



EXPLORING EFL TEACHERS' PERSPECTIVES ON CONTINUING PROFESSIONAL DEVELOPMENT OF THE PRIVATE EDUCATION SECTOR IN CAMBODIA

Sovannara Si

The University of Cambodia, Cambodia

Email: sovannaramalita@gmail.com

Abstract: This thesis explored the changing perspectives of EFL teachers on continuing professional development (CPD) in the private education sector in Cambodia. As for professional development, Cambodian education is plagued by a lack of well-trained teachers due to insufficient pedagogical instruction within CPD as well as a lack of commitment by teachers. This study applied quantitative research; data were collected by means of the purposive sampling method with descriptive statistical analysis. Fifty Cambodian EFL teachers teaching three private schools in Kandal province were selected. The findings indicated that EFL teachers acknowledged that CPD is crucial and effective to their professional teaching career when they are more engaged in CPD efficiently. The change in perspectives for Cambodian EFL teachers on CPD has been satisfactorily proven to be fruitful and achievable. Future studies could explore more factors influencing EFL teachers' motivation for Continuing Professional Development activities.

Keywords: Teacher's Perspectives, EFL Teachers, Continuing Professional Development (CPD)

Abstrak: Tesis ini mengeksplorasi perubahan perspektif guru EFL tentang pengembangan profesional berkelanjutan (CPD) di sektor pendidikan swasta di Kamboja. Adapun pengembangan profesional, pendidikan Kamboja diganggu oleh kurangnya guru yang terlatih karena kurangnya instruksi pedagogis dalam CPD serta kurangnya komitmen dari para guru. Penelitian ini menggunakan penelitian kuantitatif; Pengumpulan data dilakukan dengan metode purposive sampling dengan analisis statistik deskriptif. Lima puluh guru EFL Kamboja yang mengajar tiga sekolah swasta di provinsi Kandal dipilih. Temuan menunjukkan bahwa guru EFL mengakui bahwa CPD sangat penting dan efektif untuk karir mengajar profesional mereka ketika mereka lebih terlibat dalam CPD secara efisien. Perubahan perspektif guru EFL Kamboja tentang CPD telah terbukti memuaskan dan dapat dicapai. Studi selanjutnya dapat mengeksplorasi lebih lanjut tentang faktor-faktor yang mempengaruhi motivasi guru EFL pada kegiatan Pengembangan Keprofesional Berkelanjutan.

Kata Kunci: Perspektif Guru, Guru EFL, Pengembangan Profesional Berkelanjutan (CPD)

DOI: <https://doi.org/10.37249/assalam.v7i2.578>

Received: 19 March 2023; **Revised:** 17 July 2023; **Accepted:** 22 July 2023

To cite this article: Si, S. EXPLORING EFL TEACHERS' PERSPECTIVES ON CONTINUING PROFESSIONAL DEVELOPMENT OF THE PRIVATE EDUCATION SECTOR IN CAMBODIA. *Jurnal As-Salam*, 7(2), 85-101. <https://doi.org/10.37249/assalam.v7i2.578>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

INTRODUCTION

EFL teachers are the backbone of the English education system, and their impact extends far beyond the classroom. According to (Srinivasacharlu, 2019), continuing professional development is a continuous cycle of teacher education that begins with primary education and lasts as long as a teacher remains on the job (Alibakhsh & Dehvari, 2015). It is essential to acknowledge the crucial role that teachers play in education. It makes sense because skilled teacher is better equipped to use their extensive

professional knowledge and skills to help their students during the learning process. Teachers would also use teaching methods that encourage students to actively build new knowledge and consolidate previously learned information to ensure that students are interested in the class (Han, 2021; Renandya & Jacobs, 2021).

Researchers and practitioners believe that the quality of teachers has a considerable impact on students' learning and achievement (Bayar, 2014). One of the considerable aspects of ensuring the curriculum reform is successful at all levels is, in particular, the teachers' CPD. International evidence indicates that educational improvements depend on teachers' individual and collective ability and their relation to school improvement in students' education. Therefore, it is critical to build the capacity to do so, and that is what the CPD seeks to do (Mokhele, 2011). Similarly, teachers need professional development to advance in their careers professionally, and teachers' development of skills, abilities, and preparation required to meet learners' needs is essential. A wide range of sources, techniques, and instruments can be used to support teachers' professional development (Yurtseven & Altun, 2017). The organization of Continuing Professional Development initiatives attempts to improve teachers' behaviors, values, and attitudes and the outcomes of learners' learning (Derakhshan et al., 2020; Mokhele, 2011; Mokhele & Jita, 2010).

Cambodia is one of the developing countries that is struggling to obtain CPD for teachers. It claims that some types of professional teacher development are offered by standardized training courses or seminars and an "in-service" curriculum that may or may not apply to the needs of teachers (Phin, 2017). The Ministry of Education, Youth, and Sport (MoEYS) is concerned with its educational staff's abilities, including their academic background and pedagogical training experience. Besides, MoEYS shows the irregularity of teacher in-service instruction for sufficient professional growth. There is also a need for better schools and teachers to deliver quality education. In other words, high-quality teachers need an integral cornerstone at the core of education (Phin & Kubota, 2014; Shaukat & Chowdhury, 2020). Some changes were made, but the problems MoEYS faced, including the shortage of teachers and the securing of qualified teachers, are still significant. A number of policies and initiatives have been announced by the Government of Cambodia to accomplish its professional goal of preparing Cambodian teachers to be more qualified and autonomous. MoEYS expressed its commitment to implementing institutional, academic, and technological betterment in professional development and education (Tan & Tee Ng, 2012).

