

Understandings Leadership Behaviors and Moral In Secondary Resource Schools, Cambodia: Perceived Evidence-Based Practices Among School Directors And Teachers

Sothea Lim^{1*}, Polla Prak², Sarom Mok³

^{1,2}BETEI International University, Phnom Penh, Cambodia

³Universitas Komputer Indonesia, Bandung, Indonesia

*Corresponding Author:

E-mail: sothea9992000@yahoo.com

Abstract.

In order to meet the requirements of current reforms, including student accomplishment, Secondary Resources School (SRS) directors must find effective leadership behaviors to boost teacher morale. This study addresses this essential need. The main purpose of this study was to examine the perceptions of SRS school directors' leadership behaviors towards teachers' moral in Cambodia. The current study employed the qualitative method using the semi-structured interviews with 16 SRS teachers and 8 SRS school directors. Thematic analysis was used to conduct and analyze the semi-structured interviews. The leadership behaviours of the SRS school directors were better and more thoroughly understood as a result of the individual interviews. Seven themes emerged from the one-on-one interviews with the SRS school directors and teachers: (1) collaborative school culture; (2) supportive school climate; (3) teacher quality; (4) effective school leadership; (5) students involved in the learning process; (6) Cohesive curriculum; and (7) Supportive school climate. Every member of the school staff must provide an example of the attitudes and behaviours they want to see in others, including parents and children. Teachers, staff members, and school administrators must all continue to be aware of the significance of modelling for students and families in relation to the school's cultural values. School directors must set the example for modelling via their own everyday words and deeds. Relationship-building must continue to be the main focus of all school staff members' roles within the school's culture. Teachers and staff need to look for ways to consciously cultivate relationships with parents, students, and other staff members. Teachers and staff can establish a connection with every member of the school community by attending and taking part in student events.

Keywords: *Perceptions, School Directors, Leadership Behaviors, Teachers' Moral and Secondary Resource Schools.*

I. INTRODUCTION

An important factor in a country's development is education. Without its people resources, a country cannot grow. Education must be at the forefront of society's renewal and investment. It enables people to engage in their communities and society in a positive and courteous manner for both themselves and others. Its goals include fostering social and personal development, encouraging citizens to treat one another with respect, and giving students the chance to acquire critical thinking and life skills (Mok et al., 2025; Mok et al., 2026; Kim et al., 2026). Hanushek and WoBmann (2007) made it abundantly evident that there is solid evidence linking educational quality to both economic growth and individual earnings. Individual wages, income distribution, and economic growth are all highly correlated with the population's cognitive abilities rather than educational achievement.

Nothing is a stronger indicator of a country's future than what is taking place in its classrooms right now. In today's global economy, a country's progress is largely dependent on its citizens' knowledge, abilities, and skills. Higher levels of education are typically associated with stronger economies. According to the Rectangular Strategies Phase IV (RSIV), Cambodia wants to become a high-income nation by 2050 and an upper-middle-income nation by 2030. People continue to be the most important thing. (1) Improving the quality of education, science and technology, and vocational training; (2) Improving public health services and nutrition; and (3) Increasing social protection and gender parity (Hangchuon, 2019; Mok et al., 2026). By virtue of its importance, the school director's duties as a manager and leader include overseeing the school's staff, co-curriculum, curriculum, school culture, and public relations. A competent school director must have a clear vision and aim for the direction his or her institution is taking, as well as an understanding of the best paths to follow by utilizing the resources at hand and turning them into actual action. However, a school director must assist and collaborate with instructors in order to accomplish the school's objectives (Hangchuon, 2019; Mok et al., 2025; Mok et al., 2026; Kim et al., 2026).

