

THE DEVELOPMENT OF AN INSTRUCTIONAL LEADERSHIP MODEL FOR OUTCOME-BASED EDUCATION AT PRIVATE HIGHER EDUCATION INSTITUTIONS IN CAMBODIA

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Abstract: The main purpose of this study is to develop an instructional leadership model for outcome-based education which has to be implemented in private higher education institutions in Cambodia. An exploratory sequential mixed-method (quantitative and qualitative) was employed for the study. Five private universities in Cambodia with 211 lecturers and 10 academic administrators participated in the study. Survey was used to collect the quantitative data with lecturers and interview was held to collect qualitative data with the academic administrators. For quantitative data, means, standard deviation and multiple regression were used to analyze the data and for qualitative data, content analysis was employed to analyze the data. The findings of instructional leadership and outcome-based education were consistent to the overall framework of the theories. Instructional leadership was found moderately practiced by the academic administrators of the five Cambodian private universities. The current practices of instructional leadership significantly correlated with the current outcome-based education practices. Four dimensions include Professional Development, Supervision of Curriculum Development and Instruction, and A Supportive and Collaborative Environment strongly and significantly correlated with all stages of outcome-based education. Three factors including Funding and Facilities, Cooperation, Culture, and Values, and Qualification, Skills, and Experience were found significantly affected instructional leadership practices. Outcome-based education was not found typically practiced by the selected universities though the quantitative data from survey gave greater mean score while the interviews offered in depth of the current practices. A model of instructional leadership for outcome-based education was developed with two parts: instructional leadership and outcome-based education. The new instructional leadership model is to be implemented by the students, lecturers, academic administrators, and higher education institutions in Cambodia.

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Introduction

The rapid changes of the 21st century bring challenges to societies and people including education (Schleicher, 2012). These changes include the increasing competition among universities, mobility of learners, modes of learning, lifelong learning, and work-based education. Students have flexibility for education choice and try to move away from traditional ways of learning. Technology too contributes to changes which learners can work from home as they can access to the internet. Distance learning connects learners where they can stay at home and do their program. These changes pressure higher education institutions to satisfy students' needs and interests (Ashworth, Brennan, Egan, Hamilton, & Saenz, 2004).

In effort to address the issues pressured by the rapid changes, higher education institutions need to promote minimum standards. They work to improve the education system including leadership strategies. In India, higher education system has been changed, particularly the way of working and the process of teaching and learning evaluation to improve practices (Gandhi, 2015). In Australia, universities recognize the importance of quality, but there are quality issues with international students and financial risks relating to overseas campus developments (Harmon, 2015). Higher education in China has been dramatically expanding but has paid less attention on the importance of quality. Many problems emerge including the decline of educational expense per student, deteriorating teaching conditions and low employment rate for college graduates (Jiang, 2015). Higher education institutions should utilize creative and innovative ways to promote learning. According to UNESCO World Conference report in 2009, the European Union has the goal to maximize the flexibility and security in employment. However, there is a lack of practical knowledge for students after graduation. Higher education institutions should encourage students to actively engage in the learning process. They need more exposures to practical perspective and application-oriented learning. To engage students actively in the learning process, Sunder (2014) has suggested quality excellence models. He said that offering the application-oriented practical knowledge to students is more useful than offering the book-theory knowledge. As students are nowadays considered as the customers of higher education institutions, they are expected to be served appropriately (Sherry, Bhat, Beaver, & Ling, 2004; Mark, 2012; Elbeck & Schee, 2015).

Higher education in Cambodia is facing the pressures of meeting the needs of society and students. Though higher education is rapidly expanding, its quality is still a challenge. If the situation does not improve, students would seek educational opportunities in the surrounding countries (VSO, 2008; Vann, 2012). Quality of education in this country may be explained by traditional instructions. This poor instructional quality is widespread in higher education institutions in Cambodia (VSO, 2008; UNESCO, 2011; Hughes, 2011; Eang, 2014; Williams, Kitamura & Keng, 2015). Lecturers are mere knowledge-transmitters (teacher-centered). Students are passive, not self-directed learners as espoused by outcome-based education and they do not have much interaction with instructors (Davis, 2003). Another alternative which fails to bridge the quality gap is the curriculum development. The curriculum may not meet the needs of the society (job market) and students'. It is not quite well-linked that causes higher education paralyze in equipping students with knowledge, skills and attitudes necessarily needed (Chet, Ngin, Chhinh, Dy, and Dvaid, 2014; Un, 2014). Moreover, the universities in Cambodia have become more like business agencies. They do not seem to provide in-depth knowledge and skills to prepare students for their careers, but make substantial benefits (Vann, 2012).

