



ปัจจัยที่เกี่ยวข้องกับคุณภาพการเรียนการสอนของมหาวิทยาลัยเอกชน  
ในจังหวัดพระตะบอง ประเทศกัมพูชา

บุโรย์ บุญ

GRAD VRU

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
สาขาวิชาหลักสูตรและการสอน  
บัณฑิตวิทยาลัย  
มหาวิทยาลัยราชภัฏวไลยอลงกรณ์ ในพระบรมราชูปถัมภ์ จังหวัดปทุมธานี  
พ.ศ. 2560



FACTORS RELATED TO THE INSTRUCTIONAL QUALITY OF PRIVATE  
UNIVERSITIES IN BATTAMBANG PROVINCE, CAMBODIA

BOREY BUN

GRAD VRU

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION  
IN CURRICULUM AND INSTRUCTION  
GRADUATE SCHOOL  
VALAYA ALONGKORN RAJABHAT UNIVERSITY  
UNDER THE ROYAL PATRONAGE PATHUM THANI

2017

THESIS APPROVAL  
GRADUATE SCHOOL  
VALAYA ALONGKORN RAJABHAT UNIVERSITY  
UNDER THE ROYAL PATRONAGE PATHUM THANI

Thesis Title Factors Related to the Instructional Quality of Private  
Universities in Battambang Province, Cambodia  
Student Borey Bun  
Student ID 55B54680211  
Degree Master of Education  
Field of Study Curriculum and Instruction

Thesis Advisors

  
..... Thesis Advisor

(Dr.Phithack Nitnopkoon)

  
..... Thesis Co- Advisor

(Assistant Professor Dr.Usa Kongthong)

Thesis Examination Committees

  
..... Chairperson

(Assistant Professor. Rakha Arunwonng)

  
..... Member

(Assistant Professor Dr.Suwana Juithong)

  
..... Member

(Assistant Professor Dr.Usa Kongthong)

  
..... Member

(Dr.Phaichit Saduakkan)

  
..... Member

(Dr.Phithack Nilnopkoon)

GRAD VRU

  
.....

(Assistant Professor Dr.Theathanick Siriwohan)

Dean of Graduate School

Date 17 / Feb / 2017

ชื่อเรื่องวิทยานิพนธ์	ปัจจัยที่เกี่ยวข้องกับคุณภาพการเรียนการสอนของมหาวิทยาลัย เอกชน ในจังหวัดพระตะบอง ประเทศกัมพูชา
ชื่อนักศึกษา	บุโรย์ บุญ
รหัสประจำตัว	55B54680211
ปริญญา	ครุศาสตรมหาบัณฑิต
สาขาวิชา	หลักสูตรและการสอน
ประธานที่ปรึกษาวิทยานิพนธ์	อาจารย์ ดร.พิทักษ์ นิลนพคุณ
กรรมการที่ปรึกษาวิทยานิพนธ์	ผู้ช่วยศาสตราจารย์ ดร.อุษา คงทอง

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่เกี่ยวข้องกับการเรียนการสอนที่มีคุณภาพของมหาวิทยาลัยเอกชนในจังหวัดพระตะบอง ประเทศกัมพูชา กลุ่มตัวอย่างคือนักศึกษาจำนวน 274 คน ที่ได้มาจากจำนวนประชากรของนักศึกษาจำนวน 869 คน โดยใช้สูตรการคำนวณของยามานะ ในการเก็บรวบรวมข้อมูล เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม 5 ระดับ ของลิเคิร์ทที่มีความเที่ยงตรงของแบบสอบถาม ตั้งแต่ 0.60-1.00 ซึ่งตรวจสอบโดยผู้เชี่ยวชาญจำนวน 5 ท่าน และความน่าเชื่อถือที่ 0.85 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน การทดสอบสมมติฐานทางสถิติใช้สหสัมพันธ์เพียร์สันในการหาความสัมพันธ์ระหว่างคุณภาพการเรียนการสอนและตัวแปรที่เกี่ยวข้อง

ผลการวิจัยพบว่า จากการวิเคราะห์ความสัมพันธ์ปัจจัยที่เกี่ยวข้องกับคุณภาพการเรียนการสอนของมหาวิทยาลัยเอกชนในจังหวัดพระตะบองประเทศกัมพูชาพบว่ามีความสัมพันธ์ทางบวก ปัจจัยที่มีความสัมพันธ์อย่างมีนัยสำคัญมากอันดับแรกคือคุณภาพการเรียนการสอนกับกระบวนการจัดการเรียนการสอนของครูผู้สอน ( $r = 0.398, p < 0.01$ ) ความสัมพันธ์อย่างมีนัยสำคัญมากอันดับสองคือ คุณภาพการเรียนการสอนกับ ลักษณะการแสดงออกของครูผู้สอน ( $r = 0.335, p < 0.01$ ) และความสัมพันธ์มากอันดับที่สามคือคุณภาพการเรียนการสอนกับประสพการณ์ของครูผู้สอน ( $r = 0.328, p < 0.01$ ) ปัจจัยที่สัมพันธ์กันอย่างมีนัยสำคัญแต่ละปัจจัยมีดังนี้ อันดับแรกกระบวนการจัดการเรียนการสอนของครูสัมพันธ์กับหลักสูตรและบริบทของสังคม ( $r = .655, p < 0.01$ ) อันดับที่สอง หลักสูตรและบริบทของสังคมสัมพันธ์กับลักษณะการแสดงออกของครูผู้สอน ( $r = .640, p < 0.01$ ) อันดับที่สาม ลักษณะการแสดงออกของครูผู้สอนมีความสัมพันธ์กับประสพการณ์ของครูผู้สอน ( $r = .580, p < 0.01$ ) ปัจจัยที่เกี่ยวข้องกับคุณภาพการเรียนการสอนของมหาวิทยาลัยเอกชนแต่ละปัจจัยมีความสัมพันธ์อย่างมีนัยสำคัญกับคุณภาพการเรียนการสอน สำหรับคุณภาพการเรียนการสอนประกอบด้วย ความรู้ของนักศึกษาและคุณลักษณะอันพึงประสงค์ของนักศึกษา การศึกษาครั้งนี้ได้เสนอให้เห็นแนวทางเพื่อนำไปใช้สำหรับศึกษาในอนาคตของคุณภาพการเรียนการสอนของมหาวิทยาลัยเอกชนในจังหวัดพระตะบอง ประเทศกัมพูชา และจะช่วยปรับปรุงคุณภาพการเรียนการสอนสำหรับการพัฒนาการศึกษาแห่งชาติต่อไป

**คำสำคัญ :** คุณภาพการเรียนการสอน มหาวิทยาลัยเอกชนจังหวัดพระตะบอง ประเทศกัมพูชา

Thesis Title	Factors Related to the Instructional Quality of Private Universities in Battambang Province, Cambodia
Student	Borey Bun
Student ID	55B54680211
Degree	Master of Education
Field of Study	Curriculum and Instruction
Thesis Advisor	Dr.Phithack Nilnopkoon
Thesis Co-Advisor	Assistant Professor Dr.Usa Kongthong

### ABSTRACT

This research was to study the factors related to the instructional quality of private universities in Battambang province, Cambodia. A sample of 274 students derived from the population of 869 students using Yamane's formula was used to collect the data. The research instrument was a five-point Likert rating scale questionnaire with the validity in IOC was, ranging from 0.60 to 1.00 approved by 5 intellectual experts and the reliability of 0.85. The statistics used in data analysis were percentage, mean and standard deviation. The statistic hypothesis testing was Pearson Correlation to find out the relationship between the instructional quality and related variables.

The research study found that the analysis of the factors related to the instructional quality of private universities in Battambang province, Cambodia had positive correlations. Firstly, the highest significant correlation was instructional quality with teachers' instructional process ( $r= 0.398, p<0.01$ ), secondly, the highest significant correlation was instructional quality with teachers' dispositions ( $r= 0.335, p<0.01$ ), and thirdly the highest significant correlation was instructional quality with teachers' experiences ( $r= 0.328, p<0.01$ ). The results of factors related to the instructional quality of private universities were shown highly significant correlations between each factor and the instructional quality comprising of students' achievements in knowledge and students' desirable characteristics. The study offered several directions and it may profound implications for future studies of the instructional quality of private universities in Battambang province of Cambodia and helps improve the instructional quality for national education development.

**Keywords:** Instructional Quality, Private Universities Battambang Province, Cambodia

## Acknowledgement

I would like to acknowledgement the following people, to all of whom I feel forever especially indebted and appreciate. Without them, I would not have had the opportunity to complete this study.

First, I would like to express my sincere appreciate to my advisor, Dr. Phithack Nilnopkoon, for his valuable suggestions, assistance, advice, guidance, motivation and patience throughout my study and research.

My heartfelt thank is also extended to my co-advisor, Assistant Professor Dr. Usa Kongthong for her constant guidance and support in getting me to the point where I became capable of conducting a qualitative research study.

I would also like to humbly thank Assistant Professor Kanreutai Klangphahol, Ph.D and Mr. Mesa Nuari, and also five intellectual experts for their guidance and explanation to support my research finished completely.

I am also deeply grateful Professor Dr. Pheakdkey TUN-Cambodian UME President and Associate Professor Dr. Sombat Kotchasisit-Thailand VRU President who both were working with agreement cooperatively to provide a knowledgeable scholarship for my master of education completely.

I would like to thank VRU's administrators, faculty members, instructors who have completely been working for sharing experiences, providing knowledge and especially cooperative supports of my graduation.

Finally, all thanks go to my respective grandparents, wonderful parents, helpful sisters, supportive brothers in law and friends whose love, motivation, assistance and understanding have always been invaluable resources.

GRAD VRU



## CONTENTS

	Pages
Abstract.....	I
Acknowledgement.....	II
Contents.....	III
List of Tables.....	V
List of Figures.....	VI
Chapter 1 INTRODUCTION.....	1
1.1 Background and Statement Problem.....	1
1.2 Research Question.....	3
1.3 Study Purpose.....	3
1.4 Research Framework.....	3
1.5 Scope of Research .....	4
1.6 Definition of Term.....	5
1.7 Importance of the study.....	6
1.8 Summary.....	6
Chapter 2 LITERATURE REVIEWS.....	7
2.1 History of Higher Education Development as Global.....	8
2.2 The history of the development of Higher Education in Cambodia.....	9
2.3 Quality Assurance of Cambodia.....	17
2.4 Private University.....	18
2.5 Teachers.....	22
2.6 Instructional Quality.....	25
2.7 Students' Achievements in Knowledge.....	26
2.8 Students' Desirable Characteristics.....	27
2.9 Research Related to Instructional Quality.....	28
2.10 Conclusion.....	39
Chapter 3 RESEARCH METHODOLOGY.....	40
3.1 Research Purpose.....	40
3.2 Population.....	40
3.3 Sample.....	41
3.4 How to Create the Quality of Research Instrument.....	42
3.5 Method of Collecting Data.....	44
3.6 Statistics for Data Analysis.....	44

## CONTENTS

	Pages
3.7 Summary.....	44
Chapter 4 THE RESULTS OF DATA ANALYSIS.....	46
4.1 Demographics of the Participants.....	46
4.2 Genders.....	46
4.3 Year of Study.....	47
4.4 Data Analysis.....	48
4.5 Core Categories of variables.....	48
4.6 Relationship between independent and dependent variables.....	48
4.7 Correlations of all Factors and Instructional Quality.....	49
Chapter 5 SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION.....	52
5.1 Summary of the study.....	52
5.2 Results of the study.....	52
5.3 Discussion of the findings.....	53
5.4 Conclusions.....	54
5.5 Recommendations.....	56
References.....	57
Appendix: Questionnaire.....	63
CURRICULUM-VITAE.....	70

GRAD VRU



## LIST OF TABLES

Tables	Pages
3.1 The numbers included Major of Marketing Management of Business Administration at three private universities in Battambang province 2014.....	41
3.2 Percentage ratio of sample sizes of marketing management students, classified by universities (BBU, CUS, UME).....	42
4.1 Distribution of frequency and percentage of the sample in three academic years at three private universities.....	46
4.2 Distribution of frequency and percentage of the sample at the three private universities by genders.....	47
4.3 Distribution of frequency and percentage of the sample at the three private universities by Academic Year.....	47
4.4 Below describes the common core categories of variables.....	48
4.5 Mean and Standard Deviation.....	49
4.6 Correlations of all factors and instructional quality.....	50

## LIST OF FIGURE

Figure	Pages
1.1 Research conceptual framework.....	4



GRAD VRU

# CHAPTER 1

## INTRODUCTION

### 1.1 Background and Problem Statement

Within this new global, information-based society, the role of higher education in Cambodia has become increasingly crucial with regard to the social and economic development of a country. The increasing demand for higher education, especially in the post-communist and developing world, has normally resulted in the transformation of the education system from being selective and competitive to being a good quality of education, especially in private higher education. As a result of this expansion process, diverse forms of higher education have gradually emerged, and, in most cases, the private sector has been legalized to ensure the mass participation of higher education for all (Levy, 2006). Moreover, enhancement of instructional quality is the key to school innovation for long life working of private higher education institution to face current global markets, and in encountering changes to industrial environments, fewer students and homogeneous competition with ordinary universities, the private higher education institutions should enhance hardware investment and teachers' competence in high-quality instruction in order to satisfy students' needs, such as achievement in knowledge and desirable of students' characteristics.

The instructional quality means teachers accomplish instructional goals and strengthen students' meaningful learning through a series of planned instructional activities, such as preparation, curriculum, teacher-student interaction, instructional activities and evaluation. High-quality instruction should be based on students' learning intentions and efforts, social support and assistance, as well as instructional and learning opportunities and resources. These, in conjunction with positive interactions and the better instruction will be realized in private higher education, Jonh Wiley & Sons, (2011).

Western University, private university based in Battambang province Cambodia was stopped by Accreditation Committee of Cambodia in 2007, (ACC: 2013). The reason that it was stopped because of instructional quality that was under national standardized identification. That is big objective in Cambodia to prepare their private universities to work in a good instructional quality and good standardized performance (MoEYS: 2013).

Cambodia is among the many developing nations with a recent history of rapid growth within the private higher education sector. Since Cambodia switched to

a free market economy in the early 1990s, higher education has been viewed as the key to human resource development in the economy. Yet, while the demands of higher education began growing during the 1990s, the public sector was still in a very pitiable condition and unresponsive to the rising need for a capable labor force. This was partly due to the continuous shortage of financial and skilled human resources in this field and the past legacies caused by many years of civil wars (Pit & Ford, 2004). Moreover, foreign financial support in this sub-sector was very limited and neglected, especially compared to basic general education (Duggan, 1997).

Even more problematic, the public higher education system in Cambodia in the 1990s was still following the centralized, elitist and competitive model of French education which allows only a limited number of students to enter universities (Pit & Ford, 2004). As a result of the limited capacity of the public institutions to offer higher education, the government introduced a new policy in the mid-1990s to allow for the participation of the private sector. In 1997, Norton University was officially inaugurated and became the first national for-profit private university in Cambodia to provide higher education (Sloper, 1999: p. 24-25). Since then, the private sector has grown substantially. Chet (2006: 76) stated that during the years 2002–2003 alone, there emerged 16 private higher education institutions. Currently, there are a total of 63 higher education institutions, with 45 private and 18 public and there are 5 private universities and 1 public university in Battambang province (the Ministry of Education, Youth and Sport, MoEYS, 2012).