According to Phin (2014), not many educational schools in Cambodia, including private and public schools, emphasize considerably on teachers' CPD because CPD provision may cost a lot of money, commitment, and time. Therefore, Cambodian education confronts a serious lack of well-trained teachers because of inadequate pedagogical instruction, unsystematic and inconsistent CPD preparation, and shortage of commitment by teachers to make CPD appear in their working atmosphere and demonstrates significant involvement with the insufficient arrangement of CPD to teachers in Cambodia.

The perspectives of CPD are possibly not clearly understood by many teachers. Therefore, understanding teachers' perspectives of their CPD is crucial in a developing

country like Cambodia, and in the Cambodian research context looking at such perspectives is still limited. This research situation is necessitated in this study.

Therefore, this study investigates changes in teachers' perspectives of their CPD, which are crucial. Research Objectives: 1) To explore the changes in perspectives of Cambodian EFL teachers on Continuing Professional Development (CPD). 2) To investigate EFL teachers engage in Continuing Professional Development (CPD). 3) To examine processes whereby change in teachers typically occurs. Research Questions: 1) What are the changes in the perspectives of Cambodian EFL teachers on Continuing Professional Development (CPD)? 2) What do EFL teachers apply to engage in Continuing Professional Development? 3) What processes do EFL teachers change in typically occur?

LITERATURE REVIEW

English Education in Cambodia

English is increasingly becoming necessary for domestic and global labor markets and is appropriate for Cambodian learners as well. In the sense of the AEC, (MoEYS) recognizes the importance of English and promotes initiatives in the Cambodian State School to allow English language education. Grade 4 English introduction and updated English language textbooks are available (Sun, 2019; Tweed & Som, 2015).

Continuing Professional Development

Alibakhshi and Dehvari (2015) indicate that professional development is intended to promote the knowledgeable expertise of teachers during the initial preparatory periods and after them. Steyn (2009) emphasizes that many global reforms focus on teaching excellence, particularly the teacher, as the major factor in promoting learner performance. According to Teachers Quality and Motivation, school reform initiatives are active for teachers to participate in the training and implementation of innovations. Thus, teachers' professional development has become a key focus of such initiatives (Geldenhuis & Oosthuizen, 2015).

Teacher's Perspectives on CPD

Schools, teachers, and students all benefit from professional development as a tool to improve the quality of instruction and the success of both teachers and students. For these reasons, it has become a key focus in the systematic educational reform and school improvement literature that teachers' Continuing Professional Development (CPD) has become a major focus. Teachers' content understanding, classroom methods, and student learning outcomes all benefit from professional development. Professional development that is long-term, collaborative, and school-based is the most effective. It should be centered on student learning, linked to everyday school practices, and tied to teachers' prior knowledge and curricular content and guidelines. Taking part in professional development programs that focus on how teachers learn in and from their work is called professional development (Kincal et al., 2015).

Theoretical Aspects

Second Language Acquisition Theory

Krashen points out that Second Language Acquisition (SLA) one-way input is defined by the amount of comprehensive input, both understandable and at a level that

goes just beyond learners' existing language skills. Like the "proximal development zone" of Vygotsky, Krashen's scaffolding theory refers to $i+1$. It is an innate perspective that maintains that a second language, like the acquisition of a first language, is unconsciously acquired. The principle of sending messages that learners can understand depends on their learning language, according to Krashen (1981), Ariza, and Hancock (2003).

Planned Behavior Theory on Teacher's Perspectives

The Planned Behavior Theory (PBT) is a theory that connects one's beliefs with one's behavior. The theory notes that behavioral intentions and acts of a person are determinable by attitudes toward behavior, subjective expectations, and perceived behavior influence (Theodorakis et al., 1995; Tsigilis et al., 2006). Theory of Planned Behavior (TPB) to examine teachers' beliefs and intentions about integrating technology in the classroom (Laksani et al., 2020). The Theory of Planned Behavior (TPB) was utilized to investigate teachers' referral intentions. TPB is a model for forecasting people's intentions to engage in certain behaviors. According to TPB theory, three elements influence the intention to engage in a particular action: (i) attitudes toward the behavior, (ii) subjective norms (how others see the behavior), and (iii) perceived control, the sense of control associated with performing the behavior (Lee, 2011).

Orienting Theory on Continuing Professional Development

Orienting theories illustrate and define behavior and how and why clear problems arise. The Orienting Theory on teachers' professional development is a regular process that combines expertise and knowledge between the individual and the organization. More precisely, learning experiences in many fields are built on professional development. The interaction of learning opportunities and the learning area results from the learning experiences (Clement & Vandenberghe, 2000; Wessel, 2018).

RESEARCH METHODOLOGY

Research Design

This study applied a quantitative method with a purposive sampling technique. Also, survey research is applied using a questionnaire for measurement (Brown, 2020; Sukamolson, 2007). Validity, reliability, and generalizability are used to assess the rigor and effectiveness of quantitative methodologies (Mohajan, 2020).

