



บทความวิจัย (Research Article)

A Study of Conceptual Framework and Desirable State of Teacher Career Pathway in Cambodia Based on Authentic Student Achievement

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Abstract

The purposes of this study were 1) to examine the conceptual framework of teacher career pathway and authentic student achievement, and 2) to explore the desirable state of the teacher career pathway in Cambodia based on authentic student achievement. A mixed method was utilized. The content analysis and interviews were the research techniques for identifying the conceptual framework of teacher career pathway and the authentic student achievement. The desirable state was explored by using a set of survey questionnaire asked from 491 respondents comprising 40 school administrators and 151 teachers. The findings revealed that the conceptual framework of teacher career pathway was composed of three elements: the teacher position, the subsequent career pathway for each teacher position, and the components of teacher career pathway. The desirable authentic student achievement

was found to cover three competencies which are construction of knowledge, disciplined inquiry, and value beyond school.

Key Words: Teacher Career Pathway, Authentic Student Achievement, Career Progression, Career Advancement

Introduction

In the world of constant innovation and disruptive technology trends, accelerated globalization, knowledge-based society, social-economic growth, and whole-rounded sustainable development goals, many big changes have occurred in the workplace during the last several decades. These factors have transformed the nature of work in many organizations, including the school system. In recent years, human resources management strategy in education has been increasingly changed to focus on establishing career management structures and incentives support systems (Rosenbaum, 1989).

Most individuals seem to agree that career advancement management for employees will continue to hold an important role in retaining them in their organizations. Hackman and Lawler (1971) studied the conceptualization of the interaction between job characteristics and individual differences primarily on the work. They suggested two assumptions underlying the question of how motivation of individuals can be enhanced through the design of their work: 1) individuals will probably work harder if they believe their efforts will result in obtaining an outcome they value, and 2) satisfaction of higher-order needs is more likely to motivate individuals than lower-order needs, which tend to be satisfied on a more frequent basis. As a teacher progresses throughout their careers, they must grow and transform to remain effective. Consequently, the development of career pathway for teaching

profession should be made so that it becomes more attractive, motivated, and retainable enough to keep qualified individuals in classrooms and an education system.

In response to effective human resource management in education, career pathways for teaching profession were designed and effectively used to promote job satisfaction and increase motivation for teachers in many countries. Appropriate career pathway design can play an important role in driving organizational change and building workforce capacity. Luce (1998) and Brandt (1990) stated that career pathways should be designed to provide an opportunity for experienced teachers to earn additional pay and recognition without leaving the classroom to move into administration. At the same time, the career pathways for teachers should recognize and reward better teachers, and be linked to their professional development, performance appraisal system, and reward system.

With linkage to professional development, Joyce and Showers (2002) argued that professional development in terms of four main components consisting of developing knowledge and skills, demonstrating or modelling of skills, practicing of skills, and peer coaching allows teachers to learn more and to have positive impacts on student achievement. It is more important to note that career pathway will provide teachers with an ongoing mechanism to enhance their knowledge and skills that can lead to mastery of their jobs, promotions, and transfers to new different positions at higher levels. Similarly, teacher career pathway may also have a direct impact on the entire education system by improving morale, career satisfaction, motivation, productivity, and responsiveness in meeting the individual and organizational goals. The organizations that are unable to develop the career paths for career progression of their employees will be hard to retain talented employees to support the organization's operations and effectiveness (Baroudi, 1988).

Particularly, the implementation of teacher career pathway is believed to foster the increase of student learning achievement and to lower dropout rates, to create a shared sense of leadership among teachers, and to provide teachers with increased sense of self-efficacy (Odden, Odden, & Kelley, 2002). According to a study on teacher quality and student achievement by Darling-Hammond (2000), the findings of both the qualitative and quantitative analyses suggest that policy investments in teacher quality may be related to improvements in student performance (Engel, Reich, & Vilela, 2014). The study shows that teachers are the key components to increasing quality education because they arrange the instructions that interact with and between students while providing the students with academic contents. Furthermore, the McKinsey study of 10 top performing school systems found three attributing factors that are important: “getting the right people to become teachers; developing them into effective teachers; and ensuring that the system is able to deliver the best possible instruction for every child” (Snart, 2011).

