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Article

Retention and Motivation of Rural Teachers for Long-Term Employment in Secondary Schools in Kampong Cham Province

Veasna Meas*

New Generation School (NGS), Corresponding author's email: veasnameas.9999@gmail.com

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Abstract

This conductive research was designed to find out the teachers' living and teaching conditions and how they be linked to the teachers' retention and motivation. The results of this study could be used to help the teachers' retention at the secondary school level, especially in rural areas in Cambodia. This research has identified main causes of the teachers' teaching and living conditions. First, most of the teachers demanded to improve their teaching career such good enough salary, teaching material, school buildings, and suitable teaching workload. Truly, among of needs above, salary and incentive were what those teachers really insisted requesting and obtaining. It means that the teachers' current salary was not enough for supporting their living because those teachers needed to spend the money for their children, food, equipment, bill, and including treatment. In addition, some of teachers' teaching capacity were still low, so those teachers requested to improve their teaching qualification by providing training courses and scholarship to continue their studies. Second, the teachers' living conditions was also another roof course to impact on the teachers' teaching. Especially, the teachers who were from other provinces to work in both secondary schools located in Kampong Cham province. Lacking of suitable staying, teachers were not satisfied of staying because these schools did not have accommodations or houses for their staying, so they met difficulties for their living situations. Further that, female teachers really concerned to their unsuitable living. Those teachers had to rent houses at district town was far from their workplaces, so they spent much time to go to schools. Furthermore, the road conditions were terrible such as dusk, shake, and

slide as could be dangerous for the teachers' travelling. Another reason, the teachers felt isolated because of living far from their families. Those teachers had willingness move to their homeland, but they needed to have enough official criteria and conditions for transferring from their schools. This research report is seeking to identify teachers' motivation and retention for long term employment and including difficulties in their teaching and living conditions. So, solutions can be proposed by MoEYS, Kampong Cham Provincial office of Youth and Education, teaching communities, and schools' structures in order to facilitate the teachers' teaching and living condition be better.

Keywords: Motivation and retention; Long-term employment; Living conditions; Kampong Cham; Cambodia

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1. Background

After Khmer Rouge regime (1975-1979), Cambodia educational system has gradually upgraded and changed. the Ministry of Education, Youth and Sports (MoEYS) had determined the improvement of quality of education through the reforms of curriculum, textbooks and the change of the teaching-learning approaches. Obviously, three main reforms on educational system had been conducted as the following: First, from 1979 – 1986, the education system was introduced as a 10-year education (4+3+3) that four years for primary education, three years for lower secondary, and three years for upper secondary. Second, the education system was revised into of 11 years (5+3+3) between 1986 and 1996. This system covers 5 years at primary, 3 years at lower secondary and 3 years at upper secondary level. Third, the MoEYS adopted 12-year education from 1997 to present time; it consisted of six years for primary, three years for lower secondary and three years for upper secondary education levels (6+3+3) (Kitamura *et al.*, 2016).

Teachers were the main key people who played important roles to provide students with the education, and they were also the main key resources who contribute to develop the country. Moreover, teachers are playing a pivotal role in providing education to the students. It is the facts schools tried to recruit good and qualified teaching staff that can deliver quality education to its students. Only highly qualified and committed teaching staff or teachers can produce

effective results by producing good quality of students, who contributed to their country in future (Hadi and Tehseen,2015).. If the qualified teachers leave intentions from the schools or teaching field, then it had negative impacts on students and schools' performance that led an education system of generally poor quality, so it was very essential to keep the highly qualified teachers to deliver good quality of education (Hadi and Tehseen,2015).

The MoEYS has afforded to innovate and developed Cambodian educational system. To solve the issues of retaining teachers defeats the purpose for increasing the supply of teachers. The Cambodia Education Strategic Plan (2019-2023) states that the MoEYS is one of the priority Ministries in the overall government reform process covering financial management and human resources management. In Cambodia, 60% of civil servants had been managed by MoEYS. There remains a need to increase the staff establishment. The present restrictions on annual recruitment did not meet all agreed staffing norms. On the other hand, there were disparities in teacher distribution between urban and rural areas, especially disadvantaged areas; furthermore, the enhancement of teacher quality is likely to be quite costly. Increases in teacher salaries, incentives such as loan-forgiveness programs, heightened teacher preparation requirements, and other efforts to prepare, recruit, and retain high-quality teachers are all associated with substantial costs (MoEYS, 2014).

However, the teachers in rural areas faced up problems and challenges to be settled which include teachers' living and teaching conditions in retention. In fact, the teachers' living conditions in rural areas which faced up difficulties of living to cause teachers were uncomfortable to live because the remote areas are far from town which lacked of transportation, accommodations, compensation for free health service, leave and prepaid payment in case of financial problems and extra teaching allowances, and security (Mary, 2010). In addition, teachers live far away from school and spending a lot of time while traveling to school which also affected their teaching; in fact, the teachers were difficult to go to schools in raining because roads were slide and shake (Dungu, 2000). And other teachers who were transformed from one another place to another place in order to complete their jobs that they separated from their families and had difficulty to adapt to new living places (Maicibi, 2003).

The teachers' second job was another point that effected to teachers' teaching because teachers in rural areas were also frequently absent from their classes during the planting season or undertaking additional jobs. They did farm, grew crops, run owner business, and had tutoring classes in order to get more supplement income for supporting their families. Truly, Teachers' salaries were very low in Cambodia were barely sufficient to support living costs. Teachers

therefore have second jobs as motor taxi drivers, farmers, workers and sellers to supplement their income. This situation seriously affected the quality of teaching and learning. Furthermore, teachers did not have enough time to update lessons or monitor student performance. This was also a main factor that affected dropout rates. Strong leadership, teacher capacity development and meaningful incentives can help to reduce dropouts (Khieng *et al.*, 2015).

