

A Guideline for Developing Administrators' Digital Competence in the Next Normal Era at the Kampong Chhnang Provincial Teacher Training Center, Cambodia

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Abstract

Kampong Chhnang Provincial Teacher Training Center (PTTC) lacks digital competence and was unprepared to adjust to the COVID-19 crisis. Even though the Ministry of Education, Youth, and Sport (MoEYS) put efforts into developing online platforms such as Google Meet and Zoom and encouraged the administrators, educators, and trainers to use them, the performance was still low, and their administrative management is still carried out using conventional methods with little support from information and communication technology (ICT) facilities. This research aimed to: 1) study administrators' digital competence in the next normal era at Kampong Chhnang Provincial Teacher Training Center, Cambodia, 2) analyze the administrators' digital competence at the center, and 3) offer a guideline for developing administrators' digital competence in the next normal era at this center. The researcher used the qualitative method to conduct the study which included in-depth interviews and focus group discussions with 15 key informants, consisting of 7 administrators, 4 technical supervisors and 4 teacher trainees who were selected by purposive selection according to the inclusion criteria. The data were analyzed using content analysis and presented in a descriptive style.

The results of the research were as follows: 1) the administrators had a positive attitude toward developing digital competence in the following five main areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. This was due to the fact that they have used online platforms as sources of information and methods of communication; 2) it was found that the actual competence in these areas was limited and that improvement was necessary in order for them to use digital technology more efficiently and proactively; and 3) the guideline for developing the administrators' digital competences in the next normal era at Kampong Chhnang Provincial Teacher Training Center, Cambodia consisted of three main factors: stakeholder support, teacher training center policy and strategic plan, and administrators' personal visions.

Based on the results above, the administrators need to be supported in terms of building the skills regarding using digital technology. Therefore, the guideline developed by this study is one of the tools that help them develop their digital competence and engage themselves more effectively and proactively.

Keywords: Administrators, Digital Competence, Next Normal Era; Kampong Chhnang Provincial Teacher Training Center

Introduction

Using digital is a high need for the 21st century, as it is considered as one of the most important skills among the others. With that, it has been served in every sector, including the education field. In a society with a rapidly evolving electronic environment, a set of skills, knowledge, and attitudes known as "digital competence" are necessary for educational routes, professional integration, and civic engagement (Schola, 2020:3). According to the Cambodian Ministry of Education, Youth and Sport (MoEYS), the competitive advantage of nations is driven by their human resource capabilities in 21st century capabilities, particularly the strategic use of Information and Communication Technology (ICT) (MoEYS, 2018). Consequently, digital competence is a major factor influencing ICT adoption in Cambodian education.

In early 2020, COVID-19 severely hampered efforts to modernize the educational system in Cambodia. However, the pandemic has also provided a chance to enhance the use of ICT and contemporary technology in education as well as deepen educational reforms. In reality, the pandemic is a driving force behind the modernization and transformation of the educational system. In order to sustain ICT adoption and integration in education, all essential stakeholders—particularly the Cambodian Ministry of Education, Youth and Sport (MoEYS)—need to capitalize on the crisis and build on the current momentum (Heng, 2021:7). Accordingly, administrators' digital competence development has to be prioritized in order to meet the needs of the new adoption of digital technologies.

According to the Kampong Chhnang Provincial Teacher Training Center (PTTC) record, administrators, teacher trainers, and teacher trainees from the center have been sent to engage in various digital education trainings, such as Massive Open Online Courses (MOOCs) and Digital Development for the Digital Economy (PTTC, 2023). However, the administrators find that their digital competence is still insufficient. As indicated, an ICT teacher trainer in the center is encouraged to train and share technology knowledge among colleges and administrators in order to strengthen the use of digital technologies in teaching and administrative management (PTTC, 2022). The factors that make the administrators' digital competence improve are still limited because of the lack of training and insufficiency of ICT resources. In this regard, there has been a dearth of ICT organization development in the past. UNESCO noted difficulties with the project, such as a lack of Khmer language resources, inadequate English proficiency of the trainers and trainees, inadequate infrastructure, a lack of hardware, and a lack of action by the ministry of education to put the current ICT in education policy into practice (Richardson, 2008:72).