Scholars in the subject of leadership behavior and education have established a number of theories or models. No one has really used leadership in Cambodia, despite the fact that it is crucial for both teachers and school administrators to advance and achieve the objectives of reform. To the best of the researcher's knowledge, there have only been two prior studies on leadership in Cambodia; nevertheless, they simply offer suggestions for suitable leadership development initiatives. The disparity between teachers' preferences for school directors' leadership behaviours and school directors' perceptions of their own leadership behaviours within public high schools is not discussed in either study. When Morefield tried to investigate school leadership development training opportunities for Cambodian school directors in 2003–2004, he carried out the first study on school leadership professional development in Cambodia. Over the course of a year, the study examined the general development of Cambodian school directors as well as the leadership development of forty directors. Mom-Chhing (2009) attempted to investigate the elements that support a compelling argument for the significance of looking at Cambodian cultural elements that might affect the attitudes, actions, and involvement in leadership positions of Cambodian American leaders in the state of Washington. For this study, both of these investigations have been significant and helpful. However, the researcher is the first to examine the reported actions of Cambodian school directors and to apply leadership practice models to Cambodia in the recent past.

Essentially, the current study will assist the school directors of Secondary Resource Schools (SRS) in recognizing the degree to which they are displaying the types of behaviours outlined in the research instruments. The SRS school directors should be able to use this analysis to create leadership training programs and growth plans that will help all of the Kingdom of Cambodia's school employees eventually acquire the necessary leadership abilities. The SRS school administrators can establish strategic action plans and objectives to guarantee a top-notch education for every student and equip them for a complicated, multicultural world that is changing quickly by comprehending the factors that contribute to the SRS.

Literature Reviews

Understandings the Maslow's Revised Motivational Needs Hierarchy

In his initial hierarchy of motivational requirements, Abraham Maslow identified five fundamental wants: self-actualization, esteem, safety, love, and physiology (Maslow, 1943). Later, the paradigm was extended to encompass transcendence demands (Maslow, 1970b), aesthetic needs (Maslow, 1970), and cognitive needs. Maslow (1943a, 1962) discussed how people are motivated to pursue self-actualization by satisfying psychological needs. This leads to self-esteem, which shows up as a sense of success and a greater capacity to have a beneficial impact on society. As a result, one feels appreciated.

Maslow asserts that the demands for love and belonging must come before those for self-esteem since their existence boosts acceptance and security. This acceptance therefore makes it possible for each person to pursue personal development and self-actualization. Acceptance is a reciprocal act that involves both offering and receiving acceptance while recognizing or valuing its existence. When people work together to achieve self-actualization, the opportunity to help others emerges, resulting in a reciprocal experience of giving and receiving that benefits others (Maslow, 1943a, 1962). Maslow's description of experiencing and desiring is similar to definitions of gratitude and experiencing gratefulness (Walker, 1981; Rusk et al., 2016), which deepens our understanding of experienced appreciation. According to Rusk et al. (2016), gratitude is the acknowledgement that one is the beneficiary of someone's actions. Additionally, it is said to demonstrate a happy outlook on life (Wood et al., 2010).

In the absence of an individual's activities (Rusk et al., 2016), the sense of gratitude is the realization that one is benefiting (Maslow, 1991; Walker, 1981). Gratitude has been characterized as a fresh awareness and perspective of life's simplicity with a sense of astonishment and enjoyment, much like Maslow's (1943a) description of awe and wonderment (Emmons & Shelton, 2002). According to Rusk et al. (2016), instances of human connection, the expectation of possibility and capability, and thankfulness for people in the past or present are all examples of gratefulness. As an acknowledged feeling or experience of acknowledged favors or fortune, thankfulness is defined in the APA literature as both gratitude and gratefulness (VandenBos, 2015). As a result, the sense of gratitude emerges in the process of attempting to fulfill psychological requirements in order to reach self-actualization.