The teachers' teaching conditions had emerged as the main source of teacher job dissatisfaction and teacher turnover that impacted on the progressive basic educational system in Cambodia. Teachers in remote areas still lacked of supports that made them decided to leave their jobs due to working conditions that include lack of school administrative supports, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers than that of other reasons such as salaries (Ingersoll and Smith, 2003). Moreover, increasing workload, class of large sizes, programs, and changing curricula are major demotivation factors in many schools. Thus, the size of classes and heavy load made the teachers to become resistant against new teaching methodologies and other innovations in teaching career (Maicibi, 2003).

Some of teachers in rural areas were not qualification for teaching. In fact, the teachers completed lower and upper-secondary schools that they did not have enough teaching pedagogy and methodology. Lack of teachers' qualification that present restrictions on annual recruitment do not follow the standard because the number of newly trained teachers does not meet the needs of schools. More teachers are retiring than are starting teacher training because they finish grade 12 that the brightest students do not apply for teacher training (Kem and Sem, 2016). In addition, teachers are inadequately experienced fill education positions was that inadequate training to fill vacancies, however, may simply exacerbate shortages, as insufficient certification is one factor that contributes to increased teacher attrition (Sothy *et al.*, 2015).

The teachers should be offered appropriate training that can provide teachers with the teaching qualification, information, and skills they need to feel effective in their roles and meet the demands of their positions (Billingsley, 2004). In addition, lack of opportunities further study and career which is low opportunity to go to study at higher education to have more capacity building for their further work. Remote areas offer limited social opportunities that the teachers cannot function well at school as well as have to further job promotion. The teachers in rural areas may have fewer opportunities to receive professional development. When teachers consider their futures, social opportunities come into play. These limitations have been shown to increase teacher attrition in rural school districts (Buchanan *et al.*, 2005).

In addition, lack of professional development in rural school districts plays a significant role in the decision to leave the rural classrooms, and it is also an apart of the reality of rural school districts that are typically remote and isolated with reduced resources (Stone, 1990). So rural teachers have fewer opportunities than the teachers in town and city why they would see as a disadvantage to their jobs. Another factor, most schools in rural areas are still not enough facilities such as books, teaching material, building, and library which made the teachers and students were difficult to teach and study. Truly, the limited quality of education can also be attributed to a lack of teaching materials, which relates to the government-published textbooks for all grade levels (Ingersoll and Smith, 2003).

In fact, many schools in the rural areas still met the issues in education because lacking of retention of rural teachers for long-term employment. The teachers had challenged the issues which happened in their living and working conditions. Attrition rate of teachers in public education, or the velocity at which teachers leave the profession is disproportionately higher than for other professions (Liu and Meyer, 2005). Additionally, a review of research has shown that the rate of teacher attrition is higher for beginning teachers than experienced teachers. Within the first five years of teaching, about a third of teachers leave the profession (Darling, 2003). A latest study indicated that the attrition rate was even greater and within the first three years of teaching, about one out of every three teachers leaves the profession (Smith and Smith, 2006).

Almost 40% of former novice teachers identified the pursuit of a better job or career as their main reason for leaving the profession, and teacher retention research can be done by exploring the relationship between teacher turnover and teachers' own characteristics, student body characteristics, and school characteristics. Moreover, allowances, salary, and bonus lead to teacher's superior performance to have a great positive impact on their satisfaction which results into their effective performance as well (Mary, 2010). The teachers have different perceptions regarding job satisfaction which impacted on their intention to stay in teaching or school. Shann (1998) argued that teacher job satisfaction is the predictor of teacher retention and a determinant of teacher commitment which contributes to the school effectiveness.

Accordingly, the research aims to examine retention and motivation of rural teachers for long-term employment at secondary schools by focusing upon: (1) characteristics and working conditions of the teachers, (2) reasons of why teachers are changing new working schools, and (3) teachers' satisfaction towards motivations and retentions.

The retention and motivation of teachers' teaching are how to motivate and support teachers keep staying for long-term in their teaching career. Terms of attraction, retention, and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession (Sinclair, 2008). Recruitments of the retention and motivation are achieved by creating good and interesting workplaces with possibilities of development, by showing good leadership and appreciated working (Bennel, 2004).

Teachers are the main key resources to provide students education and develop the country. However, being the teachers faced up many problems which they must challenge and struggle issues in their teaching and living conditions. The issues in teachers' teaching condition. First, poor school leadership and administrative supports. According to Luekens (2004) found that nearly 40% of teachers left teaching profession due to lack of administrative support that impacted of school contexts in public schools. Minarik *et al.*,(2003) the quality of the relationship between teachers and school principal has significant impact on teachers' productivity and loyalty. The principal of school is the main leader who handles the schools' operations and to responsible for the growth of teachers' teaching as well. In addition, lacking of school infrastructure is another problem with schooling in Cambodia including school material, school buildings, libraries and laboratory rooms which impacted on teaching and learning. At the lower secondary schools have poor school buildings and not enough places. So, the lack of teaching materials in all schools limits the quality of education (Sem and Kem,2016).