To address the issues of quality education in Cambodia in order to meet stakeholders' needs, higher education institutions should pay attention to the curriculum development and instructions. Lecturers need a systematic structure in planning their courses and instructions. These include the appropriate teaching approaches for adult learners and leadership that influences the conceptions, values and beliefs of lecturers towards their practices, hence, student learning. Outcome-based education (OBE) should explain well to the current situations of Cambodian higher education sector. OBE is believed to raising up student learning. There is sufficient evidence indicating that outcome-based education significantly improves student performance (D'Andrea, 1999; Prosser, Rickinson, Bence, Hanbury, & Kulej, 2006; Chow & Wong, 2012) and motivates students to learn (Spady, 1994). The intervention of OBE helps students to be more positive in feedback, participate more actively in classroom activities, and are more satisfied with the comments and suggestions from their lecturers in regard of the assignments (Chan & Chan, 2009). To promote the adaptation of OBE, instructional leadership is helpful. This kind of leadership is important to bring collective efforts for the ultimate goals (Kottmann, 2016). According to Blasé and Blasé (2000), instructional leadership provides four benefits to both the lecturers and students. These benefits include the direct assistance to instructors particularly in the development of curriculum, professional skills, group development, and action research; indirect effects on the lecturers'

behaviors including the process of monitoring student progress; the direct effects on classroom instruction (helping lecturers to be more committed and innovative); and the direct and indirect effects on student achievement. The current literature discloses that instructional leadership has both indirect and direct effects on student success. This is because instructional leaders work with lecturers who influence directly on student learning (Lee, Walker, & Chui, 2012). This paper introduces outcome-based education as the catalyst to address the aforesaid issues aiming at promoting student learning achievement. The challenges in adapting OBE particularly in higher education was explored. Instructional leadership was believed to promote the adaptation of OBE for improved instructional practices, hence, student achievement.

Research Objectives:

There were five objectives:

1. To explore the expected instructional leadership practices and outcome-based education practices at higher education institutions;
2. To examine the current instructional leadership practices and outcome-based education practices at private higher education institutions in Cambodia;
3. To determine the relationship between instructional leadership and outcome-based education at private higher education institutions in Cambodia;
4. To identify the factors affecting instructional leadership at private higher education institutions in Cambodia;
5. To propose an effective instructional leadership for outcome-based education at private higher education institutions in Cambodia.

Literature Review

Instructional leadership

Instructional leadership is described as the influence of the behaviors of the leaders to promote teaching and learning (Murphy & Hallinger, 1985). It is originated in the work of DeBevoise (1984). DeBevoise said that instructional leaders are to communicate the school mission and standard to lecturers and learners, monitor teaching and learning, recognize and reward good works, and provide professional development to lecturers. Using these concepts, Murphy and Hallinger in 1985 developed an instructional leadership model. The model composed of three dimensions: setting and communicating school vision, managing instructional programs, and creating positive school climate. In a more recent trend of education, instructional leadership emphasizes on the role of the academic administrators to support learning activities and promote lecturers' professional skills (Leithwood, Louis, Anderson, & Wahlstrom, 2004). It is similar to what Hallinger (2011) has mentioned that instructional

leadership places emphasis on the role of the academic administrators to promote learning. It is a leadership for learning, a broader sense in leadership practices which describe the approaches the academic administrators use to achieve the academic goals. Brown and Chai (2012) mentioned similar leadership practices. The leadership practices included the setting up of academic goals and communicate them to lecturers, staff and students, the allocation of resources, the observation and evaluation of teaching, the promotion of learning environment among lecturers, and the establishment of supportive environment for lecturers and students.