Research Procedure

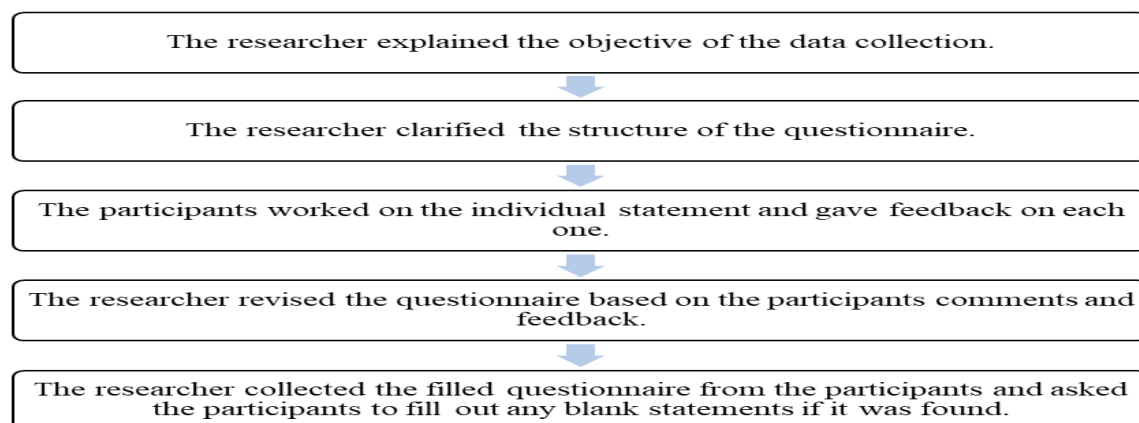


Figure 1. Research procedure

Research Participants

According to Creswell and Creswell (2017), the purpose of the research study is to intentionally select individuals who will assist the researcher in understanding research issues and questions. Kumar (2019) agrees that in a research study, participants should be chosen based on the researcher's discernment and judgment as to who is likely to have diversely needed knowledge and is willing to engage in the study. Therefore, 50 EFL teachers at three different private schools were chosen.

Research Population and Sampling

This research was conducted at one of Kandal Province, Cambodia's three leading private schools. This research focused on the purposive sampling of the features of the population to respond to the research goals. A scientific sample technology was the most valid method in examining a specific cultural field, a type of non-probability sampling (Tongco, 2007). Purposeful criterion-based samples were adopted for phenomenology, as they helped compile rich, in-depth data to fulfill this study's research aims (Lunenburg & Irby, 2008; Maxwell, 2013). Additionally, to achieve a desirable level of precision, practically the whole population would have to be sampled in small groups. Based on $\pm 10\%$ of the desirable level of precision, the sample size for a population of 100 people is 50. The population consisted of 100 teachers from three selected private schools in Kandal province. Therefore, EFL Teacher's Perspectives on Continuing Professional Development consist of 50 EFL English teachers who explained the lecture guidelines while teaching the English subject (Israel, 1992; Smith, 2013).

Data Collection

The questionnaires were used for information recording on EFL Teacher's Perspectives on Continuing Professional Development. The questionnaires were administered to EFL teachers teaching in Kandal province, Cambodia's three best private schools. Moreover, descriptive statistics were utilized to interpret and examine EFL Teacher's Perspectives on Continuing Professional Development to find out the frequency, percentage (%), mean (M), and standard deviation (S.D.) (Larson, 2006; Morgan et al., 1999; Thompson, 2009).

Data Analysis

Data processing was analyzed using SPSS version 23. The frequencies and percentages of each element were measured and statistically analyzed. Descriptive statistics used to check the significant distribution of answers for items on (the Likert scale): Mean and Standard deviation generated to identify significant differences in Continuing Professional Development. Data Analysis is based on Research Objectives.

FINDINGS AND DISCUSSION

Results

The following sections reveal results for data collected from the questionnaire with EFL teachers of English conducted by a researcher in one private education sector. A total of 50 EFL teachers replied to the questionnaire. All of the teachers who participated in the research, 22 (44%) were males and 28 (56%) were females (Table 2). The data on age group, it could be certainly noticed that the majority of EFL participant teachers of

English were the age of 20-30 and above. This age group produced 100% of the total sample.

Table 1. Gender and age

Respondents	Description	No. of Respondents	Percentage (%)
Gender	Male	22	44
	Female	28	56
	Total	50	100
Age	20-30	26	52
	31-40	21	42
	41-Over	3	6
	Total	50	100

Among 50 EFL teachers, 40 (80%) of the respondents were Bachelor's Degree, whereas 0 (0%) is Doctorate. Besides, 47 (94%) of EFL teachers were teaching General English Programs, while no one was teaching English for Academic Purposes. With their teaching experience, 29 (58%) of EFL teachers showed "Positive Teaching Experience", while no one responded 0 (0%) with the "Not at all Positive Teaching Experience" column.

Table 2. Education, subject(s) and teaching experience

Respondents	Description	No. of Respondents	Percentage (%)
Education	Associate degree	3	6
	Bachelor's	40	80
	Master's	7	14
	Doctorate	0	0
	Total	50	100
Subject	General English Program	47	2
	Integrated English Program	1	32
	English for Academic Purposes	0	58
	English for Specific Purposes	1	8
	English for Business	1	0
	Total	50	100
	Teaching Experience	Extremely Positive	1
Very Positive		16	32
Positive		29	58
Somewhat Positive		4	8
Not at all Positive		0	0
Total		50	100

As illustrated the means in Table 4, (\bar{x} : 2.76; Std.: 0.62) of EFL teachers expressed that they were acquainted with the knowledge of the subject matter while another (\bar{x} : 2.42; Std.: 0.57) indicated that the participant teachers would like to develop their awareness of strategies for working with special populations. The overall result (\bar{x} : 2.64; Std.: 0.61) was determined that Pre-service preparation was good.