Consequently, the educational institution administrators in Cambodia, including those at the Kampong Chhnang Provincial Teacher Training Center (PTTC), lack digital competence and are unprepared to adjust to using digital technologies. As evidence, the whole teaching center just shut down on March 16, 2020, according to the announcement from the ministry of education in Cambodia, and all the trainees were sent home and did not get proper training during the pandemic (MoEYS, 2020:3). Despite the fact that the ministry of education in Cambodia put efforts into developing online platforms, such as Google Meet and Zoom, and encouraged all the administrators, educators, and trainers to use them in teaching, learning, and processing administrative work, the performance is still low due to a lack of training, digital tools, and internet access. As a result, Kampong Chhnang Provincial Teacher Training Center (PTTC) administrative management is still carried out using conventional methods with little support from ICT facilities.

Due to the lack of digital competence of the administrators at the Kampong Chhnang Provincial Teacher Training Center (PTTC) and their way of practicing conventional methods with digital technologies, the goal of this research is to study, analyze, and offer a guideline for them to develop their digital competence.

Research Objectives

1. To study administrators' digital competence in the Next Normal Era in Kampong Chhnang Provincial Teacher Training Center.
2. To analyze administrators' digital competence in the Next Normal Era in Kampong Chhnang Provincial Teacher Training Center.
3. To offer a guideline for developing administrators' digital competence in the Next Normal Era in Kampong Chhnang Provincial Teacher Training Center.

Literature Review

Digital competence is defined as the capacity to confidently utilize electronic media for work, entertainment, and communication, in addition to logical and critical thinking, managing information, and high-level communication skills (T Bashkireva et al., 2020: 4). Techataweewan and Prasertsin (2017: 217) have also defined the term digital competence similarly, suggesting that it is a set of skills for using and being aware of digital information, technology, and media for finding, assessing, producing, and communicating as needed. Digital competence has become crucial for employability. To illustrate, Europe has created a conceptual framework of digital competence in order to research and improve the quality and relevance of training and other methods of acquiring skills, to make skills more visible and comparable, and to improve information and understanding of skills intelligence in order to help people make better career choices, find quality jobs, and improve their life chances (Centeno et al., 2019: 3).

The use of Information and Communications Technology (ICT) in Cambodia's education system remains restricted, and the government must engage in digitalizing education, supporting Information and Communications Technology (ICT) research and development, increasing public-private partnerships, encouraging autonomous learning, and enabling the adoption of blended learning (Heng, 2021: 3). Recognizing this challenge, Ministry of Education, Youth, and Sport (MoEYS) in Cambodia designed and implemented a strategy to accelerate education in Cambodia at all levels, so that students, educators, and administrators can use Information and Communications Technology (ICT) and digital tools not only for study and work, but also for their careers (MoEYS, 2018: 2-3). According to the country's history, administrators' digital competence was still poor before the pandemic due to a lack of resources and training courses, and ICT infrastructure management at educational institutions was also underdeveloped. (Heng & Sol, 2021: 34).

To fulfil the needs of using digital technologies in education, Kampong Chhnang Provincial Teacher Training Center has encouraged and sent its administrators to participate in digital training programs such as MOOCS and Digital Development for Digital Economy (PTTC, 2023). The digital term has become popular, especially during the COVID-19 crisis, as it was used to address the need in education. As evidence, the digital economy offered a feasible path to recover from COVID-19, notably in Cambodia, where considerable legislative

measures to encourage digital transformation are already underway (Banga & Velde, 2020: 1). The epidemic, in fact, serves as a catalyst for reforming and upgrading the educational system. As a result, all key stakeholders, notably the Ministry of Education, Youth, and Sport (MoEYS), must capitalize on the crisis and capitalize on the good momentum to continue Information and Communication Technology (ICT) adoption and integration in education (Heng, 2021: 7

Research Methodology

The researcher used a qualitative method to conduct the study and adjusted a dialectic action research spiral from a guide for the teacher researcher (Mills, 2018: 25–27) and the action plan development of a private vocational school using a balanced scorecard approach with soar analysis (Chansongsaeng, 2018: 120), which consists of 5 steps: 1. Identifying an area of focus 2. Collect data; 3. Analyze and interpret data; 4. A Guideline for Developing Administrators' Digital Competence (ADC); and 5. Offering a Guideline for this research study.

