Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.
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.

Institute of Development Studies
Massey University
Manawatu, New Zealand

Denise Joy Arnold
2015
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.
Acknowledgements

This thesis would never have been completed if it wasn’t for the patience and wisdom of Dr Rochelle Stewart-Withers. I have needed a lot of her time and attention and I am very grateful. The guidance of Dr Regina Scheyvens throughout this project and also in fielding all manner of questions is much appreciated. The whole Development Studies team at Massey University has had a role to play.

I would like to acknowledge the Ministry of Education, Youth and Sport (MoEYS) in Cambodia. This project could not have happened without the cooperation and engagement of the staff of MoEYS and, through MoEYS, the teachers and School Directors in Cambodia. Thank you.

I also wish to recognise the teams that have been a part of achieving this research. These are the Cambodian team of The Cambodia Charitable Trust being our Country Manager, Ouch Soeun, and our staff of Nget Samboeun, Im Kanovuth, Nget Srey Mom, Meas Samnang and Ouch Soeun Vibol. Without these wonderful people this research would not have been possible, let alone all the other amazing things we are achieving together in Cambodia.

I also wish to thank the New Zealand team of the Cambodia Charitable Trust that helped me conduct the survey. Marie Grills and Jane Muller have been with me every step of the way and have spent many hours helping to understand the education system in Cambodia and prepare the survey accordingly. Claire Edwards, Tegan Arnold, Sue Oakley and Julie Symes were all instrumental in getting the research completed. The collection of data would have been impossible without their assistance. Their patience in sitting through 17 translations of the same survey is commendable.
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
3.5.9 Teacher training ................................................................. 53
3.5.10 Teaching resources ........................................................... 53
3.5.11 Health of the children and the teacher ......................... 54
3.5.12 The school environment .................................................. 55

3.6 View of the Ministry of Education, Youth and Sport .......... 55
3.7 Chapter summary ................................................................. 56

Chapter Four: Fieldwork and collecting the data. .................. 57
4.1 Introducing the chapter ............................................................. 57
4.2 Ethics ....................................................................................... 58
4.3 Selecting the schools and the participants ......................... 58
4.4 Data collection methods ........................................................... 59
  4.4.1 Surveys .............................................................................. 59
  4.4.2 Semi structured interviews with School Directors .......... 62
4.5 Limitations to the study ............................................................ 62
4.6 Concluding points ................................................................. 63

Chapter Five: Research Findings ............................................. 65
5.1 Introducing this chapter ........................................................... 65
5.2 Question 1: The characteristics of a quality teacher .......... 65
5.3 Question 2: Positive influences on the delivery of quality teaching .......... 74
5.4 Question 3: Negative influences on the delivery of quality teaching .... 81
5.5 Interview results ................................................................. 89
5.6 Health and nutritional status of children ......................... 91
5.7 Do teachers have a sense of being valued? ......................... 91
5.8 Chapter summary ................................................................. 92

Chapter Six: Discussion and Conclusion ................................. 94
6.1 Introducing this chapter ........................................................... 94
6.2 The characteristics of a quality teacher ................................. 94
6.3 The factors with the greatest influence on the delivery of quality teaching ........ 95
6.4 Recommendations for policy and practice ......................... 101
  6.4.1 Resourcing education ..................................................... 101
  6.4.2 Developing towards teachers as professionals .............. 101
  6.4.3 Determine a measure of quality teaching and set goals ...... 102
  6.4.4 Link health to education ................................................. 103
6.5 Recommendations for further research .............................. 104
  6.5.1 Gender disaggregated answers ...................................... 104
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
## List of Tables

<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>
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, Institute of Development Studies, Massey University, Manawatu, New Zealand

Arnold, Denise Joy
2015

http://hdl.handle.net/10179/7380
19/12/2018 - Downloaded from MASSEY RESEARCH ONLINE