Understandings the Theories of Leadership

A plethora of leadership theories presently exists. This dissertation examines many leadership theories to illustrate the progression of our comprehension of leadership, incorporating a relational perspective. Furthermore, be aware that researchers do not uniformly adopt the same definition of leadership, as the concept varies among individuals (Yukl, 1994). Rost (1993) characterized leadership as a relational influence between leaders and their associates aimed at achieving genuine transformations aligned with their shared goals, while Gardner (1990) described leadership as the act of persuasion or modelling through which an individual motivates a group to strive for objectives endorsed by the leader or collectively embraced by both the leader and followers. Rost (1991) found that the quantity of definitions for the term leadership has surged over time, increasing from approximately twelve formal meanings in the early 20th century to more than 200 by the century's conclusion.

Numerous interpretations of leadership exist. There could be minor discrepancies in the subsequent theories. This thesis will employ a definition of leadership grounded in relational leadership, as articulated by Komives et al. (2013): relational leadership is the collaborative endeavor of individuals uniting to effectuate good transformation. The subsequent portion of the literature study encompasses an array of leadership ideas, ranging from 19th-century concepts devoid of a relational perspective to contemporary theories that significantly emphasize the dynamics between leader and follower.

Understandings the Leadership Practices Inventory (LPI)

Kouzes and Posner (2002) created the Leadership Practices Inventory (LPI) to collect data on effective leadership practices using five effective leadership practices that describe the traits and strengths of great leaders. There are thirty statements in all, six of which measure each of the five disciplines. Modelling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart are the five components. Each of the thirty assertions is rated on a 10-point Likert-type scale: (1) Almost Never; (2) Rarely; (3) Seldom; (4) Once in a While; (5) Occasionally; (6) Sometimes; (7) Quite frequently; (8) Typically; (9) Quite Often; and (10) Nearly Always (Kouzes & Posner, 2012). The following are some examples of remarks about leaders: "Describes a captivating image of what our future could be like." "Challenges people to try out new and innovative methods to perform their work." "Sets a personal example of what he/she expects of others."

The initial sample for the LPI comprised 2,876 leaders along with their subordinates, drawn from both public and commercial sectors across diverse global regions. The proportion of supervisors to subordinates who completed the assessment was approximately 3:1. Leaders received the LPI-Self variant whereas followers were provided with the LPI-Other variant (Kouzes & Posner, 1988). The internal consistencies of the LPI varied between .77 and .90, with the LPI-Self showing a range of .70 to .84 and the LPI-Other between .81 and .91. The average test-retest reliability was approximately .94. Table 1 summarizes the means and standard deviations for the five subscales of leadership practices in the LPI Assessment of Self, the LPI Assessment by Others, and the overall values. These figures were derived from research involving around 700 supervisors and roughly 2200 supervisees (Kouzes & Posner, 2012).

Understandings the School Directors' Roles in Leadership Model Adoption

The school principal has a considerable influence on the academic development of pupils served in a school setting. According to research, school leadership and teacher effectiveness account for over 60% of a school's academic success (Marzano et al., 2005). Leithwood and Jantzi (1999) discussed the significance of leadership and its influence on student learning. Effective school leaders create settings in which all children can thrive and reach their academic potential. According to educational studies, the majority of school variables have only minor effects on learning when viewed individually. The true payoff occurs when individual factors combine to achieve critical mass. The principal is responsible for creating the conditions necessary for major change to occur (Wallace Foundation, 2012).

Although teacher effectiveness is the primary factor that determines student accomplishment, the principal can have a significant impact on teachers in both positive and bad ways. Only instructors have a greater direct impact on student accomplishment than principals (Sebastian & Allensworth, 2012). According to Leithwood and Jantzi (1999), principals have an impact on teachers' views and practices

through their leadership abilities and methods. Student achievement is more likely to rise if a principal can influence teachers' attitudes toward learner-centeredness since they are more likely to adopt learner-centred practices (Tschannen-Moran & Barr, 2004). Teacher efficacy, teacher commitment to school mission, and student achievement were all higher in schools with learner-centered administrators (Ross & Grey, 2006).

