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Achieving Quality Teaching in Developing Countries.

Identifying factors that influence the delivery of quality teaching in primary schools in rural Cambodia.

A research project presented in partial fulfilment of the requirements for the degree of Master of International Development.

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Abstract

At a global level the Education for All focus has shifted from years of schooling to the quality of education being attained. The delivery of quality education is dependent upon quality teaching. While there is no clear definition of quality teaching there are recognised characteristics which lend themselves to quality teaching and therefore are used as proxies to identify what constitutes a quality teacher. Of importance to this study is the fact these same recognised characteristics of what constitutes quality teaching and a quality teacher are reflected in the Ministry of Education, Youth and Sport in Cambodia (MoEYS) goals and teachers in Cambodia clearly identify with these characteristics.

Drawing on a case study of Cambodia this research examines the influences that work upon a teacher to either positively influence the delivery of quality teaching or to negatively influence the same.

While influences which positively and negatively impact quality teaching are wide ranging, some are definitely more influential than others. Hence there is a clear recognition of the importance of the provision of basic resources for education. The delivery of quality teaching requires basic physical infrastructure and resources such as teacher training, adequate teacher salaries and teaching materials. Without these basic resources a teacher is destined to fail in the delivery of quality teaching. This is particularly relevant in a developing country where the teachers are more likely to be working at a pre-professional level in terms of teaching skills, dependent upon teaching materials and reliant on basic classroom management skills. This is the case in Cambodia. Before any other influences become significant these fundamental needs must be met. There is also an important link between the health of both teachers and children and the delivery of quality teaching. Basic health needs must be met if the delivery of quality teaching is not to be undermined.
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# Table of Contents

Abstract .................................................................................................................................. 2  
Acknowledgements ........................................................................................................... 3  
Chapter One: Introduction ................................................................................................. 11  
1.1 Background to this research ....................................................................................... 11  
  1.1.1 The value of education: The Right to Education for All (EFA): ..................... 11  
  1.1.2 Quantity education versus quality education ................................................. 12  
  1.1.3 The challenge of achieving quality education in Cambodia ...................... 14  
1.2 My personal interest in education in Cambodia ....................................................... 16  
1.3 Research aim. .............................................................................................................. 17  
1.4 Research questions ..................................................................................................... 17  
1.5 Approach to undertaking the research. .................................................................... 17  
1.6 Overview of this report. ............................................................................................. 18  
Chapter Two: Cambodia and Formal Education .......................................................... 21  
2.1 Introducing this chapter. ............................................................................................. 21  
2.2 The Khmer Rouge’s destruction of the education system ....................................... 21  
2.3 The resumption of formal education in the wake of the Khmer Rouge ............... 22  
2.4 Present day education in Cambodia. ....................................................................... 24  
2.5 Educational reform in Cambodia. ............................................................................ 25  
2.6 Conclusion .................................................................................................................. 28  
Chapter Three: Literature review - Conceptualising the quality education Cambodia nexus. ...................................................................................................................... 30  
3.1 Introducing this chapter. ............................................................................................. 30  
3.2 The measurement of quality education ................................................................... 31  
3.3 Examining which factors have the greatest impact on quality. ............................ 33  
3.4 The characteristics of a quality teacher ................................................................... 37  
3.5 Influences on the delivery of quality teaching: Reflections on Cambodia .......... 44  
  3.5.1 Introduction ....................................................................................................... 44  
  3.5.2 Teachers feeling valued and supported .......................................................... 44  
  3.5.3 The impact of salary ....................................................................................... 47  
  3.5.4 The use of incentives ....................................................................................... 48  
  3.5.5 Challenges for rural schools .......................................................................... 49  
  3.5.6 Informal fees and the teacher community relationship ............................ 50  
  3.5.7 Socio-economic status of family ...................................................................... 51  
  3.5.8 Classroom management .................................................................................. 52
6.5.2 The differing experiences in supported and unsupported schools ....104
6.5.3 Factors which influence students’ achieving a quality education ......105
6.5.4 The different perspectives of Primary and Secondary teachers........105
6.5.5 The relationship between positive and negative influences ..........105
6.6 Closing comments ..........................................................................................106
References: ........................................................................................................... 107
Appendices .......................................................................................................... 114
MoEYS Model Exam Answers ............................................................................. 114
Primary School Teachers Survey Questions ....................................................... 121
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Enrolment rates in primary schools in Cambodia</td>
<td>23</td>
</tr>
<tr>
<td>Table 2</td>
<td>Characteristics of a Quality Teacher</td>
<td>38</td>
</tr>
<tr>
<td>Table 3</td>
<td>Schools where teachers chose to participate in the survey</td>
<td>60</td>
</tr>
<tr>
<td>Table 4</td>
<td>Schools where School Directors chose to complete the survey</td>
<td>61</td>
</tr>
<tr>
<td>Table 5</td>
<td>Schools where School Directors chose to be interviewed</td>
<td>62</td>
</tr>
<tr>
<td>Table 6</td>
<td>The highest ranking characteristics of a quality teacher</td>
<td>68</td>
</tr>
<tr>
<td>Table 7</td>
<td>The lowest ranking characteristics of a quality teacher</td>
<td>69</td>
</tr>
<tr>
<td>Table 8</td>
<td>The top four ranked characteristics of a quality teacher as against the MOEYS model answers</td>
<td>71</td>
</tr>
<tr>
<td>Table 9</td>
<td>Factors with a very strong positive influence on quality teaching</td>
<td>77</td>
</tr>
<tr>
<td>Table 10</td>
<td>The highest ranking factors with the most positive impact on the delivery of quality teaching</td>
<td>78</td>
</tr>
<tr>
<td>Table 11</td>
<td>The lowest ranking factors with the most positive impact on the delivery of quality teaching</td>
<td>80</td>
</tr>
<tr>
<td>Table 12</td>
<td>Factors with a very strong negative influence on quality teaching</td>
<td>84</td>
</tr>
<tr>
<td>Table 13</td>
<td>The highest ranking factors with the most negative influence on the delivery of quality teaching</td>
<td>85</td>
</tr>
<tr>
<td>Table 14</td>
<td>The lowest ranking factors with the most negative influence on the delivery of quality teaching</td>
<td>88</td>
</tr>
</tbody>
</table>
**Abbreviations**

CCT – The Cambodia Charitable trust (www.cctnz.org.nz)

EFA – Education for All

MOEYS – Ministry of Education, Youth and Sport in Cambodia
List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Hargreaves Four ages of professionalism and professional learning</td>
<td>27</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Map of Cambodia</td>
<td>59</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Characteristics of a Quality Teacher</td>
<td>67</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Positive influences on quality teaching</td>
<td>75</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Factors with a strong positive influence on the delivery of quality teaching</td>
<td>76</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Negative influences on quality teaching</td>
<td>82</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Factors with a strong negative influence on the delivery of quality teaching</td>
<td>83</td>
</tr>
</tbody>
</table>
List of Appendices

<table>
<thead>
<tr>
<th>Appendix A</th>
<th>MoEYS Exam questions and model answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B</td>
<td>CCT Survey Questions</td>
</tr>
</tbody>
</table>
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