Moreover, The Education 2030 - Incheon Declaration and Framework for Action 2015 declared that teacher policies and regulations should be in place to ensure that teachers and educators are empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems (United Nations Educational, 2016). Similarly, the research on teacher matter conducted by UNESCO Bangkok in 2016 found that a lack of alternative professional pathways for teachers’ career progression and promotion opportunities tend to be hierarchical and linear, often leading to qualified teachers being moved from the classroom to become a vice-principal or to take administrative roles.

Like many other countries, Cambodia has been facing the lack of career opportunities for teacher careers' progression, to be promoted to higher position, teachers have to move from classroom teachers to become school administrators or provincial or ministerial levels so that it affects teacher morale and causes negative impacts on teacher retention in the classroom. In this respect, the Ministry of Education, Youth and Sport has initiated to formulate the teacher policy action plan (TPAP) in 2015 to foster their better performance by influencing educational policies on teacher career pathway framework, so that teachers would feel more and believe that their career growth and avenues are concerned, and that they would be able to reach individual career goals while fulfilling the organizational goals. In this career pathway, it is possible for teachers to advance while staying in the classroom, and to perform as leaders in various capacities as they are advancing. Regarding to the improvement of quality of teaching, teachers' capacities may be continuously developed in line with the increasing quality of student achievement (Darling-Hammond & Falk, 1997).

In response to goals of education, students have been achieving when they acquire the knowledge, skills, and attitudes that they are able to apply in daily lives and become a good citizen in society. The student achievement has become a main topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students in all aspects of their development.

The findings of various studies examining the benefits and forms of organizational career management have been questionable yet, however, a study of career management in China by Kong, Cheung, and Song (2012) indicated superior results with employees' career satisfaction while a study by Osei (2008) indicated little or no significant effect. Although much work has been done to date, more studies

need to be conducted to ascertain the development of teacher career pathway in Cambodia based on authentic student achievement.

Research Objectives

1. To examine the conceptual framework of teacher career pathway and authentic student achievement.

2. To explore the desirable state of teacher career pathway in Cambodia based on authentic student achievement.

Literature Review

Attracting and retaining key employees in their organizations is critical to the long-term health and success of those organizations. Furthermore, organizational career management practices have an impact on employees' satisfaction. According to Milanowski and Miller (2014), teacher career pathways have been proposed to retain talented individuals in the teaching profession by providing career advancement without moving into administration and reducing attrition and mobility rates of teachers to other systems. The use of teacher career pathways is viewed as a way of recognizing and rewarding highly accomplished practices, and as a way of identifying and rewarding teachers for their higher performance and taking on additional responsibilities outside the traditional teacher role.

Moreover, teacher career pathways have also been used to provide teachers with more choices and more control over their own career path. In the broader world of work, the concept of a career pathway encompasses a pattern of progression from a lower level to the next advanced level that reflects growth in expertise, responsibility, and pay, with recognition of the position holder's increasing status within the profession or organization. The career pathways have also been used in

many occupations where the skills are needed to do the well-developed job by people with higher experiences, and the assignments of more complex work are usually expected within the basic occupation. When systematized and communicated, career pathways provide a roadmap for career planning and advancement that individuals can use to make decisions about their desired career path, anticipate the skills they need to develop to advance, and envision the jobs that they can be occupied by increasing their skills (Bredenkamp & Willer, 1992).

In conclusion, the goal of career pathway is to structure teachers' work to promote teaching effectiveness and to promote professional growth. Crehan (2016) conducted a research on exploring the impact of career models on teacher motivation. He suggested that most career pathway initiatives could be considered to three types of career pathway including 1) performance-based pathway used to structure teachers' work and promote teaching effectiveness, 2) job-enlargement pathway tied to performance to the extent that a teacher has to demonstrate teaching proficiency based on set standards, and 3) professional development pathway based on more knowledge or skills through credit and staff. They are explained further as follows.