Second, the Ministry of Education Youth and Sports increased the teacher's salary between USD 186 to 250 for secondary teachers; however, the teachers in rural areas still do not suitable enough salary to support their families. Teachers' payment has been low and leaving teachers unable to support their families without taking a second job to increase their income (MoYES, 2014). The low salaries cause teachers' job dissatisfaction and the low teachers' compensation was also a major factor for teachers' dissatisfaction with their jobs. So, it was originally proposed that there should be incentives to encourage teachers to work in remote areas (Shann,1998).

Third, issues in teachers' living conditions. Teachers' housing or accommodations are important for teaches' living condition because most of teaches who changed for different provinces need safe living places as a priority and further significant for the female teachers. In addition, other schools are far and terrible roads for travelling which made teachers meet

difficulty in their teaching (Kem and Sem,2016).

Furthermore, after the teachers completed pedagogical training courses of schools in Phnom Penh and provincial towns, the Ministry of Education Youth and Sports transferred them worked in secondary schools which located different areas in the provinces even Kampong Cham. The teachers had to separate from their family because of teaching duty, and they felt isolated and difficult to adapt to new living places (Green and Letts, 2007).

In the rural areas have over-crowded classes that are hard to teach. The remote schools cannot support teachers' needs in terms of food, clothing, medicine and electricity. And, the poor condition of roads outside is terrible travelling in the raining season and dry season such flooded, slide, and dusk that caused both teachers and students were difficult to go to schools and miss attending classes (MoYES, 2014). So, the distance from schools, geographical isolations, a long rainy and dry seasons, all of these factors can have negative impacts on students' performance and, directly or indirectly, affect student outcomes in terms of cognitive development, grade repetition and drop-out (Billingsley, 2004).

There are a variety of views on the motivation of teachers in developing countries and South Asia. Similar to Cambodia, the majority of teachers working in schools in developing countries are not well motivated by a combination of declining in morality, satisfaction in the workplaces, lack of controls, inadequate incentives. In addition, teachers' behavior, knowledge and teaching experiences which influence their turnover (Buckley *et al.*, 2005).

First, professional development skills which the teachers should be offered training and study courses in order to improve the building capacities in their teaching career. The teacher's motivation is the most important of all factors. A teacher's intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the educational managers. For real Teacher Professional Development, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher who perceives professional development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions (Komba and Nkumbi, 2008).

In addition, the teachers should be given opportunities to contribute to curriculum development and help implement new instructional practices. It is also vital that teachers be recognized for their efforts. Further stakeholder, teachers must be recognized and honored for their contributions. Teachers who collaborate toward mutual goals are more likely to assume a shared investment and collaboration among faculty helps unify their purpose and strengthen their commitment to the school professional collegiality is a strong contributor to teachers' job satisfaction (Woods and Weasmer ,2004).

Second, the teachers' salaries contribute in their retention. Teacher's good compensation may inspire teachers' intention in schools. And high teachers' salary as an effective strategy to reduce the turnover issues of teachers. On the other hand, many studies have found that low salaries were the main predictor of teachers' turnover behaviors (Kelly, 2004). In order to improve teachers' living condition, MoEYS could consider further increases to teachers' enough salaries and provide other benefits such as payments for gasoline and food allowances that match the price of goods in the market. Therefore, increasing teachers' salaries could also improve the quality of education by reducing the need for teachers to take second jobs. Then they would have enough time to create lesson plans and correct students' homework. This could deter them from taking money from students for extra classes (Hem and Sem,2016).

To maintain teachers' job satisfaction is important of successful educational reform. Thus, identifying variables that have a direct effect on teachers' job satisfaction is vital to reduce teachers' attrition and facilitating true reform in education. Furthermore, maintain teachers' job satisfaction is one of the main factors associated with teacher quality and retention (Shann,1998). Job satisfaction has been widely studied by organizational researchers representing several fields, and has been linked to organizational commitment and performance. The study of teachers' job satisfaction holds similar importance. To investigate the relationship of characteristics of teachers' backgrounds, teachers' school, teachers' compensation, working conditions with teachers' job satisfaction. And found a significant relationship between favorable working conditions and teacher job satisfaction (Perie *et al.*, 1997).

In order to help education system in Cambodia, according the concept of teachers' performances and retentions. According to Mary (2010) qualified, motivated, and effective teachers which relied on motivation, recognition and prestige, professional growth, salary, adequate infrastructure and teaching materials, responding to stakeholder. includes School material, social environment, and budget. In addition, the social context also impacted on teachers' living conditions which are comfortable living places, good enough services, and safe travelling (Hirsch and Emerick, 2007). Teachers' quality which contains professional development, good school leadership, and enough material of teaches' motivation (Smith ,2006).

In this research, teacher dimension framework adopted from Performance Dimension Mary (2010) will be applied. The teacher dimension framework will be used to access performance of in rural teachers in Cambodia. The dependent variable is teacher's performance and retention which is variable of primary interest. We attempt to explain the variance in dependent variable

by three independent variables of (1) motivation, (2) living condition, and (3) teaching condition. First, motivation which includes salary, promotion, training course, and school infrastructure impact on teaching qualification. Second, living condition that includes providing accommodations, budget for travelling and health service, and prestige. Third, teaching condition that contains school and administrative supports, school material, and building capacity.

In fact, level of degrees, pedagogical training courses, and teaching supports of the teachers are the most important influent factor in order to stay in the rural areas for long-term employment in the same time at the school level requires provide motivation and opportunity. The motivation, for example, salary, incentive, and bonus will help to enhance the working performance of the teachers. Moreover, the teachers need opportunity and supports such as promotion, capacity building, accommodations, and more budgets in order to attract them to stay long-term.