Understanding the Teacher Moral

According to William (1967), Keegan (1976), and Kisner (2000), the history of morale was connected to the fundamental cultural sensibility and how a society values the continuation of human existence. The degree to which members of a group, organization, or cause align those ideals is a measure of morale (Foster et al., 2006; Bianchini et al., 2002). Napoleon's military success was mostly ascribed to morale rather than regimental discipline, which continues to be a significant issue for modern military strategists (Foster et al., 2006; Bianchini et al., 2002). This information leads to the conclusion that morale, not power, is a more effective tool for leadership in challenging circumstances, such as public education.

Long before the term "morale" originated from the French phrase "le moral," other military-oriented nations, such as Rome and Ancient Greece, were known for recognizing the significance of morale (Corvisier & Childs, 1994). Le moral is a term that suggests endurance in the face of peril, exhaustion, or difficulty. The 1830s saw the adoption of the word morale for use in English (Corvisier & Childs, 1994). Morale received critical attention as a key component of the competitive arsenal of organizational tactics due to its popularity in military and leadership literature (Martin, 2010).

II. METHODS

Research Design

This study employs the qualitative approach, which is ideal for an in-depth investigation. Because qualitative inquiry prioritizes depth, context, and participant meaning over generalizability, it was determined to be the most suitable framework for this investigation. Constructivist and interpretivist paradigms, which hold that reality is socially and experientially formed and that knowledge develops via interaction, reflection, and interpretation, are consistent with this design.

Targeted Participants

Participation in the semi-structured interviews was voluntary for teachers who answered the survey. For the qualitative portion, the researcher used only one school and two teachers from each SRS and chose two provinces for each of the four geographic regions. For the qualitative portion of this study, the researcher recruited 16 SRS teachers and conducted semi-structured interviews after the teachers finished the questionnaire. The researcher then contacted and conducted one-on-one interviews with eight SRS school directors to corroborate and validate the results from the survey. The researcher gave each subject a pseudonym in order to maintain secrecy.

Research Tool – Semi-structured Interviews

The researcher uses Seidman's (1998) methods for in-depth interviews in order to assist in eliciting relevant replies from the participants. The foundation of qualitative interviewing is the conviction that other people's perspectives are significant, understandable, and explicable (Patton, 1990). According to Bogdan and Biklen (1998), an interview is a deliberate dialogue designed to gather descriptive information in the subjects' own words so that the researcher can gain understanding of how the participants perceive their environment. In order to guide and expand upon participants' answers and allow their tales to develop, open-ended questions were mostly employed. According to Seidman (1998), participants recreate their experiences related to the subject of the study, and Denzin and Lincoln (1994) contend that listening and asking questions are helpful methods for the researcher to learn about participants' viewpoints.

Thus, the interview instrument allowed participants to describe how leadership had affected their morale. Probing questions in that instrument allowed participants to provide greater detail. A leadership and teacher morale literature review led to these open-ended questions to address research questions. To verify construct validity, subject matter experts reviewed the interview instrument. It was analyzed each interview question and suggested a blind interview structure and probing questions to get more thorough responses

from survey participants. Participation required signing a consent form. This study used pseudonyms to protect participants' identities and remind them that their participation was voluntary.

Data Analysis

To examine the interview data, the researcher employed theme analysis. Content Analysis (Krippendorff, 1980) offered a method for analyzing qualitative data following participant approval of interview transcripts. In this procedure, a section of the text was subjected to a content analysis, the text was divided into manageable categories, and these categories were then examined using conceptual or relational analysis. The data was coded once the interviews were transcribed, enabling the identification of emergent trends and common patterns from the individual interviews.