Performance-based ladders. Teachers progress as they demonstrate increased competency or more complex levels of work. This rewards teachers differently as they are perceived with differences in their teaching performance. Among its shortcomings include: (i) it depends entirely on the teacher evaluation process, yet it is very difficult to design an evaluation process that is sufficiently reliable and credible to work effectively, and this makes it unpopular with teachers; (ii) it fails to utilize teacher expertise to make contributions beyond the classroom teaching; (iii) it discourages teachers from helping their colleagues to become more

effective as there is some level of competition; and (iv) it may encourage concentration on teaching to the test.

Job-enlargement ladders. Teacher progression is tied to performance to the extent that teachers demonstrate their teaching proficiency based on set standards. Promotion takes into consideration background, skills and knowledge for a given career pathways. These promote professional growth to provide opportunities for teachers to advance in responsibility and compensation while also allowing them to make significant contribution beyond the classroom without having to give up teaching. Outside classroom activities could include curriculum development, supervision, mentoring new teachers or serving as a lead teacher. These activities create differentiated roles and responsibilities both inside and outside the classroom, ensuring that accomplished teachers can assume positions and responsibilities where they have much to contribute to their school, community, and profession.

Professional development ladders. Teachers' advancement is based on more knowledge or skills through previous study credits, staff development activities, advanced degrees, or certification (Darling-Hammond, 1997). As teachers advance on the career pathways, they may be required to provide supporting and mentoring to less experienced teachers. This puts less pressure on the evaluation process, and it is easier to get agreement about the positive correlation between staff development and teaching performance. This however has limited utility for improving teacher talent in instructional practices. It tends to promote incentives for teachers to acquire more academic qualifications, but at the neglect of their teaching duties.

A combination of the above three types of career pathway can also be used to provide a more comprehensive framework. This would incorporate the strong features of all the other three types. For example, a career pathways plan could allow for advancement to higher levels by demonstrating increased higher levels of

performance (performance-based approach), providing leadership inside and or outside their classrooms as mentors (job-enlargement), coaches, and professional development trainers (professional development). This combination would optimize the best features of each type, while avoiding the negatives that associated with reliance on a single approach. This option also has an advantage in that it would reward excellent teaching. It may be more acceptable to teachers if different pay is for different responsibilities rather than for different performance of the same responsibilities; and it may provide opportunities for teacher to contribute beyond the classroom without giving up teaching (Lynch, 2012).

Regarding to authentic student achievement, there is growing concern that many Cambodian graduates entering the labor market are lacking essential skills related to communications, collaboration, and critical and creative thinking, not responsive to the level of social and economic development of Cambodia (Hang, 2017). The corporate sector is increasingly reporting that graduates are not prepared and do not have proficiency in job related skills. A survey revealed that investors were not able to recruit enough numbers of skilled workers while universities graduates cannot find employments due to skill mismatch. It was indicated that education was unable to respond to the requirement of labor markets in Cambodia due to education in Cambodia focused only academic subjects but not soft skills for working in organizations or society so that educational management should be considered soft skills in which enable students to construct knowledge by themselves and know how to utilize their knowledge and skills in the real world. In line with authentic student achievement developed by Newman.

The authentic student achievement defined by Newmann (1996) refers to authentic achievement of student development in intellectual and behavior through teaching and learning process. Authentic student achievement refers to the

achievement of student development in intellectual and behavior through teaching and learning process based on assessment standard of authentic student achievement including 1) construction of knowledge, 2) disciplined inquiry, and 3) value beyond school.

In response to the challenges affecting low status of teaching profession, low motivation on teacher effectiveness, and limited career advancement for effective teachers in classroom to help students reach their full potential, the appropriate teacher career pathway may be alternative solution. It should be able to motivate effective teachers to higher levels of their performance, keep them actively engaged in the classrooms, and extend their reach to more students through their leadership that lead teaching teams in and outside the schools. It would also allow high performing teachers to specialize in an area of their interests, build leadership skills, and take on more additional responsibilities without leaving the classroom. With supporting continuous professional development and mentoring programs, teacher leaders will provide a contextual level of support to other teachers with the goal of improving their student learning achievement. Therefore, a study about teacher career pathway for Cambodian teachers is considered as one of the effective tools of retention and work motivation, and key contributor to the effectiveness of the school system of this country.