While private higher education institutions have been increasing in numbers as well as absorbing more and more students, the establishment and growth of this sector in Cambodia remain new. Also, the increasing competition as well as the huge unmet demand for higher education have led to “the rapid expansion of the private sector into provincial centers”, which is a very new phenomenon in the history of modern higher education in Cambodia. Because these private higher education institutions focused strongly on quality of instruction to build a long live business in educational factor, the majority of them are only offering courses with a high demand, the most common of which are related to Business Administration and Information Technology (Pit & Ford, 2004; MoEYS, 2012). Hence, the new existence of private sector higher education in Cambodia raises many questions concerning future success and quality for making the human resources to develop the country.

While its new existence and role growing concern among the public, the private sector keeps increasing the student enrollments year by year (Chet, 2006). These rising enrollments contribute to the continuous growth of the private sector in

which the vast majority of private higher education institutions is for-profit, and thus, depend greatly on the students' fee for their instructional quality. But this growth has become a greater issue, since the rate of annual unemployment for graduates is high, reaching almost 90 percent for first-year graduates. As pointed out by Ford (2006), "the mismatch between higher education provision and labor force demands has produced an oversupply of poorly trained graduates". This seems to be repeating what happened during the 1960s, when Cambodian higher education grew significantly, even though there was more and more unemployment among university graduates (Ayres, 2000: 23). The current case of the rising unemployment for private sector graduates is even more serious because the instructional quality in private higher education for students is the greatest priority to develop human resources in a poor country as Cambodia. This study has aimed to explore what factors related to the instructional quality of private universities in Battambang province, Cambodia.

### **1.2 Research Question**

The researcher would like to address the research question as follows: What are the factors related to the instructional quality of private universities?

### **1.3 Study Purpose**

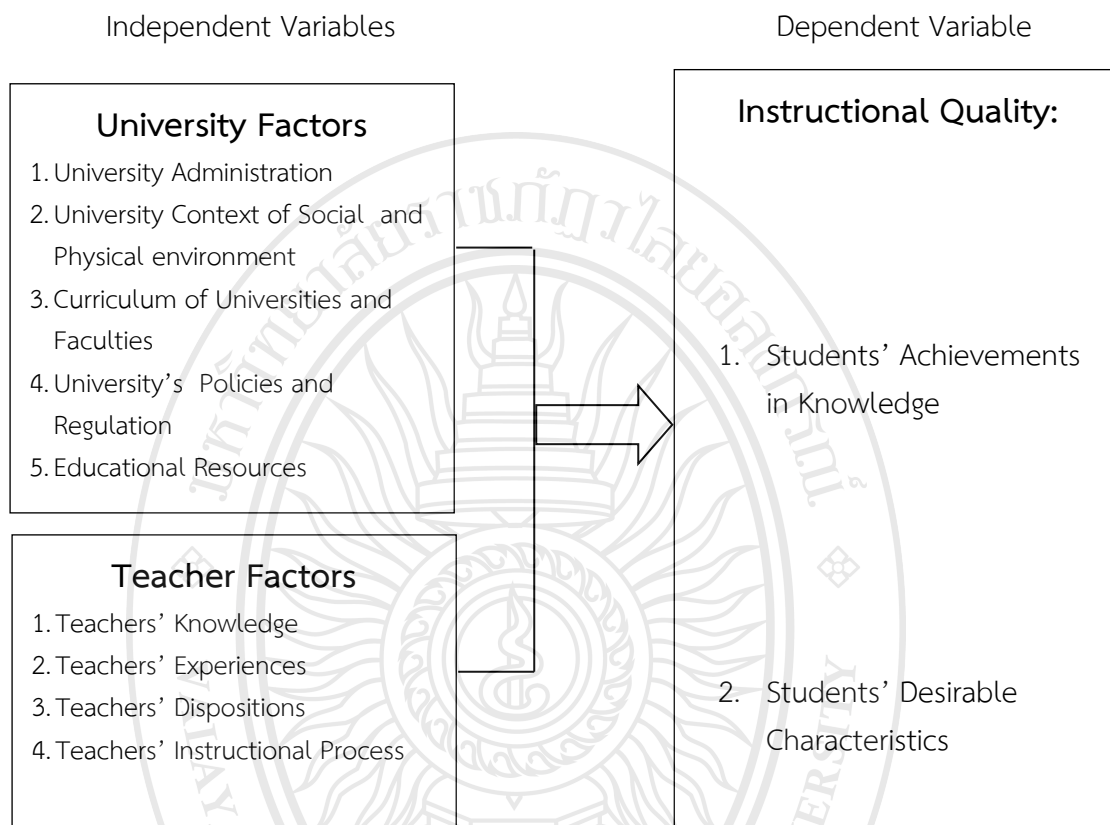
The purpose of this study is to find out the factors related to the instructional quality of private universities in Battambang province, Cambodia.

### **1.4 Research Framework**

The instructional quality is not performed by only the instructor but it is also performed to build strategies for educational approach that they are working in the different responsibilities. Ayres, D. (2003) said that the instructional quality is performed mainly by two sectors of instructional quality are university and teachers.

U.S Educational Report (2013) announced that the instructional quality of higher education was depended on two sectors: the university's responsibilities and the teacher's responsibilities, and those can be displayed as the conceptual framework for this research. The instructional quality refers to students' achievements in knowledge and students' desirable characteristics that entrepreneurs with the private higher education is comprised of research framework the following:

## Research Conceptual Framework



**Figure 1.1** Research conceptual framework

### 1.5 Scope of Research

**Instructional Quality** - refers to achievement in learning and teaching to provide two aspects: students' achievements in knowledge and desirable of students' characteristics, (ACC: 2013).

**Population and Sample** - The students are the target customers of educational business and the purpose of business is to create and retain customers, Peter. F. Drucker 1995. The students could give real definition and identify what variables may relate to the instructional quality within the private higher education institutions. The student is working for achievement in their knowledge that why they can know how instructional quality should be.

**Content of Study** - The content of this study is pointed into the marketing management in the faculty of business and administration that is provided by private higher education institutions.



## 1.6 Definition of Terms

1.6.1 Private Universities refer to the private higher educational institutions provide higher educational services to students for exchanging to earn profit.

1.6.2 University's Social Context and Physical Environment refer to the immediate physical and social setting in which people live in which something happens and develops.

1.6.3 Curriculum refers to the total of resources, scientific, cognitive, linguistic, textbook and adjunct resources, official and unofficial materials that are brought together for learning and teaching in the universities

1.6.4 University's Policies and Regulation refers to good discipline in each and every student completing schooling, respectability, knowledge, skills.

1.6.5 Educational Resources refers to education resources freely available, easily discovered online and routinely re-used by both educators and learners worldwide.

1.6.6 Teachers' Knowledge refers to teacher quality includes pedagogical knowledge, content knowledge, teacher certification, and teacher experience.

1.6.7 Teachers' Teaching Experience refers to any experience to modify the quality of subsequent experiences so as to prevent a person from them.

1.6.8 Teachers' Dispositions refers to the belief of class activities and teaching in confident of effective classroom activities

1.6.9 Teachers' Instructional Process refers to the basic steps of instruction that teacher use to provide teaching and learning activities in the classroom.

1.6.10 Instructional Quality is a good quality of teaching for student learning outcome which is measured to so supply for educational standard requirement.

1.6.11 Students' Achievements in Knowledge refers to academic approach of students in the understanding of subjects in their curriculum.

1.6.12 Students' Desirable Characteristics refers to the positive values of students' learning experiences that students focus on public mind, honesty, and ethic, self-organized.

## 1.7 Importance of the study

1.7.1 To identify the elements or factors that can relate to the instructional quality of private universities.

1.7.2 To use the gathered information for further development of the instructional quality within the organizations.

### **1.8 Summary**

This study has been framed in five chapters. Chapter I describes the background and statement of the problem, the research question, study purpose, research framework, scope of research, specific definition and finally important of research and outline to the study. Chapter II examines the historical development of higher education in Cambodia. It traces back to the traditional education system before French colonization and examines how the system has evolved to present. It reviews the quality assurance of Cambodia and the quality of instruction. It ends with many variables that are affecting the instructional quality in private higher education. Chapter III introduces the research design, population and sample, research instrument and quality of the instrument, research process in collecting data, methodology of analyzing data including statistic, hypothesis of data and research ethics. Chapter IV presents the findings and results of analyzing data. Chapter V discusses conclusion and recommendations to private higher education institutions.



## CHAPTER 2

### LITERATURE REVIEW

The literature review has been in this study on relating to instructional quality in private higher education including different key aspects focusing in the study. These major parts are:

- 2.1 History of Higher Education Development as Global
- 2.2 The history of the development of Higher Education in Cambodia
  - Traditional Education during the Pre-colonial Period (Before 1863)
  - French Colonization (1863-1953)
  - Post-independence (1953-1979)
  - Vietnam occupation (1979-1989)
  - Modern Higher Education in Cambodia (1989 – the present)
  - Higher Education Institutions of Cambodia
- 2.3 Quality Assurance of Cambodia
- 2.4 Private University
  - University Factors
  - University Context of Social and Physical environment
  - Curriculum
  - University Policies and Regulation
  - Learning and Learning Resources
- 2.5 Teacher's Quality
  - Teachers' Knowledge
  - Teachers' Experiences
  - Teachers' Dispositions
  - Teachers' Instructional Process
- 2.6 Instructional Quality
- 2.7 Students' Achievements in Knowledge
- 2.8 Desirable of Students' Characteristics
- 2.9 Research Related to Instructional Quality
  - Universities' Administration related to Instructional Quality
  - University Social Context related to Instructional Quality
  - Curriculum of Universities and Faculties related to Instructional Quality
  - University Policies and Regulation related to Instructional Quality
  - Educational Resources related to Instructional Quality
  - Teachers' Knowledge related to Instructional Quality

- Teachers' Experiences related to Instructional Quality
- Teachers' Dispositions related to Instructional Quality
- Teachers' Instructional Process related to Instructional Quality
- 2.10 Conclusion

## 2.1 History of Higher Education Development as Global

The global movement is always changed to innovate and create that are the most effectiveness of development. In this movement, the higher education is a multifaceted phenomenon in modern society, combining a diversity of institutions and students, a range of purposes and functions, and variety of goals and value. In the knowledge-based economy of the twenty-first century, colleges and universities are key institutions for training and research. The higher education is truly at the center of society that is important as cultural institutions interpreting and sometime critiquing an increasingly complex social reality. The universities are the responsibilities of society's wisdom, and they serve an essential good public, it is time to reassess higher education in a changing environment and it is also the time to reaffirm the importance of academic both as historically powerful force and as a key contemporary institution. And the colleges and universities have a long history that has shaped contemporary academic. This history had made universities conservation in some ways, but it had also provided a sense of stability that have served academe well. The universities are among the oldest existing institutions in society, along with the Roman Catholic Church, the British monarchy, Buddhism pagoda and a small number of other institutions, universities are among the rare organizations to have survived from the middle ages. It is important to remember that universities world-wide are shaped by the European academic tradition, all modern higher education institutions, whether in Beijing, Buenos Aires, or Boston, stem from the medieval, faculty-dominated university of Paris model (V)

Universities gradually gained in strength over the centuries. At first, the universities were mainly teaching institutions, although they were also the repositories of social's wisdom through their libraries and through the teaching of the professors. In nineteenth century, research became a central theme of higher education, beginning in Germany and spreading to the United States and other countries. In the United States, the land-grant movement following the Civil War brought research, service and teaching together in the great state universities. The German idea of research and the U.S. concept of service and relevant scholarship shaped American higher education in the twentieth century, and it has had a profound impact elsewhere. The

higher education contributed significantly to the success of the U.S. economy in the twentieth century, not only by educating an increasing proportion of the population to participate in the industrial age but through research and innovation as well. The rest of the American higher education system also matured, grew and developed their characteristic combination of vocational and liberal arts courses. A highly differentiated academic system has been created –mixture of public and private institutions, selective and nonselective schools, and a great range of specializations. The higher education enjoyed widespread public support and high prestige. American research was internationally preeminent. Most people recognized the importance of higher education not only for the success of the individual but also for the benefit of society Huon, T. (1974).

Government education in Thailand dated only from the latter half of the nineteenth century. Until then, the only education of a semi-public nature was that offered by the Buddhist monasteries, catered for only a small percentage of the male population. In an effort to consolidate Thailand's independence and modernize the country, King Chulalongkorn (Rama V) introduced far-sighted reforms in the government bureaucracy after he assumed the throne in 1868. Centers of higher education incorporating elements of western influence were established and subsequently flourished. The history of higher education in Thailand can thus be divided into three periods: the Early Modernization Period (1889-1931), the Post Revolution Period (1932-1949), and the Development Planning Period (1950-present) (OHEC of Thailand., 2014).

Since 1979 the Ministry of University Affairs has been the coordinating unit between the government and private higher education institutions. The Office of the Permanent Secretary serves as secretariat to the Private University Committee which gives advice to the Minister of University Affairs on relevant rules and regulations needed to ensure the standards and accreditation of private higher education institutions. The committee also considers granting approval to the programs of study offered by these institutions. Each private institution has its own council which is the administrative body responsible for the general functioning of the institution as well as organizing its internal administrative structure, (OHEC of Thailand., 2014).

## **2.2 The history of the development of Higher Education in Cambodia**

This chapter examines the historical development of higher education in Cambodia, beginning with traditional education in the 13th century and observing the evolution of the system up to the present time. Within this historical context, one



begins to see the rapid growth of private sector higher education as well as questions concerning its future quality and sustainability. Although all educational systems of Cambodia were abolished under the regime of changed movement by the Khmer Rouge, according to the World Bank (2010), there have been significant improvements in the past of the education sector in Cambodia, particularly in terms of primary net enrollment gains (Komai, 2013) the introduction of program based-budgeting and the development of a sound pro-poor policy framework. But in Cambodia, several challenges remain. The most Cambodian students attend some schooling, but a large share complete only a few grades-with 85 percent of 15 to 19 year olds completing just grade 1, while only 27 percent complete grade 7, moreover 25 percent could complete secondary and high school and only 21 percent who could graduate higher education. It is partly because parents, especially those in rural areas are blind to the importance of education. There are also disparities in education participation rates by different regions. Moreover, inefficiency and poor quality in education service delivery are other major challenges. For instance, the number and the quality of teachers in Cambodia are insufficient. It is because almost all of experienced old teachers had been changed of movement under the regime of the Khmer Rouge. In fact, one thirds of teachers in the primary school have not finished even lower secondary education. And the budget for education is extremely restricted, compared to neighboring nations. Thus, the salary of teachers is too low, which causes teachers' corrupt practices. And the time for studying in the school is 15 hours per week, which is extremely insufficient, too (Komai 2013). Another challenge is related to child prostitution. "In Cambodia, child prostitution has become a worsening problem since 1990's. Many Cambodian children have been deceived by words that there are "good" sources of employment in urban areas and have left their home, and have been forced to work in the house of prostitution.

Studies of the history of Cambodian higher education normally take the French colonial period of 1863-1953 as its beginning (Ayres, 2000; Hayden, 1976; Tully, 2005). However, to gain a thorough understanding of the matter, one needs to take a brief look at the role of traditional education in Cambodian society before the French and then see how the system has evolved over time.