Schools in the 21st century are responsible for preparing students for the cultural, demographic, informational, economic and technological changes. These changes require students to have various skills including career skills, learning, innovation, information and technology to help them integrate well into this interconnected world (Hoy & Hoy, 2013). In this regard, instructional leadership is the key to student success. The academic administrators engage in the tasks of evaluating teaching and learning, having conversation with lecturers for effective instructional strategies, and promoting lecturers' professional skills (Pan, Nyeu, & Chen, 2015). They influence instructions as they directly work with the lecturers; hence, improved student learning. In today's higher education institutions, students are so diverse in their learning style manifested as their social, economic and cultural backgrounds. This brings challenges to lecturers and academic administrators. Instructional leaders are required to place themselves appropriately to address the issues. Doing so helps lecturers facilitate learning through curriculum development, instruction and assessment (Raouf, 2016). Further, Hallinger (2005) thought that instructional leaders are *directive leaders* who can turn their school around. They are *culture builders* since they work to establish the environment that promote high expectations and standards for both lecturers and students. They are *goal oriented* as they need to define the direction for school and encourage people to join hands to achieve the goals together. As pointed out, recently instructional leadership grabs the attention of educators, researchers and educational leaders in promoting instructional quality and student learning (Brazer & Bauer, 2013; Neumerski, 2012; Rigby, 2014). One major focus of education in the 21st century is to increase student learning. Schools must ensure that students can master the objectives of the curriculum as expected. Hence, instructional leaders should strive efforts to improve student performance as expected in the curriculum objectives (Stronge, Richard & Catano, 2008).

Outcome-based education (OBE)

OBE is to offer lecturers with the guides in planning for their courses and instructions. The design of instructions based on OBE's philosophy is composed of three stages: identifying the intended learning outcomes, planning for learning experiences and assessing student learning (Spady, 1994). Poor learning achievement is the challenge for lecturers and administrators and the emphasis on curriculum and instructional design must be critically considered (Bulgren, Deshler, & Lenz, 2007). Tilestone (2004) believes that well-planned instruction increases student learning achievement. Thus, the employment of OBE in designing courses and instructions offer lecturers with clearer direction.

Spady claimed that OBE promotes students' motivation to learn (Spady, 1994). A number of previous studies on OBE agree that it really contributes to improved student performance (Prosser, Rickinson, Bence, Hanbury, & Kulej, 2006; Chow & Wong, 2012). The outcome-based instructions have influenced the ways students learn. Students become more positive and active in classroom activities (Chan & Chan, 2009; Akir, Eng, & Malie, 2012; An, 2014). Students' more engagement in the learning activities reveal that lecturers have designed well the activities with a clear direction. What students need to know and do is emphasized by OBE. Doing so, student learning achievement would be enhanced (Akir, Eng, & Malie, 2012; An, 2014). OBE has disseminated quickly in developed countries like UK and the United States in the 1980s and 1990s. For Asia particularly in Hong Kong in 2006, the University Grants Committee of Hong Kong decided to promote OBE formally in all higher education institutions in order to enhance the quality of instruction and learning (Chan & Chan, 2009). However, since OBE is new for higher education institutions, it is compulsory to have the knowledge in designing and implementing this approach within the Hong Kong context.

Challenges of instructional leadership in higher education

The academic administrators must have clear vision and mission, promote shared responsibilities among the teams, promote professional development, manage curriculum development and instruction (Stronge, Richard & Catano, 2008; Pan, Nyeu, & Chen, 2015). However, not all lecturers fully supported the work of academic administrators. The administrators sometimes experience resistance from the faculty members as they are trying to promote quality learning. According to Clark & Gottfredson (2008), lecturers were not happy when their leaders suggested to move beyond learning 1.0 and 2.0. They seemed to make little change in ideas especially in receiving further professional training to equip themselves with more innovative instructional designs. They tended to maintain at the current status rather than being more

innovative. Faculty members tended to reject technology though very helpful for instructions. The administrators need to be aware of this resistance. Of course, technology cannot be used to solve all problems especially with those who are outdated mindset in learning. The more the administrators force the faculty members to use technology, the more resistance they would receive (McBride, 2010). Resistance may be derived from the ideas of being afraid of changes because the perception of change creates instability and threatens the organizational structure. The faculty members may fear of losing meaning and tradition if change happens. Changes are the results of technology, diverse learning styles, competition among the universities, financial burdens, and globalization. Higher education institutions have been criticized of being very slow responding to such changes (Caruth, 2013). Faculty's resistance to change is not new in today higher education institutions. The study by Clarke, Ellett, Bateman, & Rugutt (1996) found that male lecturers and full professors, especially older ones, were more likely to resist the policy that required all lecturers take the same amount of students. They even resisted a policy that required them to join the grant writing and publication workshops. So the administrators must be sensitive to these changes both professionally and personally. Moreover, they have to balance between changes and tradition.