Benefit package and opportunity costs point out:

Monetary incentives can either be direct or indirect benefits. Direct monetary incentives refer to salary and allowances that teachers receive for their work. The most direct and effective way to increase the number of secondary school graduates entering teaching and to encourage those already in teaching to remain as teachers is to increase salary to a level that makes teaching more attractive than alternative career options. While raising salaries is an effective incentive for building a more qualified teaching force, it is not very useful for shaping the specific behaviors of individual teachers. Furthermore, once a teacher is given a salary increase, it is generally permanent. If the behavior being sought is temporary, such as accepting a three-year teaching assignment in a remote area, giving a permanent incentive is not very productive (p.8).

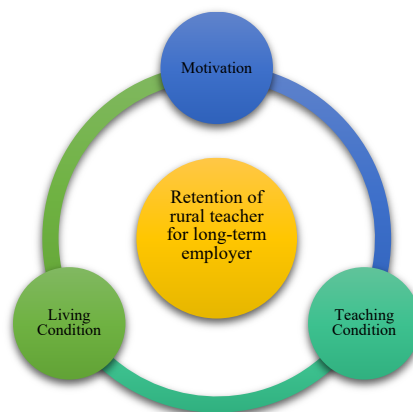


Figure 1. Teachers' Performance Dimension Framework

2. Research Methodology

This research was conducted in Kampong Cham province. This province is located in the eastern heard of Cambodia bordering following provinces: Kratie to the Northeast, Vietnam to the East, Prey Veng to the South, Kampong Chhnang to the west and Kampong Thom to the Northwest (Map1). The province is one of other provinces in Cambodia with a total of 899,791 people. Further that, it is divided up into 9 districts, with 173 communes and 1,748 villages. Srey Santhor is a district to south of the Kampong Cham province (Map2), which is divided to 14 communes and 86 villages. The district consists of 81,687 people and 3,480km² areas.

A descriptive research type was used in this study by using a survey to collect quantitative at two different secondary schools, one in the town and another at the rural area in Kampong Cham province, Cambodia. This was a quantitative method and the researcher used a descriptive research type to describe perception of public secondary school teachers towards retention at school and long-term employment as teachers in Kampong Cham province in Cambodia. The research was conducted two the public secondary schools which had different situation which located in town and rural area. This is a quantitative method and the researcher used a descriptive research type to describe perception of public secondary school teachers toward retention at schools and long-term employment as teachers in Kampong Cham Province in Cambodia. The research was conducted at Prek Dambauk-Secondary School which located in town, and Vong Tek-Secondary School which located in the rural of Srey Sarnthor district, Kampong Cham province (**Figure 2**).

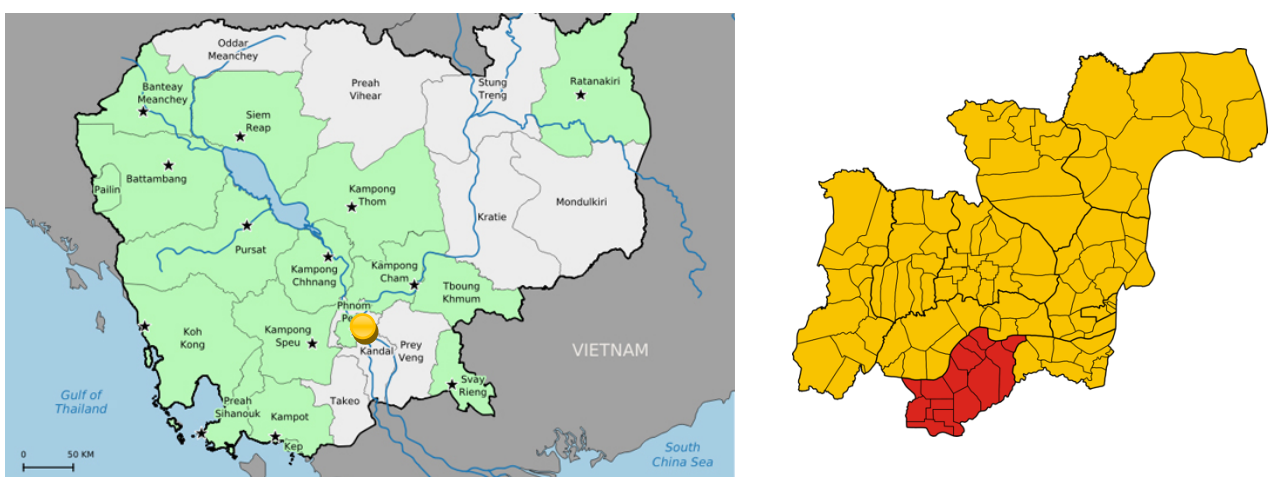


Figure 2. Map of Kampong Cham province, Srey Santhor district

The formula proposed by Yamane (1967) was used for the sampling design. In this study, the formula was used to calculate the sample size with 7% of precision. The number of respondents for a teacher survey was calculated after the reconnaissance survey, field observation and discussion with teachers. With this sample size, the finding is well representative to the views of the teachers at the two study schools.

A quantitative approach was applied using descriptive statistics via a frequency analysis to determine the of teachers' knowledge, facilities, gender in rural areas that applied basically to analyze various household indicators. Inferential statistics such as a T-test and Weighted Average Index (WAI) were applied to determine similarities and differences in perceptions of teachers' salary, length of teaching, the degree of satisfaction of teachers, and dropout in rural areas. Furthermore, Chi-square was employed to test the association of two categorical variables: Teachers' motivation and drop out in rural areas. Qualitative methods were also employed a via collecting interview data from key informants such as school principals, district governor, and governmental officers from MoEYS.