Analysis of qualitative data "involves consolidating, minimizing, and interpreting what people have said and what the researcher has seen and read" (Merriam, 2009, p. 175). In order to review recurrent themes that emerged from participant statements and experiences, the researcher transcribed interviews. In order to create data themes, the researcher then coded and examined the data for similarities and contrasts. In order to triangulate data related to this study, the researcher employed the themes that emerged from the analysis of transcribed qualitative teacher and principal interviews, a review of documents, and quantitative survey data.

Ethical Considerations

Consolidating, condensing, and interpreting what people have said as well as what the researcher has seen and read are all part of qualitative data analysis (Merriam, 2009). In order to review recurrent themes that emerged from participant statements and experiences, the researcher transcribed interviews. In order to create data themes, the researcher then coded and examined the data for similarities and contrasts. In order to triangulate data related to this study, the researcher employed the themes that emerged from the analysis of transcribed qualitative teacher and principal interviews, a review of documents, and quantitative survey data.

III. RESULT AND DISCUSSION

SRS School Directors' Leadership Behaviours as Perceived by Teachers

Clear themes emerged from the analysis of the qualitative data from the individual interviews with 16 teachers and 8 SRS school directors. Additionally, the qualitative data were combined to find themes' parallels and differences. The leadership behaviours of SRS school directors and the morale traits of teachers were finally identified by synthesising themes. The leadership behaviours of the SRS school directors were better and more thoroughly understood as a result of the individual interviews. Five themes emerged from the one-on-one interviews with the SRS school directors and teachers: (1) collaborative school culture; (2) supportive school climate; (3) teacher quality; (4) effective school leadership; and (5) students involved in the learning process.

1). Collaborative School Culture: The first theme that the SRS school director and teacher respondents perceive as crucial for SRSs is collaborative school culture. The director of the school, Mr. Sokha, says:

We focus on 21st century skills, so we're looking at students who can collaborate and students who are prepared, not just with having knowledge, but being able to know how to use knowledge, being able to use information, being able to solve problems, being able to work with others well, collaboratively.

The comment from Mr. Sokha emphasizes how crucial it is to have a collaborative school culture that fosters student engagement as well as collaboration for SRS. Additionally, Mr. Sophea, a teacher, emphasizes the value of teamwork: "So, that word collaboration is incredibly crucial, because sometimes at our SRSs we have outliers that are not collaborating and on the same team." Additionally, school director Mr. Aun notes that "the most essential thing is having an informed that is collaborative and aware of what is going on in the globe, and also being current of the latest teaching approaches." Furthermore, he emphasizes that educators must be knowledgeable, cooperative, and follow best practices.

2) Supportive School Climate:

A supportive school climate is the second theme that comes out of the one-on-one interviews with the SRS school administrators and instructors. This theme emphasizes how crucial it is to assist both the

learning strands and every student at SRS. Interviewees reaffirm that high-quality SRS requires encouraging people to take risks and helping students by being inclusive. The following quotes from school administrators highlight the value of a positive school environment.

The director of the school, Mr. Aun, claimed that:

when you develop a culture where people look around and see what's going on, and then adopt practices that are highly effective within the culture of the school that effectively address student needs within the school, I think that's a really critical piece.

Mr. Channa, a school director, says:

an inclusive and culturally responsive school in the sense that it serves the community to the best of its ability, it's not exclusionary, and it really understands kind of its place in the greater community such that it can respond and engage in that community.

"I believe the work settings should be improved," says Mr. Limheng, a school director. By that, I mean ensuring that there is a thriving school community where individuals feel secure, connected, professionally supported, and capable of developing. Additionally, school director Mr. Sokha says: "We encourage risk-taking. We support trying stuff out, doing what is good for pupils, and we do not worry too much about it if it does not work because we just try something different." "How they treat the pupils is what makes a good school," says Mrs. Kosal, a teacher. In my opinion, how pupils are treated and respected at school is actually more significant than academics in the beginning.

3). Quality of Teachers: It became clear from the one-on-one discussions with teachers and school administrators that another crucial issue for SRSs is teacher quality. A common theme among respondents is the inclusion of high-quality professors in the SRS. Additionally, it seems that educators would rather collaborate with other excellent educators in order to share knowledge.

