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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

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	Description	Page
Table 1	Enrolment rates in primary schools in Cambodia	23
Table 2	Characteristics of a Quality Teacher	38
Table 3	Schools where teachers chose to participate in the survey	60
Table 4	Schools where School Directors chose to complete the survey	61
Table 5	Schools where School Directors chose to be interviewed	62
Table 6	The highest ranking characteristics of a quality teacher	68
Table 7	The lowest ranking characteristics of a quality teacher	69
Table 8	The top four ranked characteristics of a quality teacher as against the MOEYS model answers	71
Table 9	Factors with a very strong positive influence on quality teaching	77
Table 10	The highest ranking factors with the most positive impact on the delivery of quality teaching.	78
Table 11	The lowest ranking factors with the most positive impact on the delivery of quality teaching.	80
Table 12	Factors with a very strong negative influence on quality teaching	84
Table 13	The highest ranking factors with the most negative influence on the delivery of quality teaching	85
Table 14	The lowest ranking factors with the most negative influence on the delivery of quality teaching	88

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

Figure	Description	Page
Figure 1	Hargreaves Four ages of professionalism and professional learning	27
Figure 2	Map of Cambodia	59
Figure 3	Characteristics of a Quality Teacher	67
Figure 4	Positive influences on quality teaching.	75
Figure 5	Factors with a strong positive influence on the delivery of quality teaching	76
Figure 6	Negative influences on quality teaching	82
Figure 7	Factors with a strong negative influence on the delivery of quality teaching	83

List of Appendices

Appendix A	MoEYS Exam questions and model answers	
Appendix B	CCT Survey Questions	

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

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