencing their overall job performance.

#### **4.7 Chapter Summary**

This chapter presents the study's findings, which examine the connections among high school teachers' self-efficacy (TSE), teachers' job performance (TJP), and school directors' transformational leadership (DTL). Notably, with the majority of mean scores falling into the high range, the results show that teachers have a positive perception of their school directors across all DTL aspects, underscoring the significance of DTL in fostering a motivating and encouraging learning environment. Regarding gender-based variations, these were minimal, with female teachers reporting a bit higher score in inspirational motivation (IMO). Meanwhile, while teachers with high school degrees (HS), bachelor's degrees (BA), and master's degrees (MA) showed significant differences in their perceptions of leadership, with MA holders exhibiting higher perceptions of individualized consideration (ICO), age differences did not significantly affect teachers' responses to the dimensions under investigation. In addition, teachers in Kampong Cham reported higher levels of IMO and ICO than those in Kampong Chhnang, indicating possible regional disparities in leadership practices. Moreover, these discrepancies were observed throughout the provinces. With respect to self-efficacy, with no discernible gender disparities, teachers reported high self-efficacy in efficacy for student engagement (ESE), efficacy for instructional strategies (EIS), and efficacy for classroom management (ECM). However, teachers identified areas that required improvement, particularly in meeting the overall performance standards. Furthermore, there were notable variations in contextual performance (CPE) and task performance (TPE) between provinces concerning JPE, particularly in Kampong Cham, Kampong Chhnang, and Kampong Speu. According to the analysis, ESE moderates idealized

influence attitudes (IIA), idealized influence behaviors (IIB), and TJP. Specifically, intellectual stimulation (IST) was the best predictor of classroom management, student engagement, and instructional strategies. Moreover, direct effects analysis revealed that idealized influence had a favorable impact on both. Overall, the findings highlight how important DTL is for raising TSE and job performance, with leadership traits including idealized influence and IST helping teachers become more adept at managing the classroom, engaging students, and completing tasks.

## **CHAPTER 5**

### **DISCUSSION**

This chapter provides insights into high school educators' perceptions of school directors' transformational leadership (DTL) in Cambodia, highlighting significant discrepancies across various demographic groups. The perspectives were examined based on gender, age, academic qualifications, and provincial location, revealing complex insights into the impact of DTL on teachers' self-efficacy (TSE) and job performance (TJP). In this context, male and female educators displayed somewhat distinct viewpoints, while teachers from diverse age groups, educational backgrounds, and geographies revealed varying degrees of satisfaction and engagement with the leadership styles of their school administrators. This chapter expands upon these findings by analyzing their implications for educational leadership, teacher development, and the broader context of educational reform in Cambodia.

#### **5.1 Summary of the Findings**

The findings underscore the beneficial effect of DTL on TSE and job performance, with critical leadership dimensions like idealized influence and IST acting as major predictors. Teachers expressed considerable self-efficacy in domains such as classroom management, instructional methodologies, and student involvement. The research revealed few differences in self-efficacy and job performance among instructors based on gender, age, and educational level, indicating that these factors do not substantially influence views within the sample. Provincial disparities were noted in certain facets of transformative leadership, particularly in Kampong Cham, where educators indicated elevated levels of IMO and ICO. The study's SEM indicates that TSE mediates the relationship between transformational leadership and work performance, whereas ESE serves as a significant moderator between idealized influence and job performance results. These findings underscore the essential function of DTL in cultivating a supportive educational atmosphere, augmenting TSE, and promoting both contextual and TPE within the classroom.

#### **5.2 High School Teachers' Perception of DTL**

According to the perceptions of teachers on DTL, the results then suggest a generally positive perception across all five dimensions: IIA, IIB, IM, ICO, and IST. In



IIA, teachers view their school directors as ethical role models, demonstrating integrity and garnering respect. The finding is similar to Day et al. (2011), who noted that this perception reflects the value teachers place on school directors who lead by example and uphold high standards, fostering a sense of security and motivation within the school environment.

In IIB, teachers appreciate school directors' strong sense of purpose and ethical approach, highlighting the significance of values-driven leadership. This finding might be aligned with Pankake and Abrego (2017), who noted that DTL, as teachers value leaders who exhibit clear, ethical direction, building a foundation of trust and shared purpose.

IMO, however, reflects more variability, suggesting that while some teachers feel inspired by their school directors' vision, others may find a lack of clarity or enthusiasm, which is similar to the claims by Hargreaves and Fullan (2015). School directors could enhance their abilities to articulate goals and foster enthusiasm by incorporating more motivational practices and clearer goal-setting, as this range highlights (Meyer et al., 2023).

Inclusively, ICO reveals a positive view of school directors' attentiveness to individual teachers' needs and professional growth. Teachers feel supported by school directors who offer individualized attention, which contributes to a nurturing and inclusive atmosphere. According to Blase and Blase (2001), by fostering individual development, school directors can surely encourage teachers to grow in their unique strengths, strengthening morale.

In IST, teachers appreciate school directors' encouragement of innovative thinking and problem-solving, which align with adaptive leadership practices. The appreciation of school directors' suggestions for new approaches highlights the receptiveness of teachers to creative educational methods. Madi Odeh et al. (2023) noted that school directors who emphasize intellectual growth and adaptability contribute positively to a dynamic school culture.

Overall, teachers hold favorable views of their DTL, finding that such leadership supports a motivating, supportive, and growth-oriented environment. Strengthening IMO could further enhance alignment with school goals, creating a more cohesive and inspired teaching community. These insights affirm the role of TL in fostering an environment where teachers feel valued, motivated, and well-supported by their school directors.

### **5.2.1 Male and Female Teachers' Perception of DTL**

The results of the independent samples t-test provide valuable insights into gender differences across the assessed variables, specifically the dimensions IIA, IIB, IMO, ICO, and IST. The analysis reveals that, except for the IMO variable, gender differences are largely insignificant.

For IIA and IIB, both male and female samples showed almost identical mean scores. This suggests that both genders perceive similar levels of influence and value across these dimensions, potentially indicating that the experiences or attitudes captured by these variables are consistent regardless of gender. The lack of significant difference in these areas implies that male and female samples may experience similar motivational factors or influences represented by these variables. This is in line with Eccles and Harold (1991). Given that the mean scores are highly comparable, IIA and IIB may represent shared aspects of experience, such as intrinsic motivators or external factors that resonate equally across genders.

In contrast, the IMO variable demonstrated a statistically significant gender difference, with female participants reporting higher mean scores than their male counterparts. This part is in the similarity to Schuh et al. (2014). This result could mean that women experience or think about the things connected to the IMO dimension more often or more strongly than men do. These things might have something to do with their overall motivation or openness in the study. This finding aligns with some existing research that suggests women often report higher levels of intrinsic motivation or interpersonal engagement in educational and professional settings by Kærsgaard et al. (2021), Martin and Dowson (2009), and Shillingford and Karlin (2013). The observed significant difference could indicate the presence of underlying factors that influence female respondents differently, such as societal expectations or different approaches to goal orientation. This pattern merits further investigation to understand whether specific environmental, cultural, or structural influences contribute to females scoring higher in this area.

The ICO and IST variables, although showing p-values near the significance threshold, did not exhibit statistically significant gender differences. The approaching significance suggests a potential trend, yet the results remain inconclusive. It may be beneficial for future studies to explore whether these trends might achieve significance with a larger sample size or under different contextual conditions. Kim and Cruz (2016)

noted that the near-significance might suggest that gender might influence certain dimensions in specific contexts, despite the lack of statistical confirmation in the sample.

In summary, while the results indicate that most variables do not differ significantly by gender, the significant result for IMO invites further exploration of gender-specific influences on this dimension. This finding highlights the importance of considering gender as a possible factor in understanding motivational and perceptual differences, even as most variables reflect similar responses across genders.

### **5.2.2 Different Age-Group Teachers' Perception of School Directors' DTL**

The ANOVA results show that age does not have a big effect on the variables that were looked at, IIA, IIB, IMO, ICO, and IST, which means that the responses were the same for all age groups. This finding suggests that age-related differences do not shape perceptions or experiences captured by these dimensions, pointing to a potentially universal relevance of these factors across the surveyed population.

The lack of significant age differences in IIA and IIB suggests that samples of varying ages perceive interpersonal influence and behavioral tendencies similarly. This could suggest that the group, regardless of age, widely shares certain experiences or values like respect for authority or interpersonal dynamics. In social or professional settings, this consistency might reflect a common approach to authority or social interactions, shaped perhaps by shared cultural norms or organizational expectations that foster similar views across generations. This result aligns with the claims by Alwin (1994) showing that factors related to interpersonal influence often remain stable across age groups, suggesting they are fundamental aspects of social engagement rather than age-specific traits.

Likewise, the IMO and ICO variables showed no significant differences between age groups, suggesting that motivation and commitment are similarly unaffected by age in this sample. This finding may indicate that individuals, regardless of age, experience motivation or commitment levels consistently, possibly due to uniform workplace expectations or personal values. Even though the trend in ICO is not significant, it may suggest that certain situational or contextual factors influence commitment differently in different age groups, despite the slight difference in the current data. This pattern aligns with Kooij et al. (2008), suggesting that work-related motivations often stem from intrinsic factors rather than age-related factors, meaning individuals may have comparable commitment levels regardless of their life stage.

Finally, there was no significant age difference in the IST variable, which measures situational influences. This suggests that environmental or situational factors impact respondents in similar ways, regardless of their age group. This could reflect uniform exposure to situational contexts within the sample, where age does not alter one's situational engagement or perceptions in meaningful ways. Such a finding can be beneficial for policy and practice, as it suggests that interventions or environmental modifications need not be age-targeted to effectively influence these factors.

The absence of age-based differences in these variables may underscore the universality of the measured dimensions, implying that shared social or organizational factors may exert a greater influence than age. For researchers and practitioners, these findings underscore the potential for broadly applicable approaches, rather than age-specific strategies, to engage individuals across various life stages. Further studies could consider additional demographic or contextual variables that might interact with age to impact these dimensions or examine whether similar results hold across different settings or populations. This would provide a deeper understanding of the interplay between age and other factors in shaping perceptions and behaviors within these dimensions.

### **5.2.3 Different-Degree Teachers' Perception of DTL**

The findings from LSD multiple comparisons analysis indicate that educational level impacts certain variables, specifically IIB and ICO, but not others, such as IIA, IMO, and IST. These results provide insight into how education level may shape specific perceptions or responses related to the study's dimensions, revealing nuanced differences between HS, BA, and MA degree holders.

For the IIA, IMO, and IST variables, the lack of significant differences across educational levels suggests that respondents with various educational backgrounds share similar perceptions or experiences in these areas. This consistency across educational groups could imply that the dimensions measured by these variables are not heavily influenced by educational attainment. Factors such as IIA, IMO, and IST may be universally relevant, independent of one's educational level. These dimensions might represent underlying social or personality traits, or reflect standardized experiences that remain stable across educational tiers. This finding aligns with Grojean et al. (2004) suggesting that core aspects of interpersonal influence and situational behavior often transcend educational level, reflecting common socialization or shared environments in workplaces and communities.

However, the significant difference in IIB scores between high school and master's degree holders, with master's degree holders scoring higher, suggests that higher education may enhance or shape attitudes or behaviors captured by the IIB variable. This finding might be similar with Kahu (2013) who could indicate that individuals with advanced education levels have developed skills or perspectives that differentiate them in this dimension. Master's degree holders may possess higher levels of insight, authority, or confidence in this area, possibly due to more extensive training or exposure to varied perspectives. Notably, bachelor's degree holders did not differ significantly from either high school or master's holders in IIB, which may suggest that the development in this dimension only becomes pronounced at the master's level.

The ICO variable also exhibited significant differences, with both bachelor's and master's degree holders scoring higher than high school graduates. This suggests that higher education levels may be associated with stronger levels of commitment or related factors represented by ICO. The progressive increase in scores from high school to bachelor's and master's levels could reflect a cumulative effect of education on commitment or engagement, where higher degrees foster deeper investment in professional or personal growth. The lack of a significant difference between bachelor's and master's degree holders may indicate that the main shift occurs between secondary and higher education, with commitment levels stabilizing afterward.

Overall, these results suggest that education level may play a role in shaping specific attitudes or commitments, particularly in the dimensions captured by IIB and ICO. For practitioners and educators, these findings underscore the potential for educational attainment to influence certain perspectives or behaviors, particularly those tied to authority or commitment. Tailored approaches to enhance these dimensions may be beneficial for individuals with lower educational backgrounds. However, the universal consistency in other variables across educational groups indicates that certain dimensions are broadly applicable and likely not dependent on education level. Future studies could further investigate the underlying mechanisms that drive these differences, exploring additional contextual factors or longitudinal effects to see how education interacts with life experiences in shaping these dimensions.

#### **5.2.4 Different-Province Teachers' Perception of DTL**

The LSD multiple comparisons reveal generally consistent perceptions of DTL across the four provinces, with minor provincial differences in IMO and ICO.

For IIA, perceptions are similar across provinces, with no significant differences observed. The highest MD between Kampong Chhnang and Kampong Speu was close to significance but ultimately not significant, indicating comparable views of school directors' ethical attributes in each province.

In IIB, all comparisons yielded non-significant results, underscoring a uniform perception of school directors' values-driven leadership across the provinces. The greatest MD observed was between Kampong Chhnang and Kampong Speu, reflecting similar values and a sense of purpose among school directors as perceived by teachers.

In IMO, teachers in Kampong Cham hold significantly higher perceptions than those in Kampong Chhnang, suggesting that school directors in Kampong Cham may be perceived as more effective in inspiring and articulating a vision. However, comparisons between Kampong Cham and other provinces showed no significant differences, indicating that the variance in IM is primarily between Kampong Cham and Kampong Chhnang.

For ICO, a significant difference emerged between Kampong Cham and Kampong Chhnang, with teachers in Kampong Cham perceiving greater individualized attention from their school directors. This finding suggests that teachers in Kampong Cham may feel their unique needs are more acknowledged compared to those in Kampong Chhnang, though other provincial comparisons did not reveal significant differences.

In IST, perceptions are consistent across provinces, with no significant differences noted. Although Kampong Cham and Kampot showed the highest MD, it was not significant, indicating comparable encouragement of innovative thinking in each province.

Overall, while most DTL dimensions show no significant provincial differences, notable differences in IMO and ICO suggest that teachers in Kampong Cham perceive higher levels in these areas than those in Kampong Chhnang. These findings imply that certain aspects of TL, such as vision articulation and individualized support, may vary slightly by provincial context, possibly due to differing leadership practices or expectations across regions.

### **5.3 High School Teachers' Perception of Self-Efficacy**

The findings on high school teachers' perceptions of self-efficacy across instructional strategies, classroom management, and student engagement reveal areas of

strength and opportunities for support. These insights provide a deeper understanding of teachers' self-assessed capabilities, which can inform professional development efforts.

In the instructional strategies domain, teachers reported high self-efficacy overall, indicating confidence in their ability to use varied teaching techniques. However, they felt moderately effective in using examples to clarify complex concepts, suggesting a potential area for additional support. The high ratings for engaging students through questions and employing diverse assessment methods highlight teachers' preparedness to foster learning and assess student progress. Targeted professional development aimed at developing examples and analogies could enhance their confidence and versatility in clarifying challenging topics.

Classroom management emerged as the strongest area of self-efficacy, reflecting teachers' high confidence in maintaining discipline and ensuring student adherence to rules. This strength suggests effective classroom management practices, possibly due to established strategies or focused training. School leaders may find it beneficial to reinforce this strength through continued support and recognition, as it contributes positively to the learning environment.

In terms of student engagement, teachers also reported high self-efficacy, particularly in helping students appreciate the value of learning and supporting those who struggle academically. However, they felt somewhat less effective in motivating students who show low interest, revealing a subtle challenge in engaging all learners. Professional development focused on motivational techniques for disengaged students could address this need, potentially enhancing teachers' ability to reach and inspire all students.

Overall, these findings indicate that teachers exhibit strong self-efficacy across instructional, management, and engagement domains, with classroom management as their greatest strength. These self-efficacy perceptions are encouraging, as they often correlate with positive teaching practices and student success. Targeted support in the identified areas could further strengthen teachers' effectiveness, helping them to maintain and enhance their instructional impact. Future research might explore the long-term benefits of such targeted interventions and their impact on student engagement and achievement.

### **5.3.1 Male and Female Teachers' Perception of Self-Efficacy**

The analysis reveals that male and female high school teachers share similar perceptions of their self-efficacy across the dimensions of instructional strategies, classroom management, and student engagement. According to S. L. Huang and Fraser

(2009), the lack of statistically significant differences across these dimensions suggests a generally equitable sense of self-efficacy between genders, which may reflect a balanced professional preparation and support environment for both male and female teachers.

In instructional self-efficacy, both male and female teachers feel similarly capable of using varied instructional techniques, indicating that gender does not impact their confidence in engaging students or adapting instruction. This finding suggests that teachers, regardless of gender, are equally prepared to implement diverse instructional methods, which is beneficial for inclusive teaching practices.

In terms of classroom management, both genders reported high levels of confidence, with only slight variations. The similarity in scores here underscores that both male and female teachers perceive themselves as equally competent in maintaining classroom order and ensuring rule adherence, which is crucial for a stable learning environment. This gender parity in classroom management skills may be attributed to shared training or consistent support structures within their schools.

For student engagement, both groups expressed comparable confidence in their ability to support student motivation and learning. While female teachers had a slightly higher mean, this difference was not significant, suggesting that gender does not strongly influence teachers' perceived efficacy in engaging students. This finding may indicate that male and female teachers have access to equivalent resources or strategies to inspire and support students, reinforcing equitable educational practices.

Overall, these findings highlight that gender does not appear to be a factor in high school TSE across key teaching dimensions. This outcome supports the notion that both male and female teachers feel equally capable in their roles, which can be beneficial in promoting consistent educational experiences for students across classrooms. Future research could explore whether these trends persist across different educational contexts or with larger sample sizes, contributing to a broader understanding of gender and teaching efficacy.

### **5.3.2 Different-Age-Group Teachers' Perception of Self-Efficacy**

The analysis suggests that age does not significantly influence high school teachers' perceptions of self-efficacy in the areas of instructional skills, classroom management, or student engagement. These findings indicate a consistent sense of self-efficacy across age groups, implying that teachers' confidence in their teaching abilities remains stable regardless of age.



In the dimension of instructional skills, the results highlight that teachers across age groups feel similarly effective in implementing diverse teaching methods and adapting instructional techniques to meet student needs. This uniformity suggests that experience and age do not significantly alter teachers' beliefs in their instructional capabilities, possibly indicating robust initial training or professional development that sustains efficacy over time.

Similarly, for classroom management, teachers from different age groups reported comparable levels of self-efficacy. This consistency across age groups implies that the ability to maintain a controlled classroom environment is equally valued and achievable regardless of a teacher's age, perhaps due to shared school policies, training, or support systems that promote effective management skills for teachers at all career stages.

In terms of student engagement, no significant differences across age groups were observed, suggesting that teachers of varying ages feel equally capable of motivating and engaging students. This finding may point to a common commitment across age groups to fostering positive student-teacher interactions, an essential factor in student success. It may also indicate that teachers feel supported and equipped to engage students effectively, regardless of their age or length of experience.

Overall, these results underscore that self-efficacy in teaching does not necessarily increase or decrease with age among high school teachers. This finding supports the idea that continuous professional development and a supportive school environment could play a more critical role than age in shaping TSE across key teaching domains. Further studies might explore if similar patterns hold across different educational contexts or concerning other factors such as years of experience, which could provide more nuanced insights into TSE.

### **5.3.3 Different-Degree Teachers' Perception of Self-Efficacy**

The findings from the one-way ANOVA analysis indicate that an education degree does not significantly influence high school TSE across the dimensions of EIS, ECM, and ESE. These results challenge the assumption that higher levels of formal education necessarily translate to greater self-efficacy in teaching practices.

For the EIS dimension, despite the potential for advanced education to enhance teachers' understanding of instructional strategies, the lack of significant differences suggests that teachers across all education levels feel equally capable of employing various instructional techniques. This result might point to the fact that, according to Jones and Dexter (2014), the application of instructional skills is likely influenced by a

combination of factors beyond formal education, such as hands-on teaching experience, ongoing professional development, and access to resources or mentorship within the school environment.

Similarly, in the ECM dimension, the absence of significant differences in self-efficacy based on education degree suggests that teachers, regardless of their formal qualifications, demonstrate similar levels of confidence in managing classroom behaviors. Martin (2004) noted that classroom management is a skill that may be shaped more by day-to-day practice and classroom dynamics than by the degree level a teacher has attained. The lack of significant variation between education degrees could imply that effective classroom management strategies are accessible and applicable to teachers of all educational backgrounds, possibly because they are part of the practical knowledge acquired through experience.

In the ESE dimension, the findings also reveal no substantial differences in self-efficacy based on educational degree. According to Stronge (2018), teachers' ability to engage students and maintain their interest in learning is critical for fostering effective educational outcomes. However, the results suggest that both teachers with higher and lower levels of formal education perceive themselves similarly in this regard. This may reflect the role of intrinsic motivation, pedagogical training, or external school-based support in shaping teachers' confidence in engaging students, rather than solely relying on formal education credentials.

The consistent lack of significant differences across these dimensions suggests that factors such as professional experience, continuous in-service training, and institutional support mechanisms may have a more influential role in shaping TSE than their educational qualifications. Accordingly, Smith et al. (2005) revealed that the development of instructional, classroom management, and student engagement skills is a dynamic process that extends beyond formal education and continues throughout a teacher's career.

This part of the findings raises important questions about the relative importance of educational degrees in the professional development of teachers. It also points to the need for further research into other potential influences on TSE, such as years of teaching experience, school culture, and opportunities for professional learning. Additionally, exploring the impact of specific pedagogical training and practical teaching exposure may provide a more nuanced understanding of what drives TSE across various teaching domains.

In conclusion, while an education degree plays a role in shaping teachers' knowledge base, it does not appear to significantly impact their self-efficacy in instructional skills, classroom management, or student engagement. Future research could explore alternative factors, such as professional development programs or teacher collaboration, that may contribute more substantially to teachers' perceptions of their effectiveness in the classroom.

#### **5.3.4 Different-Province Teachers' Perception of Self-Efficacy**

ANOVA looked at differences in high school TSE across four provinces. It found that teachers in different provinces did not have statistically significant differences in their self-efficacy for EIS, ECM, or ESE. These findings indicate that neither geographical location nor provincial context significantly influences teachers' perceived self-efficacy.

In the EIS dimension, teachers from all four provinces reported similar levels of confidence in their instructional abilities. This suggests that consistent factors across provinces, such as national curriculum guidelines, standardized teacher training programs, or common teaching practices across the country, likely influence instructional self-efficacy. It may also reflect the availability of resources or support systems that provide teachers with the instruments and strategies they need to develop their instructional skills, regardless of where they are located.

Similarly, in the ECM dimension, the lack of significant differences across provinces indicates that teachers, irrespective of their regional setting, perceive themselves as equally capable of managing classroom behaviors. The standardization of classroom management strategies and the emphasis on creating positive learning environments in teacher preparation programs across the country may account for this finding. Additionally, experience, rather than specific provincial influences, often refine classroom management skills, potentially explaining the uniformity of responses across different regions.

For the ESE dimension, the lack of provincial variation further supports the idea by Olivier et al. (2019) that self-efficacy in student engagement is a relatively stable characteristic among teachers across diverse contexts. Teachers from all provinces reported comparable confidence in engaging students, which could be due to the common pedagogical approaches and instructional techniques promoted at the national level. Em (2021) also noted that it is possible that local educational policies, community expectations, and student behavior may not vary drastically between the provinces, thus contributing to similar perceptions of self-efficacy.

Overall, these results show that differences in provinces do not have much of an effect on TSE in these three key areas. This suggests that factors other than location, like standardizing teacher education, sharing professional experiences, and using similar teaching methods, may have a bigger impact on how teachers see their effectiveness. Similarly, Hallinger et al. (2018) claimed that the consistency in self-efficacy across different areas could also reflect the national educational system's overarching framework and the way it provides consistent support for teachers in various regions.

The lack of significant differences may also indicate that high school teachers across the provinces face similar challenges and resources in their professional environments, leading to similar levels of self-efficacy. However, it is important to consider that, while provincial differences may not have influenced TSE in this study, other factors, such as individual teaching experience, specific school culture, or professional development opportunities, could still contribute to variation in teachers' confidence levels.

Thus, further research could explore other potential variables that may influence TSE, such as school leadership, available teaching materials, and ongoing professional development programs. Additionally, future studies could examine the impact of specific regional or local educational policies, community involvement, or socio-economic factors on teachers' perceptions of their instructional effectiveness.

#### **5.4 High School Teachers' Perception of Job Performance**

The findings highlight high school teachers' perceptions of their job performance, divided into two areas: CPE and TPE. The results demonstrate a high level of engagement among teachers in activities beyond their core responsibilities, particularly in supporting colleagues and contributing to school improvement. Teachers report a strong sense of cooperation, initiative in guiding peers, and a commitment to assisting with additional workload, all of which reflect a positive and collaborative school culture. Their engagement in non-required activities further emphasizes their willingness to go above and beyond formal expectations. These behaviors indicate that teachers view themselves as key contributors to both their personal development and the broader educational environment.