#### 2.2.1 Traditional Education during the Pre-colonial Period (Before 1863)

According to many scholars, including Ayres (2000), Tully (2005) and Whitaker et al. (1973), the education system in the thirteenth century was monastic in style, and Buddhist monks played an indispensable role in transmitting knowledge. Monks taught Cambodian children, mainly boys, and some carpentry skills along with

how to read and write Khmer texts closely associated with the concepts of Buddhism and Cambodian culture. The vast majority of people during the pre-colonial period were illiterate, pagodas where is only one place for education. As a consequence, Ayres (2000a) argued, “many Khmers learned the rich cultural heritage contained in the country’s proverbs, *chbab* (didactic poems), epics such as the Reamker (local version of the Ramayana story), and the *Gatiloke* (folk tales) through word of mouth” (p. 13). In essence, the main purpose of education during the pre-colonial period was “to equip young men with the principles of life and society such as social conduct, moral ethics, as well as to achieve a certain degree of basic literacy” (Dy, 2004, p. 92). This period saw only a limited provision of general education, let alone higher education.

### 2.2.2 French Colonization (1863-1953)

The imposition of colonization by the French in 1863 was a turning point in the history of Cambodian education, mainly through the introduction of secular subjects. Like other colonial powers, the French took control of all aspects of Cambodia’s administration (Chandler, 2008; Tully, 2002). In the early 1900s, the French started to formalize, reform, and guide the pagoda schools with a European education style by bringing in such new subjects as arithmetic, history, and geography (Fergusson & Le Masson, 1997; Tully, 2002). By the 1920s, the French succeeded in introducing secular state schools in addition to the temple schools, and modernizing them with “curricula and teaching methods used in the Franco-Khmer state schools located in the capital Phnom Penh and provincial towns” (Gyallay-Pap, 1989). This period saw some shift from pagoda education to secular education in the history of Cambodian education.

Battambang province of Cambodia had not enough schools and teachers for educational performance during that period, Cambodian government got the pagodas of Battambang province to teach students with the monks for formal and informal education to provide basic knowledge such as: Khmer Literature, Cambodian Culture, Life Skills, Health Care and others that is called “Community-based Education Programs”, that programs are typically initiated as a response to the concerns of individual community that their children are falling behind academically, placing the whole community at risk of Battambang province. And the resource often come from within the community, providing tutors and mentors form similar backgrounds as those of the student in the programs (Forest & Kinser, 2002).

The higher education germinating during the French colonial period was not widely available (Ayres, 2000; Hayden, 1976; Tully, 2002). Lycee Sisowath,

opened in 1935 as the country's only secondary school, was the only place offering a limited form of higher education comparable to Western post-secondary trade schools or associate degrees to the establishment of the National Institute of Juridical, Political and Economic Sciences in 1949 (Ayres, 2000a; Hayden, 1976; Tully, 2002). In addition, a small elite group was able to study at French universities in France or Vietnam (Tully, 2002). A study by Clayton & Ngoy (1997) illustrates that the French government used higher education as a "sorting machine to select the best students from basic education for advanced education in order to equip the country with a large number of modern and competent civil servants" (pp. 22-23). On this ground, scholars and most Cambodians normally thought of the graduates of French colonial higher education as "new men" or "Westernized Cambodians," and it was believed that "through their educational interactions with the French, these Cambodians were fundamentally changed, discarding their traditional values and ideologies for those things [of the] French" (Clayton & Ngoy, 1997). Hence, higher education during the French colonization was seen as just another avenue through which the French exploited Cambodia's natural resources and its people.

### 2.2.3 Post-independence (1953-1979)

The development of higher education during the post-independence period has been viewed in three major divisions: Sihanouk's regime (1953-1970), Lon Nol's period (1970-1975), and the Khmer Rouge (1975-1979).

Sihanouk's regime (1953-1970): As part of a movement for independence in Southeast Asia after the Second World War, Cambodia obtained independence in 1953. Prince Norodom Sihanouk, the postcolonial leader of Cambodia, saw formal education as a key vehicle for the modernization and development of Cambodia (Ayres, 2000b; Tully, 2005). Within his ideology of "Buddhist socialism", a consolidation of "Buddhist notions of accumulating merit with loyalty to the monarchy and Marxist egalitarianism," Sihanouk introduced a program of massive educational expansion, constituting more than 20 % of annual national expenditure (Ayres, 2000b, p. 449). The new educational system witnessed substantive curricular reforms, and subjects related to France were replaced with Cambodian-related content covering culture, history, arts, etc. (Clayton, 2005).

As a result of this campaign, the number of primary and secondary schools increased dramatically throughout the country, as did the establishment of new universities (Chandler, 2008). The first such university, Buddhist University, was established in 1954, with the purpose of offering religious studies and Khmer language studies (Chhum, 1973). The Khmer Royal University (now the Royal University of Phnom

Penh) followed in 1960 (Chhum, 1973). In 1965, six additional universities emerged: the Royal Technical University, the Royal University of Fine Arts, the Royal University of Kompong Cham, the Royal University of Takeo-Kampot, the Royal University of Agricultural Science, and the People University (Pit & Ford, 2004). The total student enrollment in higher education rose from 347 in 1953 to 10,800 in 1967 (Sloper, 1999), and signified a great achievement in the history of Cambodia's higher education.

However, this growth did not last long. By the mid-1960s, Sihanouk's regime began to be challenged by an emerging middle class. A small group of intellectuals embarked on public criticism of Sihanouk's poor socioeconomic management and left wing political system (Ayres, 2000b; Chandler, 2008; Tully, 2005). They targeted Sihanouk's regime for corruption and nepotism as unemployment rates increased. They also objected to the regime's close alliance with Communist Vietnam (Ayres, 2000b; Chandler, 2008; Tully, 2005).

Scholars have observed that the educational policy and practices under Sihanouk contained faults. While the previous educational system of rural pagodas was suited to an agrarian society such as Cambodia, the modern urban schools were not (Duggan, 1997). Educational policies were highly bureaucratic and opportunities were largely restricted to the city and some provincial centers. It was hard for rural children to continue their studies, especially with higher education (Duggan, 1997).

Extensive use of foreign teaching staff in higher education also provoked conflicting ideologies in the educational system during Sihanouk's regime (Chhum, 1973; Huon, 1974). While many universities had been established, especially after the mid-1960s, there were too few proficient local lecturers to handle the teaching responsibility (Chhum, 1973; Huon, 1974). Most universities had to employ foreign lecturers, who brought different ways of teaching methods and curriculum development, not to mention different political viewpoints (Chhum, 1973; Huon, 1974).

The problems with higher education, along with other social and political issues, resulted in a movement to overthrow Sihanouk by the pro-American regime of Lon Nol in 1970. Like Sihanouk, Lon Nol saw education expansion as a key element to the success of Cambodia's development (Ayres, 2000).

However, the ideologies of this new regime were considered too closely aligned with the Western concepts of republicanism, capitalism and democracy, in opposition to Sihanouk's monarchy and socialism (Ayres, 2000a). The emergence of these political ideologies as well as civil wars throughout the country disrupted the education program between 1970 and 1975 (Ayres, 2000a; Chandler, 2008). War not



only destroyed educational facilities, it also forced most foreign university lecturers to flee the country (Chhum, 1973). With too few qualified local lecturers, there was a severe shortage of teaching staff in most Cambodian universities. This resulted in both poor quality of education and incompetent university graduates.

The Khmer Rouge (1975-1979): A socialism movement occurred in Cambodia between 1975 and 1979 when the Khmer Rouge took control and the movement was worked for all existing social, economic, political and cultural infrastructures in the country (Chandler, 2008). The formal education (academic performance of instructional classroom activities) was one of the sectors most affected in the new of “Democratic Kampuchea”. The previous educational systems of Sihanouk and Lon Nol were changed. The highest unemployment rate among university graduates was used as evidence of their failure (Clayton, 1998). Criticizing the educational systems of both Sihanouk and Lon Nol as Western ideologies, the Khmer Rouge demolished schools, changed educational materials and almost all educated people couldn’t perform as academic knowledge but they performed practical knowledge to work with social and people of socialism (Chandler, 2008; Clayton, 1998; Sloper, 1999). Estimates are that between 80 and 90 % of teachers, including university professors, were assisted to work with practical performance of socialism during the regime (Clayton, 1998). The Khmer Rouge was trying to eliminate all past ideas and values so as to introduce a new educational system based on Pol Pot’s concept of “socialism and humanism for Cambodian independent” (Ayles, 1999, p. 209). Clayton (2005) points out that:

Theoretically, the education in Democratic Kampuchea included three years of half time elementary education, a similar amount of secondary schooling, and some university studies; while attendance in formal education changed children and young people to learn and develop practical knowledge around the country and political education potentially was learnt and developed. (p. 508)

In sum, between 1970 and 1979, Cambodia experienced civil wars, foreign intervention, and revolution by the Khmer Rouge. As a consequence, the previous almost 20-year expansion of all levels of education and higher education was totally applied into development of practical knowledge and learning by doing in the social movement of socialism regime.

#### 2.2.4 Vietnam occupation (1979-1989)

After the collapse of the Khmer Rouge regime in 1979, Cambodia entered a new era, commonly known to Westerners as the “time of Vietnamese occupation.” Because of the massive devastation of materials and human resources

caused by the Khmer Rouge and lack of international recognition, the new regime was totally dependent for survival on assistance from Vietnam and Eastern-bloc countries, mainly the Soviet Union (Chandler, 2008). These countries provided Cambodia with both teaching and learning materials as well as training assistance at all levels, including higher education (Ayres, 2003).

Over the course of the Vietnamese occupation, education served two main purposes: “good technical training and best political training” (Clayton, 2005, p. 510). Courses included, but were not limited to, “Marxist-Leninist Theories, World Revolutionary History and the History of the Cambodian Revolution, The Situation and the Role of the Revolution and the Policy of the Party, Moral Education and the Revolutionary Way of Life, and Attitude to the Common People” (Clayton, 2005, p. 511). Overall, higher education was stifled between 1979 -1989.

#### 2.2.5 Modern Higher Education in Cambodia (1989 – the present)

The historical role of education in Cambodian society has always been linked to ideologies which differed with each era. In this sense, Ayres (2000) observed that, “formal education has [so far] served a dual role: making Cambodia look modern and at the same time sustaining the key tenets of the traditional polity, where leadership is associated with power and where the nature of the state is perceived to be a function of that power” (p. 3). The consequence of such practice has always been two-faced, simultaneously causing both development and destruction.

Given this historical context, the process of revitalization, development and reform of Cambodia’s higher education system since the 1990s has experienced many challenges. One of the major problems during the early 1990s was the lack of financial resources and capable human capital in all fields, the legacies of many years of raging civil wars (Pit & Ford, 2004). The various institutional models in the system, such as the French, the Soviet and the Vietnamese educational models, with their conflicting political ideologies, also had an effect on everything in higher education, at both the institutional and the ministerial levels. In addition, the transition from a command economy to a market economy and to a different political perspective in the late 1980s and early 1990s has induced greater demands for a qualified labor force. Thus, the challenges to the development of higher education in Cambodia magnified (Ahrens & Kemmerer, 2002; Sloper, 1999).

#### 2.2.6 Higher Education Institutions of Cambodia

In Cambodia, the term ‘higher education’ refers to formal education and training activities in post-secondary schooling that leads to the award of a degree of at least a minimum length of four-year full-time study either in public or private



higher educational institutions. Cambodia's Educational Policies, which was passed in 2007, states that higher education is the education following the secondary education, that higher education shall teach learners to have complete personality and characteristic, and that higher education shall promote scientific, technical, cultural and social research in order to achieve knowledge, skills, morality, inventive and creative ideas and entrepreneurial spirit for the development of the country.

There are two types of higher education establishments in Cambodia, universities and institutes, and two streams of higher education: the academic stream and the technical and vocational stream. The academic stream is mainly under the guidance of the Ministry of Education, Youth and Sport (MoEYS), while the second stream is under the supervision and the management of the Ministry of Labor and Technical and Vocational Education and Training. Previously, the technical and vocational stream has been under the umbrella of the MoEYS, but it was transferred to the Ministry of Labor and Technical and Vocational Education and Training in 2004 (Chealy, 2006). Higher education institutions under the technical and vocational stream are not included in this study, for two reasons. First, they are managed by the Ministry of Labor and Technical and Vocational Training and are subject to very different quality assurance regimes. Second, the inclusion of technical and vocational education and training would have expanded the scope of this project beyond what is manageable for a PhD. Currently; there are 77 HEIs (32 of which are public).

Private HEIs have increased their role dramatically since the late 1990s and are now seen as major providers of higher education in the country, representing over half of the country's HEIs and absorbing a large number of high school leavers – 80 % of students were enrolled in private HEIs in 2006 (Innes-Brown, 2006). The emergence of many private HEIs is both a positive and painful sign for Cambodia. The positive sign is that private HEIs have for the last ten years offered education programs ranging from undergraduate to postgraduate courses. Some optimists think that the competition between private and public HEIs could lead to a better quality higher education in this country. The painful sign, on the other hand, is that the rapid and uncontrolled expansion of private HEIs has cast doubts over the quality education provided. For example, some critics describe private HEIs as commercial enterprises or bread shops providing low quality services which were performed with university's administration with university context of social and physical environment, curriculum of university and faculties development, university's policies and regulation and finally educational resources, (Ford, 2006).

### 2.3 Quality Assurance of Cambodia

During the 1980s and 1990s, the legacy of the Khmer Rouge made it necessary for Cambodia to cater to the urgent needs for skilled human resources at every level and the quality in higher education was ignored in favor of increasing quantity. The higher education system in the 1990s was neither national nor uniform. Academic credentials, academic programs, routine planning and even class attendance requirements were ad hoc at best and rarely subject to any forms of quality assurance. However, in the mid-1990s, some major donors such as the World Bank, Asian Development Bank (ADB), and AUSAID were involved in the process of higher education reform in Cambodia. Those donors produced some key reports which highlighted some critical issues and challenges for the reform of academic programs in higher education in Cambodia. For example, the National Higher Education Task Force, which was jointly funded by the World Bank and Australia, laid out the foundations for how to change the higher education system in Cambodia (Sloper, 1999). In 1997, the National Higher Education Task Force submitted its recommendations to the Council of Ministers for approval to carry out the reform of Cambodian higher education. However, due to the political chaos in that year, the Cambodian government failed to respond. Some recommendations are still relevant, but others are no longer useful. When the Task Force was writing its recommendations, the privatization of higher education in Cambodia had not yet occurred. Therefore, most of the recommendations were related to the ways in which the public higher education system could be changed for the better.

The concern for quality in higher education in Cambodia emerged after the number of HEIs skyrocketed in the 2000s as the result of the government policy on privatization. Soon after, most private HEIs had sprung in an uncontrolled way, the Cambodian government realized that it had to take the quality of Cambodian higher education into consideration. The strengthening of quality education, including higher education is reflected as a key policy in the Educational Strategic Plans for 2001-05 and 2006-10, prepared by the MoEYS and endorsed by the Cambodian government, highlighting in the Capacity Building and Human Resources Development of the 'Rectangular Strategic Policy'.

The quality of Higher Education is a sensitive topic and ambiguous given the complexity of registration and the availability of information or understanding of relevant rules and regulations. The recent establishment of the Accreditation Committee of Cambodia which is an independent body housed within the Council of Administrative Reform, is a move to address the need of teaching quality at higher

education. The ACC has established so far, only the requirements for accreditation for the foundation year courses or associate degree and in process of developing new frameworks for accrediting bachelor degree programs. To date, ACC representatives have not had any challenges regarding implementation of processes and procedures. Personnel note a lack of resources and knowledge and skills for further strengthening of the ACC and its role overall.