Population and Key Informants

The study was conducted at Kampong Chhnang Provincial Teacher Training Center (PTTC), Cambodia. The key informants were selected by using judgmental sampling, also known as the purposive method. It occurs when a researcher adds instances or people to a sample because the researcher believes such participants are significant enough to include (Taherdoost, 2016:23). The researcher selected administrators, with at least five years of experience and currently working at Kampong Chhnang Provincial Teacher Training Center (PTTC), technical supervisors, who are also currently employed there, and teacher trainees, whose roles as course and class presidents from the second years and enrolled in a computer course at the training facility, as the key informants. So, in total, there were 15 key informants selected: 7 administrators, 4 technical supervisors, and 4 teacher trainees.

Creating Tool

The researcher developed a qualitative question interview from a quantitative research study in Melilla, Spain, in which they adapted the Common Digital Competence Framework for Teachers (CDCFT) in their study research (García et al., 2023). The CDCFT is the Spanish version adapted from the EU's European Framework for the Digital Competence of Educators (Intef, 2017). The adapted interview questions were reviewed by five experts, a co-advisor, and an advisor, and were then approved by the main advisor. The interview questions were designed and consisted of five main areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving.

Data Collection

The research study used in-depth interviews and focus groups to collect the information. Note-taking and voice-recording using a notebook and smartphone recorder were used in this process. The key informants selected for the in-depth interview were the heads of administrators. While sub-administrators, technical supervisors, and teacher trainees were selected for the focus group.

Data Analysis

Since the interview was conducted in Khmer, the researcher first transcribed it in Khmer, then translated it into English. After that, the researcher asked three experts to check the translation. Following the conclusion of the interviews, the open-coding process started. In order to facilitate and organize the coding process, the researcher classified interview items that helped the study objectives align before grouping participant groups together. The researcher printed the transcripts and collected notes, papers, and other resources. The researcher then marked the source, any demographics that were gathered, and any other information that could help in data analysis. Then the researcher reviewed and reread the transcripts, noting words, phrases, and sentences that represented notions or meanings that were similar and assigning them a different color.

Conceptual Framework

The researcher has studied, analyzed, and summarized the concepts of previous studies and developed the conceptual framework shown in the following diagram Figure 1.