However, while teachers generally perceive themselves positively when examining TPE, some areas suggest room for improvement. Teachers express a strong sense of accomplishment and confidence in their job-related skills, yet they report

moderate levels of satisfaction with meeting performance standards and job expectations. This indicates that, while teachers feel competent in their roles, they may face challenges in consistently meeting all job requirements and aligning with set expectations by Barrett (2012) and Teas (1993), revealing a potential gap between perceived and actual performance. Additionally, moderate perceptions regarding career advancement and overall performance suggest that teachers may feel limited in terms of professional growth or recognition, which could affect their job satisfaction and motivation.

Overall, the findings indicate that high school teachers, while highly engaged in collaborative efforts and school improvement, perceive a need for further development in certain areas, particularly in fulfilling all job responsibilities and improving performance. Addressing these concerns may involve clarifying job expectations, providing more professional development opportunities, and supporting career advancement pathways to enhance overall job satisfaction and performance. Future research could delve into the specific factors that influence teachers' perceptions of performance and identify potential barriers to fulfilling their roles completely.

#### **5.4.1 Male and Female Teachers' Perceptions of Job Performance**

The results from an independent samples t-test investigate gender differences in job performance, as measured by CPE and TPE scores.

For CPE, the data revealed no significant difference between male and female teachers. Although females reported slightly higher mean scores than males, the t-test showed that this difference was not statistically significant. This suggests that gender does not have a meaningful impact on teachers' engagement in tasks beyond their core duties, such as cooperation, school improvement efforts, and supporting colleagues.

Similarly, for TPE, while females had slightly higher mean scores than males, the t-test result indicated no significant difference between the two groups. This suggests that gender does not significantly influence teachers' perceptions of their TPE, which includes their ability to meet performance standards, manage job responsibilities, and fulfill job expectations.

In summary, both CPE and TPE scores show no significant gender-based differences in job performance. This indicates that, regardless of gender, teachers perceive themselves similarly in terms of their overall engagement in school activities and their ability to meet job requirements. These findings suggest that other factors, rather than gender, may play a more substantial role in influencing TJP.

#### **5.4.2 Different-Age Group Teachers' Perceptions of Job Performance**

The results derived from a one-way ANOVA explore age differences in job performance as measured by CPE and TPE scores.

For CPE, the analysis found no significant differences across the age groups. The statistical result indicated that age does not influence teachers' engagement in activities beyond their core duties, such as supporting colleagues, contributing to school improvement, and participating in non-required tasks.

Similarly, for TPE, the one-way ANOVA also revealed no significant differences between the age groups. This suggests that age does not affect teachers' self-perceptions of their TPE, including their ability to meet performance standards, manage job responsibilities, or fulfill job expectations.

In summary, the findings indicate that age does not significantly influence job performance in this study, both in terms of CPE and TPE. These results suggest that other factors, rather than age, may influence job performance as perceived by the teachers.

#### **5.4.3 Different-Degree Teachers' Perceptions of Job Performance**

The results of the one-way ANOVA examining the impact of degree types on job performance, as measured by CPE and TPE scores, revealed the following findings.

The study found no significant differences between the degree groups for CPE, suggesting that the type of degree teachers hold does not significantly influence their engagement in tasks beyond their core duties, such as assisting colleagues or contributing to school improvements. This suggests that teachers, regardless of their degree type, demonstrate similar levels of involvement in these activities.

In contrast, for TPE, the analysis showed a marginally non-significant difference between the degree groups. Although it was observed a slight variation in TPE scores based on degree type, it did not find this difference statistically significant at the conventional level. This implies that while degree type may have a minor effect on teachers' perceptions of their TPE, the effect is not strong enough to reach a definitive conclusion.

The analysis concluded that there were no significant differences in CPE or TPE based on degree type, but there was a slight difference in TPE scores, indicating that degree type might have a minor impact on TPE. However, more research is required to explore this possibility.

#### **5.4.4 Different-Province Teachers' Perceptions of Job Performance**

The LSD multiple comparisons conducted to examine provincial differences in job performance, measured by CPE and TPE scores, revealed the following results.

For CPE, significant differences were found between Kampong Cham and Kampong Chhnang, with Kampong Cham showing higher mean scores. However, no significant differences were observed between Kampong Cham and the other provinces, including Kampong Speu and Kampot. Additionally, no significant differences were found between Kampong Chhnang and Kampong Speu or Kampot, nor between Kampong Speu and Kampot. In essence, the only significant provincial difference in CPE scores was between Kampong Cham and Kampong Chhnang.

For TPE, Kampong Cham had significantly higher scores compared to Kampong Chhnang. Significant differences were also found between Kampong Chhnang and Kampong Speu, with Kampong Speu showing higher scores. Although Kampong Chhnang showed a trend toward significant differences when compared to Kampot, this result was not statistically significant. The TPE scores showed no significant differences between Kampot and any of the other provinces.

In summary, significant differences in job performance were observed for CPE between Kampong Cham and Kampong Chhnang. For TPE, significant differences were found between Kampong Cham and Kampong Chhnang, as well as between Kampong Chhnang and Kampong Speu. Kampot showed no significant differences with any of the other provinces for either variable.

### **5.5 Correlation of All Constructs**

Pearson correlation analysis shows strong connections between the DTL subscales and related variables. This demonstrates the interconnection of these concepts and their impact on leadership effectiveness overall.

The strong correlation between IIA and IIB underscores the close relationship between a school director's perceived attributes and their behaviors. Hall et al. (2004) noted, along with this finding, that school directors who exhibit strong attributes are likely to demonstrate behaviors that inspire and motivate their staff, reinforcing the importance of leaders' personal traits in shaping effective leadership practices.

IMO shows significant correlations with both IIA and IIB, emphasizing the role of motivational strategies in enhancing leaders' attributes and behaviors. According to

Popper et al. (2000), effective leaders also embody idealized leadership traits that contribute to their transformational leadership style.

Both IIB and IMO positively correlate with ICO, which involves personalized attention and support, underscoring the significance of individualized support in transformational leadership. The strong correlation between IST and ICO also suggests, De Jong and Den Hartog (2007) and Hughes et al. (2018), that leaders who encourage innovative thinking tend to provide more individualized attention, highlighting the link between creativity and personalized leadership practices.

EIS and ESE also emerge as crucial contributors to DTL. EIS correlates positively with IIA, IIB, and IMO, indicating that emotional competencies are key in supporting DTL behaviors. This is in agreement with Rosete and Ciarrochi (2005). Similarly, ESE's positive correlations with IIA, IIB, and ICO underline the critical role of emotional self-efficacy, as noted by Ramchunder and Martins (2014), in enhancing both leaders' attributes and their ability to offer individualized support.

CPE and TPE further illustrate the link between DTL and performance outcomes. CPE's strong correlations with IIA, IIB, IMO, and IST suggest that DTL behaviors positively impact performance. TPE's correlations with IIA, IIB, IMO, and CPE show that TL contributes to improved TPE, with greater leadership effectiveness being associated with higher performance. According to Alzoraiki et al. (2018), every facet of transformational leadership positively impacts the overall performance of teachers pushing more effective outcomes.

In summary, these findings reveal the intricate relationships between DTL subscales and performance-related constructs. The positive correlations among these variables underscore the relevance of DTL in fostering effective leadership and performance outcomes, offering valuable insights for leadership development in educational contexts.

## **5.6 DTL's Effects on Constructs**

### **5.6.1 DTL's Effects on Efficacy for Instructional Strategies**

The results from the regression analysis provide valuable insights into the predictors of EIS, shedding light on the relative importance of various TL subscales. The overall model was significant, indicating that the combination of predictor variables explained a substantial portion of the variance in EIS. However, the effect size, as



indicated by the adjusted  $R^2$ , was modest, suggesting that other factors not included in the model may also play a role in shaping EIS.

Among the predictor variables, IIA emerged as a significant positive contributor to EIS. This finding highlights the importance of IIA in enhancing CPE. According to Abdullahi et al. (2020), leaders who exhibit strong personal traits and values are more likely to inspire higher levels of EIS, reinforcing the notion that leadership effectiveness begins with the leader's characteristics.

In contrast, IIB did not show a significant effect on EIS, suggesting that this aspect of idealized influence does not directly impact CPE in this context. This finding may point to the need for a more nuanced understanding of how different dimensions of idealized influence contribute to performance outcomes, as not all components of TL seem to have equal relevance in this regard.

On the other hand, IMO demonstrated a strong positive relationship with EIS, supporting the idea, of Pradhan and Pradhan (2015), that IMO plays a critical role in promoting CPE. Leaders who can articulate a compelling vision and motivate their teams toward shared goals appear to significantly enhance EIS. This aligns with the broader literature on transformational leadership, which emphasizes the power of motivation in driving performance.

The absence of a significant relationship between ICO and EIS suggests that individualized consideration may not be as impactful in predicting CPE in this analysis. Despite being a fundamental element of TL, the role of individualized support in enhancing EIS may vary depending on the context, necessitating further investigation into the timing and mechanisms of ICO's influence on performance outcomes.

Lastly, IST was found to be a significant positive predictor of EIS, underscoring the importance of individual support in fostering better CPE. Based on Oke et al. (2009) and Ribière and Sitar (2003), leaders who provide support and encouragement for innovative thinking appear to enhance the performance of their teams, reinforcing the value of a leader's active involvement in nurturing creativity and individualized development.

To cut it short, the findings suggest that IIA, IMO, and IST are key predictors of EIS, while IIB and ICO do not significantly contribute. These results highlight the multifaceted nature of TL and its influence on performance, suggesting that not all dimensions of DTL are equally effective in enhancing EIS. Future research should further explore the complexities of these relationships, particularly the role of IIB and ICO, and

examine additional variables that may influence leadership outcomes in different contexts.

### **5.6.2 DTL's Effects on Efficacy for Classroom Management**

The results of the regression analysis provide important insights into the predictors of ECM, highlighting the varying contributions of the DTL subscales. The overall model was significant, suggesting that the combination of the predictor variables explains a meaningful portion of the variance in ECM. However, the moderate effect size indicates that additional factors beyond those included in the model may also influence ECM.

Among the predictor variables, IST emerged as a significant positive predictor of ECM. This finding emphasizes the critical role of individualized support in enhancing CPE. According to Day and Sammons (2016), leaders who provide tailored guidance and encouragement appear to have a direct impact on improving ECM, reinforcing the notion that personalized leadership is a key driver of positive outcomes in this context.

IIA, while showing a positive trend, did not reach conventional significance levels. Although it was not a strong predictor of ECM, the marginally significant relationship suggests that idealized influence may play a role in shaping CPE, but its effects might be more subtle or context-dependent. Further investigation into the nuances of how IIA impacts ECM could provide valuable insights.

On the other hand, IMO showed a significant negative relationship with ECM, suggesting that higher levels of IMO could be linked to lower ECM scores. This unexpected finding suggests that IMO, while generally viewed as a positive leadership trait, may have complex or even counterproductive effects in certain contexts. It could be that too much emphasis on motivation without corresponding support or structure may detract from the leader's effectiveness in enhancing CPE, warranting further exploration.

IIB and ICO did not show significant effects on ECM, suggesting that these dimensions of idealized influence may not be relevant in predicting CPE in this particular analysis. While idealized influence is a core component of TL, it appears that in this case, the impact of IIB and ICO may be less pronounced or influenced by other unmeasured factors.

In conclusion, the regression analysis reveals that IST is the most robust predictor of ECM, while IMO shows a significant negative association. IIA exhibits a marginally positive effect, and IIB and ICO do not contribute significantly. These findings suggest that while individualized support is critical for enhancing ECM, other dimensions of TL

may have more complex or context-dependent relationships with performance outcomes. Future research should delve deeper into understanding the interplay of these leadership dimensions and their impact on ECM, as well as explore potential moderating or mediating factors that could further clarify these dynamics.

### **5.6.3 DTL's Effects on Efficacy for Student Engagement**

The results of the regression analysis provide valuable insights into the predictors of ESE, with several dimensions of TL proving to be significant contributors. The overall model demonstrated statistical significance, indicating that the combination of the predictor variables explains a notable portion of the variance in ESE. Similarly, Tran et al. (2024) suggested that leadership behaviors, particularly those related to idealized influence and individual support, play an essential role in shaping TSE.

Among the predictors, both IIA and IIB emerged as significant positive contributors to ESE. This finding underscores the importance of the idealized influence dimension of TL in enhancing self-efficacy. As noted by Walumbwa et al. (2008), leaders who exhibit idealized influence are likely to inspire confidence and a sense of purpose in their followers, which can translate into improved beliefs in their abilities. The impact of both IIA and IIB highlights the necessity for leaders to embody positive role models and engage in behaviors that foster trust and respect. Accordingly, M. E. Brown and Treviño (2006) noted that leaders who demonstrate high ethical standards, provide clear guidance, and act as strong role models embody this in practice.

In contrast, IMO did not significantly predict ESE, suggesting that IMO may not be as influential in shaping self-efficacy in this particular context. While IMO is often associated with rallying teams around a shared vision, its effect on self-efficacy may be indirect or mediated by other factors. According to Bass and Steidlmeier (1999), it is possible that IMO alone is insufficient to directly enhance an individual's belief in their abilities, especially without the supportive structures provided by other leadership behaviors.

ICO, though marginally significant, showed a positive relationship with ESE, indicating that individualized consideration also plays a role, albeit a smaller one. Along with Seibert et al. (2017), this suggests that leaders who offer personalized attention and mentorship can help build followers' confidence in their capabilities. However, the relatively modest impact of ICO in this context, similar to Moss et al. (2009), suggests that, although individualized support is important, it may require complementarity from other leadership behaviors to significantly influence self-efficacy.

IST emerged as the strongest predictor of ESE, emphasizing the critical role of individualized support in boosting self-efficacy. According to Steinmann et al. (2018), leaders who provide tailored guidance and actively support their followers' professional development foster a strong sense of competence. This aligns with the concept that building self-efficacy involves not only motivation but also consistent, personalized feedback and encouragement. In practical terms, IST may manifest in leaders who take the time to understand their team members' unique strengths and challenges, offering support and resources to help them succeed.

In conclusion, the regression analysis highlights the importance of IIA, IIB, ICO, and IST in predicting ESE, with IMO playing a less prominent role. These findings suggest that leadership behaviors grounded in idealized influence and individualized support are central to enhancing self-efficacy. Leaders who engage in these behaviors foster an environment where individuals feel empowered and capable. However, the lack of significance for IMO invites further research into its potential role in shaping self-efficacy, particularly in different contexts or when combined with other leadership practices.

#### **5.6.4 DTL's Effects on Contextual Performance**

The regression analysis reveals important insights into the predictors of CPE, with all five leadership behaviors—IIA, IIB, IMO, ICO, and IST—showing significant contributions. The overall model demonstrated strong explanatory power, suggesting that leadership practices grounded in individualized support and idealized influence play a pivotal role in shaping CPE.

IST emerged as the strongest predictor of CPE, emphasizing the centrality of individualized support in enhancing performance. Similarly, Azim et al. (2019) and Latham (2013) who proved that leaders who engage in IST behaviors, such as providing personalized guidance and addressing individual needs, help foster an environment where followers feel supported and capable, leading to higher levels of CPE. This finding provides the notion that tailored support and mentorship are crucial for optimizing team outcomes.

ICO also demonstrated a significant positive effect, reinforcing the importance of individualized consideration in leadership. As noted by Ilies et al. (2005), leaders who show genuine concern for the development and well-being of their followers can inspire greater engagement and performance. The positive impact of ICO highlights the value of

fostering strong, supportive relationships between leaders and followers, which contributes to higher performance in various contexts.

IMO, while less impactful than IST and ICO, it still made a meaningful contribution to CPE. The positive association between IMO and CPE suggests that leaders who inspire their followers with a compelling vision and motivate them toward shared goals can enhance performance (Chai et al., 2017; Dionne et al., 2004; Givens, 2008). However, the relatively smaller effect size indicates that while IMO is important, it may be more effective when combined with other leadership behaviors, such as IST and ICO, that provide more direct support and development opportunities (Avolio et al., 2009; Burke et al., 2006).

Both IIA and IIB showed significant contributions as well, highlighting the relevance of idealized influence in leadership. According to Latham (2013), leaders who demonstrate IIA through ethical conduct, role modeling, and a strong vision can foster trust and respect, which in turn enhances CPE. Similarly, IIB, which involves leaders engaging in behaviors that reinforce their credibility and strength, also positively influenced CPE. These findings underscore the idea that leaders who serve as role models and demonstrate consistent, ethical behavior positively influence the performance of those they lead.

In summary, the results emphasize that leadership behaviors based on individualized support (IST and ICO) and idealized influence (IIA and IIB) are all important for promoting CPE. The strong role of IST suggests that personalized guidance is particularly crucial, but the combined effect of all these leadership dimensions points to the complex and multifaceted nature of effective leadership. These findings suggest that leadership strategies should be tailored to integrate multiple dimensions of TL to optimize performance outcomes. Further research could explore the interplay between these factors and how they contribute to sustained performance over time, offering practical implications for leadership development in various organizational settings.

#### **5.6.5 DTL's Effects on Task Performance**

The regression analysis highlights the significant influence of various leadership behaviors on TPE, with ICO and IST emerging as the strongest predictors. The overall model's strong explanatory power indicates that leadership practices encompassing individualized consideration and support are key factors in enhancing TPE.

ICO, as the strongest predictor, underscores the importance of individualized consideration in leadership. Leaders who show genuine concern for the development and

well-being of their followers can create a supportive environment that enhances TPE (Salas-Vallina et al., 2021). The positive relationship between ICO and TPE suggests that when leaders actively engage with followers on a personal level, they can foster greater motivation and improve performance.

IST also demonstrated a significant positive impact, emphasizing the critical role of individualized support in boosting TPE. Leaders who provide tailored guidance and address individual needs foster confidence and competence among their followers, thereby directly contributing to higher TPE outcomes (Burke et al., 2007). This reinforces the idea that effective leadership is not just about providing direction but also offering personalized assistance and encouragement (Em, 2023; Em et al., 2024, Em et al., 2025).

IIA and IIB, both components of idealized influence, also showed significant contributions to TPE. IIA, which involves demonstrating ethical behavior, role modeling, and setting a strong vision, positively impacted TPE. Leaders who embody these qualities can inspire trust and respect, leading to higher performance from their followers (Zhu & Akhtar, 2014). Similarly, IIB, which focuses on leaders' behaviors that reinforce their credibility and strength, also had a meaningful, positive effect on TPE. These results emphasize that leaders who act as strong role models and lead with integrity can significantly enhance TPE.

IMO, although it showed a smaller effect size, it still had a positive impact on TPE. This finding suggests that IMO, while important, may be more effective when combined with other leadership behaviors like ICO and IST. Leaders who inspire and motivate their followers with a compelling vision and shared goals contribute to a sense of purpose, which can improve performance (Fry, 2003). However, its impact on TPE is less direct than that of other leadership behaviors.

In conclusion, the results indicate that leadership behaviors such as ICO, IST, IIA, and IIB all significantly contribute to TPE, with ICO and IST being the most influential. These findings suggest that leadership practices focused on individualized consideration and support are crucial for enhancing TPE. Further research could delve into the dynamics of these leadership behaviors, exploring how they interact to create more effective leadership strategies for improving TPE outcomes in various contexts.

## **5.7 The Discussion of SEM Results**

The findings demonstrate the substantial and direct impact of transformational leadership aspects on TSE and job performance, highlighting the pivotal role of DTL

behaviors in promoting effective teaching outcomes. The findings indicate that an idealized influence attitude significantly affects instructors' efficacy in instructional tactics and student engagement. This suggests that when school directors exemplify a robust sense of purpose, dedication, and ethical conduct, teachers are more inclined to feel assured in their capacity to engage students and cultivate effective teaching strategies. The positive link between idealized influence and instructional method effectiveness is in line with previous research, highlighting how important it is for leaders to act as role models for teachers' professional growth (Bass & Avolio, 1994).

Moreover, IST proved to be a significant predictor of teachers' efficacy in classroom management, suggesting that school directors who promote innovative thinking and problem-solving enhance teachers' competence in managing varied classroom settings. This point indicates that increased intellectual challenges and encouragement of innovation from school directors enhance instructors' confidence in efficiently managing classroom dynamics. This finding is similar to Shindler (2009).

This part also emphasizes the function of TSE as a mediator between transformational leadership and job performance. This indicates that DTL impacts TJP, partially mediated by instructors' perceived ability and self-confidence. This is in line with Valckx et al. (2020). Tschannen-Moran and Hoy (2001) acknowledged self-efficacy as a crucial factor influencing job performance, and this study underscores its significance within the framework of transformational leadership.

The part also reveals that the effectiveness of student involvement significantly influences both the idealistic impact and the results of job performance. This part is in agreement with Zhao et al. (2005). According to Leithwood and Jantzi (2006), teachers who possess confidence in their capacity to engage students are more inclined to convert the beneficial impacts of DTL into improved job performance. This conclusion is significant as it underscores that teachers' perceptions of their capacity to engage students may be pivotal in optimizing the influence of transformational leadership on their job performance.

The findings then underscore the critical importance of transformative leadership and self-efficacy in improving teachers' contextual and TPE. School directors exhibiting idealized influence and IST can markedly elevate TSE, subsequently resulting in enhanced job performance. The findings indicate that enhancing TSE, especially in instructional strategies, classroom management, and student engagement, is crucial for converting leadership behaviors into measurable advancements in teaching outcomes.

The findings are similar to Zainal and Mohd Matore (2021). The findings are also similar to those by Adesti et al. (2023) and Pillai and Williams (2004), but in different settings.

The findings next have significant implications for leadership strategies in Cambodian educational institutions. School directors must recognize the impact of their leadership actions on teachers' confidence and performance. By fostering a climate that promotes intellectual rigor, ethical conduct, and student involvement, school directors can significantly enhance teacher efficacy and job performance.

## **5.8 Chapter Summary**

This chapter emphasizes the crucial influence of school directors' transformational leadership (DTL) on enhancing teachers' self-efficacy (TSE) and job performance. Specifically, the chapter indicated that idealized influence favorably affects the effectiveness of instructional tactics and student engagement, whereas intellectual stimulation (IST) is a substantial predictor of classroom management efficacy. Furthermore, the researcher recognized teachers' self-efficacy (TSE) as a crucial mediator between transformational leadership and work performance and student engagement efficacy as a moderator between leadership actions and performance results. Moreover, the research indicated that leadership behaviors, including individualized consideration (ICO) and intellectual stimulation (IST), are essential for improving contextual performance effectiveness (CPE) and task performance effectiveness (TPE). In addition, social variables, especially compensation, were determined to substantially impact teachers' opinions of their effectiveness and performance. Overall, the findings highlight the necessity of cultivating supportive, personalized, and intellectually enriching leadership strategies to enhance teacher performance.



## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATION**

The study concludes with a summary of the findings and addresses the theoretical, practical, and potential future ramifications. Furthermore, the proposal prioritizes the recommendations presented in this chapter for future research and practices. This chapter provides these recommendations.

#### **6.1 Conclusion**

This chapter presents significant new information regarding the success of school directors' transformational leadership implemented by school directors, as well as how school directors' transformational leadership influences the self-efficacy and productivity of high school teachers in Cambodia. The findings demonstrate that there are considerable correlations between school directors' transformational leadership practices and the performance outcomes and self-efficacy of instructors. This highlights the significant role that transformational leadership plays in cultivating a learning environment that is both positive and supportive.

Moreover, instructors had a favorable assessment of their school directors' transformational leadership in several areas, particularly with regard to the personal attention and inspirational motivation that they received. However, significant variances were found in terms of gender, level of education, and province, highlighting the fact that different leadership philosophies have distinct effects on different demographic and regional groups.

Furthermore, it was revealed that teachers exhibited high levels of self-efficacy, particularly in student interaction, classroom management, and instructional strategies. Notably, self-efficacy was not affected by gender, age, educational accomplishment, or regional variations, suggesting that teachers from diverse demographic backgrounds often demonstrate equal confidence in their instructional abilities. Additionally, self-efficacy remained unaffected by differences in educational achievement.

Despite these strengths, several areas require improvement, particularly in work performance and overall performance expectations. While teachers actively supported their colleagues and contributed to school development, differences emerged across provinces within the framework of contextual and task performance. However, gender,

age, and educational achievement did not appear to have any noticeable effects on job performance.

As mentioned, the findings demonstrated that educators' perceptions of leadership strategies, self-efficacy, and work performance varied by location. In particular, teachers in Kampong Cham placed greater emphasis on the need for personalized attention and proactive engagement from school officials.

Additionally, several factors were found to have a significant impact on teachers' self-efficacy and job performance, including colleagues, educational policies, compensation, and socioeconomic background. Among these, the issue of reimbursement was particularly noteworthy.

Furthermore, the results of the regression analysis revealed that instructors' self-efficacy in instructional strategies, classroom management, and student engagement were strongly predicted by transformational leadership behaviors such as idealized influence attributes and behaviors, inspirational motivation, and intellectual stimulation. The combination of these leadership characteristics had a considerable impact on both contextual performance and task performance.