Table 3. Pre-service preparation areas

Pre-service preparation areas	Mean	Std. Deviation
Teaching methods or pedagogy	2.64	0.63
Subject matter knowledge	2.76	0.62
Skills for classroom management	2.72	0.60
Teaching strategies for special populations	2.42	0.57
Overall	2.64	0.61

Overall, 74% of the EFL teachers reported being sufficiently trained on professional development plans. In contrast to any support provided by a beginning teacher, only 4% of the questionnaire participant respondents replied that none of the above is his or her support. The response rate of 74% was shown that support provided by a beginning teacher was satisfactory.

Table 4. Support provided as a beginning teacher

Types of support	f	%
Professional development plan	37	74
Support from a professional development coordinator	24	48
Center resources for professional development	22	44
Professional development workshops	24	48
Career and technical education student Orientating organizations in my teaching area	25	50
Reflection on coaching	17	34
None of the above	2	4

Note. Percentages do not total 100% due to multiple responses from support in more than one area.

As shown, the means in Table 6 (\bar{x} : 3.10; Std.: 0.81) of EFL teachers revealed that types of support preliminary or during his or her first six months, orientation to the school's policies and procedures played an important role in his or her teaching. Nevertheless, the mean (\bar{x} : 2.68; Std.: 0.89) showed that tuition assistance for certification courses was less critical. According to the result of this overall (\bar{x} : 2.96; Std.: 0.81), the types of support, preliminary or during the first six months of teaching are positive.

Table 5. Types of support preliminary or during the first six months of teaching

Types of support services applied	Mean	Std. Deviation
The teacher's handbook	2.98	0.86
Instructional Resources and Curriculum	3.06	0.65
Mentor	2.96	0.72
Peer support team	2.94	0.79
School's Policies and Procedures Orientation	3.10	0.81
Payment curriculum development prior to teaching	2.96	0.80
On-site courses of certification	2.96	0.92
Tuition assistance for certification courses	2.68	0.89
Overall	2.96	0.81

All EFL teachers were predicted to determine how long of his or their intentions to continue or not continue teaching by (\bar{x} : 3:40; Std.: 0.80) of the participant teachers seen in Table 7 expressed his or her positive interactions with students upon his or her teaching career were happy to continue his or her teaching. As a matter of fact, the mean (\bar{x} : 2:66; Std.: 0.74) revealed that business and community internship opportunities were not an important reason for determining his or her teaching continuation. To conclude, the overall result of the mean (\bar{x} : 3:16; Std.: 0.69) indicated that the rate of intentions to continue or not continue teaching was crucial and satisfying.

Table 6. The rate of intentions to continue or not continue teaching

Rating the importance	Mean	Std. Deviation
Teaching experience positivity	3.32	0.68
Opportunities for professional development	3.36	0.63
Internship opportunities for business and community	2.66	0.74
Accomplishment sense	3.12	0.62
Mentoring program Availability	3.14	0.57
Support services for new teachers Availability	3.22	0.50
Supervisor's support and recognition	3.20	0.67
Support peers and recognition	3.14	0.70
Students' interaction positivity	3.40	0.80
Family and/or friends' approval	3.04	0.78
Pleasant working conditions	3.08	0.66
Quality and quantity of available resources	3.20	0.67
Leadership opportunities	3.20	0.75
Job security perception	3.08	0.69
Salary increases Potential	3.26	0.82
Overall	3.16	0.69

Of the 50 EFL teachers simplified his or her likelihood of continuing in the teaching profession, 46% of the participant teachers estimated that he or she certainly plan to continue teaching as a long-term career (8 or more years), even though 4% of the EFL teachers planned to retire anyway. In short, the response rate of 46% illustrated that

the likelihood of continuing in the teaching profession was positive and was intended to plan to continue teaching as a long-term career.

Table 7. Likelihood of continuing in the teaching profession

Plans to continue teaching	f	%
I certainly plan to continue teaching as a long-term career (8 or more years)	23	46
I possibly will continue teaching for at least a while (3 to 7 years)	18	36
I am intensely considering a non-teaching job	4	8
I obviously plan to leave the teaching profession within a year or 2	3	6
I intend to retire	2	4

Discussion

The following three Research Objectives of the study were discussed respectively:

Objective 1: To explore the changes in perspectives of Cambodian EFL teachers on Continuing Professional Development (CPD)

"What are the changes in perspectives of Cambodian EFL teachers on Continuing Professional Development (CPD)?"

It is positively expressed that the EFL teachers proved a significant understanding of CPD and obtained that CPD is appropriately necessary for EFL teachers training development and enrichment. Without practically useful and applicable CPD involvement and engagement, the experienced and novice teachers showed that he or she performed the lessons in their current teaching incompetently. It is noticeably believed that all teachers have to be responsible for their daily development and advancement and have to be accountable for their student's learning achievements and growth.

In addition to EFL teachers' perspective toward CPD, Zhiyong et al. (2020) stated that Teacher Professional Development (TPD) must increase teaching quality, teacher performance, and career development. Teachers are the primary implementers of curricular improvements; therefore, their comprehension is critical to the long-term success of the programs created. To implement revolutionary changes in EFL teaching and learning experiences, a thorough grasp of the contextual variables, content knowledge, and pedagogical approaches led to the development of teachers' awareness toward Continuing Professional Development (CPD).