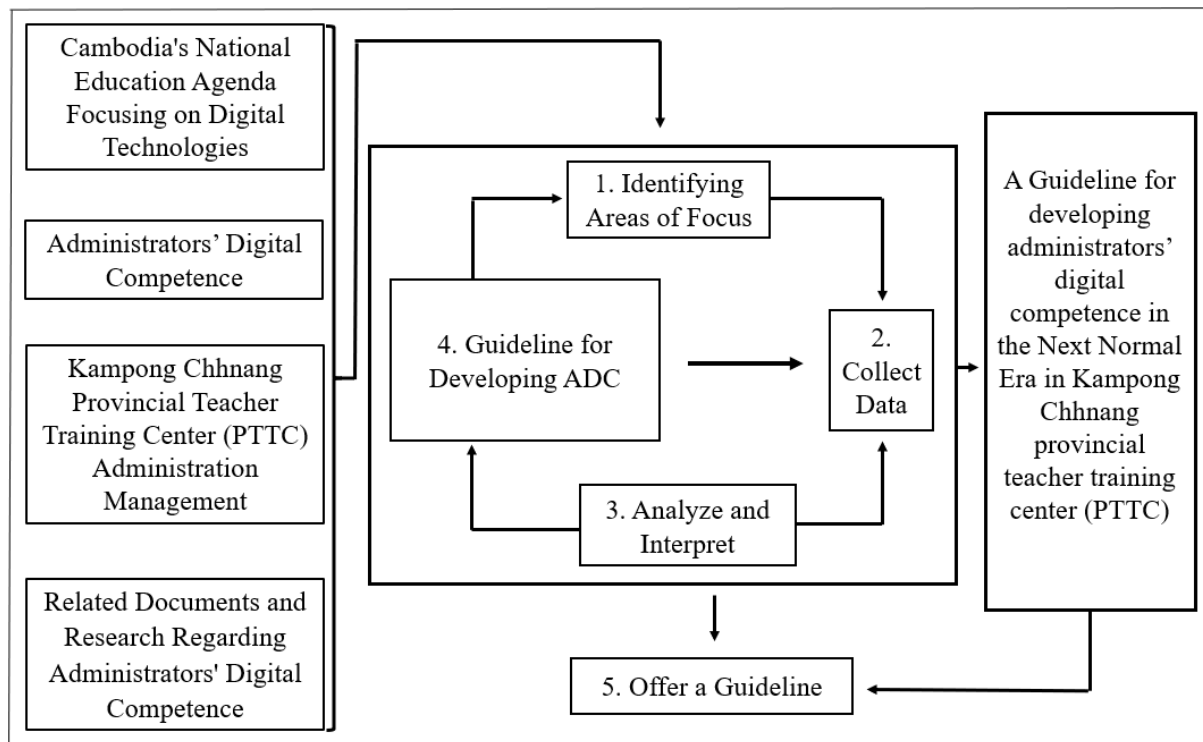


Figure 1 Conceptual Framework

Research Results

After the researcher studied and analyzed the data, it showed that administrators have a positive attitude toward using technology in the five main areas: Information and Data Literacy, Collaboration and Communication, Digital Content Creation, Safety, and Problem Solving. The procedure for developing a guideline was then established, based on the findings and analysis.

In Information and Data Literacy, it was found that administrators obtain information using computers as the device and social media and online platforms such as websites, Telegram groups, Facebook, the Internet, Google, Zoom, Google Meet, YouTube, and Chrome as the information sources. They, however, focus mainly on the three important Telegram groups: their own institution's Telegram group, the provincial department Telegram group, and the training department Telegram group, which they believe is the source of reliable information. They can ensure the information is real based on various evidence, such as information posted on the websites, which includes accurate sources, authors' names, a clear location with an address, the institution's name and logo, an account recognized by the ministry with a legal license, and a seal from the president of the institution. Figure 2 below indicates the findings in Information and Data Literacy area.

	Accessing Tools	Digital Tool	Information Planform Groups	Information Reliability	Reliable Websites and Pages	Staff Management
Information and Data Literacy	<ul style="list-style-type: none"> - Websites - Telegram group - Facebook - Internet - Google - Zoom - Google Meet - YouTube - Chrome 	<ul style="list-style-type: none"> - Computer 	<ul style="list-style-type: none"> - Institutions' Telegram Group - Provincial Department Telegram Group - Training Department Telegram Group 	<ul style="list-style-type: none"> - Information is posted on the websites - Accurate sources - Clear location with an address - Institution's name, logo - Account recognized by the ministry with legal license - Seal from the president of the institution - Trusted content 	<ul style="list-style-type: none"> - Ministry of Education, Youth, and Sport's website - Kru Cambodia website - Ministry of Education, Youth, and Sport's page - Kru Cambodia page 	<ul style="list-style-type: none"> - Traditional way

Figure 2 The findings in Information and Data Literacy area

In communication and Collaboration, it was found that administrators use conferencing platforms like Google Meet and social media like Telegram and Messenger as information sharing platforms. Among all the platforms, Telegram is found to be the primary one, Messenger is used as an alternative notification, and Google Meet was used during COVID-19. Telegram is more popular because it is easy to use and can hold a large number of documents safely and clearly. Figure 3 below indicates the findings in Communication and Collaboration area.

	Information Sharing Platforms	Primary Platform	Main Platform Essentiality	Secondary Platform
Communication and Collaboration	<ul style="list-style-type: none"> - Telegram - Messenger - Google Meet 	<ul style="list-style-type: none"> - Telegram 	<ul style="list-style-type: none"> - Easy to use - Hold a large number of documents - Easy to store files and the files are clear - Easy to send files - Safe to send documents 	<ul style="list-style-type: none"> - Messenger - Google Meet

Table 3 The Findings in Communication and Collaboration area

In Digital Content Creation, it was found that administrators use the internet as a source of information, and digital devices are supporting tools for them to create educational content. To illustrate, they present their work by using slides, PowerPoint, and LEDs. While YouTube and a variety of web-based tools like Google search for the data they need for the school development plan, Despite the ease with which information can now be accessed in the digital age, administrators are aware of the implications of using the information they have and what makes it a reliable source. Therefore, when it comes to giving credit to sources, administrators affirm by putting the source in brackets or making it bold, including references, putting the author's name, listing page numbers, confirming with the documents' logo, and indicating the documents' sources. Figure 4 below indicates the findings in Digital Content Creation area.