Finally, structural equation modeling (SEM) demonstrated that instructors' self-efficacy serves as a mediator in the relationship between school directors' transformational leadership and job performance. Notably, student engagement emerged as a powerful moderator between leadership behaviors and performance outcomes, providing strong evidence that self-efficacy plays a crucial role in translating leadership practices into improved job performance. This is further supported by the effectiveness of student engagement in strengthening this relationship.

In conclusion, intellectual stimulation and idealized influence are identified as essential transformational leadership strategies that school directors should implement to enhance both teachers' self-efficacy and teachers' job performance. The findings suggest that leadership approaches should be tailored to meet teachers' specific needs, taking into account factors such as province, gender, and educational level to achieve optimal outcomes.

## **6.2 Recommendation**

This study yields numerous critical recommendations to augment the efficacy of school leadership and bolster TSE and job performance in Cambodia. These

recommendations are directed toward educational officials, school administrators, and researchers to enhance the national educational system.

#### **6.2.1 Augment Transformational Leadership Training for DTL**

The study underscores the essential influence of transformational leadership on teachers' opinions of their school administrators, as well as its impact on their self-efficacy and job performance. To enhance the efficacy of school leadership, educational authorities and school management entities should invest in extensive training programs for school directors. These programs ought to concentrate on the fundamental aspects of transformative leadership, including idealized influence, IMO, IST, and ICO. Highlighting these leadership traits will cultivate a healthy school culture and inspire teachers to excel in their performance. Training programs must be customized to the distinct requirements of school directors, taking into account their professional backgrounds and geographical contexts, to guarantee that leadership techniques are pertinent and effective across diverse environments.

#### **6.2.2 Tailor Leadership Practices to Regional Contexts**

The study identified regional disparities in educators' perceptions of leadership techniques, especially in Kampong Cham and Kampong Chhnang provinces. Educators in Kampong Cham, for instance, indicated elevated levels of inspiring motivation and ICO. This indicates that regional variations may affect the perception and experience of leadership among educators. School directors are advised to tailor their leadership styles to the distinct requirements and expectations of teachers in various locations. This may entail facilitating regular feedback meetings with educators to comprehend their issues and preferences, in addition to customizing leadership development programs to accommodate regional disparities. Policymakers should evaluate regional leadership models and best practices to ensure alignment with local cultural, social, and educational contexts.

#### **6.2.3 Augment Teacher Training Programs to Bolster Self-Efficacy**

The results indicate that educators express elevated self-efficacy, especially in classroom management, teaching methodologies, and student involvement. Nonetheless, there are perpetual opportunities for enhancement. Schools are advised to establish specialized professional development programs to improve teachers' competencies in areas where they express diminished self-efficacy, such as student engagement or instructional methodologies. These must be evidence-based and consistent with the most recent educational research, integrating both theoretical and practical applications.

Educational institutions could also contemplate implementing peer mentorship programs, wherein seasoned educators offer assistance and support to novice teachers, thereby enhancing confidence and fortifying pedagogical techniques.

#### **6.2.4 Foster Collaborative Decision-Making and Collective Leadership**

The study indicates that DTL, especially behaviors such as IST and tailored consideration, significantly influences instructors' self-efficacy and job performance. To enhance these leadership traits, school directors should implement a collaborative decision-making strategy, engaging teachers in school leadership and policy determinations. Collaborative leadership may empower educators, augment their feelings of ownership and dedication to the institution, and cultivate a constructive school culture. Engaging educators in decision-making processes can enhance trust and communication between leadership and staff, hence enhancing job satisfaction and performance outcomes.

#### **6.2.5 Conduct Longitudinal Studies on Leadership Effects**

This study offers significant insights into the leadership landscape of Cambodian schools; however, it is advisable for future research to employ a longitudinal methodology to investigate the enduring impacts of transformational leadership on TSE and job performance. Longitudinal studies offer profound insights into the evolution of leadership behaviors over time and the effects of persistent leadership practices on teachers' professional development and work satisfaction. These studies could also examine the impact of external influences, like policy alterations and socio-economic transformations, on the efficacy of leadership approaches.

### **6.3 Future Studies**

To get a better grasp of complicated events and to improve upon what we already know, it is necessary to conduct additional studies. A strong framework for creating ideas directly from data is provided by grounded theory. This framework ensures that discoveries are contextually relevant and rooted in practical realities with the help of grounded theory. This method is especially useful when it comes to investigating previously unexplored regions or filling in gaps in the existing body of research. The use of an exploratory sequential design, which combines qualitative and quantitative methodologies, is another way to expand the depth and breadth of research. This design allows for the discovery of rich insights and the subsequent validation of those discoveries.

Furthermore, in addition to the incorporation of methodological developments, the incorporation of advanced statistical techniques, such as multi-level structural equation modeling (SEM) and partial least squares structural equation modeling (PLS-SEM), could be beneficial to future research. Through the utilization of these instruments, it is possible to conduct an analysis of intricate variable interactions and hierarchical data structures, which ultimately results in a more profound comprehension of the active dynamics. As such, future researchers can discover previously unknown patterns and relationships by altering variables and testing different models. This allows them to hunt for hidden patterns and relationships.

Likewise, it is of the utmost importance to analyze and completely comprehend each particular construct that is examined within a study. An approach of this kind offers clarity on how particular components contribute to the overall framework, paving the way for interventions that are more specifically targeted and applications that are more applied. These recommendations highlight the significance of creative approaches, advanced analytics, and comprehensive concept investigation in the process of creating findings that are relevant and useful. This information is being provided as the research landscape continues to change.

More specifically, future researchers can add more variables to the conceptual framework of the current study, including teachers' commitment as a dependent variable and a mediator for other variables, and students' learning achievement as the final outcome variable (see Appendix L).

Therefore, it is crucial to conduct further studies using grounded theory and an exploratory sequential design. Further studies changing or adding some variables analyzed with other statistics, such as PLS-SEM and multiple-level SEM, are also welcome. Besides, digging into and understanding each construct is also recommended.

## **6.4 Chapter Summary**

This chapter delineates the principal findings of the study, which investigated the influence of DTL on high school TSE and job performance in Cambodia. Educators predominantly regarded their school directors well, especially in aspects like inspiring motivation and ICO, with self-efficacy serving as a significant predictor of job performance. Regression and SEM indicated that DTL activities, particularly idealized influence and IST, significantly enhanced instructors' self-efficacy and performance. Nonetheless, demographic and regional disparities were observed, indicating diversity in

leadership efficacy across different situations. The study encountered restrictions including temporal factors, funding limits, and cross-sectional data, which affected sample size and causal inference. Future research must rectify these limitations through longitudinal studies and larger sample sizes to enhance the comprehension of these links and guide leadership development in Cambodia.

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## APPENDICES

### Appendix A. Experts for Checking Questionnaire Validity

#### បញ្ជីឈ្មោះអ្នកជំនាញត្រួតពិនិត្យកម្រងសំណួរ

| ល.រ | គោត្តនាម-នាម                                                | តំណែង                                                    |
|-----|-------------------------------------------------------------|----------------------------------------------------------|
| ១-  | ឯកឧត្តមបណ្ឌិត <b>លីម សុផា</b><br>( H.E. Sothea Lim, PhD )   | អគ្គនាយកគោលនយោបាយ និងផែនការ<br>ក្រសួងអប់រំ យុវជន និងកីឡា |
| ២-  | ឯកឧត្តមបណ្ឌិត <b>អុន ស៊ីវុធ</b><br>( H.E. Sivutha On, PhD ) | អនុរដ្ឋលេខាធិការ<br>ក្រសួងមុខងារសាធារណៈ                  |
| ៣-  | បណ្ឌិត <b>បន សាបាណ</b><br>( Saban Bon, PhD )                | មន្ត្រីនាយកដ្ឋានធនធានមនុស្ស<br>ក្រសួងអប់រំ យុវជន និងកីឡា |



**Appendix B. Request to University for Data Collection Approval**

**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**សូមគោរពជូន**  
**លោកជំទាវ ឃឹម កំសី**  
**សាកលវិទ្យាធិការស្តីពី នៃសាកលវិទ្យាល័យកម្ពុជា**

សាកលវិទ្យាល័យកម្ពុជា

|                                                          |                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="font-size: 2em; font-weight: bold;">ច្បាប់</p> | <p style="font-size: x-small;">លេខ: ២២៤ អ.ក.ស.ប</p> <p style="font-size: x-small;">ថ្ងៃ: ០៩ ឧសភា ២០២៤</p> <p style="font-size: x-small;">ទីតាំង: ៤៤ លាន ភ្នំពេញ</p> <p style="font-size: x-small;">មកពី: ឃឹម កំសី</p> <p style="font-size: x-small;">បញ្ជូន: សាកលវិទ្យាល័យ</p> |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**កម្មវត្ថុ:** សំណើសុំចុះប្រមូលទិន្នន័យសម្រាប់សរសេរបញ្ចប់និក្ខេបបទថ្នាក់បណ្ឌិតជាមួយគ្រូបង្រៀនតាមបណ្ណា  
 វិទ្យាល័យគោលដៅនៅកម្ពុជា ចាប់ខែកញ្ញា ឆ្នាំ២០២៤។

សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទ មានកិត្តិយស សូមជម្រាប **លោកជំទាវ** មេត្តាជ្រាបថា ខ្ញុំបាទ  
 ឈ្មោះ **ឃឹម សិរីរដ្ឋ** ជាបេក្ខជនបណ្ឌិត ជំនាញ រដ្ឋបាលអប់រំ នៃមហាវិទ្យាល័យអប់រំ សាកលវិទ្យាល័យកម្ពុជា បានបំពេញគ្រប់  
 លក្ខខណ្ឌតាមគោលការណ៍របស់សាកលវិទ្យាល័យនិងគ្រោងចុះប្រមូលទិន្នន័យ ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិតលើ  
 ប្រធានបទ ស្តីពី “ប្រសិទ្ធភាពកាតព្វកិច្ចដឹកនាំបរិក្ខេបកម្មរបស់នាយកសាលាលើភាពជឿជាក់ និងការបំពេញការងាររបស់  
 គ្រូបង្រៀនវិទ្យាល័យនៅកម្ពុជា (Effectiveness of School Directors’ Transformational Leadership on High School  
 Teachers’ Self-Efficacy and Job Performance in Cambodia)” ដោយផ្ដោតទៅវិទ្យាល័យរដ្ឋចំនួន៨ ក្នុងខេត្តតាកែវដើម្បី  
 ចំនួន៤ គឺ៖ ខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម និងខេត្តកំពង់ឆ្នាំង ដូចមានក្នុងបញ្ជីជូនភ្ជាប់។ ការសិក្សានេះ មានគោលបំណង  
 ដើម្បីសិក្សាស្តីពីផលប៉ះពាល់នៃការដឹកនាំបរិក្ខេបកម្មរបស់នាយកសាលាលើភាពជឿជាក់និងការបំពេញការងាររបស់គ្រូ  
 បង្រៀននៅកម្ពុជា។

ការស្រាវជ្រាវនេះ ប្រើប្រាស់កម្រងសំណួរជាមួយសំណាកគោលដៅដែលនឹងគ្រោងចុះប្រមូលទិន្នន័យនៅខែកញ្ញា  
 ឆ្នាំ២០២៤ តាមពេលវេលានិងទីកន្លែងសមស្រប ដោយមិនបង្ខំដល់ប៉ះពាល់ដល់ការងារបង្រៀននិងរៀនឡើយ។

សេចក្តីដូចមានជម្រាបជូនខាងលើ សូម **លោកជំទាវ** មេត្តាពិនិត្យនិងសម្រេច ដោយក្តីអនុគ្រោះ។  
 សូម **លោកជំទាវ** មេត្តាទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់អំពីខ្ញុំបាទ។

ថ្ងៃព្រហស្បតិ៍ ៤កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨  
 រាជធានីភ្នំពេញ ថ្ងៃទី៨ ខែសីហា ឆ្នាំ២០២៤

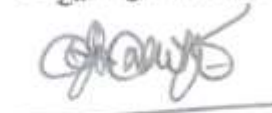
**ហត្ថលេខានិងឈ្មោះ:**

  
**បេក្ខជនបណ្ឌិត ឃឹម សិរីរដ្ឋ**

បានឃើញនិងឯកភាព

សូមគោរពជូន **លោកជំទាវសាកលវិទ្យាធិការស្តីពី** ពិនិត្យសម្រេច។

**សាវ្រ្តាចារ្យជំនាញគោល**

  
**បណ្ឌិត ឃឹម សាវ្រ្ត**

**បញ្ជីរាយឈ្មោះវិទ្យាល័យគោលដៅ**

| ល.រ | ឈ្មោះវិទ្យាល័យ                            | ទីតាំង                              | ខេត្ត            |
|-----|-------------------------------------------|-------------------------------------|------------------|
| ១   | វិទ្យាល័យ សម្តេចជួនណាត                    | ឃុំក្រឡា ស្រុកកំពង់សៀម              | ខេត្តកំពង់ចាម    |
| ២   | វិទ្យាល័យ ព្រះសីហនុ                       | សង្កាត់កំពង់ចាម ក្រុងកំពង់ចាម       |                  |
| ៣   | វិទ្យាល័យ ក្រុងកំពង់ឆ្នាំង                | សង្កាត់ឧរាម ក្រុងកំពង់ឆ្នាំង        | ខេត្តកំពង់ឆ្នាំង |
| ៤   | វិទ្យាល័យ ព្រះបាទសុរាម្រិត                | សង្កាត់កំពង់ឆ្នាំង ក្រុងកំពង់ឆ្នាំង |                  |
| ៥   | វិទ្យាល័យ សុខាធិស្ឋី                      | សង្កាត់រកាធំ ក្រុងច្បារមន           | ខេត្តកំពង់ស្ពឺ   |
| ៦   | វិទ្យាល័យ កំពង់ស្ពឺ                       | សង្កាត់រកាធំ ក្រុងច្បារមន           |                  |
| ៧   | វិទ្យាល័យ មិត្តភាពកម្ពុជា-ជប៉ុន កំពតក្រុង | សង្កាត់កំពង់កណ្តាល ក្រុងកំពត        | ខេត្តកំពត        |
| ៨   | វិទ្យាល័យ ហ៊ុន សែន ឈូក                    | ឃុំសត្វពង ស្រុកឈូក                  |                  |

ថ្ងៃព្រហស្បតិ៍ ៤កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨

រាជធានីភ្នំពេញ ថ្ងៃទី៨ ខែសីហា ឆ្នាំ២០២៤

រៀបចំដោយ



**គឹម ស៊ីម**



សាកលវិទ្យាល័យកម្ពុជា

THE UNIVERSITY OF CAMBODIA

លេខ: ២០២៣/២៤៣៣/ ១៥

អហារវិទ្យាល័យ/សាលា

- [illegible]

មជ្ឈមណ្ឌល/ក្រុមប្រឹក្សា /  
ឯកសារ

- អង្គការសហប្រតិបត្តិការអន្តរជាតិ
- អង្គការសហប្រតិបត្តិការកម្ពុជា  
កាកាវភីផល
- អង្គការសហប្រតិបត្តិការ  
អន្តរជាតិសហគមន៍ និងសេដ្ឋកិច្ច
- ក្រុមប្រឹក្សាស្រាវជ្រាវ  
និងប្រតិបត្តិការ
- វិទ្យាស្ថានសិក្សា  
ស្រាវជ្រាវជាតិ

甘肅通志

- បុណ្យបិណ្ឌ  
សាកលវិទ្យាល័យកម្ពុជា

ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន

ឯកឧត្តមបណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន  
ឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
បាននិយាយដូចខាងលើ។

**កងទ្រព្យ** សំណើសុំការអនុញ្ញាតឱ្យ លោក អ៊ឹម សិរីរដ្ឋ បេក្ខជនបណ្ឌិតនៅមហាវិទ្យាល័យអប់រំ នៃសាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យស្រាវជ្រាវ នៅតាមបណ្តាវិទ្យាល័យរដ្ឋ ចំនួន ០៨ នៅក្នុងខេត្តកំពង់ស្ពឺ កំពង់ កំពង់ចាម និងកំពង់ឆ្នាំង ដើម្បីបានទិន្នន័យសរសេរនិក្ខេបបទ បញ្ចប់ការសិក្សាថ្នាក់បណ្ឌិត។

យោង៖ សំណើរបស់លោក អ៊ឹម សិរីវង្ស ចុះថ្ងៃទី០៨ ខែសីហា ឆ្នាំ២០២៤ ស្តីពីការស្នើសុំចុះប្រមូល  
ពិន្ទុន័យសម្រាប់ការសរសេរនិក្ខេបបទថ្នាក់បណ្ឌិត។

សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុ និងយោងខាងលើ សាកលវិទ្យាល័យកម្ពុជា សូមគោរពជម្រាបជូន **២អនុគម្មបណ្ឌិតសភាចារ្យ នបនាយករដ្ឋមន្ត្រី** មេត្តាជ្រាបដំខ្ពង់ខ្ពស់ថា៖ លោក អ៊ឹម សិរីវឌ្ឍ ជាបេក្ខជនបណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅមហាវិទ្យាល័យអប់រំនៃសាកលវិទ្យាល័យកម្ពុជា។ ដើម្បីបំពេញត្របស់លក្ខខណ្ឌនៃការបញ្ចប់ការសិក្សាថ្នាក់បណ្ឌិត តម្រូវឱ្យចុះប្រមូលទិន្នន័យសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បណ្ឌិត លើប្រធានបទ **“ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបរិវត្តកម្មរបស់នាយកសាលា លើភាពជឿជាក់និងការអនុវត្តការងាររបស់គ្រូបង្រៀនវិទ្យាល័យនៅកម្ពុជា / Effectiveness of School Director's Transformational Leadership on High School Teacher's Self-Efficacy and Job Performance in Cambodia”** នៅតាមបណ្ណាវិទ្យាល័យរដ្ឋចំនួន ០៨ នៅក្នុងខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម និងកំពង់ឆ្នាំង ចាប់ពីថ្ងៃទី០១ ខែកញ្ញា ឆ្នាំ២០២៤ ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៥ ហើយរាល់ព័ត៌មានដែលបានផ្តល់នឹងត្រូវរក្សាជាការសម្ងាត់ និងប្រើប្រាស់សម្រាប់តែការសិក្សាស្រាវជ្រាវតែប៉ុណ្ណោះ។ សូមជូនភ្ជាប់នូវបញ្ជីឈ្មោះនាយកសាលាដោយចំនួន ១ច្បាប់ និងកម្រងសំណួរចំនួន ១ច្បាប់។

អាស្រ័យហេតុនេះ សូម **ឯកឧត្តមបណ្ឌិតសភាចារ្យ ឧបនាយករដ្ឋមន្ត្រី** មេត្តា  
អនុញ្ញាតឱ្យលោក **អ៊ឹម សិរីវ៉េត** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវ ដោយសេចក្តីអនុគ្រោះបំផុត។ 

၁၆၆

បណ្តាញសង្គម:  The University of Cambodia  UniversityofCambodia  theuniversityofcambodia  The University of Cambodia  The University of Cambodia

អាសយដ្ឋាន: ផ្លូវលើកក្រីក ភ្នំពេញ ១៧០២០២ ខណ្ឌសែនសុខ រាជធានីភ្នំពេញ | ប្រអប់សម្របបោះ: ៩៥៧ រាជធានីភ្នំពេញ | ព្រះរាជាណាចក្រកម្ពុជា ១២០០០  
ការិយាល័យផ្គត់ផ្គង់: (៨៥៥-២៣) ៩៩២ ២៨៨; ការិយាល័យផ្គត់ផ្គង់: (៨៥៥-២៣) ៩៩២ ២៨៨; (៨៥៥-៩៣) ៨៨៨ ៨៨៨; ព្រះរាជាណាចក្រកម្ពុជា (៨៥៥-២៣) ៩៩២ ២៨៨  
អ៊ីម៉ែល: [info@uc.edu.kh](mailto:info@uc.edu.kh), [admissions@uc.edu.kh](mailto:admissions@uc.edu.kh), [library@uc.edu.kh](mailto:library@uc.edu.kh), គេហទំព័រ: [www.uc.edu.kh](http://www.uc.edu.kh)

សូម ឯកឧត្តមបណ្ឌិតសភាចារ្យ ឧបនាយករដ្ឋមន្ត្រី មេត្តាទទួលនូវការគោរពដ៏  
ខ្ពង់ខ្ពស់អំពីខ្ញុំបាទ។

ថ្ងៃព្រហស្បតិ៍ ១១កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨  
រាជធានីភ្នំពេញ ថ្ងៃទី១៥ ខែសីហា ឆ្នាំ២០២៤

**ជ. សាវណ្ណវិទ្យាស្ថាន**  
**សាកលវិទ្យាស្ថាន ឧទុងបន្ទុកសិក្សា**  
  
**បណ្ឌិត វ៉ី គេនា**

សូមទំនាក់ទំនង៖  
លោក វ៉ីម សិរីដ្ឋ  
០៩២ ៥៧១ ៩០២  
០៩៦ ២៧៦ ៣៨៧៧

ទំព័រទី២

បណ្តាញសង្គម:  The University of Cambodia-CC  UniversityofCambodia  theuniversityofcambodia  The University of Cambodia  The University of Cambodia

អាសយដ្ឋាន: ផ្លូវលំប្រើក សង្កាត់ទឹកថ្លា ខណ្ឌសែនសុខ រាជធានីភ្នំពេញ; ប្រអប់សំបុត្រលេខ: ៩១៧ រាជធានីភ្នំពេញ ប្រភេទសាកលវិទ្យាស្ថាន ១២០០០  
ការិយាល័យស្ថាបនា: (០៩៥-២៣) ៩៩៣ ២៧៤; ការិយាល័យផ្តល់ព័ត៌មាន: (៨៥៥-២៣) ៩៩៣ ២៧៦, (៨៥៥-៩៣) ៧៧៧ ៩៧៦, ម្ចាស់កម្ម: (៨៥៥-២៣) ៩៩៣ ២៨៤  
អ៊ីម៉ែល: info@uc.edu.kh, admissions@uc.edu.kh, library@uc.edu.kh, គេហទំព័រ: www.uc.edu.kh

## Appendix D. MoEYS's Approval for Data Collection



### ព្រះរាជាណាចក្រកម្ពុជា ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ៤៤៧/២ យេក. ១២

ថ្ងៃចុះហត្ថលេខា ១១ ខែ កក្កដា ឆ្នាំ ២០២៤  
រាជធានីភ្នំពេញ ថ្ងៃទី ២២ ខែ វិច្ឆិកា ឆ្នាំ ២០២៤

#### ឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា ជម្រាបជូន

លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម  
និងខេត្តកំពង់ឆ្នាំង

**កម្មវត្ថុ:** សំណើសុំសម្របសម្រួលជូន លោក ឌីម សិរីជ័យ ចុះប្រមូលទិន្នន័យស្រាវជ្រាវសម្រាប់ការសរសេរ  
និក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត ។

**យោង:** - ចំណាត់ការដ៏ខ្ពង់ខ្ពស់ ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ ឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយក  
រដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

- សិខិតលេខ ២៨៦/២៤ សក/លច ចុះថ្ងៃទី១៥ ខែសីហា ឆ្នាំ២០២៤ របស់ សាកលវិទ្យាល័យកម្ពុជា។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកប្រធាន ជ្រាបថា: ក្រសួងអប់រំ យុវជន និង  
កីឡា បានអនុញ្ញាតឱ្យ លោក ឌីម សិរីជ័យ ដែលបច្ចុប្បន្នជាបេក្ខជនថ្នាក់បណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅ  
សាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យសម្រាប់ការសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត លើប្រធានបទ  
"ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបរិក្ខេបកម្មរបស់នាយកសាលា លើកាតព្វកិច្ចការងាររបស់គ្រូ  
បង្រៀនវិទ្យាល័យនៅកម្ពុជា" ។ លោក ឌីម សិរីជ័យ នឹងចុះប្រមូលទិន្នន័យ លើប្រធានបទខាងលើ នៅវិទ្យាល័យ  
រដ្ឋបាល ០៨ ដូចមានក្នុងតារាងជូនភ្ជាប់ តាមរយៈការបំពេញកម្រងសំណួរពីលោកគ្រូអ្នកគ្រូ ចាប់ពីថ្ងៃទី០១  
ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៤ ។

សេចក្តីដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងសម្របសម្រួលជូន លោក ឌីម សិរីជ័យ  
បានចុះ ប្រមូលទិន្នន័យ តាមការគួរ ។

សូម លោកប្រធាន ទទួលនូវការរាប់អានដ៏ស្មោះត្រង់

រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
រដ្ឋលេខាធិការ  
  
អ៊ុន ហួត

ចម្លងជូន៖  
-អគ្គលេខាធិការដ្ឋាន  
-លោក ឌីម សិរីជ័យ  
"ដើម្បីជ្រាបជាដាច់ខាត"  
-កាលប្បវត្តិ  
-ឯកសារ ឧត្តកាលីយ