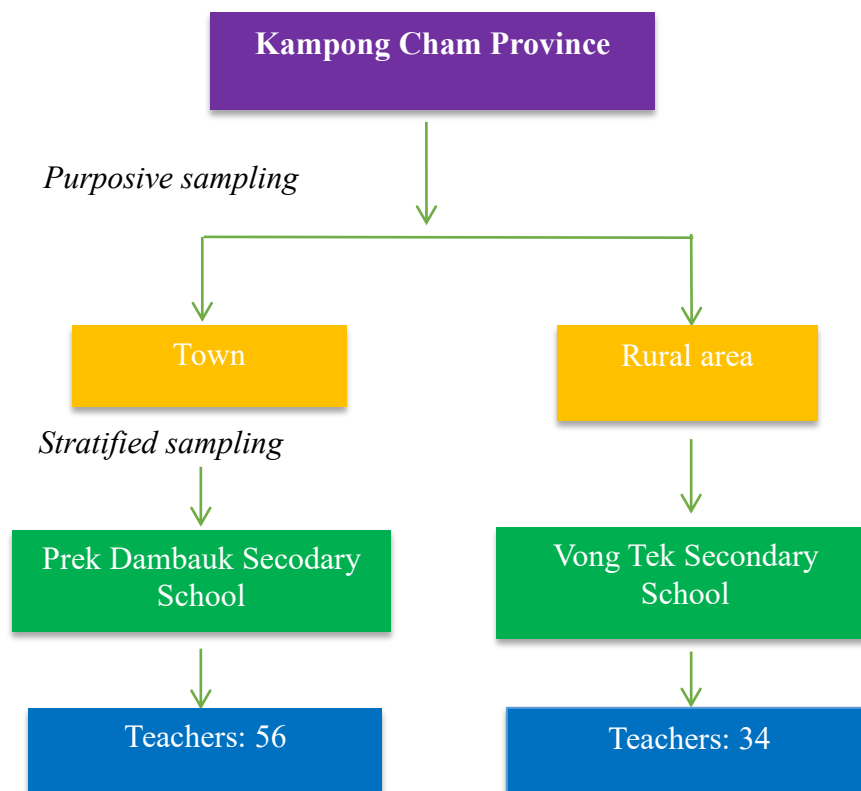


Figure 3. Sampling design and procedure

Table 1*Population and sample*

N	Study Areas	Population	Sample Size	% of Population
1	Prek Dambauk Secondary School	56	32	57.1%
2	Vong Tek Secondary School	34	30	88.2%

3. Results and Findings**3.1 Characteristics and working conditions of the teachers**

Based on the survey, an average of years of working was 9.3 years; the teachers at the two schools shared similar years of experience (P-Value=0.334). At the two schools, years of teaching from five and below was the higher than between six to ten (1.6%), between eleven to fifteen (11.2%), between sixteen to twenty (12.9%), and between twenty-one and above (3.2%). The years of teachers' working between five and below was the highest rate because the Ministry of Education Youth and Sports innovated and set the policy for the quality of teaching career in order to develop Cambodian educational system that motivate to students who completed bachelor degree and high school even master degree apply for teaching, so a number of recruiting teachers are increasing recently (**Table 2**).

Table 2*Number of teaching year at the study schools*

Years of working (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
5 and below	70.0	66.7	71.0
6 to 10	5.0	3.3	1.6
11 to 15	12.5	10.0	11.3
16 to 20	6.3	18.0	12.9
21 and above	6.3	2.0	3.2
Average (Years)*	9.00	9.70	9.34

Note: *P-Value=0.334

In Prek Dambauk school, the teachers whose had five years and below of working was (70.0%), between six to ten (5.0%), and between eleven to fifteen (12.5%). The figure was higher than for those who were at Vong Tek school between five and below (66.7%), six to ten (3.3%), and between eleven to fifteen (10.0%). Interestingly, teachers at Prek Dambauk had

years of working twenty-one-year and above (6.3%) was higher than Vong Tek school (2.0%). It means some of older teachers in Prek Dambauk school do not only teach, but also help to do other tasks as much as possible in order to strengthen students' ability and good school environment such the school advisors, committee of teaching, school governance, librarians, and others. But in Vong Tek school (2.0%) was to show some of those teachers were retired, and they didn't have tasks to help in their suitable time like Prek Dambauk school. However, the years of teachers' working in Vong Tek school between sixteen to twenty (18.0%) was higher than Prek Dambauk school (6.3%) because Vong Tek school is near their birthplace, it means that after they completed pedagogical training from Kampong Cham province and National Institute of Education (NIE), they would like to come back to live and work in Vong Tek school near their homeland because they do not want to separate from families and have more spending the money.

In average, teaching hours in Prek Dambauk school and Vong Tek school was sixteen hours per week. Normally, the teachers tough between below sixteen hours (30.6%) was lower than the teachers who had classes above sixteen hours (69.4%). It means the teachers who had more classes than sixteen hours per week taught Mathematics and Khmer literature subjects, and other had to teach another subject in case not enough the teachers. The teachers who taught the students below sixteen hours per week had not enough classes for teaching, and to have many teachers had as same as subjects.