	Content Creation Approaches	Crediting Sources	Documents Searching Based	Working Attitudes
Digital Content Creation	<ul style="list-style-type: none"> - Searching documents through technologies. - Using slide LED for presenting the work. - Using technology devices. - Using internet for searching for new plans. - Using Zoom and Google Meet for meeting (during Covid1-9). - Using YouTube and different applications, for example, Google to find what they need. 	<ul style="list-style-type: none"> - Put the sources in bracket or make it bold. - Put pages. - Put references. - Put authors' name. - List number in bracket. - Confirm with the logo. - Tell the source of the documents. 	<ul style="list-style-type: none"> - Based on ministry and government policy. 	<ul style="list-style-type: none"> - Make it a good habit for both teacher trainers and teacher trainees to study and do more research via digital tool. - Ensure safety and sustainability of Wi-Fi at school. - Ensure that there is electricity system in the working place.

Table 4 The Findings in Digital Content Creation area

In Safety, it was found that administrators need to keep their privacy safe because they want to prevent their personal data from being hacked, prevent their digital devices from opening freely, and keep documents and information safe. They, however, require a solid foundation of abilities due to technological advancement. In order to protect their devices, administrators use different approaches, such as setting passwords, installing anti-virus protection, clearing viruses often, shutting the devices correctly, beware of using plugs, cleaning dust from the devices, keeping the devices in a safe and clean place with a good temperature, and turning off the devices when they are not in use. Meanwhile, they mention viruses that propagate over the internet and USB, as well as frequent power outages in their region, as the causes of the damage to the digital devices. When asked what may help them deal with all the hazards, they mostly focus on developing new abilities so they can share their

experiences and knowledge with one another. Figure 5 below indicates the findings in Safety area.

	Importance of Privacy Protection	Digital Devices Protection Approaches	Causes of Digital Devices Damage	Skill Contribution	Importance of Skill Contribution
Safety	<ul style="list-style-type: none"> - Prevent it from various risks. - Prevent it from being hacked. - Prevent it from being open freely. - To keep the documents safe. - To keep the information safe. 	<ul style="list-style-type: none"> - Set password - Install anti-virus protection. - Clear virus often. - Shut the devices correctly. - Beware of using the plug. - Cleaning the dust from the devices. - Keep devices in a safe and clean with good temperature place. - Turn off the devices when it is not used. 	<ul style="list-style-type: none"> - Viruses - Power cut 	<ul style="list-style-type: none"> - Contribute new experiences and skills. 	<ul style="list-style-type: none"> - To avoid from different risks.

Table 5 The Findings in Safety area

In Problem Solving, it was found that administrators used their own initiative when faced with technological difficulties. Instead of abandoning their task, they would seek further assistance to address the problem at hand. To illustrate, they would seek support from an ICT teacher, support themselves, search Google and YouTube, find ICT experts, seek support from teacher trainees, and seek repairers. The factors that improve their digital competence are: having sufficient digital devices; attending further training courses; providing supporting guidebooks; practicing using technologies; having internet access; doing further research; and ensuring electricity at work. Regarding the digital competence adaptation factor, there are four main areas: All the personnel at the center were assigned to attend training courses; school leaders make it a good habit for all the personnel and teacher trainees to use digital technologies at work; there is a need for using digital technology at work; and last but not least, all the personnel and teacher trainees always do more research regarding digital technologies. The purpose of enhancing their digital competence is because they need to make administrative

tasks easier by using technology. Figure 6 below indicates the findings in Problem Solving area.

	Technical Issue Solving	Digital Competence Enhancement	Digital Competence Adaptation Factors	Digital Competence Enhancement Purpose
Problem Solving	<ul style="list-style-type: none"> - Seek supports from an ICT teacher. - Self-support - Search google and YouTube. - Find ICT experts. - Seek supports from teacher trainees. - Seek repairers 	<ul style="list-style-type: none"> - Having sufficient digital devices. - Training courses - Providing supporting guidebooks. - Practicing using technologies. - Having internet access. - Doing research - Ensuring electricity 	<ul style="list-style-type: none"> - Personnel were assigned to attend training courses. - Habit of using digital technologies at work. - The needs of digital technologies at work - Research 	<ul style="list-style-type: none"> - To make administrative tasks easier by using technology.