Adapting OBE in higher education confronts challenges though many benefits offered. Instructional leadership helps because it critically influences instructional practices and student learning (Murphy & Hallinger, 1985). In that attempt, a strong commitment of the academic administrators is crucially needed. To make this happen, the administrators need to gain the lecturers' support by explicitly explaining the rationales in adapting OBE and even sharing some good instructional practices and examples from the department and investing more on professional development training (Chan & Chan, 2009). Student quality learning and achievement need high quality instruction and high-quality instruction needs constant instructional leadership. Instructional leadership has been popular and supported by many researchers in a sense that it is necessary in promoting high quality instruction (Brazer & Bauer, 2013; Neumerski, 2012; Rigby, 2014).

Conceptual Framework

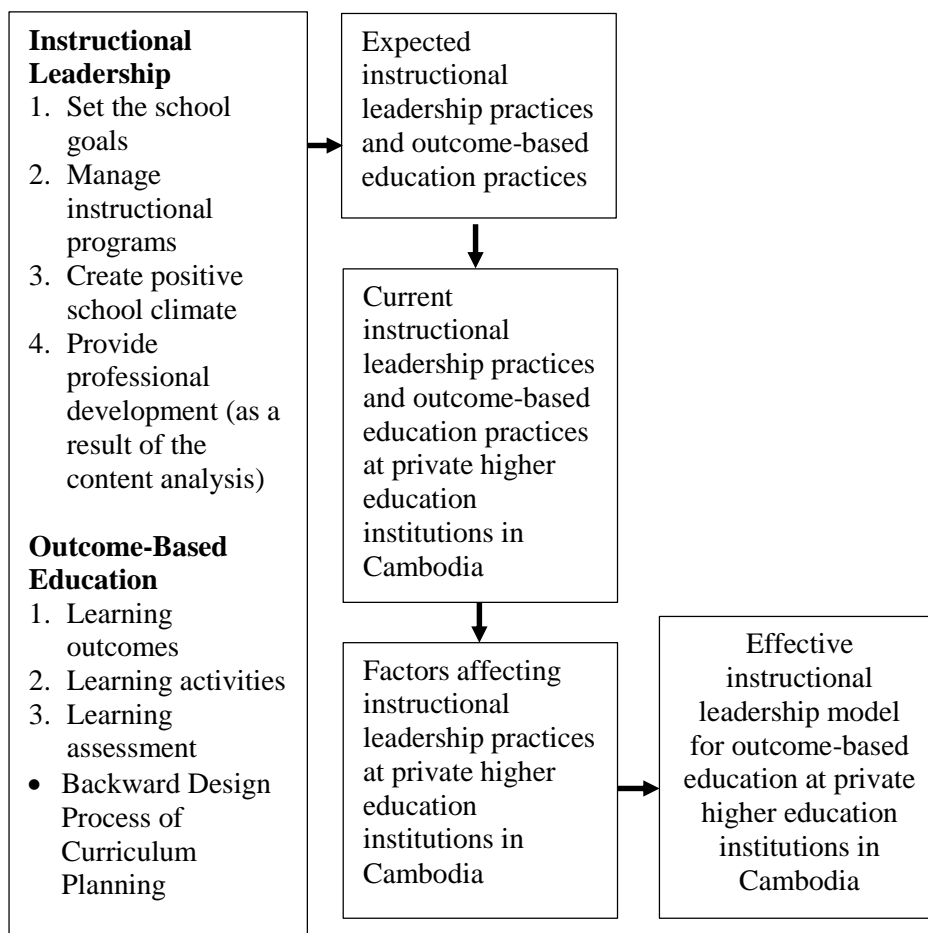


Figure 1: Conceptual Framework of this Study

Method

Research Instrument

Survey was developed using the results of content analysis. It was used to collect the quantitative data on the current instructional leadership practices, OBE practices, and factors affecting instructional leadership in private higher education institutions in Cambodia. This survey was divided into four parts. Part One entailed 4 items (gender, teaching experience, highest educational attainment, and fields of study) which were used to identify lecturers' and administrators' demographic information. Part Two was for Instructional Leadership, consisted of 16 items, Part Three was for OBE composing of 15

items, and Part Four was for Factors Affecting Instructional Leadership which composed of 25 items.