Table 3

Teaching hours of the respondents

Attributes (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Below 16 hours	46.9	13.3	30.6
Above 16 hours	53.1	86.7	69.4
Average (Hours)	18.08	21.23	19.60
P-Value=0.00			

According to T-test, there was significant different in teaching hours between Prek Dambauk school and Vong Tek school (P-value =0.00). At Prek Dambauk school, the teachers who taught the students below sixteen hours (46.9%) was higher than Vong Tek school (13.3%) because in Prek Dambauk school had teachers more than Vong Tek school. Moreover, some of the teachers in Prek Dambauk school had as same as subjects, so they had classes less than sixteen hours per week. For example, the teachers of English had classes for both lower and

upper secondary levels were less than sixteen hours per week because Prek Dambauk school exceeded the teachers of English. However, at Vong Tek school, the teachers who had classes above (86.7%) was high than Prek Dambauk school (53.1%), it means that Vong Tek school had not enough teachers, so some of the teachers substituted to teach another subject. For example, History, Geography, and English subjects were substituted to teach by other different teachers such as Khmer and Biology subjects. Although MoYES motivates to recruit the teachers every year, some of schools are still not enough teachers while other schools exceed the teachers. In fact, teachers at Vong Tek school had not enough teachers while Prek Dambauk school exceeded the teachers (**Table 4**).

Table 4*Teaching shifts of the respondents*

Attributes (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Morning	37.5	33.3	35.5
Afternoon	28.1	36.7	32.4
Both	34.4	30.0	32.2
Total	100.0	100.0	100.0
Mean	1.97	1.97	1.97

Based on table 5.4.2 showed that the overall of teachers whose teaching in the morning (35.5%), in the afternoon (32.4%), and both morning and afternoon (32.2%). At Prek Dambauk, school had the teachers whose teaching in the morning (37.5%) and both morning and afternoon were higher than Vong Tek school had the teachers who taught in the morning (33.3%) and both morning and afternoon (30.0%). It means that Prek Dambauk school prepared the schedule to have all of classes of upper-secondary level in the morning and including a few days of a week for both morning and afternoon. Similarly, in Vong Tek school prepared schedule for morning classes for upper-secondary level, but a number of upper-secondary students and classes at Prek Dambauk school were higher than Vong Tek school. However, at Vong Tek school had afternoon classes (36.7%) was higher than Prek Dambauk school (28.1%).

The subjects in secondary schools were divided in two categories which are social subjects and scient subjects. First, the social subjects consisted of (low level) Chemistry, (low level) Physics, (low level) Mathematics, (high level) Khmer literature, (high level) Moral- Civic, Earth-Science, Sport, Economic, History, Geography, Biology, and English. Second, the scient

subjects consisted of (high level) Chemistry, (high level) Physics, (high level) Mathematics, (low level) Khmer literature, (low level) Moral-Civic, Earth-Science, Sport, Economic, History, Geography, Biology, and English. Based on the survey of the overall teachers' teaching subjects in P Prek Dambauk and Vong Tek secondary schools showed that Biology (9.7%), Chemistry (9.7%), English (14.5%), Economic (3.2%), Sport (6.5%), Earth-Science (6.5%), Geography (3.2%), History (4.8%), Moral-Civic(4.8%), Khmer literature (12.9%), Mathematics (13.9%), and Physics (11.3%) (**Table 5**).

Table 5

Teaching subjects of the respondents

Attributes (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Biology	9.4	10.0	9.7
Chemistry	12.5	6.7	9.7
English	15.6	13.3	14.5
Economic	3.1	3.3	3.2
Sport	6.3	6.7	6.5
Earth-Science	3.1	10.0	6.5
Geography	3.1	3.3	3.2
History	3.1	6.7	4.8
Moral-Civic	6.3	3.3	4.8
Khmer literature	11.5	13.0	11.9
Mathematics	13.5	13.6	13.9
Physic	12.5	10.0	11.3
Total	100.0	100.0	100.0

According to the survey, more than a half (77.4%) of the respondents had other secondary jobs in order to get more supplement income because their teaching salary was not enough to support their living and needs especially to the teachers who have children. Interestingly, the teachers at Vong Tek school (93.3%) had more secondary jobs than those were the teachers at Prek Dambauk school (62.5%). It means that the teachers at Vong Tek school could not rely on their teaching salary, so they really needed the secondary jobs to support their living. Those teachers worked for private classes (66.1), running business (4.8%), and doing farm (14.5%).

At Prek Dambauk school, the teachers had private classes (68.8%) and do business (10.0%) were higher than Vong Tek school, private classes (63.3%) and do business (2.0%) because Prek Dambauk school where located in town to give the teachers have opportunity to teach private and tutoring classes than Vong Tek school. However, at Vong Tek school has the teachers who did farm (20.0%) was higher than Prek Dambauk (9.4%) because Vong Tek school where located far from town that those teachers have rice field to do farm and cropping (**Table 6**).

Table 6

The secondary jobs obtained by the respondents

Attribute (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Yes	62.5	93.3	77.4
No	37.5	6.7	22.6
Total	100.0	100.0	100.0
Mean	0.38	0.07	0.23

3.2 Reasons of why teachers are changing new working schools

Based on the survey, teachers who never changed schools in both Prek Dambauk school and Vong Tek school were (74.2%), to change for once (9.7%), twice (9.7%), and more than that (9.7%). The reasons that majority of the teachers who never changed workplaces because (1) they are the recruiting teachers, (2) they did not have enough official document and years for change, and (3) their homeland near their workplaces (**Table 7** and **Table 8**). In Vong Tek school had the teachers who never changed workplaces was (83.3%), once (10.0%), and twice (6.7%) were higher than Prek Dambauk school had the teachers who never changed workplaces (65.6%), once (9.4%), and twice (6.3%). It means that Vong Tek school had the teachers who are the most of local people that prefer to live in their homeland, and this school accepted them to work in there. In contrast, in Prek Dambauk school had the teachers who changed workplaces more than two times in order to work there because Prek Dambauk school where located in town that had more challenge for high condition to change and work there. Moreover, Prek Dambauk school allowed to accept the teaches from another school based on any subject was not enough. Based on P-value = 0.028 > 0.005 was not different significant between the teachers in Prek Dambauk school and Vong Tek school never changed school and changed school by their reasons.