Table 6 The Findings in Problem Solving area

Procedure of Developing a Guideline

The procedure of developing a guideline aims to illustrate the process of creating a guideline for administrators' digital competence. It is followed by identifying an area of focus, administrators' digital competence (ADC), finding, vision, strategy, and goal. The guideline was then developed after all of these processes. With the guideline, it is essential to start with the stakeholders, particularly those relevant ministries and departments that can empower the teacher training center. They need to provide guidance and resources regarding the use of ICT with strong support and encourage the center to have further engagement for the benefit of advancing the administrators' profession and enhancing their school administration management.

Meanwhile, the center has to be responsive and make an attempt to include ICT use within the center and build on policy and strategy planning. It must provide additional courses to help administrators sharpen their skills and ensure enough technical equipment, Wi-Fi, and electricity to support practice and work. More importantly, there needs to be experts that can help them hand in hand once they encounter technical issues. Further motivation and encouragement from the leaders are also necessary, as it is a great inspiration for administrators to learn and keep themselves updated with technological advancements.

The administrators need to have a personal vision in terms of shaping personal and professional growth since this will motivate them to embrace new practices, particularly digital technologies, which have influenced and been integrated into Cambodian education in the digital era. Along with that, they need to continue to keep up with the latest technological advances. Apart from this, they need to develop themselves by doing extensive research on the internet and other online platforms such as YouTube and Google and gathering any general knowledge posted on social media such as Facebook, TikTok, Telegram, or any other platforms that are popular and easy for them to access. In addition, they need to put effort into practicing and using technology for their job, a hobby, or online portfolios. More significantly, they need to be willing to learn new things and attend any extra courses prepared by the center and other relevant stakeholders regarding digital technologies. Figure 7 below indicates the procedure of developing a guideline.