Research Methodology

This research applied a mixed methodology in two major phases as follows. Phase 1, to examine the conceptual framework of teacher career pathway and authentic student achievement. In this phase, the researcher studied the concepts related to career pathway, components of career pathway, and authentic student achievement as the main ideas to draft the conceptual framework, and then the

conceptual framework was defined by the mini-structured interview of 30 stakeholders including teachers, school administrators, experts, and policy makers. Phase 2, to explore the desirable state of teacher career pathway in Cambodia based on authentic student achievement. In this phase, a survey of opinions using questionnaires validated by five experts from 491 samples was made, concluding 40 school administrators and 351 teachers. The basic statistics used in the quantitative analysis were Means and Percentage.

Research Findings

The findings of this study were illustrated the detail in three in parts; 1) documentary research findings; 2) findings from interview and survey, and 3) conclusion

1) Documentary research findings

The findings of this study consist of the conceptual framework of teacher career and authentic student achievement, the researcher analyzed and synthesized the career pathways as three areas: teacher position, career pathway of each position, and components of career pathway.

(1) Teacher Position: Teacher position refers to three teacher categories including pre-school and primary school teacher, lower secondary school teacher, and upper secondary school teacher.

(2) Career Pathway of Each Position: Career pathway of each position refers to the vertical growth of teacher advancement in their teaching profession from entry level to advanced levels in the teaching profession with five subsequent professional titles including 1) novice teacher, 2) teacher, 3) senior teacher, 4) distinguished teacher, and 5) master teacher.

- (3) Components of Career Pathway:** In this study, the researcher adopted the components of career pathway determined by Carter, Cook, and Dorsey (2011) into four fundamental components: a) sequential list of teacher positions and career pathways, b) qualification, c) critical developmental experiences, and d) competencies.
- (4) Authentic Student Achievement:** The authentic student achievement defined by Newmann (1996) refers to the achievement of student development in intellectual and behavior through teaching and learning process based on assessment standard of authentic student achievement including 1) construction of knowledge, 2) disciplined inquiry, and 3) value beyond school.

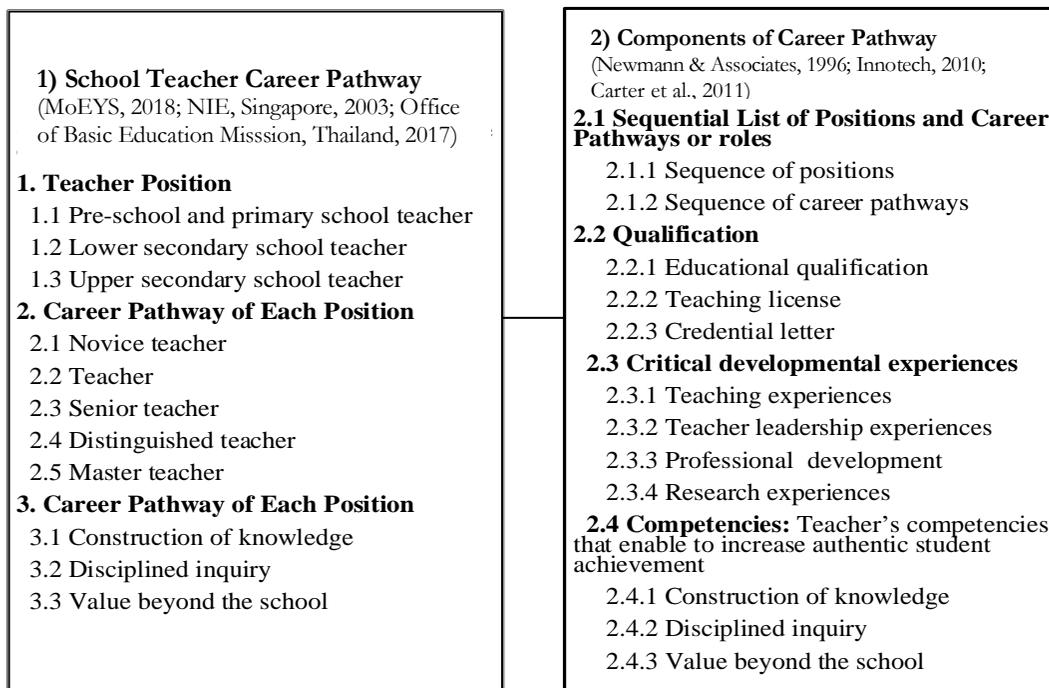


Figure 1 The Conceptual Framework of Teacher Career Pathway.