**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**

លេខ: ៤៤៧/២ អយក. ២២

អង្គជំរឿនប្រជាជន និងកីឡា  
ចុះថ្ងៃទី ២៧ ខែ ៨ ឆ្នាំ ២០២៤  
លេខ: ៥១៨ អយក. ២២  
ថ្ងៃទី ២៧ ខែ ៨ ឆ្នាំ ២០២៤

ថ្ងៃចេញផ្សាយ: ២៧ ខែ ៨ ឆ្នាំ ២០២៤ ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨  
រាជធានីភ្នំពេញ ថ្ងៃទី ២៧ ខែ ៨ ឆ្នាំ ២០២៤

**ឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**ជម្រាបជូន**

**លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម**  
**និងខេត្តកំពង់ឆ្នាំង**

**កម្មវត្ថុ:** សំណើសុំសម្របសម្រួលជូន លោក អ៊ឹម សិរីរដ្ឋ ចុះប្រមូលទិន្នន័យស្រាវជ្រាវសម្រាប់ការសរសេរ  
និក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត ។

**យោង:** - ចំណាត់ការដ៏ខ្ពង់ខ្ពស់ ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ ឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយក  
រដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

- លិខិតលេខ ២៨៦/២៤ សក/លច ចុះថ្ងៃទី១៥ ខែសីហា ឆ្នាំ២០២៤ របស់ **សាកលវិទ្យាល័យកម្ពុជា** ។

គបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកប្រធាន ជ្រាបថា៖ ក្រសួងអប់រំ យុវជន និង  
កីឡា បានអនុញ្ញាតឱ្យ លោក អ៊ឹម សិរីរដ្ឋ ដែលបច្ចុប្បន្នជាបេក្ខជនថ្នាក់បណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅ  
សាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យសម្រាប់ការសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត លើប្រធានបទ  
“ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបរិក្ខតម្មរបស់នាយកសាលា លើការជឿជាក់និងការអនុវត្តការងាររបស់គ្រូ  
បង្រៀនវិទ្យាល័យនៅកម្ពុជា” ។ លោក អ៊ឹម សិរីរដ្ឋ នឹងចុះប្រមូលទិន្នន័យ លើប្រធានបទខាងលើ នៅវិទ្យាល័យ  
រដ្ឋបាល ០៨ ដូចមានក្នុងតារាងជូនភ្ជាប់ តាមរយៈការបំពេញកម្រងសំណួរពីលោកគ្រូអ្នកគ្រូ ចាប់ពីថ្ងៃទី០១  
ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៤ ។

សេចក្តីដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងសម្របសម្រួលជូន លោក អ៊ឹម សិរីរដ្ឋ  
បានចុះ ប្រមូលទិន្នន័យ តាមការត្រូវ ។

សូម លោកប្រធាន ទទួលនូវការរាប់អានដ៏ស្មោះត្រង់

ឧបនាយករដ្ឋមន្ត្រី  
រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
ចុះថ្ងៃទី ២៧/៨/២៤  
-អគ្គលេខាធិការដ្ឋាន  
-លោក អ៊ឹម សិរីរដ្ឋ  
“ដើម្បីជ្រាបជាដំបូង”  
-កាលប្បវត្តិ  
-ឯកសារ ទទួលបាន



រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
រដ្ឋលេខាធិការ

អ៊ុច បូរក



**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**

**លេខ: ៤៤៧២ អយក. ៧៧**



ថ្ងៃពុធ ១២ ខែសីហា ឆ្នាំរោង ឆស័ក ព.ស ២៥៦៨  
រាជធានីភ្នំពេញ ថ្ងៃទី ២២ ខែ សីហា ឆ្នាំ ២០២៤

**ដូចនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**ជម្រាបជូន**

**លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម**  
**និងខេត្តកំពង់ឆ្នាំង**

**កម្មវត្ថុ:** សំណើសុំសម្របសម្រួលជូន លោក អ៊ឹម សិរីជ័យ ចុះប្រមូលទិន្នន័យស្រាវជ្រាវសម្រាប់ការសរសេរ និងរៀបចំបញ្ចប់ការងារបណ្ឌិត ។

**យោង:** - ចំណាត់ការកាតព្វកិច្ចលេខ ២៤៦/២៤ ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ ឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
- លិខិតលេខ ២៨៦/២៤ សក/លច ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ សាកលវិទ្យាល័យកម្ពុជា។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកប្រធាន ជ្រាបថា: ក្រសួងអប់រំ យុវជន និងកីឡា បានអនុញ្ញាតឱ្យ លោក អ៊ឹម សិរីជ័យ ដែលបច្ចុប្បន្នជាបេក្ខជនបណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅសាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យសម្រាប់ការសរសេរនិងរៀបចំបញ្ចប់ការងារបណ្ឌិត លើប្រធានបទ "ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបច្ចេកវិទ្យារបស់នាយកសាលា លើការជឿជាក់និងការអនុវត្តការងាររបស់គ្រូបង្រៀនវិទ្យាល័យនៅកម្ពុជា" ។ លោក អ៊ឹម សិរីជ័យ នឹងចុះប្រមូលទិន្នន័យ លើប្រធានបទខាងលើ នៅវិទ្យាល័យ រដ្ឋចំនួន ០៨ ដូចមានក្នុងតារាងជូនភ្ជាប់ តាមរយៈការបំពេញកម្រងសំណួរពីលោកគ្រូអ្នកគ្រូ ចាប់ពីថ្ងៃទី០១ ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៤ ។

សេចក្តីដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងសម្របសម្រួលជូន លោក អ៊ឹម សិរីជ័យ បានចុះ ប្រមូលទិន្នន័យ តាមការគួរ ។

សូម លោកប្រធាន ទទួលនូវការរាប់អានដ៏ស្មោះត្រង់

**ជម្រាបជូន**  
**រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**រដ្ឋលេខាធិការ**

អគ្គលេខាធិការរង  
លោក អ៊ឹម សិរីជ័យ  
"ដើម្បីជ្រាបជាតំណាង"  
ការសម្របសម្រួល  
ឯកសារ ឧទ្ទិសភាព

១៩.០៩.២០២៤

**អ៊ុន បូរត**



**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**

**លេខ: ៤៤៧/២ អយក. ២២**

ថ្ងៃច័ន្ទ ១៩ ខែ កក្កដា ឆ្នាំ ២០២៤  
រាជធានីភ្នំពេញ ថ្ងៃទី ២២ ខែ ៧ ឆ្នាំ ២០២៤

**ចុះ អយ.ក. ខេត្ត កំពង់ចាម**

ចំនួន: ២២.០៩.២០២៤

ចំនួន: ៣.២០២៤

ចំនួន: ៣.២០២៤

**ខេត្តនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**ជម្រាបជូន**  
**លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ស្ពឺ កំពង់ កំពង់ចាម**  
**និងខេត្តកំពង់ឆ្នាំង**

**កម្មវត្ថុ:** សំណើសុំសម្របសម្រួលជូន លោក អ៊ឹម សិរីដ្ឋ ចុះប្រមូលទិន្នន័យស្រាវជ្រាវសម្រាប់ការសរសេរ  
និក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត ។

**យោង:** - ចំណាត់ការដ៏ខ្ពង់ខ្ពស់ ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ ឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយក  
រដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា  
- លិខិតលេខ ២៨៦/២៤ សក/លច ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ សាកលវិទ្យាល័យកម្ពុជា។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកប្រធាន ជ្រាបថា: ក្រសួងអប់រំ យុវជន និង  
កីឡា បានអនុញ្ញាតឱ្យ លោក អ៊ឹម សិរីដ្ឋ ដែលបច្ចុប្បន្នជាបេក្ខជនថ្នាក់បណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅ  
សាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យសម្រាប់ការសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត លើប្រធានបទ  
“ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបរិក្ខេបរបស់នាយកសាលា លើការរៀបចំផែនការអនុវត្តការងាររបស់គ្រូ  
បង្រៀនវិទ្យាល័យនៅកម្ពុជា” ។ លោក អ៊ឹម សិរីដ្ឋ នឹងចុះប្រមូលទិន្នន័យ លើប្រធានបទខាងលើ នៅវិទ្យាល័យ  
រដ្ឋបាល ០៨ ដូចមានក្នុងតារាងជូនភ្ជាប់ តាមរយៈការបំពេញកម្រងសំណួរពីលោកគ្រូអ្នកគ្រូ ចាប់ពីថ្ងៃទី០១  
ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៤ ។

សេចក្តីដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងសម្របសម្រួលជូន លោក អ៊ឹម សិរីដ្ឋ  
បានចុះ ប្រមូលទិន្នន័យ តាមការគួរ ។  
សូម លោកប្រធាន ទទួលនូវការរាប់អានដ៏ស្មោះត្រង់

**ជម្រាបជូន:**  
អគ្គលេខាធិការរង  
- លោក អ៊ឹម សិរីដ្ឋ  
- ដើម្បីជ្រាបជាដំណឹង  
- ការប្រតិបត្តិ  
- ឯកសារ ឧត្តមាន័យ



**អ៊ុយ បូណិត**



ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ

មន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ចាម  
ការិយាល័យយុវជន

កំណត់បញ្ជាក់លិខិតបទបញ្ជា

អង្គភាពធ្វើ : គណៈកម្មាធិការ.....លេខ ៤៤៩២ គណនាលុះថ្ងៃទី ២២ ខែ ០៩ ឆ្នាំ ២០២៤

ខ្លឹមសារ : ក្រសួងអប់រំ យុវជន និងកីឡា បានជូនដំណឹងដល់ គណៈកម្មាធិការ ខេត្តកំពង់ចាម អំពី ការកំណត់បទបញ្ជា លើ ការប្រកួតប្រជែង កីឡា ក្នុង ខេត្តកំពង់ចាម ឆ្នាំ ២០២៤ ដូចមាន កំណត់បទបញ្ជា ខាងក្រោម ៖

|                                                                                                                                                                                                      |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>(២) ប្រធានការិយាល័យយុវជន</p> <p>.....</p> <p>កំពង់ចាម ថ្ងៃទី ២២ ខែ ០៩ ឆ្នាំ ២០២៤</p> <p>ហត្ថលេខា</p> <p>.....</p>                                                                                 | <p>(១) មន្ត្រីតំណាងការិយាល័យយុវជន</p> <p>.....</p> <p>កំពង់ចាម ថ្ងៃទី ២២ ខែ ០៩ ឆ្នាំ ២០២៤</p> <p>ហត្ថលេខា</p> <p>.....</p> |
| <p>(៣) ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្ត</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>កំពង់ចាម ថ្ងៃទី ២២ ខែ ០៩ ឆ្នាំ ២០២៤</p> <p>ហត្ថលេខា</p> <p>.....</p> <p><b>លី ម៉េងសាន</b></p> |                                                                                                                            |



**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**

លេខ: ៤៤៧/២០២៤ អយក. ២២

|                        |
|------------------------|
| បេស. ណាវ៉ាណា អៀន កន    |
| ig. ខេ. ភាគីណា. ណា. ២៤ |
| បញ្ជូនទៅ: ឯកសារ...     |

ថ្ងៃចេញផ្សាយ: ១៤/០៤/២០២៤ ខែសីហា ឆ្នាំ២០២៤  
រាជធានីភ្នំពេញ ថ្ងៃទី ២២ ខែ ០៤ ឆ្នាំ ២០២៤

**ឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**ជម្រាបជូន**

**លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពង់ស្ពឺ កំពត កំពង់ចាម**  
**និងខេត្តកំពង់ឆ្នាំង**

**កម្មវត្ថុ:** សំណើសុំសម្របសម្រួលជូន លោក អ៊ឹម សិរីជ័យ ចុះប្រមូលទិន្នន័យស្រាវជ្រាវសម្រាប់ការសរសេរ  
និក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត ។

**យោង:** - ចំណាត់ការកាត់ខ្ទង់ខ្ទង់ ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ ឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយក  
រដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

- លិខិតលេខ ២៨៦/២៤ សក/លច ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ របស់ សាកលវិទ្យាល័យកម្ពុជា។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកប្រធាន ជ្រាបថា៖ ក្រសួងអប់រំ យុវជន និង  
កីឡា បានអនុញ្ញាតឱ្យ លោក អ៊ឹម សិរីជ័យ ដែលបច្ចុប្បន្នជាបេក្ខជនថ្នាក់បណ្ឌិត ជំនាញរដ្ឋបាលអប់រំ នៅ  
សាកលវិទ្យាល័យកម្ពុជា ចុះប្រមូលទិន្នន័យសម្រាប់ការសរសេរនិក្ខេបបទបញ្ចប់ថ្នាក់បណ្ឌិត លើប្រធានបទ  
“ប្រសិទ្ធភាព ភាពជាអ្នកដឹកនាំបរិក្ខិតកម្មរបស់នាយកសាលា លើកាតព្វកិច្ចនិងការអនុវត្តការងាររបស់គ្រូ  
បង្រៀនវិទ្យាល័យនៅកម្ពុជា” ។ លោក អ៊ឹម សិរីជ័យ នឹងចុះប្រមូលទិន្នន័យ លើប្រធានបទខាងលើ នៅវិទ្យាល័យ  
រដ្ឋចំនួន ០៨ ដូចមានក្នុងតារាងជូនភ្ជាប់ តាមរយៈការបំពេញកម្រងសំណួរពីលោកគ្រូអ្នកគ្រូ ចាប់ពីថ្ងៃទី០១  
ដល់ថ្ងៃទី៣០ ខែកញ្ញា ឆ្នាំ២០២៤ ។

សេចក្តីដូចបានជម្រាបជូនខាងលើ សូម លោកប្រធាន ជ្រាប និងសម្របសម្រួលជូន លោក អ៊ឹម សិរីជ័យ  
បានចុះ ប្រមូលទិន្នន័យ តាមការគួរ ។

សូម លោកប្រធាន ទទួលនូវការរាប់អានដ៏ស្មោះពីខ្ញុំ

ចម្លងជូន៖  
- អគ្គលេខាធិការរង  
- លោក អ៊ឹម សិរីជ័យ  
“ដើម្បីជ្រាបជាព័ត៌មាន”  
- ការបង្កើត  
- ឯកសារ ឧទ្ទកាល័យ

*(Signature)*



**រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**  
**រដ្ឋលេខាធិការ**

**អ៊ុន បូរន**

*(Signature)*  
30/24  
ម៉ិច តឿ

## Appendix E. A Doctoral Degree's Questionnaire for Data Collection

### កម្រងសំណួរស្រាវជ្រាវថ្នាក់បណ្ឌិត

A Doctoral Degree's Questionnaire for Data Collection

#### សូមគោរពលោកគ្រូអ្នកគ្រូ!

ខ្ញុំបាទឈ្មោះ **អ៊ឹម ស៊ីរីធឿ** ជាបេក្ខជនបណ្ឌិតជំនាញ **រដ្ឋបាលអប់រំ** នៅសាកលវិទ្យាល័យកម្ពុជា។ ខ្ញុំបាទសូមគោរពលោកជម្រាបលោកគ្រូអ្នកថា ខ្ញុំបាទបាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវសរសេរនិក្ខេបបទដើម្បីបញ្ចប់ការសិក្សាថ្នាក់បណ្ឌិត។ ហើយនិក្ខេបបទនេះ សិក្សាស្រាវជ្រាវអំពី **ប្រសិទ្ធភាពកាតព្វកិច្ចដឹកនាំបរិក្ខេបរបស់នាយកសាលាលើភាពជឿជាក់ និងការអនុវត្តការងាររបស់គ្រូបង្រៀននៅកម្ពុជា**។ និក្ខេបបទនេះមានគោលបំណងត្រួតពិនិត្យគុណវុឌ្ឍិនៃកាតព្វកិច្ចដឹកនាំតាមបរិក្ខេបរបស់នាយកសាលាដែលជះឥទ្ធិពលទៅលើជំនឿជឿជាក់ និងការបំពេញការងាររបស់គ្រូបង្រៀនតាមវិទ្យាល័យរដ្ឋនានាក្នុងប្រទេសកម្ពុជា។ ខ្ញុំបាទសូមធ្វើការវាយតម្លៃខ្ពស់សម្រាប់ការចូលរួមផ្តល់ព័ត៌មានរបស់លោកគ្រូអ្នកគ្រូ។ ហើយកម្រងសំណួរនេះមានបួនផ្នែកគឺ I, II, III, និង IV។ ក្នុងការបំពេញកម្រងសំណួរនេះ លោកគ្រូអ្នកគ្រូចំណាយពេលត្រឹមតែ ២០ ទៅ ២៥ នាទីប៉ុណ្ណោះ។ ខ្ញុំបាទសូមធានាអះអាងថាចម្លើយតបរបស់លោកគ្រូអ្នកគ្រូ គឺនឹងត្រូវបានរក្សាការសម្ងាត់បំផុត។

#### Dear Respected Teachers!

My name is **EM Sereyath**, a PhD candidate specializing in Educational Administration at The University of Cambodia (UC). I have been doing a doctoral dissertation to finish my study. This dissertation is about the **Effectiveness of School Directors' Transformational Leadership on Teachers' Self-Efficacy and Job Performance in Cambodia**.

This dissertation aims to examine the qualities of directors' transformational leadership that affect teachers' self-efficacy and teachers' job performance in Cambodian public high schools. I value your input to the study. The questionnaire contains four parts: I, II, III, and IV, and it will take only about 25 minutes of your time to take part in the survey. Also, please be assured that your responses are the strictest confidence and anonymity.

#### I. ព័ត៌មានទូទៅ/Demographic information

1. សូមជ្រើសរើសភេទរបស់អ្នក/Please choose your gender

- a. ☐ ប្រុស/Male      b. ☐ ស្រី/Female

2. សូមជ្រើសរើសចន្លោះអាយុរបស់អ្នក/Please choose your age range

- a. ☐ 20-30      b. ☐ 31-40      c. ☐ 41 ឬលើស/Over

3. សូមជ្រើសរើសសញ្ញាបត្រខ្ពស់បំផុតរបស់អ្នក/Please choose your highest degree

- a. ☐ បាក់ឌុប/High School Degree      b. ☐ បរិញ្ញាបត្រ/Bachelor's  
c. ☐ អនុបណ្ឌិត/Master's Degree

4. សូមជ្រើសរើសខេត្តរបស់អ្នក/Please choose your province

a. ☐ កំពង់ចាម

b. ☐ កំពង់ឆ្នាំង

c. ☐ កំពង់ស្ពឺ

d. ☐ កំពត

កម្រងសំណួរផ្នែកបន្តបន្ទាប់នេះរៀបចំឡើងដើម្បីឱ្យអ្នកពណ៌នាអំពីភាពជាអ្នកដឹកនាំរបស់នាយកសាលារបស់អ្នកតាមអ្វីដែលអ្នកយល់ឃើញ ជំនឿជាក់ និងការបំពេញការងាររបស់គ្រូបង្រៀន។

The following parts of the questionnaire aim to describe your perception of your school directors' transformational leadership, teachers' self-efficacy, and teachers' job performance.

**ការណែនាំ:** សូមឆ្លើយសំណួរខាងក្រោមដោយគូសរង្វង់លើលេខ (ពី១ទៅ៥) ដែលឆ្លុះបញ្ចាំងអំពីការយល់ឃើញរបស់អ្នកដោយប្រើរង្វាយតម្លៃខាងក្រោម៖

1 = មិនយល់ស្របទាំងស្រុង 2 = មិនយល់ស្រប 3 = មិនប្រាកដ 4 = យល់ស្រប 5 = យល់ស្របទាំងស្រុង

Directions: Please answer items below by circling a number from 1 to 5 that best reflects your perception using the following rating scale:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

| Description                                |                                                                                                                                                | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| II. Directors' Transformational Leadership |                                                                                                                                                |                   |          |         |       |                |
| Idealized Influence Attributes (IIA)       |                                                                                                                                                |                   |          |         |       |                |
| IIA1                                       | My director instills pride in me for being associated with him/her.<br>នាយក/នាយិការបស់ខ្ញុំធ្វើឱ្យខ្ញុំមានមោទនភាពដែលបានធ្វើការងារជាមួយគាត់/វា។ | 1                 | 2        | 3       | 4     | 5              |
| IIA2                                       | My director goes beyond self-interest for the good of the group.                                                                               | 1                 | 2        | 3       | 4     | 5              |

|                                            |                                                                                                                                                                             |   |   |   |   |   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                                            | នាយក/នាយិកាបស់ខ្ញុំគិតគូរប្រយោជន៍រួមជាជាងប្រយោជន៍ផ្ទាល់ខ្លួន។                                                                                                               |   |   |   |   |   |
| IIA3                                       | My director acts in ways that build my respect for him/her.<br>នាយក/នាយិកាបស់ខ្ញុំធ្វើការងារក្នុងរបៀប ឬវិធីដែលធ្វើឱ្យខ្ញុំគោរពគាត់។                                         | 1 | 2 | 3 | 4 | 5 |
| IIA4                                       | My director displays a sense of power or confidence.<br>នាយក/នាយិកាបស់ខ្ញុំជាបុគ្គលប្រកបដោយឥទ្ធិពល និងទំនុកចិត្ត។                                                           | 1 | 2 | 3 | 4 | 5 |
| <b>Idealized Influence Behaviors (IIB)</b> |                                                                                                                                                                             |   |   |   |   |   |
| IIB1                                       | My director specifies the importance of having a strong sense of purpose.<br>នាយក/នាយិកាបស់ខ្ញុំបញ្ជាក់យ៉ាងច្បាស់ពីសារៈសំខាន់នៃគោលបំណង ក្នុងការធ្វើសកម្មភាពផ្សេងៗ។          | 1 | 2 | 3 | 4 | 5 |
| IIB2                                       | My director considers the moral and ethical consequences of decisions.<br>នាយក/នាយិកាបស់ខ្ញុំពិចារណាទៅលើសីលធម៌ ឬគុណធម៌ក្នុងការសម្រេចចិត្តផ្សេងៗ។                            | 1 | 2 | 3 | 4 | 5 |
| IIB3                                       | My director talks about his/her most important values or beliefs.<br>នាយក/នាយិកាបស់ខ្ញុំនិយាយអំពីគុណតម្លៃ ឬភាពជឿជាក់លើសមត្ថភាពរបស់គាត់។                                     | 1 | 2 | 3 | 4 | 5 |
| IIB4                                       | My director emphasizes the importance of having a collective sense of mission.<br>នាយក/នាយិកាបស់ខ្ញុំបានបញ្ជាក់យ៉ាងច្បាស់ពីសារៈសំខាន់នៃការបំពេញបេសកកម្មក្នុងស្មារតីរួមគ្នា។ | 1 | 2 | 3 | 4 | 5 |
| <b>Inspirational Motivation (IMO)</b>      |                                                                                                                                                                             |   |   |   |   |   |
| IMO1                                       | My director talks optimistically about the future.<br>នាយក/នាយិកាបស់ខ្ញុំមានគំនិតស្មើនិយមអំពីលទ្ធផលការងារនាពេលអនាគត។                                                        | 1 | 2 | 3 | 4 | 5 |
| IMO2                                       | My director talks enthusiastically about what needs to be accomplished.<br>នាយក/នាយិកាបស់ខ្ញុំនិយាយអំពីលទ្ធផលការងារនាពេលអនាគត។                                              | 1 | 2 | 3 | 4 | 5 |

|                                       |                                                                                                                                                                                                             |   |   |   |   |   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                                       | នាយក/នាយិការបស់ខ្ញុំនិយាយដោយជឿជាក់អំពីអ្វីដែលត្រូវធ្វើ ដើម្បីសម្រេចបានលទ្ធផលល្អ។                                                                                                                            |   |   |   |   |   |
| IMO3                                  | My director articulates a compelling vision of the future.<br>នាយក/នាយិការបស់ខ្ញុំបង្ហាញច្បាស់អំពីចក្ខុវិស័យដែលគួរឱ្យចាប់ អារម្មណ៍ សម្រាប់ អនាគត។                                                           | 1 | 2 | 3 | 4 | 5 |
| IMO4                                  | My director expresses confidence that goals will be achieved.<br>នាយក/នាយិការបស់ខ្ញុំមានទំនុកចិត្តថាគោលដៅរបស់យើងនឹង អាចសម្រេចបាន។                                                                           | 1 | 2 | 3 | 4 | 5 |
| <b>Individual Consideration (ICO)</b> |                                                                                                                                                                                                             |   |   |   |   |   |
| ICO1                                  | My director spends time teaching and coaching me.<br>នាយក/នាយិការបស់ខ្ញុំចំណាយពេលបង្រៀន និងហ្វឹកហាត់ខ្ញុំ។                                                                                                  | 1 | 2 | 3 | 4 | 5 |
| ICO2                                  | My director treats me as individuals rather than just as a member of a group.<br>នាយក/នាយិការបស់ខ្ញុំយកចិត្តទុកដាក់ជាមួយខ្ញុំជាងគ្រូៗ ផ្សេង ទៀតនៅក្នុងសាលា។                                                 | 1 | 2 | 3 | 4 | 5 |
| ICO3                                  | My director helps me to develop my strengths.<br>នាយក/នាយិការបស់ខ្ញុំជួយខ្ញុំក្នុងការអភិវឌ្ឍភាពខ្លាំងរបស់ខ្ញុំ។                                                                                             | 1 | 2 | 3 | 4 | 5 |
| ICO4                                  | My director considers me as having different needs, abilities, or aspirations from others.<br>នាយក/នាយិការបស់ខ្ញុំយកចិត្តទុកដាក់ចំពោះខ្ញុំដោយគិតថាខ្ញុំមាន តម្រូវការសមត្ថភាព ឬក្តីប្រាថ្នា ផ្សេងៗពីអ្នកដទៃ។ | 1 | 2 | 3 | 4 | 5 |
| <b>Intellectual Stimulation (IST)</b> |                                                                                                                                                                                                             |   |   |   |   |   |
| IST1                                  | My director gets me to look at problems from many different angles.<br>នាយក/នាយិការបស់ខ្ញុំណែនាំខ្ញុំឱ្យមើលពីបញ្ហាផ្សេងៗឱ្យបានគ្រប់ ជ្រុងជ្រោយ។                                                             | 1 | 2 | 3 | 4 | 5 |
| IST2                                  | My director seeks different perspectives when solving problems.<br>នាយក/នាយិការបស់ខ្ញុំស្នើសុំគំនិតផ្សេងៗគ្នាក្នុងការដោះស្រាយ បញ្ហានានានៅពេលប្រជុំ។                                                         | 1 | 2 | 3 | 4 | 5 |

|      |                                                                                                                                                                                                                        |   |   |   |   |   |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| IST3 | My director re-examines critical assumptions to question whether they are appropriate.<br>នាយក/នាយិការបស់ខ្ញុំពិនិត្យមើលការសន្មត់អ្វីមួយយ៉ាងល្អិតល្អន់ ដោយសុំយោបល់ផ្សេងៗដើម្បីប្រាកដថាសេចក្តីសន្មត់ទាំងនោះ ត្រឹមត្រូវ។ | 1 | 2 | 3 | 4 | 5 |
| IST4 | My director suggests new ways of looking at how to complete assignments.<br>នាយក/នាយិការបស់ខ្ញុំលើកទឹកចិត្តខ្ញុំឱ្យរិះរកវិធីសាស្ត្រថ្មីៗដើម្បី សម្រេចកិច្ចការនានា។                                                     | 1 | 2 | 3 | 4 | 5 |