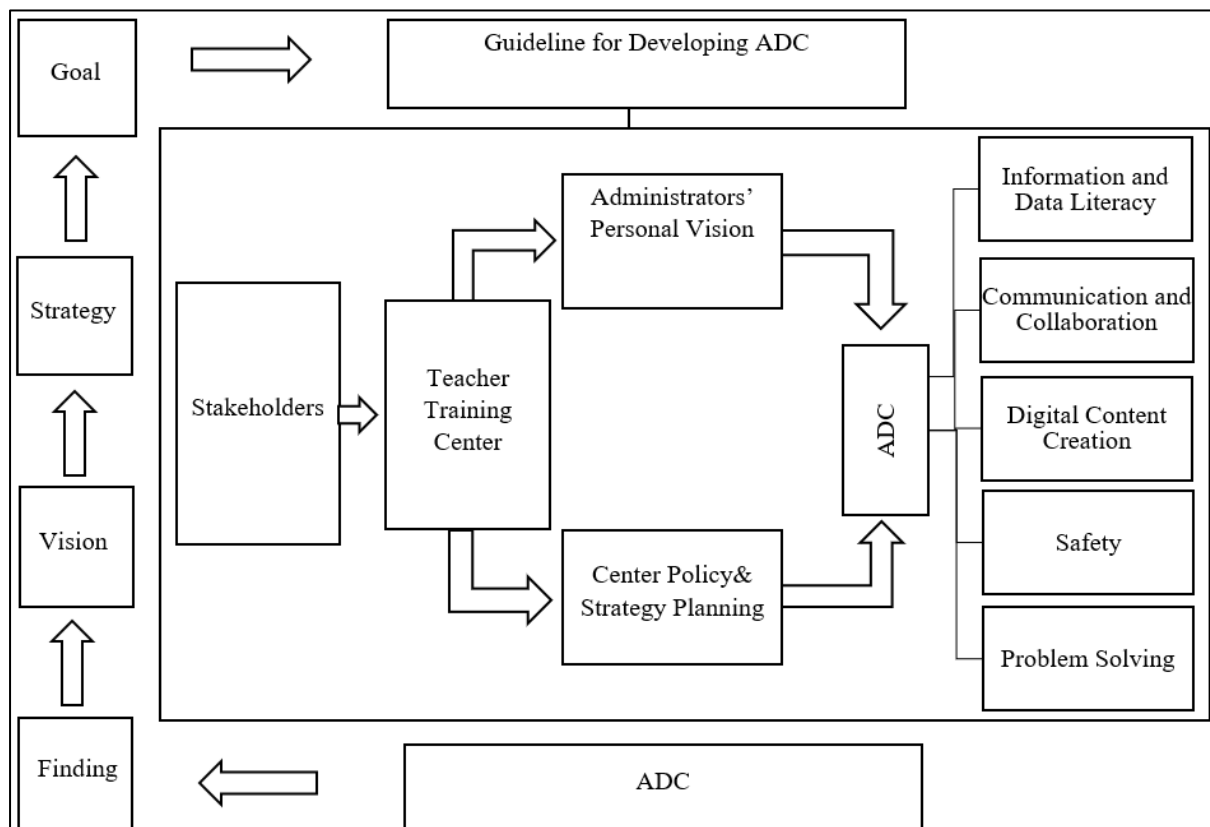


Figure 7 Procedure of Developing a Guideline

Discussion

In Information and Data Literacy area, administrators use social media and online platforms are the sources of information in the digital era. Similarly, one of the research reports prepared by JSBP, (2021:13-14) had a similar finding regarding applications and online platforms used in school, as it found that Zoom is commonly used for online study, Telegram is the primary platform to share files and documents as it maintains a high solution, YouTube is for extra research, and Google is another option for gathering information. Even though gathering information is a great source for learning and center development, it is also important to know which information is trustworthy and can be used. In order to determine whether or not administrators can trust the news, it is imperative that they obtain proof from the uploaded information. This is consistent with Rupp's (2022) assertion that reliable sources of information depend on common things uploaded, such as accuracy, relevance, timeliness, and objectivity.

In Communication and Collaboration area, administrators use social media to communicate with each other, and it is considered a quick and popular platform for communicating. Ihsaniyati et al. (2023) conducted a study and revealed that the use of social media for knowledge sharing in the context of development, communication, and social change is significant, interesting, and in demand by many people. Even though there are various platforms used for communication, Telegram is found to be the primary one because it is easy to use and can hold a large number of documents safely and clearly. Slimily, Filatova et al. (2023) discovered that the Telegram bot is one of the most convenient and simple services for automating the work of a specialist in an educational institution. The bot allows you to get an instant response to a request without requiring the participation of any other person, while the response is instant.

In the Digital Content Creation area, administrators create educational content by using the internet as a source of information, and digital devices are the supporting tools. Likewise, Szymkowiak, et al. (2021), the advancement of technology has had an effect on how we learn and gather knowledge. The Internet, on the other hand, provides instant access to information technology across a range of industries, which boosts productivity and saves time. The use of internet technology is given special attention in new approaches to learning and education. Even though the internet has made it easy to access information and sources, it is important to keep in mind that the source of the information must be acknowledged. When it comes to giving credit to sources, administrators affirm by putting the source in brackets or making it bold, including references, listing the authors' names, listing page numbers, confirming with the documents' logo, and indicating the documents' sources. It proves that administrators are aware of the implications of using the references they obtained and what makes it a reliable source of information. In the same way, Santini (2018) presented that good referencing includes attention to detail, such as the correct page number, the spelling of the author's names, and the accuracy of relevant facts that will be stated in the paper. Attention to referencing not only makes you a better researcher, but it also enhances your reputation amongst editors, reviewers, and readers.

In the Safety area, administrators find that it is important to protect their privacy because it can prevent various risks. Although the outcome indicates that they are aware of the necessity of securing their personal data, technological advancements also require them to have a solid foundation in abilities. Torres and Gallego (2023: 9) stated that a modern phenomenon called "data culture" encourages us to consider how we value our data. However, despite the fact that technology offers a lot of benefits for education, it also creates data in volumes that were unimaginable in the past. Given this approach, educators' attempts to secure data are more

vulnerable, partly as a result of a lack of preparation. In order to protect the digital devices, administrators use different approaches, such as setting passwords, installing antivirus protection, clearing viruses often, shutting the devices correctly, beware of using plugs, cleaning dust from the devices, keeping the devices in a safe and clean place with a good temperature, and turning off the devices when they are not in use. Meanwhile, they mention viruses that propagate over the internet and USB, as well as frequent power outages in their region, as the causes of the damage to the digital devices. When asked what may help them deal with all the hazards, they mostly focus on developing new abilities so they can share their experiences and knowledge with one another.

In Problem Solving area, administrators have used their own initiative when faced with technological difficulties. Instead of abandoning their task, they seek further assistance to address the problem at hand. To improve their digital competence, all components of the innovative digital education concept, which can improve people's competence, must be taken into consideration based on their identified demands. Similarly, Ilomäki and Lakkala (2018: 28) suggested that when aiming for improvements, local and national school administrations focus on schools as knowledge work organizations, such as increasing the quality of pedagogical and knowledge practices in schools using digital technology. All aspects of the innovative digital school model should be considered, and the first step should be to commit the staff to change by developing shared visions and goals for pedagogical development through digital technology and by supporting school-level practices that include both students and teachers.