2) Finding from interview and survey

The conceptual framework was modified by conducting the mini-structured interview with 30 stakeholders in education including 10 teachers, 05 school administrators, 06 experts in teacher training, 02 experts in human resource management, and 07 policy makers in education. The finding results found that 90 % of respondents proposed the teacher career pathway framework should include 03 career positions (pre-school and primary secondary teacher, lower secondary school teacher, and upper secondary school teacher) and 05 professional titles for each career position (Novice teacher, teacher, senior teacher, distinguished teacher, and master teacher) because they thought that that is the first time for Cambodia to make it more simple and feasible for implementation of teacher career pathway. Regarding the fast track of teacher career pathway for talent teachers, 83 % of respondents stated that fast track of teacher career pathway should be proposed for talent applicants with high potential. It enables to motivate and foster teacher to perform with their best efforts. However, teachers must have at least 3 to 5 years of teaching experience for the first professional title and then they have just fulfilled the criteria requirement of any professional title position.

The Desirable State of Teacher Career pathway in Cambodia Based on Authentic Student Achievement

The teacher position was classified into three categories: pre-school and primary school teacher, lower secondary school teacher, and upper secondary school teacher.

Table 1 Desirable state of teacher career pathway for pre-school and primary school.

Subsequent Career Pathway in Primary Education	Novice Teacher	Teacher	Senior Teacher	Distinguished Teacher	Master Teacher
1) Qualification					
(1) Educational degree	Associate	Bachelor	Bachelor	Master	Master
(2) Teaching license	Yes	Yes	Yes	Yes	Yes
(3) Credential letter	Yes	Yes	Yes	Yes	Yes
2) Critical Developmental Experiences					
(1) Teaching experiences	1-5 Years	1-5 Years	6-10 Years	6-10 Years	11-15 Years
(2) Teaching leadership experiences	1-5 Years	1-5 Years	6-10 Years	6-10 Years	6-10 Years
(3) Professional development	15 Hours No	30 Hours 2	60 Hours 4	60 Hours 6	120 Hours 6
(4) Research experiences	Project	Projects	Projects	Projects	Projects
3) Competencies of teachers enable to increase authentic student achievement					
(1) Construction of knowledge	55 %	73 %	75 %	77 %	76 %
(2) Disciplined Inquiry	56 %	77 %	80 %	81 %	79 %
(3) Value beyond the school	52 %	76 %	79 %	80 %	79 %

The findings indicate that novice teacher and teacher in primary education should hold associate degree, followed by senior teacher who should hold bachelor's degree, and then, distinguished teacher and master teacher should hold master's degree. Entering teacher career pathway, teachers must have teaching license and credential letter. Teachers with a minimum of 1-5 years of work experiences in teaching and teaching leadership, 15 hours of professional development credits, and competencies increasing authentic student achievement in terms of 55 % of construction of knowledge, 56 % of disciplined inquiry, and 52 % of value beyond school, had become

a novice teacher and then moved up the next level with required criteria as showed in table 2.

Table 2 Desirable state of teacher career pathway in lower secondary school.

Subsequent Career Pathway in Lower Secondary Education	Novice Teacher	Teacher	Senior Teacher	Distinguished Teacher	Master Teacher
1) Qualification					
(1) Educational degree	Associate	Bachelor	Bachelor	Master	Master
(2) Teaching license	Yes	Yes	Yes	Yes	Yes
(3) Credential letter	Yes	Yes	Yes	Yes	Yes
2) Critical Developmental Experiences					
(1) Teaching experiences	1-5 Years	1-5 Years	6-10 Years	11-15 Years	16-20 Years
(2) Teaching leadership experiences	1-5 Years	1-5 Years	6-10 Years	11-15 Years	11-15 Years
(3) Professional development	15 Hours 2	30 Hours 2	30 Hours 4	90 Hours 6	120 Hours 8
(4) Research experiences	Projects	Projects	Projects	Projects	Projects
3) Competencies of teachers enable to increase authentic student achievement					
(1) Construction of knowledge	58 %	69 %	70 %	72 %	70 %
(2) Disciplined Inquiry	62 %	75 %	77 %	77 %	76 %
(3) Value beyond the school	54 %	72 %	79 %	79 %	79 %