### III. Teachers' Self-Efficacy

#### Efficacy for Instructional Strategies ( EIS )

|      |                                                                                                                                                               |   |   |   |   |   |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| EIS1 | I am able to apply various teaching techniques effectively.<br>ខ្ញុំអាចប្រើប្រាស់វិធីសាស្ត្របង្រៀនផ្សេងៗ បានយ៉ាងមាន ប្រសិទ្ធភាព ។                             | 1 | 2 | 3 | 4 | 5 |
| EIS2 | I am able to use various assessment methods effectively.<br>ខ្ញុំអាចប្រើប្រាស់វិធីសាស្ត្រវាយតម្លៃផ្សេងៗបានយ៉ាងមានប្រសិទ្ធភាព ។                                | 1 | 2 | 3 | 4 | 5 |
| EIS3 | I am able to use examples to explain what students find difficult to understand.<br>ខ្ញុំអាចប្រើប្រាស់ឧទាហរណ៍ផ្សេងៗដើម្បីពន្យល់នូវអ្វីដែលសិស្សគិត ថាពិបាកយល់។ | 1 | 2 | 3 | 4 | 5 |
| EIS4 | I am able to ask various questions that can improve student learning.<br>ខ្ញុំអាចសួរសំណួរផ្សេងៗដែលអាចជួយឱ្យការរៀនរបស់សិស្ស ប្រសើរឡើង។                         | 1 | 2 | 3 | 4 | 5 |
| EIS5 | I am able to respond to difficult questions from students.<br>ខ្ញុំអាចឆ្លើយតបទៅនឹងសំណួរពិបាកៗរបស់សិស្សបាន។                                                    | 1 | 2 | 3 | 4 | 5 |

#### Efficacy for Classroom Management ( ECM )

|      |                                                                                                     |   |   |   |   |   |
|------|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| ECM1 | I am able to control disruptive behavior.<br>ខ្ញុំអាចគ្រប់គ្រងសិស្សដែលធ្វើសកម្មភាពរំខានឬ ឡើងវាយបាន។ | 1 | 2 | 3 | 4 | 5 |
|------|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|

|      |                                                                                                                                                  |   |   |   |   |   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| ECM2 | I am able to get students to follow classroom rules.<br>ខ្ញុំអាចធ្វើឱ្យសិស្សគោរពរំនីយសិក្សាបាន។                                                  | 1 | 2 | 3 | 4 | 5 |
| ECM3 | I am able to calm down a student who is disruptive or noisy.<br>ខ្ញុំអាចធ្វើឱ្យសិស្សដែលរំខាន ឬឡូឡាស្ងាត់ស្ងៀមបាន។                                | 1 | 2 | 3 | 4 | 5 |
| ECM4 | I am able to keep problem students from ruining an entire lesson.<br>ខ្ញុំអាចទប់ស្កាត់សិស្សដែលមានបញ្ហា មិនឱ្យបង្កការរំខានដល់ថ្នាក់រៀនទាំងមូលបាន។ | 1 | 2 | 3 | 4 | 5 |

**Efficacy for Student Engagement ( ESE )**

|      |                                                                                                                                                             |   |   |   |   |   |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| ESE1 | I am able to motivate students with low interest in learning to study harder.<br>ខ្ញុំអាចលើកទឹកចិត្តសិស្សដែលមិនសូវចាប់អារម្មណ៍ក្នុងការរៀនឱ្យខិតខំរៀនជាងមុន។ | 1 | 2 | 3 | 4 | 5 |
| ESE2 | I am able to help students value learning<br>ខ្ញុំអាចជួយសិស្សឱ្យផ្តល់តម្លៃលើការសិក្សារបស់ខ្លួនបាន។                                                          | 1 | 2 | 3 | 4 | 5 |
| ESE3 | I am able to get students to believe that they can do well in schoolwork.<br>ខ្ញុំអាចធ្វើឱ្យសិស្សជឿជាក់ថាពួកគេអាចធ្វើកិច្ចការសាលាបានយ៉ាងល្អ។                | 1 | 2 | 3 | 4 | 5 |
| ESE4 | I am able to improve the understanding of a student who is failing.<br>ខ្ញុំអាចធ្វើឱ្យការយល់ដឹងរបស់សិស្សដែលរៀនខ្សោយប្រសើរឡើងបាន។                            | 1 | 2 | 3 | 4 | 5 |

**IV. Teacher's Job Performance**

**Contextual Performance ( CPE )**

|      |                                                                                                                                                   |   |   |   |   |   |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| CPE1 | I help the other teachers to complete their work when needed.<br>ខ្ញុំជួយបំពេញកិច្ចការងាររបស់លោកគ្រូអ្នកគ្រូដទៃទៀតចាំបាច់។                        | 1 | 2 | 3 | 4 | 5 |
| CPE2 | I volunteer to do other tasks which are not formally required by the job.<br>ខ្ញុំធ្វើកិច្ចការផ្សេងៗដោយស្ម័គ្រចិត្ត ទោះវាមិនមែនជាការងាររបស់ខ្ញុំ។ | 1 | 2 | 3 | 4 | 5 |



|      |                                                                                                                                                                                            |   |   |   |   |   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| CPE3 | I take the initiative to orient new teachers although it is not a part of my job description.<br>ខ្ញុំធ្វើតែពេលជួយបង្ហាញ ឬណែនាំពីការងារផ្សេងៗដល់គ្រូថ្មីៗ ទោះវាមិនមែនជាការងារខ្ញុំក៏ដោយ។   | 1 | 2 | 3 | 4 | 5 |
| CPE4 | I help other teachers when their workload increases (assist others until they get over the hurdles).<br>ខ្ញុំជួយលោកគ្រូអ្នកគ្រូដទៃ ពេលទំហំការងារពួកគេកើនឡើង (ជួយពួកគាត់រហូតដល់ចប់ការងារ) ។ | 1 | 2 | 3 | 4 | 5 |
| CPE5 | I can make innovative suggestions to improve the overall quality of the school.<br>ខ្ញុំអាចផ្តល់មតិយោបល់ថ្មីៗដើម្បីចូលរួមបង្កើនគុណភាពអប់រំរបស់ស្ថាប័ន។                                     | 1 | 2 | 3 | 4 | 5 |
| CPE6 | I willingly attend functions not required by the school.<br>ខ្ញុំពេញចិត្តចូលរួមកម្មវិធីផ្សេងៗដែលសាលារៀបចំឡើង ទោះបីសាលាមិនតម្រូវក៏ដោយ។                                                      | 1 | 2 | 3 | 4 | 5 |

Task Performance ( TPE )

|      |                                                                                                                                                     |   |   |   |   |   |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| TPE1 | I achieve all the objectives of my job.<br>ខ្ញុំសម្រេចបាននូវគោលដៅការងាររបស់ខ្ញុំទាំងអស់។                                                            | 1 | 2 | 3 | 4 | 5 |
| TPE2 | I meet the criteria for my teaching performance.<br>ខ្ញុំបំពេញរាល់ការកំណត់ត្រាសម្រាប់បង្រៀនដែលសាលាប្រគល់ជូន គ្រប់ទៅតាមលក្ខណៈវិនិច្ឆ័យ។              | 1 | 2 | 3 | 4 | 5 |
| TPE3 | I demonstrate expertise in all job-related tasks.<br>ខ្ញុំប្រើជំនាញរបស់ខ្ញុំក្នុងការបំពេញការងារពាក់ព័ន្ធផ្សេងៗ។                                     | 1 | 2 | 3 | 4 | 5 |
| TPE4 | I fulfill all the requirements of the job.<br>ខ្ញុំបានបំពេញគ្រប់លក្ខណៈការងារទាំងអស់បាន។                                                             | 1 | 2 | 3 | 4 | 5 |
| TPE5 | I can manage more responsibilities than typically assigned.<br>ខ្ញុំអាចបំពេញការងារបានច្រើនទៀត ក្រៅពីការងារស្នូល។                                    | 1 | 2 | 3 | 4 | 5 |
| TPE6 | I appear suitable for a higher-level role ( Head Teacher ).<br>ខ្ញុំសាកសមសម្រាប់តួនាទីលើខ្ពស់ជាងនេះ ( ជាប្រធានក្រុមគ្រូបង្រៀន ) ។                   | 1 | 2 | 3 | 4 | 5 |
| TPE7 | I am competent in all areas of the job and handle tasks with proficiency.<br>ខ្ញុំមានជំនាញក្នុងការបំពេញការងារទាំងអស់ និងដោះស្រាយបញ្ហាបានយ៉ាងជោគជ័យ។ | 1 | 2 | 3 | 4 | 5 |

|      |                                                                                                                                                                    |   |   |   |   |   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|      | ខ្ញុំមានសមត្ថភាពគ្រប់ផ្នែកទាំងអស់ក្នុងការងារ និងបំពេញការងារ<br>ដោយភាពប៉ិនប្រសប់។                                                                                   |   |   |   |   |   |
| TPE8 | I perform well in the overall job by carrying out tasks as<br>expected.<br>ខ្ញុំបំពេញកិច្ចការងារទូទៅបានល្អ ដោយអនុវត្តវាបានតាមការរំពឹង<br>ទុក ។                     | 1 | 2 | 3 | 4 | 5 |
| TPE9 | I plan or organize to achieve the objectives of the job<br>and meet deadlines.<br>ខ្ញុំរៀបចំផែនការ ឬរៀបចំកិច្ចការដើម្បីសម្រេច និងបញ្ចប់គោលដៅ<br>ការងារតាមកាលកំណត់។ | 1 | 2 | 3 | 4 | 5 |

សូមអរគុណសម្រាប់ការចូលរួម! Thanks!

## Appendix F. Reliability Tests for Cronbach's Alpha Using SPSS Version 27

### Idealized Influence Attributes (IIA)

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .859             | 4          |

#### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| IIA1 | 11.64                      | 4.563                          | .711                             | .818                             |
| IIA2 | 11.57                      | 4.478                          | .706                             | .819                             |
| IIA3 | 11.36                      | 4.104                          | .721                             | .815                             |
| IIA4 | 11.48                      | 4.629                          | .684                             | .829                             |

```
RELIABILITY
/VARIABLES=IIB1 IIB2 IIB3 IIB4
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.
```

### Idealized Influence Behaviors (IIB)

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .849             | 4          |

#### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| IIB1 | 10.36                      | 5.252                          | .692                             | .806                             |
| IIB2 | 10.42                      | 5.282                          | .702                             | .802                             |
| IIB3 | 10.44                      | 5.498                          | .640                             | .828                             |
| IIB4 | 10.28                      | 5.188                          | .715                             | .796                             |

```
RELIABILITY
/VARIABLES=IMO1 IMO2 IMO3 IMO4
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.
```

### Inspirational Motivation (IMO)

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .882             | 4          |

#### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| IMO1 | 8.88                       | 6.996                          | .747                             | .847                             |
| IMO2 | 8.42                       | 7.175                          | .738                             | .851                             |
| IMO3 | 8.85                       | 6.978                          | .720                             | .859                             |
| IMO4 | 8.80                       | 7.618                          | .784                             | .838                             |

## Individual Consideration (ICO)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .824             | 4          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| ICO1 | 10.91                      | 4.009                          | .568                             | .814                             |
| ICO2 | 10.83                      | 3.907                          | .663                             | .771                             |
| ICO3 | 10.97                      | 3.759                          | .681                             | .762                             |
| ICO4 | 11.05                      | 3.726                          | .682                             | .762                             |

## Intellectual Stimulation (IST)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .849             | 4          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| IST1 | 11.35                      | 3.391                          | .761                             | .775                             |
| IST2 | 11.43                      | 3.602                          | .682                             | .811                             |
| IST3 | 11.29                      | 3.957                          | .655                             | .823                             |
| IST4 | 10.91                      | 3.795                          | .659                             | .820                             |

## Efficacy for Instructional Strategies (EIS)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .879             | 5          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| EIS1 | 14.12                      | 10.355                         | .727                             | .849                             |
| EIS2 | 14.10                      | 9.932                          | .750                             | .844                             |
| EIS3 | 14.27                      | 11.304                         | .709                             | .854                             |
| EIS4 | 14.07                      | 11.503                         | .748                             | .848                             |
| EIS5 | 14.19                      | 10.775                         | .652                             | .867                             |

## Efficacy for Classroom Management (ECM)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .809             | 4          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| ECM1 | 12.99                      | 1.951                          | .683                             | .731                             |
| ECM2 | 13.06                      | 2.034                          | .636                             | .755                             |
| ECM3 | 13.15                      | 2.086                          | .605                             | .770                             |
| ECM4 | 13.06                      | 2.285                          | .581                             | .781                             |

## Efficacy for Student Engagement (ESE)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .824             | 4          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| ESE1 | 11.70                      | 2.767                          | .574                             | .810                             |
| ESE2 | 11.52                      | 2.526                          | .639                             | .783                             |
| ESE3 | 11.61                      | 2.559                          | .716                             | .747                             |
| ESE4 | 11.54                      | 2.569                          | .667                             | .769                             |

## Contextual Performance (CPE)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .894             | 6          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| CPE1 | 19.66                      | 9.384                          | .755                             | .869                             |
| CPE2 | 19.36                      | 9.774                          | .723                             | .874                             |
| CPE3 | 19.13                      | 9.691                          | .816                             | .863                             |
| CPE4 | 19.16                      | 9.176                          | .762                             | .868                             |
| CPE5 | 19.31                      | 8.968                          | .799                             | .862                             |
| CPE6 | 19.35                      | 10.429                         | .479                             | .912                             |

## Task Performance (TPE)

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .939             | 9          |

### Item-Total Statistics

|      | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| TPE1 | 28.49                      | 26.808                         | .726                             | .935                             |
| TPE2 | 28.67                      | 25.587                         | .816                             | .929                             |
| TPE3 | 28.42                      | 27.131                         | .799                             | .931                             |
| TPE4 | 28.89                      | 26.448                         | .765                             | .932                             |
| TPE5 | 28.57                      | 27.474                         | .741                             | .934                             |
| TPE6 | 28.70                      | 25.854                         | .813                             | .930                             |
| TPE7 | 28.47                      | 27.504                         | .776                             | .932                             |
| TPE8 | 28.91                      | 26.581                         | .738                             | .934                             |
| TPE9 | 28.56                      | 27.335                         | .763                             | .933                             |

## Appendix G. Report of Similarity Index by Turnitin



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| <b>4</b> | <b>"Artificial Intelligence, Digitalization and Regulation", Springer Science and Business Media LLC, 2024</b><br>Publication                                                                                                                                                     | <b>&lt;1</b> % |
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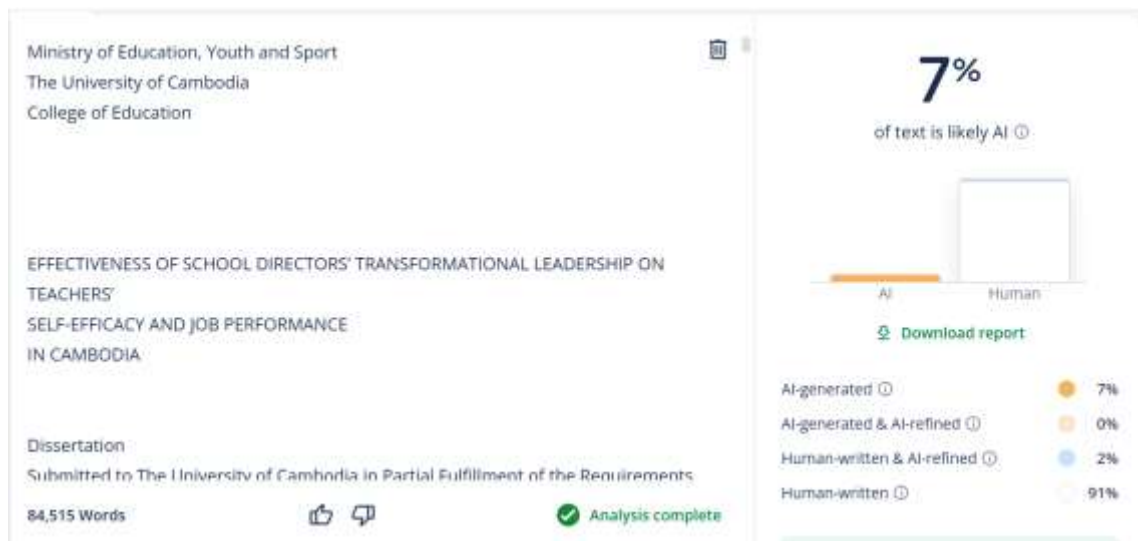
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## Appendix H. Report of AI Detection by QuillBot Premium Version





# ព្រះរាជាណាចក្រកម្ពុជា

## ជាតិ សាសនា ព្រះមហាក្សត្រ



**សាកលវិទ្យាល័យកម្ពុជា**  
THE UNIVERSITY OF CAMBODIA

លេខ: ០០៣/២៥ សក/សក

### លិខិតអនុម័ត

យោង: លិខិតលេខ: ០០៣/២៥ សក/សក ចុះថ្ងៃទី ០៩ ខែ មេសា ឆ្នាំ ២០២៥ របស់សាកលវិទ្យាល័យកម្ពុជា។

លោក/លោកស្រី ដូចមានរាយនាមខាងក្រោមត្រូវបានចាត់តាំងជាគណៈកម្មការវាយតម្លៃការការពារសាកល្បងនិក្ខេបបទថ្នាក់បណ្ឌិត ជំនាន់ទី១០ ជំនាញ រដ្ឋបាលអប់រំ នៅសាកលវិទ្យាល័យកម្ពុជា។

| ល.រ | នាមតាម-នាម          | សញ្ញាបត្រ | មុខងារ        | ឯកទេស                                         | តួនាទីគណៈកម្មការ         |
|-----|---------------------|-----------|---------------|-----------------------------------------------|--------------------------|
| ១   | លោក អ៊ុំ រតនា       | បណ្ឌិត    | សាស្ត្រាចារ្យ | សង្គមវិទ្យា                                   | ប្រធាន                   |
| ២   | លោក ផុន សុផល        | បណ្ឌិត    | សាស្ត្រាចារ្យ | ការបង្រៀន និងបច្ចេកវិទ្យា                     | សាស្ត្រាចារ្យវាយតម្លៃទី១ |
| ៣   | លោក ឈួន ប៊ុនហៀន     | បណ្ឌិត    | សាស្ត្រាចារ្យ | រដ្ឋបាលអប់រំ                                  | សាស្ត្រាចារ្យវាយតម្លៃទី២ |
| ៤   | លោក រ៉េ សំអូន       | បណ្ឌិត    | សាស្ត្រាចារ្យ | ការអភិវឌ្ឍកម្មវិធីសិក្សា និងវិធីសាស្ត្របង្រៀន | សាស្ត្រាចារ្យវាយតម្លៃទី៣ |
| ៥   | លោក ម៉ុក សារ៉ុប     | បណ្ឌិត    | សាស្ត្រាចារ្យ | គ្រប់គ្រងអប់រំ និងភាសាវិទ្យាអនុវត្តន៍         | សមាជិក                   |
| ៦   | លោក សំ ភីនី         | បណ្ឌិត    | សាស្ត្រាចារ្យ | អប់រំ                                         | សមាជិក                   |
| ៧   | លោក ប៊ុក វិសាលបុត្ត | បណ្ឌិត    | សាស្ត្រាចារ្យ | សង្គមទំនើប និងវប្បធម៌                         | សមាជិក                   |
| ៨   | លោក ខួប រតនា        | បណ្ឌិត    | សាស្ត្រាចារ្យ | គ្រប់គ្រងអប់រំ                                | លេខាធិការ                |

- បេតុបណ្ឌិត : ប្រធានបទ

- កាលបរិច្ឆេទ : ជំនាញ

- សាស្ត្រាចារ្យជីកនាំទី១ : សាស្ត្រាចារ្យជីកនាំទី២

**អ៊ឹម សិរីធី** កេរៈ ប្រុស

ប្រសិទ្ធភាពជាអ្នកជំនាញវិទ្យាសាស្ត្រសាស្ត្រាចារ្យសាលាលើកលើកដំបូង និងការអនុវត្តការងាររបស់គ្រូបង្រៀននៅកម្ពុជា (Effectiveness of School Directors' Transformational Leadership on Teacher's Self-Efficacy and Job Performance in Cambodia) ។

ថ្ងៃទី៣១ ខែមករា ឆ្នាំ២០២៥

**រដ្ឋបាលអប់រំ**

បណ្ឌិត ម៉ុក សារ៉ុប

បណ្ឌិត សំ ភីនី

ថ្ងៃពុធ ១០កើត ខែបុស្ស ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨  
កន្លែងធ្វើការ: ក្រុងភ្នំពេញ, ថ្ងៃទី០៩ ខែមករា ឆ្នាំ២០២៥



**សាកលវិទ្យាល័យកម្ពុជា**

**សាកលវិទ្យាល័យកម្ពុជា អគ្គនាយកដ្ឋានបណ្ឌិតសិក្សា**

**បណ្ឌិត អ៊ុំ រតនា**

**ប្រធានបទ:**

- ឈ្មោះស្រាវជ្រាវនិងនាមអ្នកស្រាវជ្រាវ
- សាកលវិទ្យាល័យកម្ពុជា
- សាកលវិទ្យាល័យកម្ពុជា
- ឯកសារ-កាលបរិច្ឆេទ

**បេតុបណ្ឌិត:**

- ឈ្មោះស្រាវជ្រាវនិងនាមអ្នកស្រាវជ្រាវ
- សាកលវិទ្យាល័យកម្ពុជា
- សាកលវិទ្យាល័យកម្ពុជា
- ឯកសារ-កាលបរិច្ឆេទ

**បណ្ណាល័យស្រាវជ្រាវ:** The University of Cambodia

**អាសយដ្ឋាន:** ផ្លូវលេខ១៧ សង្កាត់បឹងកេងកង រាជធានីភ្នំពេញ ក្រុងភ្នំពេញ កម្ពុជា ១២០០០

**លេខទូរស័ព្ទ:** (៨៥៥-២៣) ៩៩៣ ២៣៤; **លេខទូរសារ:** (៨៥៥-២៣) ៩៩៣ ២៣៤; **លេខទូរសារ:** (៨៥៥-២៣) ៩៩៣ ២៣៤

**អ៊ីម៉ែល:** info@uc.edu.kh, admissions@uc.edu.kh, library@uc.edu.kh, **គេហទំព័រ:** www.uc.edu.kh

**THE UNIVERSITY OF CAMBODIA**

College of Education (CoE)