#### **2.4 Private University**

Private higher educational institutions provide higher educational services to students for exchanging to earn profit. Private higher education is a multifaceted phenomenon in modern society, combining a diversity of institutions and students, a range of purposes and functions and a variety of goals and values to face the future competition in quality of instruction that is required to create human resources from the university and setting quality teaching as a strategic objective for the institution to signal the institution's commitment to fostering continuous instructional improvement. Quality of faculty, curriculum, library and Lab resources and class facilities will be mentioned that can influence the quality of instruction movement in higher education, James JF & Kevin (2002). The university is an essential part of teaching quality. Adequate infrastructure and good working conditions improve teaching performance and enable students to study effectively. On the Establishment of Higher Education Institutions set out the infrastructure requirements for certification as an HEI, including adequate land and space for buildings and classrooms, teachers and students, modern learning materials and equipment, a library, computer facilities and access to the internet. Within private universities, there is a big difference in infrastructure between the top, well-funded private universities and smaller private universities. The top ones have good access to textbooks, publications, computers, etc., while the smaller ones often lack adequate access. This contributes to big differences in the quality of education between top private universities and the other private universities, Cambodian Educational Reported.

Newman considered that university education should be liberal by which he meant primarily that the knowledge it imparted should be its own end. And moreover, in a continuing process of intellectual reflection on what had already been perceived, firstly it offered an intellectual enlargement or an expansion of the mind and secondly it was intended to produce the formation of a character, namely those aspects of a person's character that were developed by cultivation of the mind. The possibility of the university playing a role in the reconstructions of a more

humane society but based on a more unitary and purposeful conceptual knowledge and the modern university had four main functions: research, teaching, a professional education and the transmission of a particular kind of culture. Even so, the essence of the university remained that of a community of scholars and students seeking knowledge and truth (Ronald Barnett, 2014).

#### 2.4.1 University Context of Social and Physical environment

The use of the classroom space, whatever the level of teaching, reflects both a teachers' pedagogy and the school's approach to teaching and learning outcome. When teacher firstly walks into a classroom immediately make judgments about how the class functions as a community and a learning environment. Ron Ritchart (2002) refers to the physical environment as one of the cultural forces that define our classroom and school and social notes the importance of arranging the space to facilitate thoughtful interactions, the use of physical environmental space being incumbent upon pedagogy. Early learners and teachers bestow particular importance on the physical arrangement and layout of their classroom leaning environment and often this as the starting point for providing a supportive learning social and physical environment (John Wiley & Sons. 1999).

Early students and teachers have advantages over their schooling peers as they have a home room where the students spend the majority of their time at university. This means they have a vested interest in using their space to create a welcoming and stimulating learning environment of university. Walls and air space frequently display and celebrate students' work. In addition, posters, instructions and reminders, books displays, reading pet in some room corners with cushions and bean bags, withdrawal or chill out spaces and even the class pet in some room construct a sense of belonging and class identity. And the teacher often dedicate many hours to making their classrooms an inviting space that the students like to share with their parents and other members of the school community. In some instances teachers also involve their students in creating displays and determining the arrangement of the physical environmental space. The appearance of these classrooms is often a stark contrast to those in universities where there is little sense ownership of the physical environmental space or of being a community of learners. Not surprising students transitioning from high school to university often remark how stark and impersonal their classrooms are – the walls displaying little more than notices upcoming events, school and procedures such as fire drills. With the commonwealth government stimulus packages providing opportunities for school refurbishments that upgrade the learning environment, schools are becoming

increasingly mindful of the dynamic relationship amongst physical environmental space, and social interactions and learning pedagogies (John Wiley & Sons. 2011).

#### 2.4.2 Curriculum

It refers to the total of resources, scientific, cognitive, linguistic, textbook and adjunct resources, official and unofficial materials that are brought together for learning and teaching in the universities. Teaching is one of the important factors in determining instructional quality while course content is one of the teaching components. The content of courses are also known as curriculum, Ayres (2000). Curriculum has been tested by many researchers in the extant literature as one of the important determinants of the overall students' perceived service quality, Kotler, P. (1972). According to Kotler, P. (1972), curriculum refers to the suitability of the academic programs and course content, the number of courses offered, and finally the extent to which the objectives of the academic programs are explained to the students. These items that were developed based on the 'inside-out' approach will be tested in this research to determine the impact of the curriculum towards the quality of instruction. Curriculum is a mapping of the course in the dynamic process to be followed, instructed, learned, facilitated or transferred and that is consequence of the dynamic interaction of instruction, John Wiley & Sons (2011). Since the 1950s, there has been a dramatic shift in how the curriculum - arguably the heart and soul of higher learning - is viewed throughout higher education to put the transformation of teaching and learning at the center of the curriculum. The curriculum is what to teach in academic performance that can relate to instructional quality for the most of higher education institutions' the goal, James JF & Kevin (2002. P.142).

#### 2.4.3 University Policies and Regulations

It refers to good discipline in each and every student completing schooling, respectabilities, productivities, knowledge and skills. The concept of regulation is complex. Traditionally, regulation was seen as directed, goal-oriented activities of government, usually involving legislation or quasi-legislation together with enforcement mechanisms. It is now recognized that regulation is much more than an instrument of public policies. The contemporary regulatory environment can be viewed as developing, by design or less deliberately, from the interactions of any of a range of actors - both government and non-government. The regulatory environment includes industry associations, international bodies, non-government organizations, and community groups, and involves mechanisms ranging from rules, codes,



monitoring and sanctions, through too much broader mechanisms such as economic penalties and rewards to education and information, John Biggs (2003)

The regulation may be local, national, international and indeed global in its effects. The strategic importance of regulation in daily life is increasing rapidly in countries all around the world, as the effects of globalization and dynamic technological development grow in their extent and intensity, and national economies and societies become more inter-connected and inter-dependent, Creswell, J. (1998). Changes in many sectors of the economy, from energy and transport to telecommunications and manufacturing, have opened up competition and brought with them difficulties in terms of educational market regulation. In accordance with the higher education system in Cambodia, that is governed according to a disparate set of policy guidelines and regulations for the development, management and quality improvement, Creswell, J. (2005). The most important for this study to help foster good discipline in each and every student completing schooling in purpose of instructional quality, and it aims to aid the schools in fostering respectabilities, productivities, knowledge, skills etc. And it works to ensure that the instructional quality will be performed at that higher education institution (ACC of Cambodia 2013).

#### 2.4.4 Learning and Teaching Resources

This is sound proof that there is a moral problem. In view of the above, the authors wondered why social education is not meeting its intended objectives; yet, since its inception, the performance of social education has generally been very good. The question of availability and use of teaching resources for social education arises because resources are important in the teaching of any subject. For learners to derive maximum benefit from the study of social education, educators have to be especially careful about the organization of learning experiences. These experiences could be internalized and retained by learners if types of learning resources are used for teaching social education that was reported by MoEYS (2014).

To support this view, curriculum developers point out that no curriculum can be effectively implemented in the absence of adequate teaching/learning resources. This means that relevant type of resources must be made available for teaching social education in order to enforce realization of its objectives. ACC (2014) shares the same sentiments regarding the types of learning resources for teaching and he asserts that resources and methods of instruction among others affect the amount of learning that takes place; therefore, effective learning demands that resources are made available to the students. As a discipline, however, faces a



number of implementation problems as observed by stakeholders. Dy, S. (2004) observe that social education lacks both trained manpower and relevant learning resources. Moreover, Dy, S. (2004) has proved that social education lacks trained teachers for effective implementation in the field of learning.

## 2.5 Teacher

A higher quality teacher is what teacher practices high-quality teaching in accordance with professional standard that is a set of statement intended to articulate the knowledge, skills and understandings that define good teaching, Chet, C. (2009).. It provides a wealth of ideas and information about professional teaching and it helps to develop a critical perspective on learning and teaching and on the professional theories. Despite this regulation, it appears that many students studying bachelor degrees are actually being taught by teachers who possess the same level of degree. In total, there are 8,169 staff teaching bachelor degrees at public and private HEIs in Cambodia. Of this total, 7% hold a PhD degree, 53% hold a master degree and the remaining 40% possess a bachelor degree only. Chet, C. (2009), these figures suggest that only a small proportion of students studying bachelor degrees have a chance to study with teachers who hold a PhD degree.

### 2.5.1 Teachers' Knowledge

It is refer to teacher quality includes pedagogical knowledge, content knowledge, teacher certification, and teacher experience, Darling-Hammond (2000). Highly qualified teachers are fully certified in the subject they teach, possess a bachelor's degree, and have proven teaching and subject matter knowledge (U.S. Department of Education). These were found to relate to quality of teachers' instructional practices. The professional teacher who are required to ensure that all students learn to the best of their ability from teachers' knowledge is main key to be needed, John Wiley & Sons (2011, p.60). There are clearly many knowledge systems that are fundamental to teaching, including knowledge of student thinking and learning, and knowledge of subject matter. Historically, knowledge bases of teacher education have focused on the content knowledge of the teacher, John Wiley & Sons (1999).

More recently, teacher education has shifted its focus primarily to pedagogy, emphasizing general pedagogical classroom practices, independent of subject matter and often at the expense of content knowledge (Ball & McDiarmid, 1990). For instance, different approaches towards teacher education have emphasized one or the other domain of knowledge – focusing on knowledge of content or knowledge of

pedagogy. In all activities and walks of life, people use knowledge. Knowledge is about different things and enables different kinds of action. Knowledge also differs in how widely it is distributed, how it is gained and held, and how it is seen as warranted. Truths can be "identified with names, sentences, propositions, artificial symbols, and their relationships, ideas, representations, concepts, judgments, intuitions, habits, responses to stimuli, and every such class may be variously defended" John Wiley & Sons (1999). When things are considered a matter of common sense, the question of warrants may not even arise, and even contradictions are taken in stride. People acquire knowledge through participation in cultural patterns; such participation entitles them to be members of groups and allows them to perform social roles. Some cultural patterns have fewer and more highly selected participants than others. These differences relate to their pervasiveness, the degree to which cultural patterns are diffused through different activities or walks of life. They affect, in turn, the degree to which knowledge is valued by and divided among or dispersed over groups. Although people prize common sense and consider some scarce knowledge ornamental at best, the arcane tends to be valued more highly than widespread knowledge, John Wiley & Sons (1999).

#### 2.5.2 Teachers' Experiences

Based on the regulation of Ministry of Education, Youth and Sports, (MoEYS, 2006) teaching staff at higher education organizations need to hold a higher certificate than the level at which they are teaching – unless they have at least three years professional experience. In general, teaching staff holding a master degree can instruct students attending a bachelor degree program, and teaching staff possessing a doctor degree can instruct students attending a master degree program. Every experience lives on in further experiences and everything depends upon the quality of experience which had. The quality of any experience had two aspects, there is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experience. An experience may be immediately enjoyable and yet promote the formation of a slack and careless attitude; this attitude then operates to modify the quality of subsequent experiences so as to prevent a person from getting out of them what they have to relate to instructional quality of the students learning outcomes. Consequently, teachers must be imposed, even though good teachers will use devices of art to cover up the imposition so as to relieve it of obviously brutal features.

An additional responsibility of campus principals is to motivate and provide on-going support to their instructional teams. Teachers and paraprofessionals

should feel valued. Teaching can be frustrating and lonely, all teachers need the advice of other experienced professionals in order to overcome the daily challenges they face John Wiley & Sons (2011). Motivated teachers support student achievement and seek out additional learning opportunities to improve their teaching skills to find out the quality of teaching performance, ACC 2008.

### 2.5.3 Teacher Dispositions

The World Bank (2013) reformulated that areas of belief of good helpers into dispositions of effective teachers and has subsequently used them in his continuing work with teachers. The basic assumption for this reformulation is that behavior is only a symptom and that the effectiveness of a teacher is resultant from the perceptual “state” of the teacher at the time of his or her actions; that to understand the dynamics of teacher behavior and its effectiveness we must direct our attention to the nature of the practitioner’s personal meanings or dispositions. The term “disposition” has been revived in recent years and serves well to displace the more confusing term, “belief”. Dispositions - the values, commitments, and professional ethics that related to behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice, all that can influence the quality of instruction performed, John Wiley & Sons (1999).

Teachers’ dispositions directly affect their effectiveness as educators. Rushton, Morgan, and Richard (2007) found that teachers who are extroverted, intuitive, feeling and perceiving are more likely to be successful. These teachers tend to have energy, enthusiasm, creativity, and imagination, and students often feel that these teachers can help them deal with personal issues, Ayres, (1999). An extroverted personality also may help teachers have healthy interactions with parents and administrators. Intuitive, empathic traits encourage a collaborative working environment with students in their classes. Additionally, perceiving characteristics encourage openness and flexibility. Often, these teachers are innovative problem solvers (Rushton, Morgan, & Richard, 2007). Teaching style is also affected by teacher disposition. According to UME’s annual report (2002), teaching style is the interface between teachers’ beliefs and values and the behaviors that they incorporate in the teaching-learning exchange ACC,. (2011).

### 2.5.3 Teachers’ Instructional Process

The instructional process comprises three basic steps. The first is planning instruction, which includes identifying specific expectations or learning

outcomes, selecting materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence, ACC (2008). The second step involves delivering the planned instruction to students that is teaching them. The third step involves assessing how well students learn or achieve the expectations or outcomes. Notice that to carry out the instructional process the three steps should be aligned with one another. That is, the planned instruction should be logically related to the actual instruction and the assessments should relate to the plans and instruction. All three steps in the instructional process involve teacher decision making and assessment. Obviously step 3, assessing expectations or learning outcomes, involves the collection and synthesis of formal information about how well students are learning or have learned. But the other two steps in the instructional process are also dependent upon a teacher's assessment activities, Hill (2003). The processes of planning and providing instruction are important activities for classroom teachers. Not only do they occupy a substantial amount of their time, but teachers define their teaching rewards in terms of their students' instructional successes and also the instructional quality. MoEYS (2014), teachers like to work with students, make a difference in their lives, and experience the joy of a student "getting it." Teachers feel rewarded when they know that their instruction has reached their students. Since the classroom is where pride in teaching is forged, it is not surprising to find that teachers guard their classroom instructional time jealously. They want few interruptions to distract them from teaching their students. MoEYS: Instructional Planning and Assessment Reported.

## **2.6 Instructional Quality**

Instructional quality is achievement in learning and teaching to provide two aspects: students' achievements in knowledge and students' desirable characteristics that were related by two variables are university and teachers (ACC: 2012). The fundamental changes in employment over the past 50 years imply a rise in the demand for no routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labor and repetitive physical tasks, Darling-Hammond (2000). Graduates are entering a world of employment that is characterized by greater uncertainty, speed, risk, complexity and interdisciplinary working. University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life

and reformulate the concept of knowledge in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation, Darling-Hammond (2000).

Instructional quality in higher education matters for student learning outcomes. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions, Creswell, J. (1998). Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Yet higher education institutions are complex organizations where the institution-wide vision and strategy needs to be well-aligned with bottom-up practices and innovations in teaching and learning. Developing institutions as effective learning communities where excellent pedagogical practices are developed and shared also requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change (OECD., 2012). Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services. Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the program content, as well as the learning conditions of students (OECD., 2012).