Interview protocol basically from the all the survey items was used to collect qualitative data from the academic administrators of the five private higher education institutions in Cambodia.

Population and Sample

The population for this study were lecturers and academic administrators of the five private higher education institutions in Cambodia. The researcher selected all lecturers and academic administrators of the faculty of education to participate in the data collection. The sample of 211 lecturers and 10 administrators participated in this research.

Findings

Content analysis was conducted using 203 sources (15 books and 188 articles). The results of content analysis presented four dimensions of instructional leadership (Building a Supportive and Collaborative Environment, Supervising Curriculum Development and Instruction, Providing Professional Development, and Framing and Communicating Goals), three stages of OBE (Learning Outcomes, Learning Activities, and Learning Assessment), and six factors affecting instructional leadership (Time Constraints and Workload, Cooperation, Culture, and Values, Qualification, Skills, and Experiences, Organizational Structure, Funding and Facilities, and Tasks and Roles related to Instructional Leadership).

Instructional Leadership

Table 1: *Mean Scores of the Current Practices of Instructional Leadership*

No.	Descriptions	<i>M</i>	Interpretation
1	Framing and Communicating Goals	3.60	Very good
2	Providing Professional Development	3.52	Very good
3	Supervising Curriculum Development and Instruction	3.60	Very good
4	Building a Supportive and Collaborative Environment	3.75	Very good
Overall Mean		3.61	Very good

Table 1 presented the four instructional leadership dimensions identified. The results conveyed the highest Mean was the dimension of Building a Supportive and Collaborative Environment ($M=3.75$). The lowest Mean

showed in the dimension of Providing Professional Development ($M=3.52$). Overall, the results showed in a “Very good” category.

However, the interviews further explained this survey’s findings. It was found the academic goals were developed by a committee chaired by the dean of the academics. Approximately 10 percent of senior lecturers were invited to join the committee. The goals were communicated through meetings, workshops, and academic orientation. The interviews also provided that professional development opportunities for lecturers were very few. However, lecturers did not have time to attend training as most of them worked part time. The deans checked the syllabus, but course description and course outcomes were set by the committee. The academic administrators did not have sufficient time to monitor teaching and learning.

Outcome-Based Education

Table 2: Mean Score of the Current Practices of Outcome-Based Education

No.	Descriptions	<i>M</i>	<i>Interpretation</i>
1	Learning Outcomes	3.98	Very good
2	Learning Activities	4.09	Very good
3	Learning Assessment	3.88	Very good
Overall Mean		3.98	Very good

Table 2 presented the results of the current practices of OBE at five private universities in Cambodia. The highest Mean was in Learning Activities ($M=4.09$) while the lowest Mean showed in Learning Assessment ($M=3.88$). In overall, the results showed in a “Very good” category. However, the interviews with the academic administrators further explained the practices of OBE in these universities. Course outcomes were set by the committee. Lecturers used the materials given to prepare course outlines. In regards the activities, lecturers employed student-centered approach. However, lecturers did not provide remedial lessons as they worked part-time and were busy going from one university to another. Not only lecturers were found having insufficient time for consulting students’ academic matters, but also the academic administrators. They did not have time to monitor teaching and learning.

Factors Affecting Instructional Leadership

Six factors were identified from the content analysis. Three factors were found significant affecting the instructional leadership. They included Qualification, Skills, and Experiences, Cooperation, Culture, and Values, and Funding and Facilities. Table 3 presented the results of the three significant factors affecting instructional leadership. The results showed the highest Mean in the factor of “Cooperation, Culture, and Values” ($M=3.87$). The lowest Mean indicated in

the Factors of “Funding and Facilities” ($M=3.48$). The overall Mean showed in a “Very good” category.

Table 3: *Mean Score of the Factors Affecting Instructional Leadership*

No.	Descriptions	<i>M</i>	Interpretation
1	Qualification, Skills, and Experiences	3.52	Very good
2	Cooperation, Culture, and Values	3.87	Very good
3	Funding and Facilities	3.48	Good
Overall Mean		3.62	Very good

The results of the interviews with the academic administrators provided that professional development opportunities were not really sufficient. The academic administrators were not expertise in designing the curriculum for all subjects. Thought they built a good relationship with lecturers; they did not have sufficient time to supervise curriculum development and instructions. Three administrators said that the universities sufficiently financed teaching and learning. The rest expressed a lack of fund for journal articles, database, and other necessarily materials and equipment.