Teacher Mr. Socheat says, "I think first and foremost is the quality of the education and the quality of the teachers matter the most because without quality committed adults, nothing else is going to happen in the school." Teacher Mrs. Sokchea says, "You are just surrounded by individuals who already know how to teach and so it just produces a terrific learning, high quality environment where you can receive awesome ideas from everyone." According to school director Mr. Aun, "If you have a good quality teacher that are present and alert, and engaged, and involved with the school, they are going to get done what they need to get done." According to school director Mr. Samneang, "I think quality of instructors are going to be part of school quality."

In addition to the codes and themes from the interview data that have been presented, which depict the continuation of the use of technology by teachers, the interview responses from several study participants through direct quotes may aid in further addressing this topic. Mrs Sothida lectured about technology maintenance:

I think in general, I kind of got used to it. I started out teaching with technology and it's kind of just progressed to learn more and more. It's kind of all I know at this point. I guess I know enough of it. I mean, there wasn't a time when I was teaching without technology...there's always, always new ideas out there.

A teacher named Mr. Kosal also shared his thoughts on how they maintained technology following their year-long involvement in the professional development program:

Everybody seems to love technology in the classroom. You just gotta keep going to those meetings where they're talking about stuff. You have to go to the trainings. You have to constantly be in the know, paying attention to what your colleagues are doing, making sure that you keep up with the conversations that people are having. That's one of the main ways to stay current, when you talk to your other colleagues and other teachers find out what they're doing with technology.

4). Effective School Leadership:

A number of school administrators and educators seem to agree that leadership is a key component of school quality. According to Mr. Seng, a teacher, *“the importance of having an effective school director who has the vision that matches with what the school's trying to do, or who is willing to take the steps to get the school on the right vision and not be afraid of stepping on what is traditionally been done or things like that.”* According to teacher Mrs. Sothida, *“Leadership, where they have created the mission and are following through and helping to realize that as much as possible through everything from program development to curriculum development to staffing, motivation, inspiring personnel.”*

The SRS school directors and teachers want to discern that school leadership is effective and the leaders are capable in areas such as communication, creating a sense of trust, curriculum development, staffing, motivating, and leaders have a progressive vision. It appears that effective school leadership is important for SRS quality for sure.

5). Students Engaged in the Learning Process:

A number of SRS instructors and school directors emphasize how crucial it is for kids to be involved in their educational process. The following quotes bolster the idea that students are actively involved in their education. Teacher Mr. Seng recognizes:

I would also say allowing more educational opportunities, different kinds of classes, and I think that there are other teachers that want to teach classes that students are interested in, but we have been so scared to do that because of scores or whatever, so making sure we're providing the opportunities that students want.

According to Mr. Aun, a school director, *“students can go experience and do something that they have never done before, that maybe they are in the design technology class, but they want to go and work on a project in the maker space, that is not really for any school project per se, but because they will have the chance to explore and do that.”* According to teacher Mrs. Sothida, *“personal interests that are not necessarily being quantified or clearly taught but rather that the student's following something just because they want to.”*

Teachers seem to have reported feeling that their school directors have experience. This makes sense in light of other studies' findings (Yasin, 2020; Mboweni, 2021; Hoque & Raya, 2023), which show that teachers had a high opinion of five contemporary leadership methods. Additionally, Kouzes and Posner (2002a) defined leadership practice as a leader's capacity to foster trust and teamwork. The leader can motivate team members to pursue the organization's objectives and aspirations by empowering them (Kohlberg, 1981). Among the three aspects, involving the heart in the implementation of an organisational strategy was shown to have the highest mean score for teachers. This result completely validates the beliefs regarding the significance of school directors. Teachers' professional life are greatly impacted by school directors; their activities can either create favourable or negative environments (Dempster, Freakley & Parry, 2000; Miller, 1981; Hunter-Boykin & Evans, 1995; Meyer, MacMillan & Northfield, 2009). Additionally, this study supports the findings of Meeks (2020) and Gulbahar (2020), who found that the school director's level of dedication is crucial to teachers' successful adoption of a project. specialized knowledge, or expertise, and that their school directors relate to them due to mutual respect. These educators are likely to think that their school directors have a pleasant disposition, treat everyone equally, and possess a great deal of professional expertise.