### **2.7 Students' Achievements in Knowledge**

A great deal of research shows that teachers can make a substantial difference in student learning (Rockoff, 2004; Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008). Recent studies aimed at examining the relationship between diverse teachers' instruction and student achievement benefit from longitudinal designs and value-added models, by systematically controlling for student heterogeneity and for selection bias in the matching of students to teachers and schools (Ladd, 2008; Boyd et al., 2008; Clotfelter, Ladd, & Vigdor, 2007b). However, there is no consensus on the importance of individual teacher attributes for student learning gains. For instance, some authors find that experience, test scores, and regular licensure, are positively associated with student achievement Tully, J. (2002), whereas other studies show no



predictive value of teacher credentials on the variance of teacher effects (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009). The effect of certification was found to be positive by some researchers Tully, J. (2002). Other studies suggest that the academic major of teachers may affect student achievement, given that specialization would require teachers to take a large proportion of courses within a particular subject area (Darling-Hammond, 2000).

Knowledge supposes a judgment, explicit or implicit. Apprehension, that is, the mental conception of a simple present object, is generally numbered among the cognitive processes, yet, of itself, it is not in the strict sense knowledge, but only its starting-point. Properly speaking, we know only when we compare, identify, discriminate, connect; and these processes, equivalent to judgments, are found implicitly even in ordinary sense-perception Tully, J. (2002). A few judgments are reached immediately, but by far the greater number require patient investigation. The mind is not merely passive in knowing, not a mirror or sensitized plate, in which objects picture themselves; it is also active in looking for conditions and causes, and in building up science out of the materials which it receives from experience. Thus observation and thought are two essential factors in knowledge (John Wiley & Sons, 2011).

## **2.8 Students' Desirable Characteristics**

Whitaker, D., Heimann, J., MacDonald, J., Martindale, K., Shinn, R., & Townsend, C. (1973) used attitude-behavior theory to emphasize the importance of student characteristics to success in college. They proposed that personality traits such as self-efficacy help a student persevere when faced with academic and social challenges; those with a strong, better developed self-concept are more confident about their ability to succeed, while those who are less confident are more likely to founder and give up when encountering difficult circumstances. Similarly, students guided by an internal locus of control believe they can work their way through situations, while those who are externally controlled may conclude that fate has determined their course, especially when facing trying times; as a consequence they may give up and leave college prematurely.

Consistent with this view is Dweck's (2000) work on self-theories about intelligence. According to Dweck, most students tend to hold either an entity view or an incremental view of their ability. In the former, intelligence is essentially fixed; in the latter, intelligence is something that can be expanded through continued learning and experience. It is possible, Dweck discovered, that students' views of



their abilities can be altered by structuring early learning experiences in a new subject by starting with what students are good at. “Those who are led to believe their intelligence is a malleable quality begin to take on challenging learning tasks and begin to take advantage of the skill-improvement opportunities that come their way” This has powerful implications for many historically underserved students who have doubts about their abilities to do college-level work and persist to graduation (Kuh et al. 2005b). This information can be used to help faculty members understand the consequences of prematurely judging the talents and abilities of their students.

## **2.9 Research Related to Instructional Quality**

The fundamental changes in employment over the past 50 years imply a rise in the demand for no routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labor and repetitive physical tasks (HEID, 2012). The instructional quality could be related to university social context, curriculum, school policies and regulations, educational resources, teachers’ knowledge, teachers’ experiences, teachers’ disposition, and teachers’ instructional process, (ACC, 2008). Graduates are entering a world of employment that is characterized by greater uncertainty, speed, risk, complexity and interdisciplinary working. University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes of desirable characteristics to thrive in it (John & Sons 2000). There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations.

### **2.9.1 Universities’ Administration related to Instructional Quality**

Principals play a key role in the delivery of quality instruction and their responsibilities include ensuring educational strategies are in place that support effective learning for all students. They serve as a facilitator, guide and supporter of quality instructional practices, UME’s report (2012). After the result of annual university evaluation in 2012 that was found that good principals could understand that improved test scores are important but know that quality instruction is essential for improving student achievement. The principal serves as the educational leader of the campus, it is imperative that they have a working knowledge of effective instructional strategies and understand the needs of their students and teachers. Principals should understand that good teaching strategies are appropriate for all students whether they have been identified as requiring support through 504,

Response to Intervention (RtI), Special Education eligibility, or state assessments results.

REVIEW OF QUALITY TEACHING IN HIGHER EDUCATION by Institutional Management in Higher Education of survey research was, Australia David Holyweld 2002, reported that: In the context of the sustained growth and diversification of higher education systems, civil society is increasingly concerned about the quality of programs offered to students. The author, Fabrice Hénard, worked with the experts who contributed to outlining the structure of the review, advised on the content and sources, and reviewed the draft version: Alenoush Sorayan (McGill University), and Institutional Management in Higher Education members. Ellen Hazelkorn and Amanda Moynihan (Dublin Institute of Technology) helped to refine the online questionnaire while Bernadette Noël tested it and made it more user-friendly. Special gratitude is due to the faculty members and staff of the higher education institutions who completed the online questionnaire and provided complementary information through telephone interviews and site visits. A meeting organized with the Open University of Catalonia (UOC) on 15 December 2008 allowed the participating institutions to delve into the findings and enrich the conclusions. This illustrative study will be useful to institutions looking to invest in quality teaching. The wealth of examples provided by the 29 participating institutions covered all areas of this study. However, we have selected here those examples that best reflected the recommendations, and could be easily understood by readers around the world. As a result, examples provided by all 29 institutions are not necessarily described here. As a result, (1). there is an increase in public assessments and international comparisons of higher education institutions, not only within the higher education sector but in the general media. However, evaluation methods tend to overemphasize research, and to use research performance as a yardstick of an institutions value. If these assessment processes fail to address the quality of teaching, it is in part because measuring teaching quality is complex and difficult. (2). Institutions may implement schemes or evaluation mechanisms to identify and promote good teaching practices. The institutional administration of higher education institutions can also lead to enhancement of quality of the teaching in higher education through various means. (3). The goal of the OECD-Institutional Management in Higher Education (IMHE) project on quality teaching was to highlight effective quality initiatives and to encourage practices that may help other institutions to improve the quality of their teaching and thereby, the quality of their graduates. The project analyzed the goal and scope of initiatives, and the role of the faculty members, the department, the central university and the state. The project

sought to pinpoint long-term enhancement drivers of institutional support for staff and decision-making bodies, helping to fill the data gap in information on outcomes indicators for higher education. (4). The project examined the two main approaches to quality teaching: the top-down approach (those quality teaching initiatives taken by the institution collectively and determined by its leadership) and the bottom-up approach (those quality teaching initiatives taken by the teachers and which may nevertheless have an influence on the institutional policy on quality teaching). The focus of this review is mainly on the reasons for, and the effectiveness of, those initiatives. It is less concerned with the practical aspects and the concrete mechanisms used to put them into practice, which are heavily dependent on the circumstances of each institution.

#### 2.9.2 University Social Context related to Instructional Quality

Early learners and teachers bestow particular importance on the physical arrangement and layout of their classroom learning environment and often this as the starting point for providing a supportive learning social and physical environment (John Wiley & Sons. 2011). Early students and teachers have advantages over their schooling peers as they have a home room where the students spend the majority of their time at university. In 2000, UNICEF's research had announced that learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; and outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. (This paper examines research related to these dimensions). It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable (UNICEF, Italy: 2000).

Defining Quality in Education A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June 2000, Working Papers are working documents. They present new ideas, innovative approaches, case studies, bibliographies and research results, prepared either by UNICEF staff or by consultants or others supported by UNICEF. Their purpose is to facilitate the rapid exchange of knowledge and perspectives among field offices and to stimulate discussions. The contents of this working paper do not necessarily reflect the policies or the views of UNICEF. The typescript has not been edited to official publications

standards, and UNICEF accepts no responsibility for errors. The designations employed in this publication and the presentation of the material do not imply on the part of the United Nations Children's Fund the expression of any opinion whatsoever concerning the legal status of any country or territory, or of its authorities, or the delimitations of its frontiers was reported that Instructional Quality includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Outcomes encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. (This paper examines research related to these dimensions). It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable. This paper will be important for UNICEF Education Officers to read as they plan programs that focus on enhancing the quality of education programs. Knowledge of what has been done in the name of quality education around the world, and what the outcomes have been, will be useful background information for Program Planning, Sadig Rasheed Director Programed Division UNICEF Headquarters, New York (October 2000).

### 2.9.3 Curriculum of Universities and Faculties related to Instructional Quality

Curriculum has been tested by many researchers in the extant literature as one of the important determinants of the overall students' perceived service quality, Sohail and Shaik (2004). According to LeBlanc and Nguyen, curriculum refers to the suitability of the academic programs and course content, the number of courses offered, and finally the extent to which the objectives of the academic programs are explained to the students. UNICEF of American 2000 said that it identifies 'principles' for working with curriculum, which serve as an important framework for all practitioners. The perennial debate about the meaning of 'curriculum' is described in detail, making important distinctions between the official/intended and the actual/taught/learned curriculum. Equally important is the fact the writers show that

curriculum goes beyond official statements of intention whether these be syllabuses or teachers guides. Curriculum is what happens to students (either as a result of direct or indirect school action) within the fluid context of schooling and for which schools can be held accountable. Curriculum development means changing behavior. To that extent training, especially of teachers, for purposes of changing attitudes, skills and knowledge is key in curriculum change. UNICEF also said that is to show the linkages between curriculum, teaching, and learning outcomes and the processes of curriculum change that contribute to improved education quality for children in schools.

Learning for Mastery of Instruction and Curriculum: Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1. Bloom Benjamin S. Evaluation Comment, (v1 n2 May 1968). Most students, perhaps over 90 percent, can master what teachers have to teach them, and it is the task of instruction to find the means which will enable students to master the subject under consideration. A basic task is to determine what is meant by mastery of the subject and to search for methods and materials which will enable the largest proportion of students to attain such mastery. That is, the basic task in education is to find strategies which will take individual differences into consideration but in such a way as to promote the fullest development of the individual. The thesis of this paper is that, to promote mastery learning, 5 variables must be dealt with effectively that is survey research was reported that the most students, perhaps over 90 percent, can master what teachers have to teach them, and it is the task of instruction to find the means which will enable students to master the subject under consideration. A basic task is to determine what is meant by mastery of the subject and to search for methods and materials which will enable the largest proportion of students to attain such mastery. That is, the basic task in education is to find strategies which will take individual differences into consideration but in such a way as to promote the fullest development of the individual. The thesis of this paper is that, to promote mastery learning, 5 variables must be dealt with effectively: (1) aptitude for kinds of learning, viewed as the amount of time required by the learner to attain mastery of the task; (2) quality of instruction, viewed in terms of its approaching the optimum for a given learner; (3) ability to understand instruction, i.e., to understand the nature of the task and the procedures to follow; (4) perseverance, the amount of time one is willing to spend in learning; and (5) time allowed for learning, the key to mastery.



#### 2.9.4 University Policies and Regulation related to Instructional Quality

Building Instructional Quality, educational quality annual evaluation (John Robert, UK: September 2003), The Center's program of research is carried out in collaboration with various other research organizations, among them other OERI-funded research centers, including the Consortium for Policy Research in Education (CPRE), the Center for Research on Education, Diversity, and Excellence (CREDE), and the Center on English Learning & Achievement (CELA). The Center is affiliated with a variety of professional and advocacy organizations that represent teachers, teacher educators, state and local policymakers, disciplinary groups, and educational reform interests that could be announced that the research examines how the school consolidated and redirected resources, redesigned the school office as well as work in schools, and mediated and leveraged state policy to further its reform agenda. Among key reform strategies were: (1) An overhaul of recruitment, hiring, placement, and evaluation to recruit and retain high-quality teachers and principals in the district, while weeding out weak staff members; (2) A massive investment in intensive professional development, including institutes, workshops and on-site coaching in every school, focused initially on developing teachers' and principals' expertise in literacy instruction, and later branching out into mathematics, science, and other subjects; (3) A redesign of administration, replacing area superintendents with Instructional Leaders working closely with principals on improving the quality of teaching in each building and charging principals with focused evaluation and support of instruction; (4) A major reallocation of resources to downsize the central office, consolidate fragmented programs and pots of money, and focus resources on classroom work; (5) A much more centralized approach to providing curriculum and teaching guidance based on research on learning and teaching, including the development of special courses and school wide strategies for literacy development as well as aspects of mathematics and science instruction; (6) An effort to develop a culture and shared expertise to enable professional accountability and to redefine the state's accountability processes to support instruction without punishing students, research report: Building Instructional Quality, (BIQ: September 2003).

#### 2.9.5 Educational Resources related to Instructional Quality

According to Dr. Jekayinfa's research for her Ph.D program 1999 said that inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in



order to improve its performance, effects of one component on the other must be examined.

And she also announced that educational resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Kotler, P. & Fox, K. (1995) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Lee, M. & Healy, S. (2006) also added that, a well-planned and imaginative use of visual aids in lessons should do much for supplement inadequacy of books as well as arouse students interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. suggested a catalogue of useful visual aids that are good for teaching history i.e pictures, post cards, diagrams, maps, filmstrips and models.

Resources for Teaching: Examining Personal and Institutional Predictors of High-Quality Instruction by Heather C. Hill, David Blazar, Kathleen Lynch (Dec 2015), Policymakers and researchers have for many years advocated disparate approaches to ensuring teachers deliver high-quality instruction, including requiring that teachers complete specific training requirements, possess a minimum level of content knowledge, and use curriculum materials and professional development resources available from schools and districts. In this paper, we investigate the extent to which these factors, which we conceptualize as resources for teaching, predict instructional quality in upper elementary mathematics classrooms. Results show that teachers' mathematical knowledge and their district context explained a moderate share of the variation in mathematics-specific teaching dimensions; other factors, such as teacher experience, preparation, non-instructional work hours, and measures of the school environment, explained very little variation in any dimension. had reported from their public that policymakers and researchers have for many years advocated disparate approaches to ensuring teachers deliver high-quality instruction, including requiring that teachers complete specific training requirements, possess a minimum level of content knowledge, and use curriculum materials and professional development resources available from schools and districts. In this paper, we investigate the extent to which these factors, which we conceptualize as resources for teaching, predict instructional quality in upper elementary mathematics classrooms. Results show that teachers' mathematical knowledge and their district context explained a moderate share of the variation in mathematics-specific teaching dimensions; other factors, such as teacher experience, preparation, non-instructional

work hours, and measures of the school environment, explained very little variation in any dimension.

#### 2.9.6 Teachers' Knowledge related to Instructional Quality

There is also concern about attracting high-achieving and motivated candidates into teacher education programs and the lowering of qualification requirements in the certification and licensing of new teachers. Issues such as these have an impact on the quality of the resulting teaching workforce that is tasked with improving student outcomes (ACC: 2011). Pedagogical knowledge refers to the specialized knowledge of teachers for creating effective teaching and learning environments for all students. This project focuses on the pedagogical knowledge base of teachers and the knowledge dynamics in the teaching profession in order to examine their implications for the instructional process and to derive evidence-based suggestions for educational policy. The teachers' knowledge base of the teaching profession sufficiently incorporates the latest scientific research on learning. The teachers' knowledge base of the teaching profession meets the expectations for teaching and learning 21st century skills, Sonia Guerriero, PhD (2008). The findings developed measures of (a) the rigor of lesson activities and classroom discussion, (b) the quality of classroom discussion, (c) the relative emphasis on procedural versus higher-order cognitive demands, (d) the proportion of time spent on basic versus advanced math topics, and (e) the number of topics covered, or instructional breadth, Desimone, Laura; Hochberg, Eric D.; McMaken, Jennifer Teachers College Record ( v118 n5 2016).