Schedule for Pre-Defense of Doctoral Dissertation

**January 31, 2025**

(Room: Vietnam Hall)

| Date & Time                                  | PhD Candidates & Dissertation's Topic:                                                                                                                                                                       | Assessment Committees                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>January 31, 2025</b><br>(8:00AM-10:00AM)  | <b>1. Mr. Be Borey</b><br>Dissertation's Topic:<br>- Teachers' perception of their readiness in online teaching and learning in higher education in Cambodia.                                                | 1. Dr. Y Ratana ( Chief of Committee)<br>2. Dr. Mok Sarom (1 <sup>st</sup> main assessor)<br>3. Dr. Sam Rany ( 2 <sup>nd</sup> main assessor)<br>4. Dr. Chhourn Bun Hoeun (3 <sup>rd</sup> main assessor)<br>5. Dr. Phon Sophal (Assessor member)<br>6. Dr. Kep Bunly (Assessor member)<br>7. Dr. Pok Visalboth ( Assessor member)<br>8. Dr. Loch Ratana ( Note-taker)            |
| <b>January 31, 2025</b><br>(10:00AM-12:00PM) | <b>2. Khan Somphors</b><br>Dissertation's Topic:<br>-The Impact of School directors' Instructional Leadership on Teachers' Collective Efficacy and Commitment at the Secondary Resource Schools in Cambodia. | 1. Dr. Y Ratana ( Chief of Committee)<br>2. Dr. Phon Sophal (1 <sup>st</sup> main assessor)<br>3. Dr. Chhourn Bun Hoeun (2 <sup>nd</sup> main assessor)<br>4. Dr. Mam Socheath (3 <sup>rd</sup> main assessor)<br>5. Dr. Mok Sarom (Assessor member)<br>6. Dr. Sam Rany (Assessor member)<br>7. Dr. Pok Visalboth (Assessor member)<br>8. Dr. Loch Ratana ( Note-taker)           |
| <b>January 31, 2025</b><br>(2:00PM-04:00PM)  | <b>9. Mr. Em Sereyrath</b><br>Dissertation's Topic:<br>- Effectiveness of School Directors' Transformational Leadership on Teacher's Self-Efficacy and Job Performance in Cambodia.                          | 1. Dr. Y Ratana ( Chief of Committee)<br>2. Dr. Phon Sophal (1 <sup>st</sup> main assessor)<br><b>3. Dr. Chhourn Bun Hoeun (2<sup>nd</sup> main assessor)</b><br>4. Dr. Dr. Vong Sam Aun (3 <sup>rd</sup> main assessor)<br>5. Dr. Mok Sarom (Assessor member)<br>6. Dr. Sam Rany (Assessor member)<br>7. Dr. Pok Visalboth (Assessor member)<br>8. Dr. Loch Ratana ( Note-taker) |



## Appendix J. Committee Members' Comments during Pre-trial Defense



Kingdom of Cambodia  
Nation Religion King

### Report on Pre-Defense Assessment of Doctoral Dissertation for Ph.D. Student Batch 10 31 January 2025

Student's Name : Em Sereyrath  
College/School : College of Education  
Specialization : Educational Administration  
Dissertation Title : Effectiveness of School Directors' Transformational Leadership on Teacher's Self-Efficacy and Job Performance in Cambodia

#### I. Committees

| N° | Committee Names        | Degree | Titles   | Specialization                                     | Responsibilities |
|----|------------------------|--------|----------|----------------------------------------------------|------------------|
| 1  | Dr. Y Ratana           | PhD    | Lecturer | Sociology                                          | Chair            |
| 2  | Dr. Phon Sophal        | PhD    | Lecturer | Teaching and Methodology                           | First Assessor   |
| 3  | Dr. Chhourn Bun Hoeun, | PhD    | Lecturer | Educational Administration                         | Second Assessor  |
| 4  | Dr. Vong Sam Aun       | PhD    | Lecturer | Education (Curriculum and Instruction)             | Third Assessor   |
| 5  | Dr. Mok Sarom          | PhD    | Lecturer | Applied Linguistics and Educational Administration | Member           |
| 6  | Dr. Sam Rany           | PhD    | Lecturer | Education                                          | Member           |
| 7  | Dr. Pok Visalboth      | PhD    | Lecturer | Modern Society and Culture                         | Member           |
| 8  | Dr. Loch Ratana        | PhD    | Lecturer | Educational Management                             | Note-taker       |

#### II. Table of Comments

| N° | Committee Names | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Dr. Y Ratana    | <p>To have more quality of dissertation, I wish to recommend the dissertation to be improved as follows:</p> <ol style="list-style-type: none"> <li>1. Make a small edition of dissertation format specially table of contents (i.e. no need to have number in the chapter summary) art of work of dissertation page marginalize)</li> <li>2. English: check wrong or improper words and grammar</li> <li>3. On literature review: should have a section on Cambodian school management, leadership, policy review, lesson learnt on a good school management if it is applicable. ( Look at the writing study like PHD dissertations on school leadership in Cambodia.</li> <li>4. On empirical study: should consider to include – a short background</li> </ol> |

|   |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                       | <p>on geography and socio-economic development on the chosen places for the field work survey.</p> <ul style="list-style-type: none"> <li>- Descript characteristics of the selected schools for the study</li> <li>- Should add survey questions for school principals and in-depth question concepts of leadership and story of school success.</li> </ul> <p>5. References: should add reports and publications on Cambodian related study.</p> <p>6. Make adjustment question on education background to be logical.</p> <p>7. Should add ethical consideration in the chapter 3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2 | Dr. Phon Sophal       | <p>1. In chapter 2: please try to add more about transformative leadership from difference context like advanced countries, developed countries, developing countries and then you have to write about Cambodia context as well.</p> <p>2. In chapter 2, too: please add geography and economic context as well as education condition in your target provinces – K-cham, K-chnang, K-Speu, and Kampot.</p> <p>3. In chapter 3:</p> <ul style="list-style-type: none"> <li>a. Please talk with your supervisor that is able to do more in qualitative research</li> <li>b. Please put clearly the reason why you use three software SPSS, JASP, and JAMOVI in your analysis for this research.</li> </ul> <p>4. In chapter 6: you should mention strongly as advice to different organizations, government about impact of gender – inclusive leadership practice (specific in Cambodia context)</p> <p>5. References: please put it proper arrangement</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3 | Dr. Chhourn Bun Hoem, | <p>Overall, I think it is good and the UC format is followed. I really appreciate for your hard work, the great efforts put into this work with the supports from the main advisor and co-advisor. However, the researcher should pay the attention to the following considerations:</p> <ul style="list-style-type: none"> <li>1. Page 1, Chapter 1, There should be an introductory paragraph to help the readers to learn the structure of this particular chapter. You have mentioned it in Chapter 2....</li> <li>2. Page 2, the acronyms to be firstly mentioned should be written in full. They should be written after the first mentioning.</li> <li>3. Page 7, repeated phrase of: “As a result, ...”</li> <li>4. Page 7, objective 1, “towards”?; spelling issues “teacher’s....”</li> <li>5. Page 10, Conceptual Framework figure, APA forma?</li> <li>6. Page 21, Commitment?</li> <li>7. Chapter 2: it is good as the theories and other related research already included. However, you should double check some errors. However I’d like to suggest to divide your chapter 2 into 3 parts: Part I: Historical Background of Education in Cambodia and Modern Context of Cambodian Education; Part II: Theoretical Perspectives, and Part III: Empirical Studies.</li> <li>8. Page 37, “the reader” does it refer to “the researcher”?</li> </ul> |

|   |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|   |                  | <p>9. Page 38, pls add the source underneath of the Table 2.2, Self-Efficacy's Dimensions (according to APA format).</p> <p>10. Chapter 3: You have put lots of effort in developing this chapter, and you have met the requirements. You have included the sampling methods, adapt the research instruments from different researchers (according to different sections), validate your instruments by experts, to the pilot study to check the instrument's reliability, and the translation technique of the research instrument. However, you should double check with some errors: Tables. That would be great if you could offer a table of summary about your research methodology. (<i>Summary of Data Sources and Data Analysis for Each Research Question</i>)</p> <p>11. Page 72-73, you mention "instructional leadership", is this your intention to raise this type of leadership up? Or you are supposed to mention "transformational leadership"?</p> <p>12. Chapter 4: The presentation of the findings should be clearer according to the research questions. When you have the table of the research summary, including the research objectives, source of data, and data analysis methods. This would help the research present the findings according to the objectives or research questions.</p> <p>13. Page 158, "Teachers had a positive opinion of their DTL in several areas, particularly in terms of personal attention and IMO". That would be even greater if a qualitative study was also included to find out factors contributing to such results. The positive opinion is only in several areas, how about the others? Any negative or just moderate impact from their leadership?</p> |
| 4 | Dr. Vong Sam Aun | <p>1. Background of Study</p> <ul style="list-style-type: none"> <li>- Good points: 60% of theoretical reviews are related to the research problem including theoretical and research findings review</li> <li>- Points to improve: <ul style="list-style-type: none"> <li>A. Restructure theoretical reviews since they are jumbled led to a matter of COHESION and COHERENCE- building a (for example, 1. Brief Description of Target Location, 2. Brief Description about Current Situation of Teachers' Self-Efficacy and Performance, 3. Brief Description of Practices of Transformational Leadership at Target Location, 4. Challenges of Transformational Leadership Practices at Target Place, 5. Brief Theoretical Reviews about Transformational Leadership, 6. Brief Theoretical review about Self-Efficacy, 7. Brief Theoretical Review about Teachers Performance, 8. Brief Theoretical Review about Relations between Transformational Leadership and Self-Efficacy, 9. Brief Theoretical Review about Relations between Transformational Leadership and Performance, 10. Brief Research Findings Reviews about Relation Between Transformational Leadership and Self-Efficacy/Performance). In total, it is written between 6-8 pages.</li> <li>B. Recheck in-text citation, for example .....(C. W. Johnson &amp; Voelkel, 2021; Laughter, 2017).</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                 |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|  |  | <p>C. Recheck Paraphrasing or Summarizing of other people works...make them clear and make sense<br/>for example .....The root cause of good leaders in the education sector goes back to a long time in history (Ruben et al., 2023).</p> <p>2. Statement of Problem</p> <ul style="list-style-type: none"> <li>- Good points: It includes and identify problems needed to conduct the research</li> <li>- Points to improve: Several problems are identified in the statement of problem which confuse and matter to the research problem in a topic. for example.....1.the effectiveness of DTL is not thoroughly examined.....2. Schools have less autonomy regarding finances and resource allocation mechanisms because Cambodia has retained much of the decisionmaking at the central management level.....3. Similar reports indicate teachers have limited opportunities to participate in continuous professional development programs. The Ministry of Education</li> </ul> <p>A. A problem could be identified from various sources including theoretical gap, empirical gap, knowledge gap, methodological gap, practical gap, population gap, or evidence gap. Identify a clear problem (one problem) using any of this gap from theoretical or research findings review.</p> <p>A. Recheck sentence structure and make them clear and make sense.. ...for example The study addresses the impact of leadership transformation on TSE and TJP, focusing on how building leaders influence teacher perceptions and actions (Akman, 2021). The research aims to provide a better understanding of the positive effects of leadership on teacher efficacy and performance, particularly at the high school level. Teacher perceptions regarding how building leaders influence their efficacy and performance will be examined in this study (Karacabey et al., 2022). The information gleaned through this process assists in determining actions that positively affect teacher efficacy and performance, ultimately benefiting the entire school community.</p> <p>3. Objective of the Study</p> <ul style="list-style-type: none"> <li>-Good points: The objectives are clear enough to cover the research problem.</li> <li>- Points to improve:</li> </ul> <p>A. Since this research is employed Quantitative Designs, the objectives should be written a quantitative nature, for example, To find out the level of teachers' perceptions.....(Quantitative objectives)/ To find out teachers' perceptions ....(Qualitative objective)</p> <p>B. According to Lynn Erickson, objectives should be between 2 4, less than 2, it might not cover the problem but more than 4 it might be out of problem</p> <p>C. Recheck the relations, relation, relationships, relationship....should be one and consistent...To investigate the relationship/To examine the structural relationships</p> <p>4. Limitation of Study</p> |
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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|  |  | <ul style="list-style-type: none"> <li>- Good points: It clearly identify the scope of study</li> <li>- Points to improve</li> </ul> <p>A. They are Delimitations rather than Limitations of Study (limitation...sth that is out of researcher authority but delimitation sth that under researcher control)</p> <p>B. There should be clear using current evidences why these 4 provinces are selected in terms of delimitation (refer to Teacher Policy, School-Based Management ....issued by the Ministry of Education)</p> <p>5. Conceptual Framework</p> <ul style="list-style-type: none"> <li>- Good points: The variables are there.</li> <li>- Points to improve:</li> </ul> <p>A. Quantitative research requires Theoretical Framework NOT Conceptual Framework</p> <p>B. These variables are elicited from literature review to be verified (not found in the background of study)</p> <p>6. Defintion of Key Terms (Operatationalization)</p> <ul style="list-style-type: none"> <li>- Good points : All key words are there.</li> <li>- Points to improve:</li> </ul> <p>A. Since this research employs quantitative methods, key words needed to explain in quantitative manner that could be measured and explained by using variables from reviewed theories ( for example TL refers to the rate of ..... ) and they are used to Hypotheis, Theoretical Framework, Questionnaire</p> <p>7. Literature Reviews</p> <ul style="list-style-type: none"> <li>- Good points: A variety of theoris and research findings are reviewed to support the research problem.</li> <li>- Points to improve:</li> </ul> <p>A. Restructure theoretical reviews since they are jumbled led to a matter of COHFESION and COHERENCE- building a (for example, 1. Brief Description of Target Location, 2. Brief Description about Current Situation of Teachers' Self-Efficacy and Performance, 3. Brief Description of Practices of Transformational Leadership at Target Location, 4. Challenges of Transformational Leadership Practices at Target Place, 5. Brief Theoretical Reviews about Transformational Leadership, 6. Brief Theoretical review about Self-Efficacy, 7. Brief Theoretical Review about Teachers Performance, 8. Brief Theoretical Review about Relations between Tranformational Leadership and Self-Efficacy, 9. Brief Theoretical Review about Relations between Tranformational Leadership and Performance, 10. Brief Research Findings Reviews about Relation Between Transformational Leadership and Self-Efficacy/Performance). In total, it is written between 6-8 pages.</p> <p>B. Recheck in-text citation, for example ..... (W.-L. Wu &amp; Lee, 2020). J. Y. Lim &amp; Moon, 2021). (J. Braithwaite et al., 2020).</p> <p>C. Recheck Paraphrasing or Summarizing of other people works...make them clear and make sense<br/>for example ....Scholarly engagement with the concept of TL has been intense and voluminous (Lai et al., 2020)</p> <p>D. Ministry policy regarding leadership should be included..</p> |
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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  |  | <p>E. There should be a theoretical framework at the end of Chapter II</p> <p>8. Research Methodology</p> <p>Good points: Clear processes in collecting and analyzing</p> <p>Ponts to improve:</p> <p>A. Since it is a quantitative research, interpretation scale for measurement should be included</p> <p>B. Recheck content ...should be clear, meaningful, and make sence.....for example...To address research queries or validate hypotheses, research methodology is a methodical and rigorous procedure used in the collection, analysis, and interpretation of either quantitative or qualitative data</p> <p>C. Recheck this part</p> <p>The current study adopts a quantitative methodology and uses three distinct research designs: the survey design, the casual comparative design, and the correlational design. The purpose of the survey design is to measure the (level or rate of ) perceptions of high school teachers. The purpose of the correlational study is to look into the causal association between the variables for one set of participants in a predictable pattern (Creswell, 1999; Snyder, 2019). The purpose of the casual comparative design is to compare two distinct groups of people (Huntington-Klein, 2021; Pappas &amp; Woodside, 2021). Using a correlational technique, the first part of this research study looks at how DTL affects ( not affect but relate) TJP and TSE about group competency and task complexity. (Casual comparative refers to Independent variables affect/influence on Dependent varibales-clearly stated by literature reviews) Correlational refers to the relation between two/more variables clearly stated by literature reviews ...in case these are not clearly stated by literature reviews, then there will be wrong designs</p> <p>9. Conclusion</p> <p>- Good points: The results are idicated for some research objectives</p> <p>- Points to improve:</p> <p>A. Since it is done using a quantitative research, conclusion and recommendation should be done a quantitaive nature using highly, moderately, minimally impact/influence on ....if that is Casual comparative/ strongly/moderately related to...if that is correlational</p> <p>B. Concluded based on 6 research objectives (each individual objective should be conceptually concluded</p> <p>C. The results in conclusions and in abstract are slightly different for example.....Teachers had a positive opinion of their DTL in several areas, particularly in terms of personal attention and IMO. Significant differences were found in gender, level of education, and province, highlighting the varied impacts of leadership philosophies across different demographic and regional groups.</p> <p>D. Recheck how concept is interpreted for example.....The study emphasizes that to raise TSE and job performance, directors must adopt transformational leadership strategies, such as idealized influence and IST. According to the findings, leadership strategies need to be tailored to</p> |
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|  |  | <p>the unique requirements of teachers according to their province, gender, and level of education</p> <p>E. Conclusions on two key elements Good POINTS and POINTS TO IMPROVE</p> <p>NOTED: Key purpose of Quantitative Research is to verify theories.....Accepted or Rejected the verified theories</p> <p>10. Recommendation</p> <ul style="list-style-type: none"> <li>- Good points: Recommendations are there</li> <li>- Points to improve:</li> </ul> <p>A. What should be recommended on Good Points</p> <p>B. What should be recommended on Points to Improve</p> <p>C. Recheck recommendation to make sure that they get along well with these findings (few are out of research objectives and theoretical framework)</p> <p>1. The high school teachers perceived the school directors' transformational leadership (DTL) as positive as a whole and dimensions were rated from moderate to high levels (mean scores from 2.91 to 3.84). Ranking DLT dimensions was from one to five.</p> <p>2. The high school teachers perceived high-level dimensions of teachers' self-efficacy (mean scores from 3.53 and 4.35; rank: 1-3), and high-level dimensions of high teachers' job performance (mean scores from 3.57 to 3.86, rank: 1-2).</p> <p>3. No significant differences in directors' transformational leadership were found based on gender and age. However, master's degree holders perceived higher idealized influence behaviors (<math>p = 0.027</math>) and individual consideration (<math>p = 0.010</math>) than high school degree holders. Bachelor's and master's degree holders also reported higher individual consideration than high school degree holders (<math>p = 0.030</math>; <math>p = 0.010</math>). Besides, teachers in Kampong Cham perceived higher inspirational motivation (<math>p = 0.012</math>) and individual consideration (<math>p = 0.035</math>) than those in Kampong Chhnang.</p> <p>4. Teachers' self-efficacy showed no significant differences by gender, age, education, or province. For job performance, no differences were found by gender or age, but Kampong Cham teachers reported higher contextual performance (<math>p = 0.041</math>) and task performance (<math>p = 0.013</math>) than Kampong Chhnang teachers. In addition, Kampong Chhnang teachers had higher contextual performance than those in Kampong Speu (<math>p = 0.025</math>).</p> <p>5. The correlation values between constructs were from low to moderate (0.10 to 0.57) for Pearson's and (0.7 to 0.62) for HTMT.</p> <p>6. CFA results also revealed that the measurement model fits the empirical data very well, <math>\chi^2 (1023, 639) = 3162.295</math>, <math>p &lt; 0.001</math>, CFI = 0.91, TLI = 0.90, SRMR = 0.049, and RMSEA = 0.057 (90% CI = 0.055–0.059), suggesting that all the measures were able to match the Cambodian context. Thus, regression and SEM analyses revealed that IST were critical predictors of performance outcomes. TSE emerged as a key mediator and moderator between DTI and TJP.</p> |
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| 5 | Dr. Mok Sarom     | <p>Here are some more suggestions, besides the attached file already sent to the candidate:</p> <ol style="list-style-type: none"> <li>1. Provide details of research conclusion</li> <li>2. Provide more details of future practices and further research</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6 | Dr. Sam Rany      | <p>The study presents a well-structured theoretical background, with 80% of the literature review directly related to the research problem. However, improvements are needed in restructuring the review for cohesion and coherence, ensuring clarity in paraphrasing, and verifying in-text citations. The statement of the problem identifies multiple issues but requires a singular, well-defined problem drawn from research gaps. The study objectives are clear but should align with quantitative methodology, maintaining consistency in terminology. The limitations section misclassifies delimitations, requiring justification for selecting study areas. The conceptual framework should be replaced with a theoretical framework due to the study's quantitative nature. Definitions of key terms must be operationalized in measurable terms. The literature review includes many theories but needs restructuring, proper citation, inclusion of relevant policies, and a theoretical framework. The research methodology is clearly outlined but should explicitly state interpretation scales and correct inconsistencies in design descriptions. The conclusion should quantitatively summarize findings and align with the abstract. Recommendations should be directly tied to the study's objectives and findings, ensuring coherence with verified theories. Overall, the study effectively covers its objectives but requires refinements in structure, clarity, methodological alignment, and theoretical integration to strengthen its validity and coherence.</p> |
| 7 | Dr. Pok Visalboth | <p>The following are recommendations, please improve it accordingly.</p> <ol style="list-style-type: none"> <li>1. Background of Study: The main point of the first and second paragraph are not related. What is the main purpose of the first paragraph?</li> <li>2. Introduction: Should not use abbreviations in the introduction (Page 2-3). If researcher wants to use, better have explanations and full name of the abbreviations. Instead, researcher explained the abbreviations in page 4, which is contrast.</li> <li>3. Most of sentences are cited from others' articles.</li> <li>4. Statements of the Problem: Too long and complicated, especially, all points are cited from others. I suggest the researcher better shift the last paragraph to the first paragraph of the Statements of the Problem in order to have the other cited paragraphs support the shifted paragraph.</li> <li>5. Significance of the Study (Page 8): <ul style="list-style-type: none"> <li>• In the first paragraph, what does school's religious sponsors mean?</li> <li>• What is the relation and connection of the Second paragraph to the Significance of the Study?</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                               |

|   |                |                                                                                                                                                                                                                            |
|---|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                | 6. Limitations of the Study: Please tell the name of the four provinces. Why does researcher choose those provinces? Please discuss more with researcher's supervisor, whether to add extra details in 1.3 or other parts. |
| 8 | Dr.Loeh Ratana | I do not have any comments on this dissertation, but I have taken notes on all the comments and feedback provided by the pre-defense committee members.                                                                    |

### III. Table of Assessment

| N° | Assessment Criteria                                 | Score (%)   | Marking (%)  |                 |                      |                  |               |              |                    | Total (%)    |
|----|-----------------------------------------------------|-------------|--------------|-----------------|----------------------|------------------|---------------|--------------|--------------------|--------------|
|    |                                                     |             | Dr. Y Ratana | Dr. Phon Sophal | Dr. Chhoum Bun Hoeun | Dr. Vong Sam Aun | Dr. Mok Sarom | Dr. Sam Rany | Dr. Pok Visal both |              |
| 1  | Structure and Introduction                          | 10%         | 9            | 9               | 8                    | 8                | 9             | 9            | 9                  | 8.71         |
| 2  | Literature Review/Originality                       | 20%         | 19           | 18              | 18                   | 18               | 19            | 18           | 19                 | 18.43        |
| 3  | Research Methodology                                | 10%         | 9            | 9               | 8                    | 8                | 9             | 9            | 9                  | 8.71         |
| 4  | Conclusion and recommendation                       | 5%          | 4            | 4               | 4                    | 4                | 4             | 4            | 5                  | 4.14         |
| 5  | Scholarly Analysis /Contribution to the development | 25%         | 24           | 23              | 22                   | 23               | 24            | 24           | 22                 | 23.14        |
| 6  | Dissertation defense/ Presentation and Oral Defense | 30%         | 27           | 25              | 25                   | 24               | 30            | 30           | 29                 | 27.14        |
|    | <b>Total</b>                                        | <b>100%</b> | <b>92</b>    | <b>88</b>       | <b>85</b>            | <b>85</b>        | <b>95</b>     | <b>94</b>    | <b>93</b>          | <b>90.29</b> |

Note: The Pass-Mark or Score of the whole assessment of doctoral defense is from 80%.