Objective 2: To investigate EFL teachers engage in Continuing Professional Development (CPD)

"What do EFL teachers apply to engage in Continuing Professional Development?"

Undoubtedly, the EFL teachers showed their engagement in CPD sufficiently and conclusively. Also, in particular, the time constraint for CPD was proven by the EFL teachers to be adequately acceptable, effective and efficient, productive, and satisfied, respectively. The contents of the workshop were purposefully selected and provided to the EFL teachers weekly after the management team selectively gave the training need

analysis, training team, head teachers, as well as team leaders of the school campus in order to for them to make sure that all training contents were met the needs of the teachers.

As a matter of fact, in the research relevant to CPD implementation for teachers, Merliza and Retnawati (2018) revealed that the effectiveness of teachers' CPD involvement and engagement is still low, and the findings of this research proved that the general performance of teachers is not good with different difficulty including low motivation achievement, time limitation and lack of knowledge on CPD implementation and contribution positively to the improvement of the student's learning process, learning outcomes, and achievements.

Objective 3: To examine processes whereby change in teachers typically occur
"What processes do EFL teachers change in typically occur?"

A CPD program is needed to develop their knowledge, skills, attitudes, competencies, and experiences regarding CPD engagements, which improve their students' learning outcomes. Providing practical CPD training and sharing sessions was helpful and needed for EFL teachers to improve their weaknesses and build their strengths in planning, managing, and developing effective, efficient, and productive lessons. The EFL teachers could discuss their concerns, especially their techniques, activities, and procedures that needed improvement, and could ask for help and support from the clinical and experienced teachers and the training team as a whole. In comparison, CPD engagement claimed by the teachers that they did not practice what they perceived due to a few reasons such as their age, family responsibilities, heavy workload, and inadequate time provision.

In contrast, teachers showed low professional performance and a lack of commitment and willingness, which caused teachers to give up easily. Particularly, the motivation of CPD quality is essential in determining teachers to change their practices, and the EFL teachers' motivation to learn and improve their professional development was inclined, which caused severe alignment of the effectiveness of their teaching perceptions and practices (Utami et al., 2019).

According to the overall research findings above, the researcher can reflect on their research results comparing to the empirical previous studies as follows:

In conclusion, the research findings based on the previous studies by Merliza and Retnawati (2018), Utami et al. (2019), and Zhiyong et al. (2020) showed its weaknesses which the results were still low and were not good at all the researcher could firmly compare and draw attention that the context of the target groups of Cambodian EFL teachers' perspectives on Continuing Professional Development (CPD) in education private sector is better and more positive than the context of the previous research publications above.

CONCLUSION

The main focus of this research is to explore the perspectives of Cambodian teachers of English as a foreign language on Continuing Professional Development of one private educational sector in Cambodia. This research is provided good opportunities

for EFL teachers to raise their voices and experiences in order for them to provide insight and obtain a better understanding of Cambodian EFL teachers' perspectives about various aspects of CPD and how they improve the effectiveness of CPD and contribute to their future planning development program. In addition, Cambodian EFL teachers' perspectives towards CPD allow EFL teachers to raise their understanding, voices, and experiences about various aspects of their CPD provision and how effective current CPD should be in their institution.

It is clearly stated that the Research Objectives 1, 2, and 3 based on Research Questions 1, 2, and 3 of the study explicitly reflect and respond based on teachers' opinions and the findings of this research on Cambodian EFL teachers' perspectives towards their CPD are therefore obvious that EFL teachers were satisfied with their current CPD. It is clearly addressed that CPD is effective, efficient, productive, and worth involvement and engagement and is required to meet the teacher's needs in education institutions. Therefore, the results clearly indicated that EFL teachers showed a good remarkable understanding of CPD, and they expressed their points of view that CPD plays a crucial role in the betterment and improvement of their knowledge, skills, attitudes as well as experiences, in particular, CPD enhances their professional future career growth and becomes lifelong learning professional practitioners. CPD is important and necessarily needed to promote their current profession based on the findings of the results of the mean and standard deviation.

Nevertheless, some of the participant teachers presented their most favor and satisfaction with the research findings. The findings still indicated that the average understanding of CPD in place based on the EFL teachers' results required the school management team and policymakers to raise the teachers' awareness by creating a collaborative, collective, and systematic engagement of CPD to meet the needs of the teachers' requirements and standards so that they intentionally contribute to his and her students' learning improvements and achievements effectively, efficiently and respectively.

Continuing Professional Development (CPD) program is needed to develop their knowledge, skills, attitudes, competencies, and experiences regarding CPD engagements, leading to their students' learning outcome improvements. Providing practical CPD training and sharing sessions was helpful and needed for EFL teachers to improve their weaknesses and build their strengths in planning, managing, and developing effective, efficient, and productive lessons. In addition, EFL teachers could discuss their concerns, especially their techniques, activities, and procedures that needed improvement, and could ask for help and support from the clinical and experienced teachers and the training team as a whole. In comparison, CPD engagement claimed by the teachers that they did not practice what they perceived due to a few reasons such as age, family responsibilities, heavy workload, and inadequate time provision. Moreover, teachers showed low professional performance, lack of commitment, and willingness which caused teachers to give up easily. Remarkably, the motivation of CPD quality is essential in determining teachers to change their practices, and EFL teachers, whose motivation to learn and

improve their professional development, were inclined, which caused severe alignment of the effectiveness of their teaching perceptions and practices (Utami et al., 2019).