Teacher Knowledge and Instructional Quality of Beginning Teachers: Growth and Linkages Desimone, Laura; Hochberg, Eric D.; McMaken, Jennifer, Teachers College (Record, v118 n5, 2016) reported that background/context: We lack strong and consistent information about which measures of knowledge matter most for good teaching and student learning, and what are trajectories of improvement for novice teachers. Research Questions: We explore the level, variation, and change in teacher knowledge and instruction in the first two years of teaching, the relationship between Mathematical Knowledge for Teaching (MKT) and more distal measures such as certification. Sample: We studied 45 middle school math teachers in their first two years of teaching, in 11 districts of varying size and urban status in two southeastern and two Mid-Atlantic States. Research Design and Analysis: This is a longitudinal (two-year) study of natural variation, which includes descriptive, correlational, individual growth curve, and regression analyses. Data Collection: Based on multiple administrations of survey data, MKT assessments, and classroom observations

using the Instructional Quality Assessment (IQA), we developed measures of (a) the rigor of lesson activities and classroom discussion, (b) the quality of classroom discussion, (c) the relative emphasis on procedural versus higher-order cognitive demands, (d) the proportion of time spent on basic versus advanced math topics, and (e) the number of topics covered, or instructional breadth. Findings: Key findings are as follows: (1) many beginning math teachers in our sample had neither a degree in math nor substantial coursework in math; (2) teachers generally had low MKT scores, a balanced approach to emphasizing cognitive demands, low levels of discussion quality, and substantial across-teacher variation in topic coverage; (3) teachers improved in some but not all measures of instructional quality; (4) there were no direct relationships between MKT and instructional quality; (5) we found little evidence that MKT is a better predictor of instructional quality than distal measures, but we did find suggestive evidence that MKT may help to explain their predictive power; (6) we found suggestive evidence that taking more advanced math courses predicts desirable teaching practices; and (7) the number of weeks of student teaching in math was consistently related to more rigorous instruction and less emphasis on basic topics. Conclusions: These results have implications for shaping teacher preparation programs, teacher in-service professional development, and certification policies, as well as how we study new teachers and calibrate our expectations for improvement in novice teachers.

#### 2.9.7 Teachers' Experiences related to Instructional Quality

This mixed-method evaluation study examines relationships between the nature and characteristics of teachers' prior experiences and teachers' practice of standards-based instruction as a measure of instructional quality. The study found that career length number of prior careers, and career relevance to subject area were related to instructional quality. However, teachers with prior career experiences that were education-related practiced standards-based instruction to a greater degree than teachers with no education-relevant career experience. Implications of these findings for policy makers and practitioners are discussed, ACC (2008).

How teachers' experiences is related to instructional quality: A longitudinal analysis. Holzberger, Doris; Philipp, Anja; Kunter, Mareike, *Journal of Educational Psychology*, Vol 105(3), Aug 2013 said that this study extends previous research on teachers' experiences by exploring reciprocal effects of teachers' self-efficacy and instructional quality in a longitudinal panel study. The study design combined a self-report measure of teachers' experiences with teacher and student ratings of instructional quality (assessing cognitive activation, classroom management, and

individual learning support for students), and 2-level cross-lagged structural equation analyses were conducted. Data were collected from 155 German secondary mathematics teachers and 3,483 Grade 9 students at 2 measurement points. Although cross-sectional correlations between experiences beliefs and characteristics of instruction were substantiated, the analyses only partially confirmed a causal effect of teachers' experiences on later instructional quality. Instead, the analyses revealed a reverse effect of instructional quality on teachers' experiences, with students' experience of cognitive activation and teachers' ratings of classroom management predicting teachers' subsequent experiences. Our findings emphasize the importance of examining teachers' practical knowledge and experiences not only as a cause but also as a consequence of educational processes. Future research on teachers' practical knowledge and experiences should take a longitudinal perspective with varying time lags, identify possible mediator variables, and consider other aspects of teacher competence beyond teachers' experiences when examining the effects of instructional quality, (PsycINFO Database Record (c) 2013 APA, all rights reserved)

#### 2.9.8 Teachers' Dispositions related to Instructional Quality

Teaching is not just passing knowledge to students, there is also much more involved. Teachers need to not only know the material very well but also be aware of effective ways to transfer knowledge. Report is remembered the best and worst of our teachers and the impact these teachers had on our lives, (HEI: 2008). Teachers whose ability is to motivate, encourage, understand and care inspired students and provided a positive disposition to turn contributed to students' success in their later lives. Other teachers who were unable to do these things made school a negative and unproductive experience for their students.

Examining elementary science education teachers' disposition correlated to instructional quality by Asia-Pacific Forum on Science Learning and Teaching. Volume 10, Issue 2, Article 13 (Dec., 2009) Hakan TURKMEN. In this study, the Teacher Disposition Index (TDI) questionnaire was distributed to primary school in-service teachers, as a descriptive study. After contacting teachers through face-to-face interaction, mail and email, 161 male and 251 female (total 412) teachers from 72 primary schools participated in the data collection process. The TDI categorized in Student-Centered Subscale (*S*) of 25 questions and Professionalism, Curriculum-Centered Subscale (*P*) of 20 questions, was adapted from Schulte et al. (2002). During the adaptation process, guidelines for cross-cultural adaptation were used. Back-translation with bilingual test of the original English instrument, content and

construct validity and inter-item correlation were done independently by three experts (Chapman & Carter, 1979). After this process, three experts decided on the Turkish version and then the pilot study and the questionnaire were applied. A five-point Likert scale, ranging from 1, for strongly disagrees, to 5, for strongly agrees, was used. The TDI took approximately 15 minutes to complete. There were found a significant correlation at 0.05 levels (2 tailed). The Kaiser-Meyer-Olkin (KMO) measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to process. The KMO measure was 0.97 and the Bartlett's test is significant. That research has reported that dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Combs (1999) listed the five areas of belief that discriminated clearly the relationship between teachers' dispositions and instructional quality were (1) beliefs about the instructional quality: instructional quality are knowledgeable people oriented; (2) beliefs about positive people: instructional quality hold more positive characteristics about the people with whom they work; (3) beliefs about self: instructional quality hold positive beliefs about themselves and personal openness.

#### 2.9.9 Teachers' Instructional Process related to Instructional Quality

The theoretical considerations above indicate that instructional process is usually assumed to determine teaching behavior. However, few studies have yet examined the relationship under a longitudinal perspective so that the direction of influence remains uncertain, It is not yet clear how teachers' instructional process might change over time and whether instructional process may actually result from successful behavior, Likewise (2006). In the present study, we investigated this dual role of teachers' instructional process in the educational process. We specifically focus on the relationships between teachers' instructional process and their performance. First, we analyzed whether there is a longitudinal effect of teachers' instructional process on instructional quality.

Professional Competence of Teachers: Effects on Instructional Quality and Student Development, Article (PDF Available) in *Journal of Educational Psychology* 105(3): 805–820. August 2013 with 7463 Reads reported that this study investigates teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of their professional competence. Specifically, it examines how these aspects impact instruction and, in turn, student outcomes. In a nationally representative sample of 194 German secondary school mathematics classes, multiple measures were used to assess teacher competence, instructional quality, and students' achievement and motivation. The effect of teachers' professional competence on



student outcomes was estimated in a 1-year repeated-measures design. Two-level structural equation models revealed positive effects of teachers' pedagogical content knowledge, enthusiasm for teaching, and self-regulatory skills on instructional quality, which in turn affected student outcomes. In contrast, teachers' general academic ability did not affect their instruction. The multidimensional model of teachers' professional competence introduced in this article seems suited to stimulate further research on the personal indicators of teacher quality. (PsycINFO Database Record (c) 2013 APA, all rights reserved)

## 2.10 Conclusion

This chapter discussed the historical development of higher education as global and Cambodia by looking at the traditional education back to the 13th century and examining how the system has evolved. Throughout the discussion, higher education at both institutional and ministry levels has affected by the country's traumatic history, different political ideologies and various institutional influences. With massive destruction, during the Khmer Rouge regime, the subsequent development of Cambodia's higher education experienced many challenges. Complicating the situation is the current privatization and expansion of higher education without clearly regulated mechanisms. The items of research framework are mentioned in this chapter to study the factors related to the quality of instruction at private universities and talking about quality Assurance of Cambodia that is key player to identify the instructional quality is performed mainly from the private universities, has greatly increased concern for the future instructional quality and sustainability of higher education in Cambodia.



## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter outlines the key components: research purpose, population and sample, instruments and the quality of research instrument, the methodology of collecting data and statistical analyzes.

#### **3.1 Research Purpose**

The purpose of this study is to find out the factors related to the instructional quality of private universities in Battambang province, Cambodia.

#### **3.2 Population**

The population included three universities student respondents in Battambang province. The first potential respondent's students who are studying in field of marketing management, (MoEYS 2012) at Build Bright University (BBU), and the group of BBU's students divided into three groups: (1) the second year students, (2) the third year students and (3) the fourth year students. The second potential respondent's students who are also studying in field of marketing management at Cambodian University Specialties (CUS), and the group of CUS's students divided into three groups: (1) the second year students, (2) the third year students and (3) the fourth year students. And the third potential respondent's students who are studying in field of marketing management at University of Management and Economics (UME), and the group of UME's students divided into three groups: (1) the second year students, (2) the third year students and (3) the fourth year students, those academic year were provided students directly academic goal of their field of major (ACC, 2012). Based on the population data which were provided by Battambang Provincial Educational Officer in August of 2014, there were a total of 869 students of the last three main academic years in marketing management of the faculty of business administration from three private universities in Battambang province, Cambodia.

**Table 3.1** The numbers included Major of Marketing Management of Business Administration at three private universities in Battambang province 2014

Institutions	Second Year	Third Year	Fourth Year	Total
Build Bright University (BBU)	61	79	139	279
Cambodian University Specialties (CUS)	66	96	97	259
University of Management and Economics (UME)	78	102	151	331
<b>Total</b>	<b>205</b>	<b>277</b>	<b>387</b>	<b>869</b>

**Sources:** Battambang Provincial Educational Officer in August 2014

### 3.3 Sample

The researcher used multi-stage sampling which included stratified random sampling and simple random sampling to obtain the sample size of target group from the total member of students who studying at those three private universities in marketing management. At first, the researcher used Yamane's formula (1973) to identify appreciation the totally 879 students at private universities. This formula is reliable 95% and less than 5% of deviation factors.

$$N = \frac{N}{1 + Ne^2}$$

e = Deviation of sampling

N = Size of Population

N = Size of sample

$$N = \frac{869}{1 + 869(0.05)^2}$$

Therefore, the sample size is 274 students.

Then researcher used percentage sampling by divided into three sample groups of universities: (1) Build Bright University, (2) Cambodia Specialize University and (3) University of Management and Economics. From the sample of 274 samples,

the researcher divided sampling size in each university by ratio of universities' students as following:

**Table 3.2** Percentage ratio of sample sizes of marketing management students, classified by universities (BBU, CUS, UME)

The University	Students Population	Sample Size
<b>Build Bright University, (BBU)</b>		
1. The second year students	61	19
2. The third year students	79	25
3. The fourth year students	139	44
<b>Cambodian University Specialties (CUS)</b>		
1. The second year students	66	21
2. The third year students	96	30
3. The fourth year students	97	30
<b>University of Management and Economics</b>		
1. The second year students	78	25
2. The third year students	102	32
3. The fourth year students	151	48
<b>Total</b>	<b>869</b>	<b>274</b>

### 3.4 How to Create the Quality of Research Instrument

The research instruments were developed by the researcher to address the five-point scales questions for all of the respondents filled in questionnaires because of the population was literate and the time for collecting data was limited. The questionnaire was addressed on measuring the personal information, independent variable and dependent variable that were most likely to occur when measuring instrument is a human observer (Sherri L. Jackson. 2011). However, some items had been taken out or added into the questionnaire as following:

Likert five-point scales also used to survey their opinions.

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strongly disagree

In sum, there were three parts with 34 items. The first part aimed at asking for personal information with 4 questions. The second part of questionnaires consisted of 9 sections with 43 questions which were related to instructional quality and what factor influence the quality of instruction. Lastly, the third part of questionnaire consisted of 2 sections with 8 questions which were related to students' opinions about instructional quality providing at their private universities.

Validity:

There are five experts, three Cambodian experts of UME and the two Thai experts of VUR who had more than five years of curriculum and instruction, evaluation and physical working experience and had taught curriculum and instruction as well to check how well the instrument measures the subject matter content, all items were evaluated by those five experts in order to find the content validity. The appropriateness of the content was based on the following criteria:

- 1 means congruent
- 0 means questionable
- 1 means incongruent

Then researcher finds the congruence of statement with the content using Index of item Objective Consistency, (IOC).

$$IOC = \frac{R}{N}$$

- IOC means the index of congruence
- R means total scores from the opinion of the experts
- N means the number of the expert

Based on the formula used in the calculation of this IOC index ranges from -1 to 1. The item that has an index higher than or equal 0.5 was reserved however the items were lower than 0.5 that was modified (Tirakanant, 2003). According to the result of content validity in IOC was ranging from 0.60 to 1.00 which was approved by 5 intellectual experts, so the questionnaire was highly reliable.

Reliability:

Reliability of the survey instrument was obtained by using the coefficient alpha (Cronbach, 1951) that is certainty one to the most important and pervasive statistics in research involving test construction and use. The researcher was selecting 30 students to evaluate test construction of questionnaire to find out the value of reliability. The results revealed that the analysis reliability value is more than 0.70

and the alpha coefficient from the research was equal 0.85, therefore it can be assumed that the questionnaire had high reliability.

### **3.5 Method of Collecting Data**

Data were collected at three private universities which are (1) Build Bright University, (2) Cambodia Specialize University and (3) University of Management and Economics that was in Battambang province of Cambodia. The researcher obtained a letter of introduction from the Dean of faculty of business administration to conduct research in each private university. A permission letter was carried out the research which was obtained from the vice-president of academic affairs in each private university in order to approve of the researcher to study with targeted students in second year, third year and fourth year in major program: Business Administration (BA). Marketing management is the targeted major in reason for selecting data that program was due to their current popularity among students (Ford, 2006) and (MoEYS 2012). The researcher governed the questionnaires to 274 respondents of those private universities. Data were collected in early of 2016.

### **3.6 Statistics for Data Analysis**

The exploratory survey data were analyzed using the descriptive statistic and statistical procedure program known as statistical analyzing software to report descriptive, inferential statistics and using also standard deviation on each item of statement. The purpose of statistical inference is to draw conclusions about a population on the basis of data obtained from a sample of that population and the statistical testing is to decide whether there is sufficient evidence from the sample under study to conclude that the alternative hypothesis should be believed, (Ronger B. Davis 2014). The researcher also use correlation to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable, the term was first used by Pearson.

### **3.7 Summary**

This chapter introduced the research design of the study which utilized a quantitative research of methodology. As part of the data collection and analysis, the study employed how to create the quality of research instruments with IOC in the purpose was to facilitate the analysis of the finding both from survey and from interview, rather than to test any preliminary assumption or hypotheses. The researcher's interaction targeted on private universities students sampling respondents. However,

the study does highlight the significance of understanding and finding out the factors influencing quality of instruction as implications for the future development of private universities in Battambang province, Cambodia.



GRAD VRU



## CHAPTER 4

### THE RESULTS OF DATA ANALYSIS

The topic of this research is: “Factors Related to the Instructional Quality at Private Universities in Battambang Province, Cambodia” and the purpose of this study is to find out the factors related to the instructional quality in private universities in Battambang province, Cambodia.

This chapter begins with the presentation of the demographics of the sample including number, gender, academic year, the three private universities located in Battambang province of Cambodia.