Relationship between Instructional Leadership and Outcome-Based Education

Table 4 indicated that the Pearson correlation coefficient value was .606. According to Evans (1996), the absolute value of r can be explained as follows: .00-.19 “very weak”, .20-.39 “weak”, .40-.59 “moderate”, .60-.79 “strong”, and .80-1.0 “very strong”. Thus, the correlation coefficient value of .606 confirmed that there was a strong positive correlation between instructional leadership and OBE. Moreover, the table reported the p -value for this test as being .000 and thus it showed that there was a significant relationship between instructional leadership and OBE at .01 level of significance.

Table 4: *Correlation Coefficient of Instructional Leadership and Outcome-Based Education*

		IL	OBE
Instructional Leadership (IL)	Pearson	1	.606**
	Correlation		
	Sig. (2-tailed)		.000
Outcome-Based Education (OBE)	N	211	211
	Pearson	.606**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	211	211

** . Correlation is significant at the 0.01 level (2-tailed)

Instructional Leadership Model for Outcome-Based Education in private higher education institutions in Cambodia

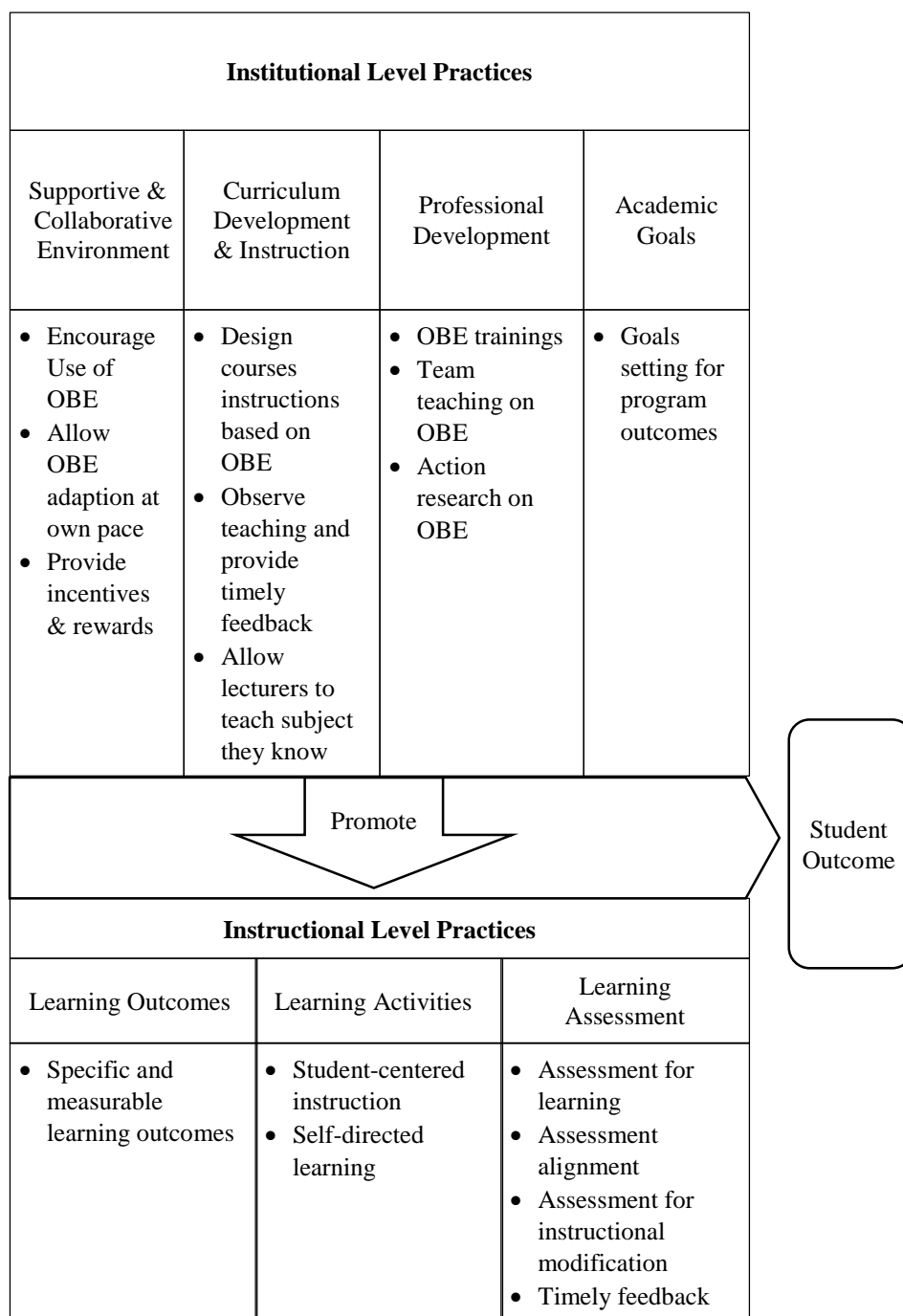


Figure 2: Instructional Leadership Model for Outcome-Based Education

Figure 2 presents the effective instructional leadership model for OBE at private higher education institutions in Cambodia. This model composed of two parts: instructional leadership with 10 practices and OBE with 7 practices. The 10 practices of instructional leadership were to be implemented by the academic administrators and the 7 practices of OBE were to be implemented by lecturers at private higher education institutions in Cambodia.

Discussion

Instructional Leadership

The expected instructional leadership practices in higher education institutions were examined. The results of the content analysis on this section presents four dimensions: 1) framing and communicating goals, 2) providing professional development, 3) supervising curriculum development and instruction, and 4) establishing a supportive and collaborative environment. These findings did not present new knowledge and they were consistent to the overall framework of the theory. This is conformed to instructional leadership by Murphy and Hallinger (1985). They claimed that instructional leaders must set the school goals, manage instructional programs and promote school climate.

The results of this study conveyed that the academic administrators considered working environment very important to gaining support from lecturers. They built a strong relationship with lecturers that would promote shared responsibilities among lecturers for better learning achievement. This finding conformed to what found by Koen and Bitzer (2010). Besides, they listened to the concern of lecturers both academically and personally. They tried to convey that they cared about lecturers and created the environment that were conducive to satisfaction; hence, shared responsibilities and better student learning achievement. The findings from Pan, Nyeu, and Chen (2015) revealed similarly to this result. The academic administrators paid attention to lecturers at the academic and personal levels. The attention given to lecturers determined students' success in school.