### IV. Assessment Criteria

Overall Assessment: please tick one of the followings:

- ❖ ☒ Passed with minor revision (proceed to the final defense)
- ❖ ☐ Passed with medium revision (proceed to the final defense)
- ❖ ☐ Failed (resubmit for next final defense)

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**The University of Cambodia (UC) has received approval from the Ministry of Education, Youth and Sport (MoEYS) to conduct final dissertation defenses for three doctoral candidates on August 9, 2025. The details of the candidates and their dissertation topics are as follows:**

**1. Mr. Em Sereyrath**

PhD Candidate in Educational Administration

Dissertation Topic: **Effectiveness of School Directors' Transformational Leadership on Teachers' Self-Efficacy and Job Performance in Cambodia**

Defense Date: August 9, 2025

Time: 8:00 AM – 11:00 AM

Organized by: College of Education (CoE)

**2. Mr. Khan Somphors**

PhD Candidate in Educational Science

Dissertation Topic: **The Impact of School Directors' Instructional Leadership on Teachers' Collective Efficacy and Commitment at the Secondary Resource Schools in Cambodia**

Defense Date: August 9, 2025

Time: 11:30 AM – 2:00 PM

Organized by: College of Education (CoE)

**3. Mr. Ban Bunheng**

PhD Candidate in Business Administration

Dissertation Topic: **Assessment of the Relationship Between Entrepreneurs' Perceived Roles and Their Social Engagement and Development in Phnom Penh, Cambodia**

Defense Date: August 9, 2025

Time: 2:15 PM – 5:15 PM

Organized by: School of Business (SB)

Location: Philippines Hall, The University of Cambodia campus

For further information, please contact:

Mr. Cheng Vichet, Associate Dean of the College of Education – dean\_coed@uc.edu

Mr. Pok Sethy, Associate Dean of the School of Business – dean\_sb@uc.edu

## Appendix L. Suggested Conceptual Framework for Future Studies

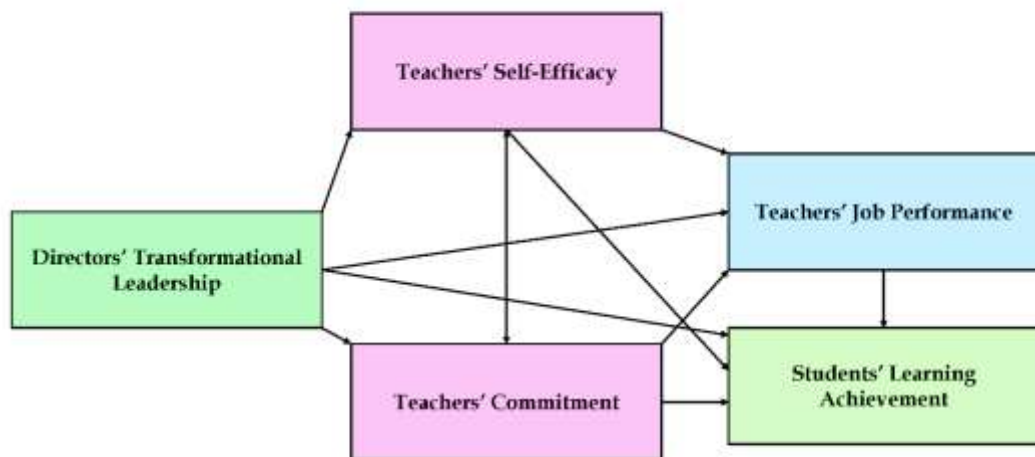


Figure 7. Suggested Conceptual Framework for Future Studies

PhD Candidate: Em Sereysoth



## Appendix M. Request and Acceptance of Dissertation Proofreading

The image contains two screenshots of email interfaces. The top screenshot shows an email from Em Sereyrath to Ganda, titled 'Asking for Proofreading'. The email body includes a greeting, a request for proofreading, and two attachments: a Word document and a PDF certificate. The bottom screenshot shows a reply from Ganda Febri Kurniawan to Em Sereyrath, titled 'Ganda Febri Kurniawan to me'. The reply includes a greeting and a confirmation of the proofreading certificate.

**Top Screenshot: Email from Em Sereyrath**

**Subject:** Asking for Proofreading, inbox

**From:** Em Sereyrath <sereyrathem.edu@gmail.com> Sat

**To:** Ganda

Dear my brother,

Please find the attached files of the proofreading sample and the whole thesis/dissertation.

Best regards,  
**Sereyrath Em**

**2 Attachments** • Scanned by Gmail ⓘ

- Certification\_of\_...
- Em Sereyrath, Ph...

**Bottom Screenshot: Email from Ganda Febri Kurniawan**

**From:** Ganda Febri Kurniawan to me

Dear my friend, Rath

Attached is the proofreading certificate on your dissertation.

Best,  
Ganda

### **Certification of Dissertation Proofreading**

Date: 10/3/2025

**To Whom It May Concern,**

This is to certify that the dissertation titled "**Effectiveness of School Directors' Transformational Leadership on Teachers' Self-Efficacy and Job Performance in Cambodia**" submitted by **Em Sereyrath** has been thoroughly proofread and edited. The proofreading process included a comprehensive review of grammar, spelling, punctuation, and overall clarity to ensure adherence to academic writing standards.

The final proofreading was completed on 9/3/2025

Sincerely,



Ganda Febr Kurniawan  
*Assistant Professor*  
*Universitas Negeri Semarang, Indonesia*  
*Email: gandafk@mail.unnes.ac.id*

### **Certification of Dissertation Proofreading**

Date: 10/3/2025

**To Whom It May Concern,**

This is to certify that the dissertation titled "**Effectiveness of School Directors' Transformational Leadership on Teachers' Self-Efficacy and Job Performance in Cambodia**" submitted by **Em Sereyrath** has been thoroughly proofread and edited. The proofreading process included a comprehensive review of grammar, spelling, punctuation, and overall clarity to ensure adherence to academic writing standards.

The final proofreading was completed on 8/3/2025

Sincerely,



Yoan Mareta  
*Assistant Professor*  
*Universitas Jambi, Indonesia*  
*Email: yoanmareta@unja.ac.id*

-  Inbox 15
-  Starred
-  Snoozed
-  **Sent**
-  Drafts
-  More

**Labels** +

-  Junk

- Inbox 14
- Starred
- Snoozed
- Sent
- Drafts
- More

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Junk

This is great, thank you so much!

## Appendix N. Candidate's Resume

### ប្រវត្តិរូបសង្ខេប ( Curriculum Vitae )

| ព័ត៌មានផ្ទាល់ខ្លួន ( Personal Information )      |                                                                                                                                                                                                                    |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Full Name                                        | <ul style="list-style-type: none"> <li>Em Sereyrath</li> </ul>                                                                                                                                                     |
| Title                                            | <ul style="list-style-type: none"> <li>Dr.</li> </ul>                                                                                                                                                              |
| Sex                                              | <ul style="list-style-type: none"> <li>Male</li> </ul>                                                                                                                                                             |
| Date of Birth                                    | <ul style="list-style-type: none"> <li>September 23, 1990</li> </ul>                                                                                                                                               |
| Place of Birth                                   | <ul style="list-style-type: none"> <li>Takeo Province</li> </ul>                                                                                                                                                   |
| Nationality                                      | <ul style="list-style-type: none"> <li>Cambodian ( Khmer )</li> </ul>                                                                                                                                              |
| Marital status                                   | <ul style="list-style-type: none"> <li>Married</li> </ul>                                                                                                                                                          |
| Current address                                  | <ul style="list-style-type: none"> <li>Yuthka Village, Doung Commune, Bati District, Takeo Province, Cambodia</li> </ul>                                                                                           |
| Passport Number                                  | <ul style="list-style-type: none"> <li>N01547469</li> </ul>                                                                                                                                                        |
| Phone Numbers                                    | <ul style="list-style-type: none"> <li>+85592571902</li> </ul>                                                                                                                                                     |
| Email Addresses                                  | <ul style="list-style-type: none"> <li><a href="mailto:sereyrathem.edu@gmail.com">sereyrathem.edu@gmail.com</a></li> <li><a href="mailto:em.sereyrath.hs@moeys.gov.kh">em.sereyrath.hs@moeys.gov.kh</a></li> </ul> |
| Scopus Author ID                                 | <ul style="list-style-type: none"> <li>58000264900</li> </ul>                                                                                                                                                      |
| W/A                                              | <ul style="list-style-type: none"> <li>+85592571902</li> </ul>                                                                                                                                                     |
| Telegram Username                                | <ul style="list-style-type: none"> <li>@EmSereyrathMA</li> </ul>                                                                                                                                                   |
| ប្រវត្តិវិទ្យាសាស្ត្រ ( Educational Background ) |                                                                                                                                                                                                                    |
| 2023-Present                                     | <ul style="list-style-type: none"> <li>Ph.D. Candidate in Cooperative Education at the Institute of Social Technology, Suranaree University of Technology ( SUT ), Nakhon Ratchasima, Thailand</li> </ul>          |
| 2020-2025                                        | <ul style="list-style-type: none"> <li>Earned a Ph.D. in Educational Administration from the College of Education, the University of Cambodia ( UC ), Phnom Penh, Cambodia</li> </ul>                              |
| 2021-2023                                        | <ul style="list-style-type: none"> <li>Earned a Master of Business Administration ( MBA ) from the National Institute of Entrepreneurship and Innovation, Phnom Penh, Cambodia</li> </ul>                          |
| 2020-2023                                        | <ul style="list-style-type: none"> <li>Earned a Ph.D. in Educational Science from the Faculty of Educational Science, Khemarak University, Phnom Penh, Cambodia</li> </ul>                                         |



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| 2021-2022                                                                       | <ul style="list-style-type: none"> <li>Studied Ph.D. courses in Educational Science at the Doctoral School of Education, Szeged University, Szeged, Hungary</li> </ul>                                                          |
| 2017- 2019                                                                      | <ul style="list-style-type: none"> <li>Earned a Master of Education in Educational Administration from the National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> </ul>                                             |
| 2017-2018                                                                       | <ul style="list-style-type: none"> <li>Attained a one-year Bachelor+1 Teacher Training Course at the National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> </ul>                                                   |
| 2015-2017                                                                       | <ul style="list-style-type: none"> <li>Earned a Master of Arts in Teaching English to Speakers of Other Languages ( MA in TESOL ) from Human Resource University ( HRU ), Phnom Penh, Cambodia</li> </ul>                       |
| 2013-2015                                                                       | <ul style="list-style-type: none"> <li>Earned a Bachelor of Education in English Literature from Angkor Khemara University ( AKU ), Takeo, Cambodia</li> </ul>                                                                  |
| 2010-2012                                                                       | <ul style="list-style-type: none"> <li>Completed Lower-Secondary Teacher Training Courses at Takeo Regional Teacher Training Centre ( Takeo RTTC ), majoring in English and Khmer Language Teaching, Takeo, Cambodia</li> </ul> |
| 2007-2010                                                                       | <ul style="list-style-type: none"> <li>Finished General Education at Mouy Methona Upper-Secondary School, Takeo, Cambodia</li> </ul>                                                                                            |
| 2004-2007                                                                       | <ul style="list-style-type: none"> <li>Finished Diploma Degree at Kith Meng Brasat Lower-Secondary School, Takeo, Cambodia</li> </ul>                                                                                           |
| 1998-2004                                                                       | <ul style="list-style-type: none"> <li>Studied at Chork Primary School, Takeo, Cambodia</li> </ul>                                                                                                                              |
| <b>ការងារបច្ចុប្បន្ន និងបទពិសោធការងារ ( Current Work and Work Experiences )</b> |                                                                                                                                                                                                                                 |
| Currently                                                                       | <ul style="list-style-type: none"> <li>An Associate Editor of the Frontiers in Education, a Scopus-Q2 Journal, Switzerland</li> </ul>                                                                                           |
| 2025 June 25                                                                    | <ul style="list-style-type: none"> <li>Served as a Guest Speaker about the Importance of Research for Bachelor's Degree Students: The Focus of the Third-Year Students, Saint Paul Institute, Takeo, Cambodia</li> </ul>        |

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| 2025 May 06   | <ul style="list-style-type: none"> <li>Acted as an interviewer, interviewing Cambodian students to obtain scholarships to study in China, ACSC, Phnom Penh, Cambodia</li> </ul>                                       |
| 2025 April 26 | <ul style="list-style-type: none"> <li>Shared the techniques on how to write the Literature Review Chapter of the doctoral dissertations, PSBU, Phnom Penh, Cambodia</li> </ul>                                       |
| 2024-Present  | <ul style="list-style-type: none"> <li>An Advisor to the Association of Cambodian Students in China ( ACSC ), Phnom Penh, Cambodia</li> </ul>                                                                         |
| 2024-Present  | <ul style="list-style-type: none"> <li>Founder and Editor-in-Chief of the Cambodian Journal of Educational and Social Sciences ( CJESS ), Cambodia</li> </ul>                                                         |
| 2024-Present  | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of MA and PhD Courses at the University of Management and Economics ( UME ), Banteay Mean Chey Campus, Cambodia</li> </ul>                      |
| 2024-Present  | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer at The University of Cambodia ( UC ), Phnom Penh, Cambodia</li> </ul>                                                                           |
| 2023-Present  | <ul style="list-style-type: none"> <li>Being a Facilitator for <a href="#">Education at SEA</a> in the Cambodian Context.</li> </ul>                                                                                  |
| 2023-Present  | <ul style="list-style-type: none"> <li>Serving as an Editor of the Cambodian Education Forum ( CEF ) and Cambodian Journal of Educational Research ( CJER ), and as A Reviewer for many Q1 and Q2 journals</li> </ul> |
| 2023- Present | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA and MA Courses at the Cambodian University for Specialties ( CUS ), Kampot Campus, Cambodia</li> </ul>                                    |
| 2023- Present | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA courses at the Institute of Science and Technology of Cambodia ( ISTC ), Preah Vihear Campus, Cambodia</li> </ul>                         |
| 2023- Present | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA courses at the University of Management and Economics, Kratie Campus, Cambodia</li> </ul>                                                 |

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| 2023- Present        | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA courses at the University of Management and Economics, Pursat Campus, Cambodia</li> </ul>                                                                  |
| 2023- Present        | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of the BA Course at the University of Heng Samrin Tbong Khmum, Tbong Khmum, Cambodia</li> </ul>                                                                  |
| 2021- Present        | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA and MA Courses at the National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus, Kampong Cham, Cambodia</li> </ul>                          |
| 2021- Present        | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA Courses at the National University of Cheasim Kamchaymear ( NUCK ), Prey Veng Campus, Prey Veng, Cambodia</li> </ul>                                       |
| 2021- Present        | <ul style="list-style-type: none"> <li>Has Been Working as a Lecturer of BA Courses at the National University of Cheasim Kamchaymear ( NUCK ), Main Campus, Prey Veng, Cambodia</li> </ul>                                            |
| 2018- 2020           | <ul style="list-style-type: none"> <li>Worked as a Lecturer of BA Courses at iKey International Institute, Phnom Penh, Cambodia</li> </ul>                                                                                             |
| 2021 December 3      | <ul style="list-style-type: none"> <li>Served as a Guest Speaker at the Sixth Annual Forum for Success with the theme "Sustainable Success- Its Long-term Impact", held at the University of Cambodia, Phnom Penh, Cambodia</li> </ul> |
| 2015-Present         | <ul style="list-style-type: none"> <li>Has Been Working as a Teacher of English and Khmer Language, and Economics at Kith Meng Brasat High School ( Government School ), Takeo, Cambodia</li> </ul>                                    |
| 2018, June 07        | <ul style="list-style-type: none"> <li>Worked as an Official of the General Election, Position as the Secretary in the Office, Province 21, Commune 009, Office 0111, Takeo, Cambodia</li> </ul>                                       |
| 2018, February 12-13 | <ul style="list-style-type: none"> <li>Worked as an Interpreter at the National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> </ul>                                                                                        |
| 2017, June 02        | <ul style="list-style-type: none"> <li>Worked as An Official of the General Election, Position as the Secretary in the Office, Province 21, Commune 009, Office 0111, Takeo, Cambodia</li> </ul>                                       |

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|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012-2015                                                                  | <ul style="list-style-type: none"> <li>• Worked as a Teacher of English and Khmer Language at Darakum Lower-Secondary School ( Government School ), Takeo, Cambodia</li> </ul>                                                                                                                                                                   |
| 2010-2012                                                                  | <ul style="list-style-type: none"> <li>• Worked as a Part-Time Teacher of English at British International School ( Private School ), Takeo, Cambodia</li> </ul>                                                                                                                                                                                 |
| 2007-2010                                                                  | <ul style="list-style-type: none"> <li>• Worked as a Part-Time Teacher of English ( Self-Employed ), Takeo, Cambodia</li> </ul>                                                                                                                                                                                                                  |
| <b>មុខវិជ្ជាដែលធ្លាប់បង្រៀន ( Courses Previously Lectured and Taught )</b> |                                                                                                                                                                                                                                                                                                                                                  |
| PhD in Education                                                           | <ul style="list-style-type: none"> <li>• Research Methodology</li> <li>• Ethical Leadership</li> <li>• Paper Writing and Publication</li> </ul>                                                                                                                                                                                                  |
| MA in TESOL/TEFL                                                           | <ul style="list-style-type: none"> <li>• Writing for Graduates</li> <li>• Research Methodology</li> <li>• Applied Linguistics</li> <li>• Discourse Analysis</li> </ul>                                                                                                                                                                           |
| MA in Education                                                            | <ul style="list-style-type: none"> <li>• Politics and Education</li> <li>• Developmental and Educational Psychology</li> <li>• Ethical Leadership</li> <li>• Educational Changes</li> <li>• Educational Policy and Practice</li> <li>• Manager and Leadership Similarities and Differences</li> <li>• Educational Policy and Planning</li> </ul> |
| MA in Business                                                             | <ul style="list-style-type: none"> <li>• Research Methodology</li> <li>• Operations Management</li> <li>• Managerial Economics</li> </ul>                                                                                                                                                                                                        |
| MA in Public Administration                                                | <ul style="list-style-type: none"> <li>• Research Methodology</li> <li>• Statistics for Research</li> </ul>                                                                                                                                                                                                                                      |
| BA in Education                                                            | <ul style="list-style-type: none"> <li>• Ethics in Education</li> <li>• School Leadership</li> <li>• Research Methodology</li> </ul>                                                                                                                                                                                                             |
| BA in English                                                              | <ul style="list-style-type: none"> <li>• Core English: Y2.S1, Y2.S2, Y3.S1, Y3.S2</li> <li>• Cultural Studies, also known as Global Studies: Y2S1, Y2.S2, Y3.S1, Y3.S2</li> </ul>                                                                                                                                                                |



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|                                                                                 | <ul style="list-style-type: none"> <li>• Literature Studies: Y2.S1, Y2.S2, Y3.S1, Y3.S2</li> <li>• Writing Skills: Y2.S1, Y2.S2, Y3.S1, Y3.S2</li> <li>• Environmental Studies: Y2.S1, Y2.S2, Y3.S1, Y3.S.2</li> <li>• Listening and Speaking Skills ( 1 &amp;2 )</li> <li>• Research Methodology ( 1 &amp; 2 )</li> <li>• Teaching Methodology ( 1 &amp; 2 )</li> <li>• TEFL ( 1 &amp; 2 )</li> <li>• TOEFL and IELTS ( 1 &amp; 2 )</li> <li>• Teaching Practicum ( 1 &amp; 2 )</li> <li>• Foundation of Education ( 1 &amp; 2 )</li> <li>• Applied Linguistics ( 1 &amp; 2 )</li> </ul> |
| <b>បទពិសោធន៍ដឹកនាំសារណា/និក្ខេបបទ ( Report/Thesis Supervising Experiences )</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PhD in Education                                                                | <ul style="list-style-type: none"> <li>• Topic: <b>Management of Self-Study Activities of Undergraduate Students at Cambodian Provincial Universities</b> ( Ongoing )</li> <li>• PhD candidate: <b>Chin Pisith</b></li> <li>• Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                                                                                                                                                                                                        |
|                                                                                 | <ul style="list-style-type: none"> <li>• Topic: <b>Cambodian Students' Perceptions of High School Exam Reforms: Opportunities, Challenges, and Future Directions</b> ( Ongoing )</li> <li>• PhD candidate: <b>Sreng Sophal</b></li> <li>• Institution: The University of Management and Economics ( UME ), Banteay Mean Chey Campus</li> </ul>                                                                                                                                                                                                                                            |
|                                                                                 | <ul style="list-style-type: none"> <li>• Eight More Candidates ( As of July 2025 )</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| MA in TESOL                                                                     | <ul style="list-style-type: none"> <li>• Topic: <b>Cambodian Students' Motivation to Learn English: A Survey Study at Angkor Lower-Secondary School</b> ( Completed )</li> <li>• MA candidate: <b>Srim Sreyroth</b></li> <li>• Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                                                                                                                                                                                                       |
|                                                                                 | <ul style="list-style-type: none"> <li>• Topic: <b>Cambodian High School Students' Perceptions of Intrinsic and Extrinsic Motivation on Academic Performance</b> ( Completed )</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                             | <ul style="list-style-type: none"> <li>MA candidate: <b>Phal Chenda</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                                                                                                                                                      |
|                             | <ul style="list-style-type: none"> <li>Topic: <b>Reading Motivation to Promote Students' Reading Comprehension: A Case Study of Undergraduate Students at the National University of Cheasim Kamchaymear</b> ( Completed )</li> <li>MA candidate: <b>Kheang Thavy</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>        |
|                             | <ul style="list-style-type: none"> <li>Topic: <b>Factors Affecting Buddhist Monk Students' English Reading Skills: A Case Study of Choun Nath Buddhist High School, Kampong Cham</b> ( Ongoing )</li> <li>MA candidate: <b>Aht Poosen</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                    |
|                             | <ul style="list-style-type: none"> <li>Topic: <b>Students' Perception of the Impact of AI Generative Tools in Learning the English Language</b> ( Completed )</li> <li>MA candidate: <b>On Sreylet</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                       |
|                             | <ul style="list-style-type: none"> <li>Two More Candidates ( As of July 2025 )</li> </ul>                                                                                                                                                                                                                                                                                                  |
| BA in English for Education | <ul style="list-style-type: none"> <li>Topic: <b>Cambodian Students' Motivation with Regard to Learning English Language: The Case of Hun Sen Peam Ro High School, Prey Veng Province</b> ( Completed )</li> <li>BA candidates: <b>Sor Sreynich, Chorn Sreyni, Dean Seynich</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Prey Veng Campus</li> </ul> |
|                             | <ul style="list-style-type: none"> <li>Topic: <b>Motivation toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town</b> ( Completed )</li> </ul>                                                                                                                                                                                                 |

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|                                                                                                           | <ul style="list-style-type: none"> <li>BA candidates: <b>Keo Pheaktra, Yoeurn Seylanin, Som Monyroth</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                                                                                                                                 |
|                                                                                                           | <ul style="list-style-type: none"> <li>Topic: <b>Common factors affecting Cambodian university students' reading fluency: A case study of the first, second-and third-year students at NUCK</b> ( Completed )</li> <li>BA candidates: <b>Seng Visal, Soeurn Pheakdey, Chhean Maserey</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul> |
|                                                                                                           | <ul style="list-style-type: none"> <li>Topic: <b>Students' Difficulties in Learning English Speaking Skills</b> ( Completed )</li> <li>BA candidates: Vong You Y, Seng Sreyvith</li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                                                                                                          |
|                                                                                                           | <ul style="list-style-type: none"> <li>Topic: <b>University students' difficulties in learning English writing skills. A case study of the first and second year at NUCK</b> ( Completed )</li> <li>BA candidates: <b>Him Sreynit, Eang Vireak, Sean Nary</b></li> <li>Institution: The National University of Cheasim Kamchaymear ( NUCK ), Kampong Cham Campus</li> </ul>                            |
|                                                                                                           | <ul style="list-style-type: none"> <li>Two More Groups ( As of July 2025 )</li> </ul>                                                                                                                                                                                                                                                                                                                  |
| <b>វគ្គវិធីសាស្ត្រស្រាវជ្រាវ និងស្ថិតិស្រាវជ្រាវ ( Research Methodology and Statistics for Research )</b> |                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2025, May 16 -18                                                                                          | <ul style="list-style-type: none"> <li>Workshop Series on Qualitative and Quantitative Data Analysis: Deepening Analysis through SPSS &amp; NVIVO, Svay Rieng University, Svay Rieng, Cambodia</li> </ul>                                                                                                                                                                                              |
| 2024, July 21                                                                                             | <ul style="list-style-type: none"> <li>How to Collect Data for Qualitative Research at CEF, Phnom Penh, Cambodia</li> </ul>                                                                                                                                                                                                                                                                            |
| 2023-2024                                                                                                 | <ul style="list-style-type: none"> <li>Research Methodology and Advanced Statistics at SUT, Nakhon Ratchasima, Thailand</li> </ul>                                                                                                                                                                                                                                                                     |

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| 2023-2024        | <ul style="list-style-type: none"> <li>How to Develop a Theoretical or Conceptual Framework for Your Research at CEF, Phnom Penh, Cambodia</li> </ul> |
| 2023-2024        | <ul style="list-style-type: none"> <li>Research Instrument Development: Psychological Constructs, at ERIC, Kampot, Cambodia</li> </ul>                |
| 2023-2024        | <ul style="list-style-type: none"> <li>Multiple-Choice Test Development and Validation: General Subjects at ERIC, Kampot, Cambodia</li> </ul>         |
| 2023, July 17-19 | <ul style="list-style-type: none"> <li>Higher Education Research Guide Program Supported by MoEYS, Held at AUK Kampot, Cambodia</li> </ul>            |
| 2022-2023        | <ul style="list-style-type: none"> <li>Research Problem, Literature Review, and Research Design at ERIC, Kampot, Cambodia</li> </ul>                  |
| 2022-2023        | <ul style="list-style-type: none"> <li>Research Methodology at KU, Phnom Penh, Cambodia</li> </ul>                                                    |
| 2022-2023        | <ul style="list-style-type: none"> <li>Research Methodology at NIEI, Phnom Penh, Cambodia</li> </ul>                                                  |
| 2021-2022        | <ul style="list-style-type: none"> <li>Research Instrument Development: Psychological Constructs, at ERIC, Kampot, Cambodia</li> </ul>                |
| 2021-2022        | <ul style="list-style-type: none"> <li>How to Write and Publish Scientific Research Articles at ERIC, Kampot, Cambodia</li> </ul>                     |
| 2021-2022        | <ul style="list-style-type: none"> <li>Advanced Statistics and Data Analysis at ERIC, Kampot, Cambodia</li> </ul>                                     |
| 2021-2022        | <ul style="list-style-type: none"> <li>Formulation of Research Topics in Education at ERIC, Kampot, Cambodia</li> </ul>                               |
| 2020-2021        | <ul style="list-style-type: none"> <li>Fundamental Statistics and Data Analysis at ERIC, Kampot, Cambodia</li> </ul>                                  |
| 2020-2021        | <ul style="list-style-type: none"> <li>Research Methodology at ERIC, Kampot, Cambodia</li> </ul>                                                      |
| 2020-2021        | <ul style="list-style-type: none"> <li>Sampling, Measurement, and Data Analysis at ERIC, Kampot, Cambodia</li> </ul>                                  |
| 2020-2021        | <ul style="list-style-type: none"> <li>How to Write and Publish Scientific Research Articles at ERIC, Kampot, Cambodia</li> </ul>                     |
| 2020-2021        | <ul style="list-style-type: none"> <li>Research Methodology at UC, Phnom Penh, Cambodia</li> </ul>                                                    |