Perceived Levels of Teachers' Morale exhibited by SRS teachers

Three themes emerge from the SRS school directors and teachers when the individual interviews are finished and analyzed. The three themes are: (1) a comprehensive curriculum; (2) teacher quality; and (3) a supportive school environment.

1). Comprehensive Curriculum:

For teachers and school directors at SRSs, a clear, integrated curriculum becomes a primary concern. Teacher Mr. Sokha makes the following argument: *“I would suggest that a high-quality SRS has an organized curriculum so you have something to guarantee.”* Additionally, it is structured to get support, making it feasible. According to school director Mr. Bunthan, *“curriculum has to be absolutely explicit with*

what you expect to do.” Here, we often discuss how standards have a beginning and an end, but you can be creative and wander between the lanes. You can not create your own program, but you want your professors to be creative.”

“What I think is particularly important for a school, is that it includes some component in its curriculum for creating what they view as full persons,” according to educator Mrs. Sokchea. For SRS school directors and teachers, ensuring that SRSs have a coherent and well-articulated curriculum is another aspect of school excellence. Interviewees emphasize how crucial it is to clearly define and align the curriculum so that teachers are aware of what is expected of them. It is noteworthy that interviewees suggest that soft and critical skills like gratitude, grit, and compassion should also be taught in schools.

2). Quality of Teachers: The realization that there is no denying the importance of a good teacher lies at the core of the majority of educational reform initiatives. A significant theme for the quality of SRSs, according to many educators, is instructor quality. The claims bolster the notion of quality teachers. According to Mrs. Socheat, *“I think first and foremost, is the quality of the education and the quality of the teachers that matters the most because without quality committed adults, nothing else is going to happen in the school.”* According to Mr. Kosal, *“I would suggest teachers who have solid grasp of the subject topic that they are teaching.”* According to Mrs. Sothida, *“I think when you wind up with great quality people, it winds up making such a significant difference at school.”* According to Mrs. Bopha, *“I would argue that a high-quality SRS have skilled and specialized educators.”*

It is clear from the interviews that the SRS instructors believe that collaboration with excellent teachers is essential to the quality of the school. Teachers also realized that having subject-matter expertise makes a good instructor. Teachers think that good teachers love collaborating with other good teachers and are likewise dedicated to teaching. A key component of school quality, according to SRS school administrators, is having good instructors in the classroom. Administrators recognize that having good teachers in front of kids contributes to their performance, and students deserve the best education possible. Ensuring that every kid has access to excellent teachers throughout their academic journey is crucial.

According to many SRS school directors, a key element of high-quality schools is the caliber of the teachers. Mr. Cheng says, *“The most important component of school quality would be the teachers, of course.”* Mr. Limheng says, *“Start with the quality of the teachers at the school is going to be the number one factor.”* Mr. Samnang continues, *“I think then quality teachers are going to be another part of school quality.”* Mr. Bunthan agrees, *“You cannot offer that quality education to students if you do not have the teachers, if you do not have the money for professional development, if you do not have the money for whatever platforms.”*

Quotes from a number of research participants may assist further address this topic, in addition to the codes and themes from interview data that demonstrated instructors' perspectives of the benefits and difficulties of integrating and maintaining the usage of technology. Mr. Socheat, a teacher, concentrated on the issue of availability and time restrictions when talking about the difficulties of maintaining technology:

I've gone to a lot of technology professional development over time, but having the ability, and the technology to use, and being able to get the time to do that - That's the problem. Our curriculum for high school is so crammed with stuff it's hard to get through everything. And the technology may or may not help. Another issue is availability.