The findings conveyed that the administrators had insufficient time to monitor student learning progress. This is contradictory to Mead (2011) saying that instructional leaders regularly analyzed the data with lecturers and helped them to adjust instructions to respond to the assessment results. The results from the survey even provided that the academic administrators had insufficient time to observe teaching and to provide constructive classroom feedback to lecturers. This finding is similar to the result found by Tanner and McLeod (2006) that the academic leaders did not have much time to supervise instructions because of their workloads on managerial and administrative

tasks. This may result in low quality teaching and learning in the target universities which conformed to the findings of Eang (2014) and Williams, Kitamura, & Keng (2015). The central role of instructional leadership was to ensure quality teaching and learning (Mead, 2011; Hallinger & Walker, 2017; Alam & Ahmad, 2017). The presence in classroom and provision of constructive feedback could well-explain this.

Professional opportunities were insufficiently provided to lecturers. The interactions among lecturers and the academic administrators were also found little. Lecturers did not have time to observe one another to improve their instructional practices. The findings are contradictory to the result found by Devos and Bouckenough (2009) that lecturers should be given the opportunities to interact and share professional expertise and attend professional development programs to promote their profession. The academic administrators should create a community of practices and professional learning community. This would create the chance for lecturers to reflect their current teaching practices, debate issues in meetings and exchange new ideas across the faculty (Gurr-Mark, 2010). The professional learning would promote quality teaching and learning (Gupton, 2010). The findings also indicated that lecturers did not involve much in research. The finding does not conform the findings of Backor & Gordon (2015) that instructional leaders should lead schoolwide action research and encourage lecturers to fully engage in it both in team and classroom action research. The action research was used to help lecturers to be thoughtful professionals, and to reflect and refine their instructional practices.

The findings indicated that only a small portion of senior lecturers were invited to engage in the formulation of the academic goals. This finding contradicted to what Pan, Nyeu, and Chen (2015) mentioned that the academic administrator had the role to establish the academic goals in collaboration with lecturers. Lecturers should have their part in goals setting and should be encouraged to perform teaching based on the goals set. A study by Cotton (2003) found that the academic administrator tried to reach out the stakeholders to gain supports and share responsibilities for student learning. Thus, lecturers should be very important stakeholders who can share responsibilities in establishing goals and communicating them to all parties involved.