Contributions of the Study

Based on the perspectives of Cambodian teachers of English as a foreign language on Continuing Professional Development of the private educational sector in Cambodia, the CPD program is needed to develop their knowledge, skills, attitudes, competencies, and experiences regarding CPD engagements which are led to their students' learning outcome improvements. Providing practical CPD training and sharing sessions is helpful and needed for EFL teachers to improve their weaknesses and build up their strengths in planning, managing, and developing their effective, efficient, and productive CPD. Eventually, other similar contexts could develop a policy that encourages and supports EFL teachers who could grow professionally by engaging CPD that could be more sustainable and manageable by any individual educational institution while external motivators and support are still limited. As a result, CPD provision can benefit schools and communities as the educational setting, and CPD arrangement and involvement can be applied to practical experiences of teachers and scholars nationwide and globally.

Limitations of the Study

Even if the research results are evidently illustrated to be a good and significant understanding of CPD by the EFL teachers from the findings, there are still actually limited as follows:

This research is conducted at one of the private schools with fifty EFL secondary teachers of English, which does not represent all private schools in Cambodia. These research findings are relevant and better understand the CPD situation from the insiders' perspectives by gaining insight into their experiences. Eventually, the researcher expects this study to draw attention to the considerable amount of undiscovered knowledge within the research context and the absence of sharing between EFL teachers in the private sector.

Implications of the Study

This research has discussed the implications of the study based on the research findings in terms of (1) the school's policy, (2) the current trend practice, and (3) the contemporary teaching theory in order to promote Cambodian EFL teachers' teaching perspectives. These research findings attempted to support EFL teachers' improvement and development as follows:

(1) The school's policy

The policy should be applied in the school setting to ensure an ongoing professional development process. Creating a productive learning environment policy is needed so that novice teachers have golden opportunities to learn some necessary school curricula, instructional resources, procedures, and recent policies. Also, the clinical and experienced teachers can train and contribute to this policy with their peer teachers.

(2) The current trend practices

The new trend practice of teaching methods, techniques, and teaching guidelines should be in place to ensure that the EFL novice and experienced teachers use and apply to promote the effectiveness, efficiency, and productivity of the teachers' teaching

application. In addition to that practice, the EFL experienced teachers can inform and share their new teachers if needed, and the novice teachers can use the current trend practice to meet the needs of their recent school teaching guidelines as well.

(3) The contemporary teaching theory

Education private schools always play key roles in upgrading their school improvement plan and ICT awareness to meet the needs of the 21st-century teaching approach, and the contemporary teaching theories should be reinforced by strengthening the up-to-date teaching theories to become a modern school in particular. Without contemporary teaching theories, EFL teachers can take their teaching theories for granted and can be lazy to promote themselves in a challenging and competitive education field.

Recommendations and Future Studies

After doing this research, the researcher thoroughly has come up with some useful and applicable opinions and recommendations about the findings as follows:

Recommendations

According to the research findings, the researcher is able to remarkably draw attention to some important and useful actions as follows:

(i) Promoting a self-directed learning model is beneficial and helpful to all Cambodian EFL teacher's perspectives towards CPD in the field of language teaching to become professionals. (ii) Being a master of yourself is determinedly required by novice and experienced teachers to take their lifelong learning seriously as a kind of personal principle to enhance themselves to be qualified. (iii) Reflecting Self-reflection reflects their teaching performance and change and plan their lessons to be effective, efficient, and productive in the future of their lesson delivery. (iv) Reading professional kinds of literature and reading relevant professional articles and papers to obtain more input to develop their knowledge, skills, attitudes, and professional growth. (v) Conducting action research is one of the most beneficial and practical. EFL teachers are intrinsically and extrinsically motivated to find useful and applicable activities, techniques, methods, approaches and theories, and so on for their personal development and quality.

According to the research findings and suggestions from Kao (2018), promoting a self-directed learning model, being the master of yourself, reflecting self-reflection, reading professional literature, and conducting action research is intrinsically and extrinsically encouraged EFL teachers to find some useful and applicable self-principles for their professional development, quality of life and teaching professionalism. At the same time, they are promoting self-directed learning for teachers reducing and prioritizing important CPD topics or activities for face-to-face learning (Sol, 2020).

Future Studies

The research study suggests a number of further research aspects that may be beneficial and useful for future investigations on EFL teacher's perspectives on CPD as follows:

Future research should extend more sample size and population, and both education private and public sectors should be selected in the city and rural areas to ensure good validity and reliability of the research findings. Moreover, future research could be conducted to explore how Motivation Theory affects EFL Teacher's Perspectives on

Continuing Professional Development. More importantly, the recommended future research could explore factors influencing EFL teachers' motivation for Continuing Professional Development activities.