#### 4.1 Demographics of the Participants

All returned questionnaires were used for data analyze and fortunately all participants answered the questions completely. Number of Participants

**Table 4.1** Distribution of frequency and percentage of the sample in three academic years at three private universities.

Universities	Sample Size	Percentage (%)
BBU	88	32.12
CUS	81	29.56
UME	105	38.32
<b>Three Universities (Total)</b>	<b>274</b>	<b>100</b>

The study was employed to have 88 (32.12 %) of the participants were from Build Bright University, 81 (29.56 %) of the participants were from Cambodian University Specialties and finally 105 (38.32%) of the participants were from University of Management and Economics.

#### 4.2 Genders

The study had no preliminary plan for the select of the number of male and female participants. The following table illustrates the breakdown of the gender at the three private universities.

**Table 4.2** Distribution of frequency and percentage of the sample at the three private universities by genders

Universities	Male	Percentage (%)	Female	Percentage (%)
BBU	56	20.43	32	11.67
CUS	48	17.51	33	12.04
UME	61	22.26	44	16.04
<b>Three Universities (Total)</b>	<b>165</b>	<b>60.21</b>	<b>109</b>	<b>39.75</b>

There are 274 (100 %) participants of research samples to study and there are 165 (60.21 %) of male of the participants and 109 (39.75 %) of female of the participants, although the study was employed to have 56 (20.43 %) of male and 32 (11.67 %) of female of the participants were from Build Bright University, 48 (17.51 %) of male and 33 (12.04 %) of female of the participants were from Cambodian University Specialties and finally 61 (22.26 %) of male and 44 (16.04 %) of female of the participants were from University of Management and Economics.

#### 4.3 Year of Study

The researcher divided group of sample into three academic years of sample groups are from three universities: (1) Build Bright University, (2) Cambodia Specialize University and (3) University of Management and Economics.

**Table 4.3** Distribution of frequency and percentage of the sample at the three private universities by Academic Year

Universities	2 <sup>nd</sup> Year	Percentage	3 <sup>rd</sup> Year	Percentage	4 <sup>th</sup> Year	Percentage
BBU	19	6.93 %	25	9.12 %	44	16.05 %
CUS	21	7.66 %	30	10.94 %	30	10.94 %
UME	25	9.12 %	32	11.67 %	48	17.51 %
<b>Three Universities (Total)</b>	<b>65</b>	<b>23.71 %</b>	<b>87</b>	<b>31.73 %</b>	<b>122</b>	<b>44.05 %</b>

There are 274 (100%) participants of samples to research, although the study was divided to have 65 (23.71%) of the participants were from second academic

year, 87 (31.73 %) of the participants were from third academic year and finally 122 (44.05 %) of the participants were from final academic year.

#### 4.4 Data Analysis

The constant comparative method was used to analyze the data collected from surveys (Merriam, 1998; Creswell, 1998). Coding was completely completed, and numerous core categories were exactly identified and these categorizations were examined to identify common key themes or concepts in relationship to the instructional quality at private universities in Battambang province, Cambodia. Specifically, themes were generated to explore the major research questions: What are the factors influencing the instructional quality of private universities?

#### 4.5 Core Categories of variables

**Table 4.4** Below describes the common core categories of variables.

Variables	Core categories
University Factors	<ol style="list-style-type: none"> <li>1. University Administration</li> <li>2. University Context of Social and Physical environment</li> <li>3. Curriculum of Universities and Faculties</li> <li>4. School Policies and Regulation</li> <li>5. Educational Resources</li> </ol>
Teacher Factors	<ol style="list-style-type: none"> <li>1. Teachers' Knowledge</li> <li>2. Teachers' Experiences</li> <li>3. Teachers' Dispositions</li> <li>4. Teachers' Instructional Process</li> </ol>
Instructional Quality	<ol style="list-style-type: none"> <li>1. Students' Achievement in Knowledge</li> <li>2. Desirable of Students' Characteristics</li> </ol>

#### 4.6 Relationship between independent and dependent variables

The following table shows the relationship of those variables specifically from data analyzing of research questions on questionnaires. It should be strongly noted that all the factors were described by students in the surveys. The criteria for rating the interpretation of results was talked by Boonchom Srisa-Ard (2002) are following:

4.51-5.00	Highest
3.51-4.50	High
2.51-3.50	Average
1.51-2.50	Low
1.00-1.50	Lowest

**Table 4.5** Mean and Standard Deviation

Variables	$\bar{X}$	S.D.	Interpretation of Results
1. Administration	3.93	0.467	High
2. Context social	3.96	0.465	High
3. Curriculum	3.99	0.527	High
4. Policies	3.98	0.519	High
5. Resources	4.15	0.557	High
6. Knowledge	4.31	0.544	High
7. Experiences	4.44	0.568	High
8. Dispositions	4.39	0.528	High
9. Inst. Process	4.37	0.549	High
<b>Total of Instruct. Quality</b>	<b>4.12</b>	<b>0.477</b>	<b>High</b>

From table 4.5 it was shown the same distributions with their standard deviations. The dependent variables of instructional quality was found ( $\bar{X} = 4.12$  and S.D. = 0.477). It also was respectively found three highest levels are first is teachers' experiences ( $\bar{X} = 4.44$  and S.D. = 0.568), second is teachers' dispositions ( $\bar{X} = 4.39$  and S.D. = 0.528) and third is teachers' instructional processes ( $\bar{X} = 4.37$  and S.D. = 0.549). It was also found the lowest level that is universities' administration ( $\bar{X} = 3.93$  and S.D. = 0.467).

#### 4.7 Correlations of all Factors and Instructional Quality

The following table shows the correlations of all factors specifically and instructional quality which should be strongly noted that all the factors were described by students in the surveys.



GRAD VRU



From table 4.6 it was shown that the mean of significant there were found from 0.123 to 0.398 of those correlations variables. Every pair was significant except four pairs which were teachers' experiences with university administration, teachers' dispositions with university administration, teachers' instructional processes with university administration and last one is teachers' instructional processes with educational resources. And the analysis, It was found that there were firstly positive highest significant correlation between teachers' instructional process with instructional quality ( $r = 0.398$ ,  $p < 0.01$ ). And It was found that there were secondly positive highest significant correlation between teachers' dispositions and instructional quality ( $r = 0.335$ ,  $p < 0.01$ ). It was found that there were thirdly positive highest significant correlation between teachers' experiences and instructional quality ( $r = 0.328$ ,  $p < 0.01$ ). And there were a positive lowest significant correlation between university's administration and instructional quality ( $r = 0.123$ ,  $p < 0.01$ ). Reasonably, those factors, there were positive signification correlation with instructional quality for this profitable research.

From table 4.6 it was shown that the mean of significant there were found from 0.158 to 0.655 of those correlations variables. Every pair was significant and it was seen that there were firstly positive highest significant correlation between teachers' instructional process and teachers' disposition ( $r = 0.655$ ,  $p < 0.01$ ). It was seen that there were secondly positive highest significant correlation between curriculum and context of social ( $r = 0.640$ ,  $p < 0.01$ ). It was also seen that there were thirdly positive highest significant correlation between teachers' disposition and teachers' experiences ( $r = 0.580$ ,  $p < 0.01$ ). And there were a positive lowest significant correlation between university's administration and teachers' knowledge ( $r = 0.158$ ,  $p < 0.01$ ). Reasonably, those factors are involved in positive signification correlation with each other for this profitable research.

## CHAPTER 5

### SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study and a discussion of the findings as they were related to the prior research. The limitation of this study, the implications for instruction and the recommendations for further research are also addressed.

#### 5.1 Summary of the study

##### 5.1.1 Purposes of the study were as follows:

The purpose of this study is to find out the factors related to the instructional quality of private universities in Battambang province, Cambodia.

##### 5.1.2 Methodology

The potential students were 274 of sample who were studying in field of marketing management in the faculty of business administration at Build Bright University (BBU), Cambodian University Specialties (CUS) and University of Management and Economics (UME). Those students divided into three groups: (1) the second year students, (2) the third year students and (3) the fourth year students. The parts of the survey research were developed by the researcher to address the five-point scales questions for all of the respondents filled in questionnaires because of the population was evaluated by five experts to make sure it was working forward research's objectives. The exploratory survey data were analyzed using the descriptive statistic and statistical procedure program known as statistical analyzing software to report descriptive, correlation, inferential statistics and using also standard deviation on each item of statement.

#### 5.2 Results of the study

The statistical analysis presented the results related to the instructional quality were found:

5.2.1 Descriptive Statistics: The mean and standard deviation of instructional quality was found ( $\bar{X} = 4.12$  and S.D. = 0.479). It also was found three highest levels are first is teachers' experiences ( $\bar{X} = 4.44$  and S.D. = 0.568), second is teachers' dispositions ( $\bar{X} = 4.39$  and S.D. = 0.528) and third is teachers' instructional processes ( $\bar{X} = 4.37$  and S.D. = 0.549). It was also found the lowest level that is universities' administration ( $\bar{X} = 3.93$  and S.D. = 0.467).

5.2.2 Correlations of factor variables: the analysis, It was found respectively that there were firstly highest significant correlation between teachers' instructional process with instructional quality ( $r = 0.398, p < 0.01$ ). And It was found that there were secondly highest significant correlation between teachers' dispositions and instructional quality ( $r = 0.335, p < 0.01$ ). It was found that there were thirdly highest significant correlation between teachers' experiences and instructional quality ( $r = 0.328, p < 0.01$ ).

5.2.3 Correlations of those variables with instructional quality: every pair is significant and it was found respectively that there were firstly highest significant correlation between teachers' instructional process and teachers' disposition ( $r = 0.655, p < 0.01$ ). It was found that there were secondly highest significant correlation between curriculum and context of social ( $r = 0.640, p < 0.01$ ). It was also found that there were thirdly highest significant correlation between teachers' disposition and teachers' experiences ( $r = 0.580, p < 0.01$ ).

### 5.3 Discussion of the findings

The discussion addressed according to research purpose: is to find out the factors related to the instructional quality of private universities in Battambang province, Cambodia.

5.3.1 Teachers' instructional process related to instructional quality: the results in this study indicated a significant overall related to instructional quality as measured by PsyclNFO Databased Recorded (APA: 2013) how teachers' instructional process might change over time and whether instructional process may actually result from successful behavior and actual instructional providing, Likewise (2006). The analyzed whether there is a longitudinal effect of teachers' instructional process on instructional quality. PsyclNFO Data based Recorded (APA: 2013) also reported that this study investigates teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of their professional competence and structural equation models positive related to instructional quality that was diversified and flexible to follow curriculums with students as centers of learning have also been given high priority which in turn affected student outcomes and (MoEYS: 2014) develop human resources with excellent knowledge, skills, and moral values of characteristics to ensure qualified students have an opportunity to access instructional quality which respond to the needs of socio-economics development and labor market of global integration which in turn affected student outcomes.

5.3.2 Teachers' dispositions related to instructional quality: the results in this study indicated a significant overall related to instructional quality as measured

by Hakan TURKMEN that teachers whose abilities are to motivate, encourage, understand and care inspired students and provided a positive disposition to turn contributed to students' success in their later lives. Hakan TURKMEN (2009) also reported that dispositions would be clearly understood between teachers and students to apply into instructional activities that (MoEYS: 2014) can establish internal quality assurance mechanisms and conduct regular internal self-assessment of the instructional quality management according to regulations and guided are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and accountabilities with social justice. And the teachers also have to make every clear job descriptions of teaching dispositions to serve the objective of developing relevant curricula that provide students with excellent knowledge, skills and moral values of characteristics (MoEYS:2014) that help students contribute fully to national development and labor market needs to turn contributed instructional quality for students' success toward human resources development.

5.3.3 Teachers' experiences related to instructional quality: the results in this study indicated a significant overall related to instructional quality as measured by Holzberger (August 2013) that the study found that career length number of prior careers, and career relevance to subject area were related to instructional quality. However, teachers with prior career experiences that were education-related practiced standards-based instruction to a greater degree than teachers with no education-relevant career experience. The teachers' experiences from practical knowledge in work performance could indicate that progress of educational and training capability at higher education level plays a critical role in developing instructional quality, specially industries and business enterprises sectors and social sectors through the establishment of linkage between academic knowledge and practical knowledge to achieve instructional quality (MoEYS:2014). Both of teachers' knowledge and experiences are key important to instruct students to achieve instructional quality improvement and expanding the coverage to ensure that young people are required with necessary knowledgeable skills and moral values of characteristics to improve their working performances for living standard and contribute to national development, (MoEYS: 2014).

#### **5.4 Conclusions**

The researcher was able to arrive at these conclusions based on the findings of purpose is to find out the factors related to the instructional quality of private universities in Battambang province, Cambodia , the following drawn:

5.4.1 The researcher concluded that the teachers' instructional process firstly have been related significantly to instructional quality, the study investigates teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of their professional competence on instructional quality that was diversified and flexible to follow curriculums, (ACC :2013) and develop human resources with excellent knowledge, skills, and moral values of characteristics to ensure qualified students have an opportunity to access instructional quality which respond to the needs of socio-economics development and labor market of global integration, (MoEYS: 2014).

5.4.2 The researcher concluded that the teachers' dispositions secondly have been related to instructional quality. (MoEYS:2014), reported to establish internal quality assurance mechanisms and conduct regular internal self-assessment of the instructional quality management according to regulations and guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, accountability and social justice to motivate, encourage and care inspired students to provide a positive disposition of instructional activities to promote national and social development for increased economic growth, HEIs (2012). And the teachers also have to make every clear job descriptions of teaching dispositions to serve the objective of developing relevant curricula that provide students with excellent knowledge, skills and moral values of characteristics (MoEYS:2014) that help students contribute fully to national development and labor market needs to turn contributed instructional quality to students' success in their later lives.

5.4.3 The researcher concluded that the teachers' experiences thirdly have been related significantly to instructional quality, teachers' experiences from practical knowledge in work performance could indicate that progress of educational and training capability at higher education level plays a critical role in developing instructional quality, UNICEF (2013), specially business enterprises sectors and social sector through the establishment of linkage between academic knowledge and practical knowledge to achieve instructional quality (MoEYS:2014). Both of teachers' knowledge and experiences are key important to instruct students to achieve instructional quality improvement and expanding the coverage to ensure that young people are required with necessary knowledgeable skills and moral values of characteristics would improve their working performances for living standard and contribute to national development, Ahrens & Kemmerer (2002).