Administrator assistance is another way to promote technological sustainability, according to Mr. Seng, a teacher:

My school director has been very, very supportive and used me as an example for others [pertaining to technology] because I do a lot with QR codes, Google Classroom, and online lessons. You can never do too much!

(3) Supportive School Environment: A supportive school environment is also a key theme, according to several SRS school directors. The following quotes support the idea of a supportive school climate: Mr. Sokha says, *“A high-quality SRS would be one that challenges students academically, and has a*

really rigorous program, while also meeting the students where they are at.” Mr. Bunthan says, “and trying to decide where there is room to leverage more creativity, do some different things for students while still maintaining the quality, core programs.” According to Mr. Cheng, “high quality to me means that we are also serving the requirements of our children and not putting them into a box, so that they all look the same, and I think that is truly a difficulty at SRSs.”

A supportive school environment is another theme for SRS quality, according to a number of educators. *“I would say that [the school] gives students a chance to take leadership roles to truly uncover what they are passionate about, and if the school does not offer that, giving them a chance to create that up,”* says Mr. Seng. This remark demonstrates how educators understand the need of creating a welcoming environment for kids to follow their interests and passions.

In conclusion, it is evident to both SRS school directors and teachers that the most significant common features are a supportive school environment, a unified curriculum, and high-quality teachers. These topics represent what educators and school administrators consider to be SRS quality. Additionally, the opinions of teachers and school leaders regarding the SRS quality are compared and contrasted. Gulbahar (2020) found that teachers' perceptions of the support they receive from their teaching careers were a significant variable. Gulbahar's 2020 study states that school administrators should support their teachers' efforts in teaching and other activities and view them as valuable resources. Based on how strongly instructors feel supported and valued at work, the results of the cross-sectional survey design were comparable to those of The Satisfaction with Teaching (Bentley & Rempel, 1980; Foster et al., 2006; Hoy & Miskel, 1987). The school director has the most influence in satisfying the needs of teachers. Most importantly, the school director must understand that everyone has various needs (Meeks, 2020). Maslow's (1943) theory supports the premise in this study that teacher morale throughout building levels of the school district may vary due to the instructors' various experiences, emotions and basic needs. Even a well-respected, high-quality leader may not be a good fit at any building level given the diversity, basic needs, and morale of a school (Mendel, 1987). There are a number of conditions most researchers of teacher morale agree upon: (1) morale itself is an intangible element that is hard to define or describe; (2) morale is difficult to measure and is always fluctuating; and (3) morale is present in a number of different factors with no single factor always being present (Bess, 1997; Evans, 1997; Kottkamp et al., 1986; Reyes, 1990). In either case, good morale was the ideal state of personhood that produced optimal self-confidence, job satisfaction and constant production (Bentley & Rempel, 1980).

IV. CONCLUSION

The research has shown that the influence of leadership behaviours of SRS school directors has a significant impact on the morale of the instructors. Practical ramifications of this study are numerous, especially when considering Secondary Resource School (SRS) settings. Teachers and kids need influential school director leaders who understand leadership methods and their effects on teacher morale. Effective school directors are those that are willing to review their leadership through self-assessment, learn new strategies that help to improve morale and academics for the kids and instructors in their schools. The following proposals are given in the true goal of furthering school leadership and the professional practice of school leaders. Given the focus, the educational reform is instigating a profound transformation in the Cambodian educational framework. Both educational leaders and instructors must enhance their understanding of the reform, technology, and innovative methodologies for learning, teaching, and administration. They need to do greater effort to maintain elevated educational standards. Numerous scholars have demonstrated that low morale served as a catalyst for teacher turnover, school violence, and inefficient educational reform

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