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| 2019-2020                                                                            | <ul style="list-style-type: none"> <li>Research Methodology at NIE, Phnom Penh, Cambodia</li> </ul>                                                                                                                                                                                                         |
| 2018-2019                                                                            | <ul style="list-style-type: none"> <li>Research Methodology at NIE, Phnom Penh, Cambodia</li> </ul>                                                                                                                                                                                                         |
| 2017-2018                                                                            | <ul style="list-style-type: none"> <li>Research Methodology and Project Management at HRU, Phnom Penh, Cambodia</li> </ul>                                                                                                                                                                                  |
| 2015-2016                                                                            | <ul style="list-style-type: none"> <li>Research Methodology and Report Writing at AKU, Takeo, Cambodia</li> </ul>                                                                                                                                                                                           |
| វគ្គបណ្តុះបណ្តាល និងបទពិសោធបន្ថែមមួយចំនួន (Some Additional Training and Experiences) |                                                                                                                                                                                                                                                                                                             |
| 2025, February 22-23                                                                 | <ul style="list-style-type: none"> <li>Sit on a Doctoral Proposal Defense Committee at the National University of Cheasim Kamchaymear (NUCK), Main Campus, Prey Veng, Cambodia</li> </ul>                                                                                                                   |
| 2025, February 8                                                                     | <ul style="list-style-type: none"> <li>Sit on an English-Speaking Contest Committee at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, Cambodia</li> </ul>                                                                                                                      |
| 2025, January 4-5                                                                    | <ul style="list-style-type: none"> <li>Sit on a Master Final Defense Committee at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, Cambodia</li> </ul>                                                                                                                           |
| 2024, December 7-8                                                                   | <ul style="list-style-type: none"> <li>Sit on a Doctoral Proposal Defense Committee at the University of Management and Economics (UME), Banteay Mean Chey Campus, Cambodia</li> </ul>                                                                                                                      |
| 2024, August 31                                                                      | <ul style="list-style-type: none"> <li>Sit on a Doctoral Proposal Defense Committee at the University of Management and Economics (UME), Banteay Mean Chey Campus, Cambodia</li> </ul>                                                                                                                      |
| 2024, August 23-25                                                                   | <ul style="list-style-type: none"> <li>Being a Delegate to Guizhou Medical University, Guiyang City, Guizhou Province, China</li> </ul>                                                                                                                                                                     |
| 2024, August 8-15                                                                    | <ul style="list-style-type: none"> <li>Completed seminar for Economic Management Elites in the Post-Pandemic Era sponsored by the Ministry of Commerce and organized by the International Cooperation Center of the National Development and Reform Commission of the People's Republic of China</li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2023, September 1-15           | <ul style="list-style-type: none"> <li>• Attended the Seminar on “Green Energy Development for Cambodia” in Beijing and Xiamen, China</li> </ul>                                                                                                                                                              |
| 2021, January 16-February 27   | <ul style="list-style-type: none"> <li>• Completed the Training Courses on “Advanced Specialist Certificate in Teaching Reading and Writing”, RELC, Singapore</li> </ul>                                                                                                                                      |
| 2021, February 5-7             | <ul style="list-style-type: none"> <li>• Attended the 17<sup>th</sup> Annual Cam-TESOL Conference on English Language Teaching, Phnom Penh, Cambodia</li> </ul>                                                                                                                                               |
| 2020, January 06-23            | <ul style="list-style-type: none"> <li>• Completed the Training Courses on “Advanced Specialist Certificate in Teaching Listening and Speaking”, RELC, Singapore</li> </ul>                                                                                                                                   |
| 2019, February- 2018, December | <ul style="list-style-type: none"> <li>• Trained and Worked as a Volunteer Student Working for the Ministry of Education, Youth and Sport, Phnom Penh, Cambodia</li> </ul>                                                                                                                                    |
| 2019, October 20-December 15   | <ul style="list-style-type: none"> <li>• Completed the Training Courses Skilled “In Office Administration” at Accounting Tutoring School, Phnom Penh, Cambodia</li> </ul>                                                                                                                                     |
| 2019, January 18-20            | <ul style="list-style-type: none"> <li>• Attended A Workshop on How to Use 'English Textbooks ( Grades 7-9 ) and English Is Fun ( Books 1-6 ) for Secondary Schools” at Takeo RTTC, Takeo, Cambodia</li> </ul>                                                                                                |
| 2018, August 29-September 01   | <ul style="list-style-type: none"> <li>• Completed the Intensive Courses on Educational Reformation in East Asia at the National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> </ul>                                                                                                              |
| 2017, September 11-16          | <ul style="list-style-type: none"> <li>• Joined A Workshop on the Rights of Girls and Women at the Takeo Provincial Teacher Training Center, Takeo, Cambodia</li> </ul>                                                                                                                                       |
| 2013, September-2015, October  | <ul style="list-style-type: none"> <li>• Completed the Training for the Introducing Teacher’s Guide with the Support of the Project for Educational Resource Development in Science and Mathematics at the Lower-Secondary School Level at Takeo Regional Teacher Training Center, Takeo, Cambodia</li> </ul> |

|                                                               |                                                                                                                                                                         |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012, February 25-26                                          | <ul style="list-style-type: none"> <li>Attended the 8<sup>th</sup> Annual CamTESOL Conference on English Language Teaching Methodology, Phnom Penh, Cambodia</li> </ul> |
| <b>ជំនាញកុំព្យូទ័រ និងភាសា (Computer and Language Skills)</b> |                                                                                                                                                                         |
| Microsoft Office Word                                         | <ul style="list-style-type: none"> <li>Good</li> </ul>                                                                                                                  |
| Microsoft Office Excel                                        | <ul style="list-style-type: none"> <li>Good</li> </ul>                                                                                                                  |
| PowerPoint                                                    | <ul style="list-style-type: none"> <li>Good</li> </ul>                                                                                                                  |
| Internet and Email                                            | <ul style="list-style-type: none"> <li>Good</li> </ul>                                                                                                                  |
| Khmer Unicode and Khmer Open Office Application               | <ul style="list-style-type: none"> <li>Good</li> </ul>                                                                                                                  |
| SPSS                                                          | <ul style="list-style-type: none"> <li>Descriptive Statistics, Inferential Statistics, and Advanced Statistics</li> </ul>                                               |
| JASP, Jamovi, R-Programing, Smart PLS, M-Plus, and Amos       | <ul style="list-style-type: none"> <li>EFA, CFA, SEM, CB-SEM, PLS-SEM, BA-SEM, Multi-Level SEM, and Path Analysis</li> </ul>                                            |
| Khmer                                                         | <ul style="list-style-type: none"> <li>Mother Tongue</li> </ul>                                                                                                         |
| English                                                       | <ul style="list-style-type: none"> <li>Listening, Speaking, Writing, and Reading (Excellent)</li> </ul>                                                                 |
| French                                                        | <ul style="list-style-type: none"> <li>Little</li> </ul>                                                                                                                |
| Chinese                                                       | <ul style="list-style-type: none"> <li>Little</li> </ul>                                                                                                                |
| Thai                                                          | <ul style="list-style-type: none"> <li>Little</li> </ul>                                                                                                                |
| <b>ចំណាប់អារម្មណ៍ និងការកំសាន្ត (Interests and Hobbies)</b>   |                                                                                                                                                                         |
| Free time                                                     | <ul style="list-style-type: none"> <li>Listening to Music, Meeting Friends, and Associating with Other People</li> </ul>                                                |
| Traveling                                                     | <ul style="list-style-type: none"> <li>Mountains, Seas, Historical Sites, and Site Explorations</li> </ul>                                                              |
| Reading                                                       | <ul style="list-style-type: none"> <li>Research and Review Articles, Theses, Historical Documents, and General Knowledge</li> </ul>                                     |
| <b>ប្រភពទំនាក់ទំនង (People in Contact)</b>                    |                                                                                                                                                                         |
| Dr. Chan Sokhom                                               | <ul style="list-style-type: none"> <li>Director at Education, Research and Innovation Center, Kampot, Cambodia</li> <li>TEL: +85589270280</li> </ul>                    |

|                  |                                                                                                                                                                                                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <ul style="list-style-type: none"> <li>Email: <a href="mailto:chansokhom.eric@gmail.com">chansokhom.eric@gmail.com</a></li> </ul>                                                                                                                                                            |
| Dr. Heng Kimkong | <ul style="list-style-type: none"> <li>Chief editor and co-founder of the Cambodian Journal of Educational Research ( CJER )</li> <li>TEL: +85585593115</li> <li>Email: <a href="mailto:kimkongheng@gmail.com">kimkongheng@gmail.com</a></li> </ul>                                          |
| Dr. Neau Vira    | <ul style="list-style-type: none"> <li>Deputy Director of the National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> <li>TEL: +85511456666</li> <li>Email: <a href="mailto:viraneau@hotmail.com">viraneau@hotmail.com</a></li> </ul>                                             |
| Mr. Chin Pisith  | <ul style="list-style-type: none"> <li>Executive Director of the National University of Cheasim Kamchaymear ( NUCK ), Kompong Cham Campus, Kompong Cham, Cambodia</li> <li>TEL: +85578888178</li> <li>Email: <a href="mailto:pisith.chin@csuk.edu.kh">pisith.chin@csuk.edu.kh</a></li> </ul> |
| Mr. Sou Savat    | <ul style="list-style-type: none"> <li>A Senior Lecturer at IFL ( RUPP ), Phnom Penh, Cambodia</li> <li>TEL: +85512832536</li> <li>Email: <a href="mailto:iflsavat@gmail.com">iflsavat@gmail.com</a></li> </ul>                                                                              |
| Mrs. Seng Sacha  | <ul style="list-style-type: none"> <li>Technical Head Trainer of English, National Institute of Education ( NIE ), Phnom Penh, Cambodia</li> <li>Email: <a href="mailto:sachaseng68@gamil.com">sachaseng68@gamil.com</a></li> <li>TEL: +85577 398 798</li> </ul>                             |

### អត្ថបទស្រាវជ្រាវ និងការបោះពុម្ពផ្សាយ ( Articles and Publication )

1. Ban, B., Pang, S., & Em, S. ( 2023 ). Debate: One of the key factors in improving students' English language speaking skills. *Journal of General Education and Humanities*, 2( 2 ), 107-120. <https://doi.org/10.58421/gehu.v2i2.69>
2. Chin, P., Em, S., & Phann, S. ( 2023 ). Enhancing research knowledge and productivity through professorship titles in Cambodia: Striking a balance. *Jurnal As-Salam*, 7( 2 ), 133-143. <https://doi.org/10.37249/assalam.v7i2.653>
3. Chin, P., Em, S., Chau, L., Seng, S., & Pen, D. ( 2024 ). Strategies to minimize the application of grammar-translation methods in Cambodian English classrooms: Why is it special ? *Journal of Mathematics Instruction, Social Research and Opinion*, 3( 2 ), 129-144. <https://doi.org/10.58421/misro.v3i2.214>



4. Chin, P., Em, S., Phann, S., & Seng, S. ( 2023 ). Education in Cambodia before the Angkor Empire: Prehistory, Nokor Phnom, and Chenla periods. *Journal of General Education and Humanities*, 2( 4 ), 323-336.  
<https://doi.org/10.58421/gehu.v2i4.153>
5. Chin, P., Sam, R., Serey, M., & Em, S. ( 2024 ). Exploring the benefits and drawbacks of directing undergraduates' self-study pursuits: An in-depth analysis through literature review. *Journal of General Education and Humanities*, 3( 2 ), 117-132. <https://doi.org/10.58421/gehu.v3i2.210>
6. Dina, P., Dy, P., Ros, R., Em, S., & Nut, V. ( 2024 ). The role of women in political participation in Cambodia: A case study of Svay Rieng province. *Journal of Mathematics Instruction, Social Research and Opinion*, 3( 2 ), 203-220.  
<https://doi.org/10.58421/misro.v3i2.247>
7. Em, S. ( 2021 ). Challenges of online learning during the COVID-19 pandemic: A survey of Cambodian high school students. *Cambodian Journal of Educational Research*, 1( 2 ), 96-108. <https://doi.org/10.62037/cjer.2021.01.02.09>
8. Em, S. ( 2021, May 4 ). *Opinion: Factors to consider education reforms in Cambodia*. Cambodianess. <https://cambodianess.com/article/opinion-factors-to-consider-education-reforms-in-cambodia>
9. Em, S. ( 2022 ). Challenges of English language learning and teaching in Cambodia: A case study of Kith Meng Brasat High School. *Cambodian Journal of Educational Research*, 2( 1 ), 62-80. <https://doi.org/10.62037/cjer.2022.02.01.04>
10. Em, S. ( 2023 ). A review of different ideas concerning the characteristics of a good leader and shaping new ideas of an effective 21st-century leader. *Journal of General Education and Humanities*, 2( 1 ), 13-34.  
<https://doi.org/10.58421/gehu.v2i1.53>
11. Em, S. ( 2023 ). Cambodian students' online learning challenges during the COVID-19 pandemic: A vision for future measures. *International Journal of Cambodian Education*, 1( 1 ), 1-5. <https://englishacademicessay.org/wp-content/uploads/2023/01/cambodian-students-online-learning-challenges-during-the-covid-19-pandemic.pdf>
12. Em, S. ( 2023 ). Two years for an English teacher to become a novice educational researcher: Author's experiences from writing opinion articles to research articles. *Journal of Mathematics Instruction, Social Research and Opinion*, 2( 1 ), 35-54. <https://doi.org/10.58421/misro.v2i1.59>

13. Em, S. (2024). Clarifying the difference between publication and printing in the context of academic research. *Available at SSRN:*  
<https://dx.doi.org/10.2139/ssrn.4850182>
14. Em, S. (2024). Exploring experimental research: Methodologies, designs, and applications across disciplines. *Available at SSRN:*  
<https://ssrn.com/abstract=4801767>
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16. Em, S. (2024). The scholarly corpus of a Cambodian author predominantly comprises a selection of works published in 2023, primarily searchable on Google Scholar. *International Journal of Cambodian Education (IJCE)*, 2(1), 1-18. [https://englishacademicessay.org/wp-content/uploads/2024/01/article-by-sereyrath-em\\_-pp\\_1-18.pdf](https://englishacademicessay.org/wp-content/uploads/2024/01/article-by-sereyrath-em_-pp_1-18.pdf)
17. Em, S. (March 7, 2023). *International Women's Day 2023: Its history, celebrations, and celebrations in Australia and Cambodia*. Cambodianess.  
<https://cambodianess.com/article/international-womens-day-2023-its-history-celebrations-and-celebrations-in-australia-and-cambodia>
18. Em, S., & Khampirat, B. (2024). Exploring the Motivation for English Reading Among Cambodian University Students: A Cross-Sectional Study. *Available at SSRN:* <https://dx.doi.org/10.2139/ssrn.4816648>
19. Em, S., & Lim, C. (2023). Report of the seminar on "Green Energy Development for Cambodia" conducted at AIBO, Beijing, China. *International Journal of Cambodian Education (IJCE)*, 1(1), 67-100.  
<https://englishacademicessay.org/2023/09/18/report-of-the-webinar-on-green-energy-development-for-cambodia-conducted-at-aibo-beijing-china/>
20. Em, S., & Nun, N. (2022). Cambodian grade-12 students' perceptions of public English textbooks and exam papers. *PROJECT (Professional Journal of English Education)*, 5(4), 909-917.  
<https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/10786>
21. Em, S., & Nun, N. (2022). Cambodian high school students' motivation in learning English: One-way ANOVA analysis. *Journal of Linguistics, Literature, and Language Teaching (JLLLT)*, 2(1), 6-16.  
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22. Em, S., & Phann, S. ( 2024 ). Book review: Cooperative and work-integrated education: History, present, and future issues in Asia. *Cambodian Journal of Educational and Social Sciences (CJESS)*, 1( 1 ), 104-110.  
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23. Em, S., Chau, L., Ros, R., Dy, P., Pen, D., & Chin, P. ( 2024 ). Encouraging English language reading in Cambodia: A case study of Takeo provincial higher educational institutions. *Journal of General Education and Humanities*, 3( 2 ), 85-102. <https://doi.org/10.58421/gehu.v3i2.205>
24. Em, S., Chin, P., Khan, S., & Nun, N. ( 2022 ). Teacher education in Cambodia: Formulae, challenges, and suggestions for improvement. *Jurnal As-Salam*, 6( 2 ), 90-104. <https://doi.org/10.37249/assalam.v6i2.401>
25. Em, S., Khan, S., & Nun, N. ( 2022 ). Education system in Cambodia: A brief review from the prehistoric period to the present, and an education strategic plan for the future. *FIRE: Forum for International Research in Education*, 7( 3 ), 141-164. <https://doi.org/10.32865/fire202273320>
26. Em, S., Nun, N., & Phann, S. ( 2021 ). Qualities, personal characteristics, and responsibilities of qualified teachers in the 21st century. *Cambodian Journal of Educational Research*, 1( 2 ), 49-63. <https://doi.org/10.62037/cjer.2021.01.02.05>
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28. Em, S., Yun, M., Dorn, B., Sao, V., & Sin, P. ( 2022 ). Cambodian students' motivation in learning the English language: A small-scale survey at a private high school in Phnom Penh. *Journal of Research on English and Language Learning (J-REaLL)*, 3( 2 ), 104-114. <https://doi.org/10.33474/j-reall.v3i2.16764>
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30. Houn, T., & Em, S. ( 2022 ). Common factors affecting grade-12 students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6( 1 ), 11-24. <https://doi.org/10.37249/assalam.v6i1.360>

31. Keo, P., Yoeurn, S., Prom, M., Chin, P., & Em, S. ( 2022 ). Cambodian Buddhist monk students' motivation in learning English: the case of Hun Neng Buddhist primary school, Kampong Cham Town. *Jurnal As-Salam*, 6( 2 ), 105-121.  
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32. Khan, S., & Em, S. ( 2022 ). Private tutoring and traditional classes: A comparison of students' learning achievements in chemistry. *Cambodian Journal of Educational Research*, 2( 2 ), 63-79.  
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33. Khan, S., & Em, S. ( 2023 ). Book review: Morgan, W.J., & Wu, B. ( Eds. ). ( 2013 ), Higher education reform in China: Beyond the expansion. Routledge. 190 pp., ISBN: 9780415726160. *FIRE: Forum for International Research in Education*, 8( 1 ), 17-21. [file:///C:/Users/AsUS/Downloads/FIRE\\_Vol8\\_Iss1\\_pgs17-21\\_KhanEm\\_2023%20\(1\).pdf](file:///C:/Users/AsUS/Downloads/FIRE_Vol8_Iss1_pgs17-21_KhanEm_2023%20(1).pdf)
34. Kheang, T., Chin, P., & Em, S. ( 2024 ). Reading motivation to promote students' reading comprehension: A review. *Available at SSRN*:  
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35. Nhor, R., Pang, S., & Em, S. ( 2022 ). Teachers' and learners' perceptions of formative assessment practice in enhancing learning in EFL courses. *Jurnal As-Salam*, 6( 2 ), 181-201. <https://doi.org/10.37249/assalam.v6i2.434>
36. Ork, Y., Chin, P., Ban, T., & Em, S. ( 2024 ). Factors causing students' challenges in learning English speaking skills: A review of empirical works. *Cambodian Journal of Educational and Social Sciences ( CJESS )*, 1( 1 ), 26-36. <https://doi.org/10.69496/cjess.v1i1.6>
37. Pang, S., Nhor, R., & Em, S. ( 2022 ). Cambodian teachers' readiness to use ICT: The case of rural upper-secondary schools. *Jurnal As-Salam*, 6( 2 ), 145-162.  
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38. Pen, D., Em, S., & Huot, S. ( 2024 ). Review the advantages and disadvantages of the Funan Techo Canal project in Cambodia. *Available at SSRN*:  
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39. Phann, S., Em, S., & Tep, S. ( 2023 ). Cambodian Buddhist Monks' motivation in learning English: Grade level analysis. *PROJECT ( Professional Journal of English Education )*, 6( 1 ), 164-175.  
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40. Purnomo, A., Kurniawan, G. F., Em, S., & Mulianingsih, F. ( 2024 ). Colonization is opposed to freedom: Anti-Dutch memories and the didactic practice of Indonesian history teachers. *Paramita: Historical Studies Journal*, 34( 1 ), 147-160. <https://doi.org/10.15294/paramita.v34i1.47560>
  41. Sey, K., & Em, S. ( 2023 ). Attitudes and perceptions of using Zoom: A survey of Cambodian university students. *Jurnal As-Salam*, 7( 1 ), 1-15. <https://doi.org/10.37249/assalam.v7i1.511>
  42. Sim, T., & Em, S. ( 2023 ). Blended learning: The way forward for Cambodian higher education in the post-COVID-19 pandemic. In K. Heng, K. Sol, S. Kaing, & S. Em ( Eds. ), *innovations and challenges in Cambodian education: Youth's perspectives* ( 37-52 ). Cambodian Education Forum. <https://cefcambodia.com/books/>
  43. Sor, S., Chorn, S., Dean, S., & Em, S. ( 2022 ). Cambodian high school students' motivation toward learning English. *PROJECT ( Professional Journal of English Education )*, 5( 6 ), 1258-1269. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/12131>
  44. Thon, H., Em, S., Pang, S., & Nhor, R. ( 2022 ). Students' motivational factors behind acquiring shadow education and reasons for creating new generation schools in Cambodia. *Journal of General Education and Humanities*, 1( 4 ), 201-212. <https://doi.org/10.58421/gehu.v1i4.51>
  45. Yung, C., Chin, P., Ban, T., & Em, S. ( 2024 ). Using different techniques and strategies to improve English reading skills: A review of literature. *Cambodian Journal of Educational and Social Sciences ( CJESS )*, 1( 1 ), 37-48. <https://doi.org/10.69496/cjess.v1i1.13>
- ✚ ( In total, there have been around 100 published and recognized works, so find out more works on [Google Scholar](#) )

### សៀវភៅដែលបានសរសេរ និងបោះពុម្ពផ្សាយ ( Written and Published Books )

1. Book Title: **ចិត្តវិទ្យាអប់រំ ( Educational Psychology )**
  - Author: **Sereyrath Em**
  - Type: Compiled Book
  - Language: Khmer
  - Pages: 210
  - Publisher: English Academic Essay

- Accredited by: The National Library of Cambodia
  - ISBN: 978-9924-9956-1-6
  - Year of Publication: 2024
2. Book Title: **The Third Edition of English for Cambodian High School Exams**
- Authors: **Sereyrath Em, Yumouy Mao**
  - Type: Compiled Book
  - Language: English
  - Pages: 226
  - Publisher: English Academic Essay
  - Accredited by: The National Library of Cambodia
  - ISBN: 978-9924-9956-0-9
  - Year of Publication: 2024
3. Book Title: **The Second Edition of English for Cambodian High School Exams**
- Authors: **Sereyrath Em, Yumouy Mao**
  - Type: Compiled Book
  - Language: English
  - Pages: 182
  - Publisher: English Academic Essay
  - Accredited by: The National Library of Cambodia
  - ISBN: 978-9924-9535-8-6
  - Year of Publication: 2023
4. Book Title: **Innovations and Challenges in Cambodian Education: Youth's Perspectives**
- Authors: **Kimkong Heng, Koemhong Sol, Sopheap Kaing, Sereyrath Em**
  - Type: Edited Book
  - Language: English
  - Pages: 240
  - Publisher: Cambodian Education Forum
  - Accredited by: The National Library of Cambodia
  - ISBN: 978-9924-9834-4-6
  - Year of Publication: 2023
5. Book Title: **English for Cambodian High School Exams**
- Authors: **Sereyrath Em, Yumouy Mao**
  - Type: Compiled Book

- Language: English
- Pages: 160
- Publisher: English Academic Essay
- ISBN: NA
- Year of Publication: 2022



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