REFERENCES

- Alibakhshi, G., & Dehvari, N. (2015). EFL teachers' perspectives of continuing professional development: A case of Iranian high school teachers. *PROFILE Issues in Teachers' Professional Development*, 17(2), 29-42.
<http://dx.doi.org/10.15446/profile.v17n2.44374>
- Ariza, E. N., & Hancock, S. (2003). Second language acquisition theories as a framework for creating distance learning courses. *The International Review of Research in Open and Distributed Learning*, 4(2), 1-9.
<https://www.irrodl.org/index.php/irrodl/article/download/142/222>
- Bayar, A. (2014). The components of effective professional development activities in terms of teachers' perspective. *International Online Journal of Educational Sciences*, 6(2), 319-327.
<http://dx.doi.org/10.15345/iojes.2014.02.006>
- Brown, J. C. (2020). *Web-based learning and non-traditional students: A quantitative causal-comparative study* [Doctoral dissertation, Grand Canyon University]. Grand Canyon University ProQuest Dissertations Publishing.
<https://www.proquest.com/openview/19d545348fcff748f29469f2098ddca0/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y>
- Clement, M., & Vandenberghe, R. (2000). Teachers' professional development: A solitary or collegial (ad) venture. *Teaching and Teacher Education*, 16(1), 81-101.
[https://doi.org/10.1016/S0742-051X\(99\)00051-7](https://doi.org/10.1016/S0742-051X(99)00051-7)
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). USA: SAGE Publications.
<http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>
- Derakhshan, A., Coombe, C., Zhaleh, K., & Tabatabaeian, M. (2020). Examining the roles of continuing professional development needs and views of research in English language teachers' success. *The Electronic Journal for English as a Second Language*, 24(3), 1-28.
<http://files.eric.ed.gov/fulltext/EJ1275848.pdf>
- Geldenhuis, J. L., & Oosthuizen, L. C. (2015). Challenges influencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51, 203-212.
<https://doi.org/10.1016/j.tate.2015.06.010>
- Han, F. (2021). The relations between teaching strategies, students' engagement in learning, and teachers' self-concept. *Sustainability*, 13(9), 5020.
<https://doi.org/10.3390/su13095020>
- Israel, G. D. (1992). Determining sample size. *University of Florida Cooperative Extension Service, Institute of Food and Agriculture Sciences, EDIS*, (25), 1-5.
<https://www.alnap.org/system/files/content/resource/files/main/pd00600.pdf>
- Kao, S. (2018). *Self-directed learning approach to developing teaching professionalism* (Unpublished manuscript).
- Kıncal, R. Y., Daşcı-Derya, A., Beypınar, D., & Topcu, F. (2015). Teachers' perspectives on continuing professional development. *British Journal of Education, Society & Behavioural Science*, 6(4), 241-254.

- <https://doi.org/10.9734/BJESBS/2015/13767>
- Krashen, S. (1981). *Second language acquisition and Second Language Learning*. USA: University of Southern California.
https://www.academia.edu/download/35238869/second_language_acquisition_and_earning.pdf
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners* (5th ed.). USA: SAGE Publications.
http://nuir.nkumbauniversity.ac.ug/bitstream/handle/20.500.12383/924/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf?sequence=1&isAllowed=y
- Laksani, H., Fauziati, E., & Wijayanto, A. (2020). Teachers' beliefs in integrating digital literacy in EFL classroom: decomposed theory of planned behavior perspectives. *Indonesian Journal of EFL and Linguistics*, 5(2), 295-313.
<https://doi.org/10.21462/ijefl.v5i2.285>
- Larson, M. G. (2006). Descriptive statistics and graphical displays. *Circulation*, 114(1), 76-81.
<https://doi.org/10.1161/CIRCULATIONAHA.105.584474>
- Lee, I. (2011). Teachers as presenters at continuing professional development seminars in the English-as-a-foreign-language context: "I find it more convincing". *Australian Journal of Teacher Education*, 36(2), 30-42.
<https://doi.org/10.14221/ajte.2011v36n2.3>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation* (1st ed.). USA: Crown Press.
[https://books.google.com.kh/books?hl=en&lr=&id=11ZiILRDLaYC&oi=fnd&pg=PP1&dq=Lunenburg,+F.+C.,+%26+Irby.+B.+J.+\(2008\).+Writing+a+successful+the+sis+or+dissertation.+Crown+Press.+&ots=o77MT4C_fU&sig=7bJMjzPSMahkiJ3GevdmdB01lno&redir_esc=y#v=onepage&q&f=false](https://books.google.com.kh/books?hl=en&lr=&id=11ZiILRDLaYC&oi=fnd&pg=PP1&dq=Lunenburg,+F.+C.,+%26+Irby.+B.+J.+(2008).+Writing+a+successful+the+sis+or+dissertation.+Crown+Press.+&ots=o77MT4C_fU&sig=7bJMjzPSMahkiJ3GevdmdB01lno&redir_esc=y#v=onepage&q&f=false)
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). USA: SAGE Publications.
https://www.academia.edu/download/63065157/Chapter_Report_Qualitative_Research_Design_An_Interactive_Approach20200423-112877-jvezwm.pdf
- Merliza, P., & Retnawati, H. (2018). Continuing professional development (CPD) for junior high school mathematics teachers: An evaluation study. *REiD (Research and Evaluation in Education)*, 4(1), 79-93.
<https://journal.uny.ac.id/index.php/reid/article/view/18757/11495>
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment, and People*, 9(4), 50-79.
<https://mpira.ub.uni-muenchen.de/105149/>
- Mokhele, Matseliso Lineo (2011) *Teachers' perspectives on continuing professional development: a case study of the Mpumalanga Secondary Science Initiative (MSSI) project*, University of South Africa, Pretoria. Africa: University of South Africa.
<http://hdl.handle.net/10500/4871>
- Mokhele, M. L., & Jita, L. C. (2010). South African teachers' perspectives on continuing professional development: A case study of the Mpumalanga secondary science initiative. *Procedia-Social and Behavioral Sciences*, 9, 1762-1766.
<https://doi:10.1016/j.sbspro.2010.12.396>
- Morgan, G. A., Gliner, J. A., & Harmon, R. J. (1999). Measurement and descriptive statistics. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38(10), 1313-1315.