The findings indicate that novice teacher in lower secondary school should hold associate degree, followed by teacher and senior teacher who had with bachelor's degree, and then distinguished teacher and master teacher should hold master's degree. Entering teacher career pathway, teachers must have teaching license and credential letter. Teachers with a minimum of 1-5 years of work experiences in

teaching and teaching leadership, 15 hours of professional development credits, 2 research projects done, and competencies increasing authentic student achievement in terms of 58 % of construction of knowledge, 62 % of disciplined inquiry, and 54 % of value beyond school, had become a novice teacher and then moved up the next level with required criteria as showed in table 3.

Table 3 Desirable state of teacher career pathway in upper secondary school.

Subsequent Career Pathway in Upper Secondary Education	Novice Teacher	Teacher	Senior Teacher	Distinguished Teacher	Master Teacher
1) Qualification					
(1) Educational degree	Bachelor	Bachelor	Master	Master	Master
(2) Teaching license	Yes	Yes	Yes	Yes	Yes
(3) Credential letter	Yes	Yes	Yes	Yes	Yes
2) Critical Developmental Experiences					
(1) Teaching experiences	0 Year	1-5 Years	6-10 Years	6-10 Years	6-10 Years
(2) Teaching leadership experiences	1-5 Years	1-5 Years	6-10 Years	6-10 Years	16-20 Years
(3) Professional development	15 Hours	30 Hours	60 Hours	60 Hours	60 Hours
(4) Research experiences	2 Projects	2 Projects	4 Projects	6 Projects	8 Projects
3) Competencies of teachers enable to increase authentic student achievement					
(1) Construction of knowledge	54 %	69 %	71 %	69 %	69 %
(2) Disciplined Inquiry	60 %	73 %	74 %	73 %	71 %
(3) Value beyond the school	58 %	72 %	73 %	71 %	71 %

The findings indicate that novice teacher and teacher in upper secondary education should hold bachelor’s degree, followed by senior teacher, distinguished

teacher, and master who should hold master's degree. Entering teacher career pathway, teachers must have teaching license and credential letter. Teachers with a minimum of 1-5 years of work experiences in teaching and teaching leadership, 15 hours of professional development credits, 2 research projects done, and competencies increasing authentic student achievement in terms of 54 % of construction of knowledge, 60 % of disciplined inquiry, and 58 % of value beyond school, had become a novice teacher and then moved up the next level with required criteria as showed in table 5.

3) Conclusion

The conceptual framework of teacher career pathway and authentic student achievement was validated. The suitability and feasibility of conceptual framework would be used to develop the questionnaires to collect data. The results of survey were found that qualification, critical developmental experiences, and competencies of teachers that enable to increase authentic student achievement were fundamentally used to develop the teacher career pathway in Cambodia based authentic student achievement.

Discussion

The objectives of the current study were to study the conceptual framework of teacher career pathway and authentic student achievement, and to explore the desirable states of teacher career pathway in Cambodia based on authentic student achievement. Therefore, the findings were examined and discussed in relation to two main aspects as follow:

1. The conceptual framework of career pathway and authentic student achievement. The analysis of conceptual framework comprising of teacher position,

career pathway for each position, and components of career pathway found that the three aspects were crucial elements for developing career pathways for teachers in Cambodia. Similarly, Carter et al. (2011) identifies the components of career paths consisting of five fundamental components: 1) sequential list of positions or roles, 2) qualifications required at each node or each career stage, 3) critical developmental experiences, 4) competencies, and 5) career success factor.

2. The desirable state of schoolteacher career pathway in Cambodia based on authentic student achievement can be identified in three-folds as follows.