Using digital technology in education at the Kampong Chhnang Provincial Teacher Training Center has just been recently adopted during COVID 19. It has been one of the factors that encourages administrators to implement tasks by using digital technology at work. This is similar to a study by Heng (2021:3), as it was discovered that despite the significant disruptions that the COVID-19 epidemic has brought, Cambodia now has a great chance to advance the use of ICT in education and promote the system's digital transformation. Even though digital technology was found to be integrated and used at the center, the findings, however, show that all the administrative tasks have not yet been completely implemented by using technology, as the competence of the administrators is still limited and needs further training and encouragement to get engaged with digital use in education.

It is critical to identify the sector that administrators need to improve; therefore, these competences regarding five main areas—information and data literacy, communication and collaboration, digital content creation, safety, and problem solving—are the essential aspects to consider in order to develop their digital competence. Similar to one of the European reports, it indicates that these skill agendas were created for improving the quality and relevance of training and other methods of acquiring skills, making skills more visible and comparable, and improving information and understanding of skill intelligence to help people make better career choices, find quality jobs, and improve their life chances (Centeno et al., 2019: 3). In addition to identifying these areas, it's significant to take the process, which consists of these components: finding, vision, strategy, and goal, into consideration. These components are the foundation and theory used to create a guideline for developing administrators' digital competence.

With the guideline, it is essential to start with the stakeholders, particularly those relevant ministries and departments that can empower the teacher training center. In a similar manner, the ministry of education in Cambodia has designed and implemented a strategy to accelerate education in Cambodia at all levels so that students, educators, and administrators can use information and communications technology (ICT) and digital tools not only for study and work but also for their careers (MoEYS, 2018). Meanwhile, the center has to be responsive, make an attempt to include ICT use within the center, and build on policy and strategy planning. This aspect aligns with a study conducted by Soeung and Chim (2022: 50) that proposed that, for school resumption, a digital working environment be fostered at the school level for both teachers and school administration staff. The administrators therefore, need to have a personal vision in terms of shaping personal and professional growth since this will motivate them to embrace new practices, particularly digital technologies, which have influenced and been integrated into Cambodian education in the digital era. Likewise, Toscani (2023) indicated that it's essential to adopt a digital attitude in today's ever-changing digital environment. Being an engaged learner is important to remain ahead of the curve in the digital era when continual progress is fostered. Self-directed and motivated, active learners see the value of ongoing education in the digital age.

Suggestions

Practical Suggetion

Based on the results, the administrators need to be supported in terms of building the skills regarding using digital technology. Therefore, the guideline developed by this study is one of the tools that help them develop their digital competence and engage themselves more effectively and proactively. The following is how it needs to be implemented according to the guideline.

Stakeholders need to

- provide guidance and resources regarding the use of ICT for the Teacher Training Center.
- support and advocate digital technologies within the Teacher Training Center.

Teacher Training Center need to

- be responsive and make an attempt to include ICT use within the center.
- set up policy and strategy planning particularly having a common vision for administrators to engage themselves in using digital technologies.
- provide additional courses to help administrators sharpen their skills.
- ensure enough technical equipment, Wi-Fi, and electricity to support practice and work.
- provide experts that can help them hand in hand once they encounter technical issues.
- motivate and encourage administrators and personnel to engage themselves in using digital technologies.

Administrators need to

- establish a personal vision to shape personal and professional growth.
- keep up with the latest technological advances.
- do extensive research on the internet and other online platforms.
- put effort into practicing and using technology for their job, a hobby, or online portfolios.
- be willing to learn new things and attend any extra courses prepared by the center and other relevant stakeholders regarding digital technologies.

Further Research Suggestion

The study was conducted in a teacher training center in Kampong Chhnang province, not as a whole educational systematic intervention. Therefore, the finding indicates the situation in the center only. The future researchers should consider the following:

- the larger population and key informants can be expanded.
- different approaches may be tried in the future since they may reveal additional factors.
- be well prepared, be more attentive, and coordinate with the interviewee when any of them express longer than the time provided.
- a friendly rule can be established before the interview, depending on the actual situation.

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