- <https://doi.org/10.1097/00004583-199910000-00022>
- Phin, C. (2014). Teacher competence and teacher quality in Cambodia's educational context linked to in-service teacher training: An examination based on a questionnaire survey. *International Journal of Educational Administration and Policy Studies*, 6(4), 62-69.
- <https://doi.org/10.5897/IJEAPS2013.0326>
- Phin, C., & Kubota, S. (2014, June). Issues concerning in-service training program of Teachers in Cambodia: Perspective and option. *Paper presented at ICET 2014 (58th World Assembly: Moving Forward in Curriculum, Pedagogy and Leadership)*. Oshawa, Ontario, Canada.
- https://www.icet4u.org/docs/Canada_2014.pdf
- Phin, C., & Kubota, S. Issues Concerning In-Service Training Programs of Teachers in Cambodia: Perspective and Option. *ICET 2014*, 262-271.
- https://www.academia.edu/download/60362055/58th_Yearbook_of_Teacher_Education20190822-58929-ko8dsf.pdf#page=263
- Phin, C. (2017). Empirical directions to designing sustainable in-service training framework for primary school teachers in Cambodia. *International Journal of Teaching, Education, and Learning*, 1(2), 17-38.
- <https://doi.org/10.20319/pijtel.2017.12.1738>
- Renandya, W. A., & Jacobs, G. M. (2021). What makes a good language teacher in a changing world? *Journal of English Language and Linguistics*, 2(2), 1-16.
- https://www.academia.edu/download/76151199/Good_language_teacher_with_cover.pdf
- Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan. *Issues in Educational Research*, 30(3), 1084-1104.
- <https://www.iier.org.au/iier30/shaukat.pdf>
- Smith, S. M. (2013). Determining sample size: How to ensure you get the correct sample size. *E-Book (c) Qualtrics Online Sample*.
- [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1598551](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1598551)
- Sol, K. (2020). Cambodian English as a foreign language teacher's perspective on continuing professional development of a non-governmental organization in Cambodia. *The International Journal of Humanities & Social Studies*, 8(11), 16-27.
- <https://doi.org/10.24940/theijhss/2020/v8/i11/HS2011-033>
- Srinivasacharlu, A. (2019). Continuing Professional Development (CPD) of Teacher Educators in 21st Century. *Shanlax International Journal of Education*, 7(4), 29-33.
- <https://files.eric.ed.gov/fulltext/EJ1245169.pdf>
- Sun, S. (2019). A case study evaluation of curriculum of English subject for lower secondary school in Cambodia. *American International Journal of Social Science*, 8(1), 78-89.
- <https://doi.org/10.30845/aijss.v8n1p11>
- Steyn, T. (2009). Teachers' perspectives of continuing professional development programmes in South Africa: A qualitative study. *Acta Academica*, 41(4), 113-137.
- <https://hdl.handle.net/10520/EJC15464>
- Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1-20.
- https://www.iicseonline.org/Quantitative_MethodsII.pdf

- Tan, C., & Tee Ng, P. (2012). A critical reflection of teacher professionalism in Cambodia. *Asian Education and Development Studies*, 1(2), 124-138.
<http://dx.doi.org/10.1108/20463161211240106>
- Theodorakis, Y., Bagiatis, K., & Goudas, M. (1995). Attitudes toward teaching individuals with disabilities: Application of planned behavior theory. *Adapted physical activity quarterly*, 12(2), 151-160.
<https://doi.org/10.1123/apaq.12.2.151>
- Thompson, C. B. (2009). Descriptive data analysis. *Air Medical Journal*, 28(2), 56-59.
<https://doi.org/10.1016/j.amj.2008.12.001>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5(2007), 147-158.
<https://ethnobotanyjournal.org/index.php/era/article/view/126>
- Tsigilis, N., Tsioumis, K., & Gregoriadis, A. (2006). Prospective early childhood educators' attitudes toward teaching multicultural classes: A planned behavior theory perspective. *Journal of Early Childhood Teacher Education*, 27(3), 265-273.
<https://doi.org/10.1080/10901020600843624>
- Tweed, A. D., & Som, M. (2015). English language education in Cambodia and international support ahead of ASEAN integration. In R. Stroupe, & K. Kimura (Eds.), *ASEAN integration and the role of English language teaching* (pp. 13-40). LeiA & CamTESOL.
https://cantesol.org/Download/Book/ASEAN_Integration_and_the_Role_of_ELT.pdf
- Utami, I. L. P., Prestridge, S., Saukah, A., & Hamied, F. A. (2019). Continuing professional development and teachers' perceptions and practices-A tenable relationship. *Indonesian Journal of Applied Linguistics*, 9(1), 108-118.
<https://doi.org/10.17509/ijal.v9i1.12463>
- Wessel, J. R. (2018). An adaptive orienting theory of error processing. *Psychophysiology*, 55(3), 1-21.
<https://doi.org/10.1111/psyp.13041>
- Yurtseven, N., & Altun, S. (2017). Understanding by design (UbD) in EFL teaching: teachers' professional development and learners' achievement. *Educational Sciences: Theory and Practice*, 17(2), 437-461.
<https://doi.org/10.12738/estp.2017.2.0226>
- Zhiyong, S., Muthukrishnan, P., & Sidhu, G. K. (2020). College English language teaching reform and key factors determining EFL teachers' professional development. *European Journal of Educational Research*, 9(4), 1393-1404.
<https://doi.org/10.12973/eu-jer.9.4.1393>