The findings explained that the academic administrators did not receive sufficient professional development opportunities to support their instructional leadership practices. This finding partly conformed to the findings by Hallinger and Walker (2017) that instructional leaders in Vietnam

and China received very few training while those who were from Singapore, Taiwan, and Malaysia received extensive trainings. They may not have expertise in developing curriculum in all the subject areas and management skills. They needed to promote their knowledge and skills. This is conformed to the findings of the study by Hallinger (2003) that the academic administrators had limited ability to hire, remove, and manage personnel.

Outcome-Based Education

The findings presented that lecturers adapted partly OBE for curriculum development and instruction. They might face challenges of employing this approach. This is consistent to the findings by Lixun (2011) that lecturers confronted the challenges of designing courses and instructions. They were familiar with content-based approach. Further, they might not have the knowledge of stating the learning outcomes, instructional strategies that facilitated learning, and the knowledge of designing curriculum based on significant learning, aligning learning activities and assessment methods to learning outcomes. The findings indicated that lecturers partly adapted OBE. Probably, OBE has shortly been introduced to Cambodia. It may take sometimes for lecturers to familiarize themselves with the new approach. This conformed to what Chan and Chan (2009) found on a new outcome-based curriculum in Hong Kong Polytechnic University. They found that there was insufficient evidence showing that OBE promoted student performance. The researchers provided reasons that OBE was just shortly introduced to the university and some teachers might find difficult to implement this OBE philosophy.

Lecturers had insufficient time to adapting OBE. The adaptation of OBE needed greater efforts and time of lecturers in designing curriculum to attain highest learning achievement. These challenges came not only to lecturers but also to learners. Formative assessment increased students' workloads since they needed to complete various learning tasks (Lixun, 2011). These findings echoed the findings by Vann (2012) and UNESCO (2011) that lecturers in Cambodian universities were mostly part-time. They lacked time to design curriculum and instruction and interact with students. They did not have time to discuss the academic matters. This was contradictory to OBE that teachers built a strong relationship with students (Sawyer & Dinham, 2004) and encouraged students to engage in the challenging tasks to achieve the best of their potential (Killen, 2007).

Recommendations

In order to have instructional leadership model for OBE well-implemented, students, lecturers, academic administrators, and private higher education institutions in Cambodia are recommended.

Students may be familiar with teacher-centered approach teaching. If lecturers willingly adapt the outcome-based education approach to designing their course curriculum and instructions, student-centered approach will be more applicable. Students need to have sufficient time to take OBE learning. They need to participate actively in the activities designed. Moreover, they should not pay attention to the expected outcomes and learning experiences designed only but also the learning assessment. They need the assessment to check their progress and receive constructive feedbacks for further efforts.

Lecturers need to promote own professional knowledge and skills in OBE. They need to attend workshops, seminars, and participate in professional learning community and conduct research in OBE to improve instructions. Furthermore, they need to interact professionally with one another for improved OBE instructions. Additionally, they need to seek for teaching strategies, and assessment methods to obtain the learning outcomes.

The academic administrators need sufficient training in OBE. If they are familiar with OBE, they can encourage lecturers to develop and try out the OBE courses. They need to explore and identify various methods of teaching and assessment for supporting lecturers in implementing OBE. They need to provide OBE trainings to lecturers and allow them to adapt OBE instruction in their own pace and encourage lecturers to do research in OBE to improve their instructions. If lecturers who have tried out OBE instructions, they should be given incentives and rewards to share their experiences with other lecturers in the universities. Furthermore, the academic administrators need to consider having more full-time lecturers for they have sufficient time to prepare for instructions. To help lecturers adapt well OBE, they should teach the subject they know best. This would help them feel convenient in planning for OBE instructions.

The model can be useful not only for the universities being studied, but also for other private universities in Cambodia. The academic administrators, lecturers, and students may face similar challenges and go through similar practices in leadership, curriculum design and instructions, and learning experiences. Outcome-based education has also been effectively implemented in other faculties (nursing, engineering, language, accountancy, etc.), the instructional leadership model is to promote OBE instructions.

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