Table 7*Times change of schools by the respondents*

Attribute (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Never change	65.6	83.3	74.2
Once	9.4	10.0	9.7
Twice	6.3	6.7	6.5
Treble	18.8	0.0	9.7
P-Value=0.28	1.78	1.23	1.52

Note: P-value=0.28

Table 8*Moving from the current working schools by the respondents*

Attribute (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Yes	40.6	26.7	33.9
No	59.4	73.3	66.1
Total	100.0	100.0	100

Main reasons of moving from schools, during the interview 33.9 % of the respondents planned to move from their current schools to other schools, comparatively, in Prek Dambauk school is 40.6% to Vong Tek school is 26.7%. There were many reasons including following spouse (19.4%), away from family (14.5%), isolation from the community (3.2%), and low salary (1.6%). Recently, the Cambodian government was working hard to increase the salary of the teachers at the rural areas. As a result, the salary was not high enough, but many teachers still satisfy. The current salary could support the teachers at rural areas to sustain their living conditions. So, none of the teachers in Vong Tek school had willing to teach at school because of salary. Only the teachers in Prek Dambauk (3.1%) were willing to leave school because of salary. Their main reasons, especially in Prek Dambauk school had willing to follow their families (25.0%), and Vong Tek school had willing to follow their families (16.7%).

Moreover, in Prek Dambauk school had the teachers who from their families (18.9%) was higher than Vong Tek school (10.0%) because a number of teachers in Prek Dambauk school were more than Vong Tek school that some of those teachers were from other provinces, especially the recruiting teachers after they were regarded as the official staff. So those teachers had willingness to change and living in their families. More interestingly, in Vong Tek school

has none of the teachers who feel isolated because most of them were born in there, it means where were their homeland. Further that the teachers who were from another province could live with their relatives and rent houses near school to live together (**Table 9**).

Table 9

Main reasons of moving from the current working school

Attribute (%)	Prek Dambauk School (n=32)	Vong Tek School (n=30)	Overall (n=62)
Low salary	3.1	0.0	1.6
Follow spouse	25.0	16.7	19.4
Isolate	6.3	0.0	3.2
A way from family	18.8	10.0	14.5
Total	40.6	26.7	33.9

3.3 Teachers' satisfaction towards motivations and retentions

Weight Average Index was used to draw perception of interviewed teachers' toward working and living conditions in schools, T-test was also used to see the teachers' perceptions of both secondary schools which Prek Dambauk and Vong Tek had different perceptions regarding the proportion and contribution. Overall the teachers had high satisfaction regarding to living and teaching conditions that excepted their rates were high satisfaction regarding living comfortable, food, water, electricity, health service, security, and building capacity. T-test revealed that the perceptions of the teachers at Prek Dambauk and Vong Tek schools had different views regarding to scholarship and distance of traveling. T-test analysis shows different significant satisfaction between the teachers' perceptions of scholarship in Prek Dambauk school and Vong Tek school (P-value=0.02). In Prek Dambauk school had the teachers who did not satisfy for the scholarship for study because they were old and tired to travel studying at Phnom Penh which was far from their living places. In addition, those teachers in this school were busy with their secondary jobs. In contrast, the teachers in Vong Tek school which located nearer Phnom Penh than Prek Dambauk school had satisfaction to continue their study in Phnom Penh because they spend short time for travelling (**Table 10**).

Table 10*Perception towards working and living conditions*

Attribute	PrekDambauk School (n=32)		VongtTek School (n=30)		Overall (n=60)		P-value
	WAI	OA	WAI	OA	WAI	OA	
	Building capacity	0.66	H	0.62	H	0.65	
Scholarship	0.58	M	0.62	H	0.60	M	0.02
Security	0.69	H	0.70	H	0.70	H	0.74
Comfortable living	0.70	H	0.71	H	0.70	H	0.87
Distance of travelling	0.65	H	0.54	M	0.60	M	0.04
Road condition	0.55	M	0.43	M	0.50	M	0.01
Health service	0.65	H	0.64	H	0.65	H	0.76
Water	0.68	H	0.66	H	0.68	H	0.52
Food	0.66	H	0.64	H	0.65	H	0.44
Electricity	0.65	H	0.69	H	0.67	H	0.27

Note: WAI= Average Index measured on a five-scale [considerably Very High(H)=0.81-1, High(H)=0.61-0.80 Moderate(M)=0.41-0.60, Low(L)=0.21-0.40, Very low(L)=0.00-0.20

However, T-test analysis shows different significant satisfaction distance of travelling between Prek Dambauk school and Vong Tek school (P-value = 0.04). The teachers in Vong Tek school were not satisfied with distance of travelling because they met difficulty to go to school. It means that some of the teachers lived far from this school that they spend much time for travelling. The teachers in Prek Dambauk school had satisfaction of distance of travelling because this school located in town, and most of the teachers lived near this school. So they spent short time for their travelling. Interestingly, the overall of teachers in both Prek Dambauk school and Vong Tek school did not satisfy with road conditions. Based on P-value = 0.01 was different significant, and they had moderate rate of road conditions. In raining season, those roads were slide and shake and dust in drying season. In fact, those some of teachers and students live far from their schools met difficulties for their travelling. For example, when it had raining, those roads were so slide and mud that made both teachers and students could not go to schools. So, they wasted time for their teaching and learning because of the terrible roads.