Concerning the educational background, the findings revealed that educational degrees for kindergarten, primary, and lower secondary teachers are the same, with associate degrees for the first entry-level as novice teachers. Then, they move up to the next step called “teachers” with bachelor’s degrees, and to “senior teachers” with the master’s degrees which are also required for the last two career pathway titles – distinguished teachers and master teachers. However, the entry-level teacher in upper secondary education starts with novice teachers and teachers who are both equipped with bachelor’s degrees; then senior teachers, distinguished teachers, and master teachers who possess master’s degrees. At this point, it is imperative to explain that the subsequence of increasing educational degrees is for career advancement. To respond to this requirement, teachers must broaden their knowledge by upgrading their educational degree to gain at least bachelor’s degrees or master’s degrees.

The critical developmental experiences in teaching, teacher leadership, professional development, and research project are subject to the increasing length of work time and number of years. It is noted that three teacher positions, pre-school primary school teacher, lower secondary school teacher, and upper secondary school teachers require the same number of 1 to 5 years in teaching experiences. On the other hand, teacher leadership experiences require 6-10 years for senior teachers, and

11-15 years for distinguished teachers, together with master's degrees. As stated earlier, professional development is essential for moving up from one level to the next. Novice teachers at the entry level need to attain the professional development that covers at least 15 hours, then increase to at least 30 hours for the development course of teachers, and then at least 60 hours for the senior teachers, the distinguished teachers, and the master teachers in upper secondary school, after that 90 hours for distinguished teacher and 120 hours for master teacher in lower secondary school. Teachers at all positions are required to conduct research projects. At the time, the number of required research projects has increased from 2 projects to 8 projects. This indicates that the higher level of position the teacher moves, the more research projects he needs to conduct.

The last component of career pathways is teacher's competency that enables to increase authentic student achievement in terms of construction of knowledge, disciplined inquiry, and value beyond school. The findings indicated at the construction of knowledge increased from 54 % as novice teachers to 69 % as teachers, then up to 71 % when becoming senior teachers, but dropped to 61 % at the positions of distinguished teachers and master teachers. Likewise, the disciplined inquiry of novice teachers was 60 %, then increased to 73 % and 74 % when becoming teachers and senior teachers, The disciplined inquiry dropped down a little bit to 73 % and 71 % when they became distinguished teachers and master teachers. Similar conditions occurred in the findings concerning value beyond the school. The percentages were 58 %, 72 %, and 73 % in novice teachers, teachers, and senior teachers, then dropped to 71 % when they became distinguished teachers and master teachers. This may be assumed that distinguished teachers and master teachers should pay more attention to research projects, teacher leadership roles, and development of inquiry skills. Consistently, Avalos (2011) identified that the primary role of the master teacher is to

visit classrooms and coach teachers by using reflective practice to improve instruction. Furthermore, he argued that the specific responsibilities of the master teachers consist of curriculum and professional development and support such as providing individual support and planning small group meetings or training for teachers.

Recommendation

The current study focused on the study of conceptual framework and desirable state of teacher career pathway in Cambodia based on authentic student achievement. The research findings should provide important information for educational policy makers and stakeholders in policy formulation and implementation of the teacher career pathway of Cambodia that could be more attractive, motivated, with high retention rate in the education system. To implement the teacher career pathway successfully, MoEYS should establish key supporting programs such as continuous professional development programs, relevant teacher performance appraisals and fair compensation system. The evaluation system is very crucial, especially at school level, considering to self-evaluation, school evaluation committee, and external evaluation committee, so that there should be two phases: annual teacher performance appraisal at school level should be linked to student learning outcomes in the classroom, and assessment for professional title promotion through examination and improvement of their teaching methods, classroom management, and professional learning community. More importantly, the last three stages of teacher career pathway should be linked to salary for their best efforts and motivation.

Future research could be undertaken according to the following recommendations: Firstly, to address the conceptual framework of teacher career pathway, the future research should additionally study a career roadmap to show

what key factors for a successful implementation for moving up within schools in the ways that facilitate growth and career advancement to increase their expertise. Secondly, the future research should also study about teacher performance appraisal system and compensation system to support the implementation of teacher career pathways. Thirdly, the future research should additionally and particularly explore how to improve the quality of education by continuous professional development and increasing student achievement.

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