Perception toward motivation incentive, the weight average index was used to draw perception of interviewed teachers regarding to motivation and incentive that provided by the schools, T-test was also used to see the teachers' perceptions of both schools which Prek Dambauk school and Vong Tek school had different perceptions regarding the proportion and contribution (**Table 11**). Overall the teachers had high satisfaction regarding motivation and

incentive excepted their rates are moderate satisfaction regarding scholarship and teaching material. T-test revealed that the perceptions of the teachers at Prek Dambauk school and Vong Tek school had different views regarding to salary, incentive, and social recognition. The perception of overall of the teachers in both Prek Dambauk school and Vong Tek school had the same views of high satisfaction regarding to teaching hours, teaching classes, workloads, family support, and school facilities. Interestingly, T-test showed that the perception of the teachers in Prek Dambauk school and Vong Tek school had the same view of moderate perception regarding to accommodations which means that the teaches came from others schools that taught in both schools need suitable homes or accommodations for staying near their working places.

In addition, the teachers' perceptions in Prek Dambauk school and Vong Tek had different views of students' behavior. The teachers in Prek Dambauk school had high satisfaction of students' behavior because those students had willingness to study and respect to the teachers. In contrast, the teachers in Vong Tek school had moderate satisfaction of students' behavior because those students did not have willingness to study and not good respecting to the teachers.

Table 11*Perception toward motivations*

Attribute (%)	Prek Dambauk School (n=32)		Vong Tek School (n=30)		Overall (n=60)		P-value
	WAI	OA	WAI	OA	WAI	OA	
	Salary	0.67	H	0.61	H	0.65	
Incentive	0.66	H	0.62	H	0.65	H	0.07
Social recognition	0.65	H	0.73	H	0.69	H	0.05
Accommodations	0.59	M	0.57	M	0.58	M	0.59
School facilities	0.63	H	0.65	H	0.65	H	0.68
School leadership	0.58	M	0.57	M	0.58	M	0.83
Administrations	0.68	H	0.64	H	0.67	H	0.29
Teaching hours	0.68	H	0.67	H	0.67	H	0.97

Teaching classes	0.67	H	0.70	H	0.69	H	0.45
Teaching material	0.60	M	0.58	M	0.59	M	0.47
Students' behavior	0.63	H	0.60	M	0.62	H	0.04
Workloads	0.73	H	0.74	H	0.74	H	0.68
Family support	0.65	H	0.67	H	0.66	H	0.44

Note: WAI= Average Index measured on a five-scale [considerably Very High(H)=0.81-1, High(H)=0.61-0.80 Moderate(M)=0.41-0.60, Low(L)=0.21-0.40, Very low(L)=0.00-0.20

4. Conclusion

Based on the result of research find of teachers' motivation and retention in rural areas to draw the teachers' perceptions and needs in their teaching and living conditions in both Prek Dambauk Secondary School and Vong Tek Secondary School located in Srey Santhor district, Kampong Cham province. First, most of the teachers demanded to improve their teaching career such good enough salary, teaching material, school buildings, and suitable teaching workload. It means that the teachers' current salary was not enough for supporting their living because those teachers needed to spend the money for their children, food, equipment, bill, and including treatment. Especially, the recruiting teachers who were from another province to teach in both secondary schools needed to spend more money on rent houses for staying. So, the teachers made decision to have the second jobs like to do farm, run business, teach private classes, and tutoring in order to have supplement income to support their living.

According to the research finding result of the perceptions of the teachers in Prek Dambauk Secondary School and Vong Tek Secondary School that those of teachers concerned to their teaching salary, living condition, and the situations of their teaching career. In Prek Dambauk school had a number of teachers were more than Vong Tek school because Prek Dambauk school located in town, and the teachers had comfortable living such as food, staying, material, and security unlike Vong Tek school located far from town that were not comfortable living for the teachers especially, for the new recruiting teachers who were from other places to work there. In addition, in Prek Dambauk school exceed a number of the teachers worked in Prek Dambauk school while Vong Tek school still had not enough the teachers to work there. Some of the teachers in Prek Dambauk school taught not enough hours, but still simply got salary.

In contrast, Vong Tek school had some of the teachers taught exceed hours of teaching because this school had not enough teachers that one teacher could teach two subjects as much as possible. Although the teachers in Vong Tek school had more working hard in teaching, they were motivated to get the extra money for their teaching sections. Based on the survey of interviewing the teachers, in Vong Tek school had more teachers who were appreciated their teaching career than the teachers who in Prek Dambauk school. Although Vong Tek school located in rural area, the teachers in Vong Tek school were get more incentive for their teaching sections, and they could save money. On the other hand, the teachers in Prek Dambauk school had not get incentive of teaching sections, and some of them still concerned about their basic salary that was not enough to support their needs. More interestingly, a number of teachers changed from Prek Dambauk school to live with their families in other places were more than Vong Tek school because Prek Dambauk school had more of the recruiting teachers from other places. When the those recruiting teachers in Prek Dambauk school were regarded as the official staff and had enough document and criterial for changing, they could change from Prek Dambauk school to live their hometown. In short, both schools still faced up the various problems such not balancing the numbers of teachers, workloads, living conditions, and salary.

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