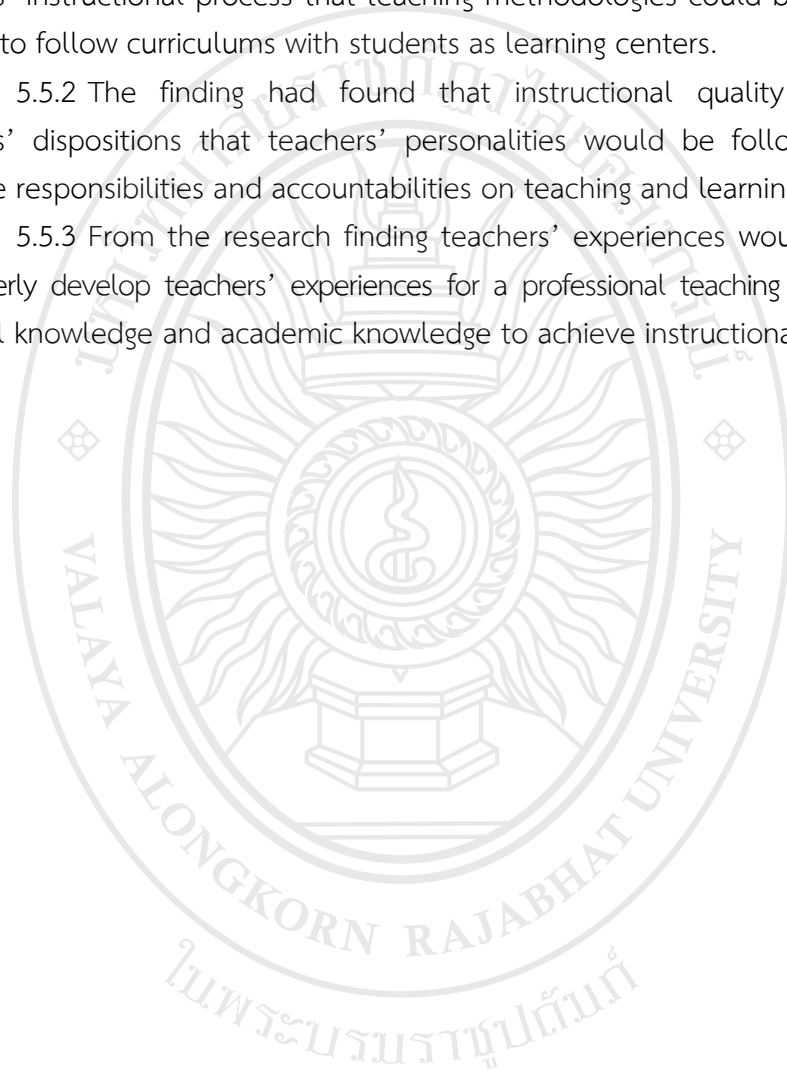
## 5.5 Recommendations

The following recommendations to private universities are offered for related research in the field of education for instructional quality:

5.5.1 The finding had shown that instructional quality was related with teachers' instructional process that teaching methodologies could be diversified and flexible to follow curriculums with students as learning centers.

5.5.2 The finding had found that instructional quality contributes to teachers' dispositions that teachers' personalities would be followed to provide valuable responsibilities and accountabilities on teaching and learning activities.

5.5.3 From the research finding teachers' experiences would be suggested to properly develop teachers' experiences for a professional teaching that can provide practical knowledge and academic knowledge to achieve instructional quality.



GRAD VRU



REFERENCES

GRAD VRU

## REFERRENECES

- ACC, Accreditation Committee of Cambodia (2013). **Quality of Education**. Retrieved from <http://www.cameconomist./.../committee-of-cambodia/>
- Ahrens, L., & Kemmerer, F. (2002). Higher education development for Cambodia Development. Retrieved from <http://www.cdri.org.kh/webdata/cdr/2002/cdr03-1.pdf>
- Altbach, P. (Ed.). (1999). **Private higher education and development in the 21st century**. Westport, Conn.: Greenwood Press.
- Ary, D., Jacobs, L., Sorensen, C. & Razavieh, A. (2009). **Introduction to research in education**. 8<sup>th</sup> ed. Belmont, CA: Wadworth.
- Ayres, D. (1999). **The Khmer Rouge and education: Beyond the discourse of destruction**. *History of Education*, 28(2), 205-218.
- Ayres, D. (2000). **Anatomy of a crisis: education, development, and the state in Cambodia, 1953-1998**. Honolulu: University of Hawaii Press.
- Ayres, D. (2000). **Tradition, modernity, and the development of education in Cambodia**. *Comparative Education Review*, 44(4), 440-463.
- Ayres, D. (2003). **Education of structural adjustment in Cambodia**. New York: Palgrave Macmillan.
- Ball & McDiarmid, (1990). **Applied Linguistics and Language Teacher Education**. Edited by Nat Bartels.
- Bloom, B. S. (1968). **Learning for Mastery of Instruction and Curriculum: Regional Education Laboratory**. (2016), Retrieved from <http://eric.ed.gov/?id=ED053419>
- Boonchom, S. (2002). **Basic Research 7<sup>th</sup> Edition**. Bangkok: Suviriyasarn.
- Bun, T. (2014). **The Importance of Speaking English**. *The Phnom Penh Post*. Retrieved from <http://www.phnompenhpost.com/>
- Chandler, D. (2008). **A history of Cambodia**. 4<sup>th</sup> ed. Boulder: Westview Press.
- Chandler. (2008). **Public & Private Families and Introduction**. New York: McGraw-Hill.
- Chealy. (2006). Adsorption of phenol from aqueous solutions using mesoporous carbon prepared by two-stage process. **Chemical Engineering Journal**. 132(13), 279-287.
- Chet, C. (2006). **Higher education of Cambodia in South-East Asia**. By UNESCO.
- Chet, C. (2009). **Higher Education in Cambodia**. In Y. Hirosato, & Y. Kitamura (Eds.), *The political economy of educational reforms and capacity development in Southeast Asia*: London: Springer.

- Chhum, S. (1973). **Higher education in the Khmer Republic**. In Y. Y. Hoong (Ed.), Development of higher education in Southeast Asia.
- Chhuon, N. (2000). **Language policies and language education**. Singapore: Time Media.
- Clayton, T. (1998). Educational Destruction and Construction under the Khmer Rouge, 1975-1979. *History of Education Quarterly*. 38(1), 1-16.
- Clayton, T. (2000). **Education and the politics of hegemony and pragmatism in Cambodia**. Hong Kong: Comparative Education Research Centre.
- Clayton, T. (2005). Re-orientations in moral education in Cambodia since 1975. *Journal of Moral Education*. 34(4), 505-517.
- Clayton, T., & Ngoy, Y. (1997). **Cambodia and Asian higher education**. Westport, Conn.: Greenwood Press.
- Creswell, J. (1998). **Qualitative of research design: Choosing among five traditions**. Thousand Oaks, CA: Sage.
- Creswell, J. (2005). **Educational research: Planning, conducting, and evaluating quantitative and qualitative research**. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Pearson Education.
- Cronbach, (1995). **Text Material in Modern Education**. 2<sup>nd</sup>ed. David Holyweld Review of Quality Teaching in Higher Education. Retrieved from <https://www.oecd.org/edu/imhe/44058352.pdf>
- Darling-Hammond (2000). **Action: professional development that matters**. New York: Teachers College
- Desimone, L. H., & Eric, M. (2016), **Teacher Knowledge and Instructional Quality of Beginning Teachers**. Retrieved from <http://eric.ed.gov/?id=EJ1089523>
- Driscoll, C., & Wicks, D. (1999). The customer-driven approach in business education. *Journal of Education for Business*. 5(8), 58-61.
- Duggan, S. (1997). **The role of international organizations in the financing of higher education in Cambodia**. Higher Education, 34, 1-22. Retrieved from <http://www.springerlink.com/content/g2h05336x08x75g7/fulltext.pdf>
- Dweck's. (2000). **The Wisdom of Insecurity: Self-Theories (fourth ed)**. (p.122-145)
- Dy, S. (2004). **Strategies and policies for basic education in Cambodia: Historical perspectives**. International Education Journal. 5, 90-97. Retrieved from <http://ehlt.flinders.edu.au/education/iej/articles/v5n1/Dy/paper.pdf>
- Fergusson, L., & Le Masson, G. (1997). **A culture under siege: Post-colonial higher education and teacher education in Cambodia from 1953 to 1979**. History of Education. 26(1), 91-112.

- Ford, D. (2003). **Cambodian accreditation: An uncertain beginning**. *International Higher Education*, 33, 12–14. Retrieved from [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/ihe\\_pdf/ihe33.pdf](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/ihe_pdf/ihe33.pdf)
- Ford, D. (2006). **Cambodian higher education – growing pains**.44, 10-11. Retrieved from <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/7912/7063>
- Forest & Kinser. (2002). Faculty at Private For-Profit Universities: The University of Phoenix as a New Model?. *International Higher Education*. 28.(28), 13-14.
- Fraenkel and Wallen, (1996),. **Evaluating Research in Education**, (p.243-257)
- Gibbons, M. (1998). **Higher education relevance in the 21st century**. World Bank. Retrieved from <http://www.eric.ed.gov/ERICDocs/data/ericb/80/17/17/21.pdf>
- Gyallay-Pap. (1989). **Information System: Theory and Practice**. 5<sup>th</sup> ed. New York: John Wiley & Son.
- Hakan TURKMEN (2009). **Examining Science Education of Teachers’ Disposition**, Volume 10, Issue 2, Article 13 (Dec., 2009),. Retrieved from [http://www.ied.edu.hk/apfslt/download/v10\\_issue2\\_files/turkmen.pdf](http://www.ied.edu.hk/apfslt/download/v10_issue2_files/turkmen.pdf)
- Hayden, H. (1976). **Higher education and development in South-East Asia**. (p.34)
- Heather C. (Dec 2015). **Resources for Teaching: Examining Institutional Predictors of High-Quality Instruction**,. (p.1-3). Retrieved from <http://ero.sagepub.com/content/1/4/2332858415617703.abstract>
- HEICs, Cambodia. (2012). New Development of Higher Education. **Journal of Yearly Report**. 25, 78-79.
- Heller, D. (1997). **Student price response in higher education**. *Journal of Higher Education*, 68 (6), 624-659.
- Hemsley-Brown, J. & Oplatka, I. (2006). **International Journal of Public Sector Management**, 19, 316-338. Retrieved from <http://epubs.surrey.ac.uk/cgi/viewcontent.cgi?article=1011&context=marketing>
- Hill. (2003). **Designing and implementing instruction on the World Wide Web**. Retrieved from <http://lrs.stcloud.msus.edu/ispi/proceeding.htm>
- Holzberger, Doris; Philipp, Anja; Kunter, Mareike, (2013). **How Teachers’ Experiences is Related to Instructional Quality**,. Vol (105(3), Aug 2013),. Retrieved from <http://psycnet.apa.org/journals/edu/105/3/774/>
- Huon, T. (1974). **Role of the universities in development planning: The Khmer Republic**. 85 (7), 24-59.
- Innes-Brown. (2006). **Organization theory and management: Approach**. New York: John Wiley and Sons.



- James JF & Kevin. (2002). **E-learning: the answer is blended learning, now what was the question again?** Retrieved October 20, 2009 from [http://www.astd.org/astd/Publications/TD\\_Magazine/2003\\_pdf/76031017.htm](http://www.astd.org/astd/Publications/TD_Magazine/2003_pdf/76031017.htm)
- John & Sons (1999). **The Journal of Higher Education**, 43, 360–380. Retrieved from <http://www.jstor.org/stable/pdfplus/1980714.pdf>
- John & Sons. (2000). In **Contemporary Management**. Boston: McGraw-Hill
- John Robert, (UK: September 2003). **Building Instructional Quality, educational quality annual evaluation**,. (p.12-32). Retrieved from <http://www.nejm.org/doi/full/10.1056/nejmsa022615#t=article>
- Komai. (2013). **Recovery of the Collective Spirit: the Role of the Revival of Buddhism in Cambodia**. Goteborg of U.
- Kotler, P. & Fox, K. (1985). **Strategic marketing for educational institutions**. Englewood Cliffs, N.J.: Prentice-Hall.
- Kotler, P. & Fox, K. (1995). **Strategic marketing for educational institutions**. 2<sup>nd</sup> ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Kotler, P. (1972). **A generic concept of marketing**. *Journal of Marketing*, 36, 46–54.
- Lauer, L. (2002). **Competing for students, money, and reputation: Marketing the academy in the 21st century**. Washington, D.C.
- Lee, M. & Healy, S. (2006). **Higher education in South-East Asian: An overview**. In UNESCO. Higher education in South-East Asia. Bangkok: UNESCO Bangkok.
- Levy, D. (2006). **An introductory global overview: The private fit to salient higher education tendencies**. PROPHE Working Paper, 7. Retrieved from [http://www.albany.edu/dept/.../\\_files/PROPHEWP07.pdf](http://www.albany.edu/dept/.../_files/PROPHEWP07.pdf)
- Martin, M. (1994). **Cambodia: A shattered society**. University of California Press.
- McMillan, J & Schumacher, S. (2006). **Research in education: Evidence-based inquiry**. 6<sup>th</sup> ed. Boston: Pearson/Allyn and Bacon.
- McMillan, J. & Schumacher, S. (2001). **Research in education: A conceptual introduction**. 5<sup>th</sup> ed. New York: Longman.
- Meyn, C. (2014, December 23). **The Price of Private Students at Public Schools**. The Phnom Penh Post 5<sup>th</sup> (p.23-28).
- Meyn, C. (2014, October 28). **Regulating the business of teaching for tomorrow**. The Phnom Penh Post. Retrieved from <http://www.regulating-business-teaching-tomorrow>
- Ministry of Education, Youth and Sport. (2004). **Education Sector Performance Report 2014**. Retrieved from <http://www.moeys.gov.kh/.../EducationSectorPerformanceReport2004en.pdf>

- Ministry of Education, Youth and Sport. (2015). **Educational Policies for Higher Education Report 2014 5<sup>th</sup>**. (p.56-66).
- Ministry of Education, Youth and Sport. (2015). **National education congress report**. Retrieved from <http://www.moeys.gov.kh/.../Summary%20Report.pdf>
- Minxuan, Z. (1998). **Cambodian reforms in higher Education finance for International Higher Education**, 11, 8. Retrieved from [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/ihe\\_pdf/ihe11.pdf](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/ihe_pdf/ihe11.pdf)
- MoEYS, (2013). **Singapore's Games Industry**. Retrieved from <http://www.mda.gov.sg/Industry/Video/IndustryOverview/Pages/Overview.aspx>
- MoEYS. (2012). Comparative analysis of employee job satisfaction in the accounting profession. **Journal of Business & Economics Research**. 6(2), 65-81
- Morgan, Richard. (2007). **The Diffusion of New Work Structures: Explaining Why Success Didn't Take**. Organizational Dynamics
- Odrerir, J. (2013, December 23). **Postgrad studies are limited but on the rise**. The Phnom Penh Post. Retrieved from <http://www.phnompenhpost.com/>
- OHEC of Thailand. (2014). Purification and antioxidant properties of octapeptide from salmon byproduct protein hydrolysate by gastrointestinal digestion. **Food Chemistry**. 147(147), 78-83.
- Pit & Ford. (2004). **Principles of self-regulated learning for teachers**. Singapore: Mc Graw Hill.
- Pit, C. & Ford, D. (2004). **Cambodian higher education for Mixed visions**. Baltimore: Johns Hopkins University Press.
- Pit, C. & Roth, H. (2004). **English language teaching development in Cambodia: Past, present and future**. 2<sup>nd</sup> ed. (pp. 102-118).
- Rockoff. Lankford, Loeb, Rockoff, & Wyckoff, (2008),. **Quality of Teacher and Student Achievement**. Retrieved from <http://slideplayer.com/slide/6967793/>
- Ronald Barnett. (2014). **Teaching handbook 2**. Midscason: Penguin Book.
- Sherri L. Jackson (2011). **Research Method: A Formula Approach**. 3<sup>rd</sup> Ed. (p.178)
- Sloper, D. (Ed.). (1999). **Higher education in Cambodia: The social and educational context for reconstruction**. Bangkok: UNESCO PROAP.
- Taro Yamane (1973). **Statistics Introductory Analysis**. 1<sup>st</sup> ed. (p.25-33).
- Tully, J. (2002). **France on the Mekong: A history of the protectorate in Cambodia, 1863-1953**. Lanham, Md.: University Press of America.
- Tully, J. (2005). **A short history of Cambodia from empire to survival**. (p.25.28).
- U.S Educational Report. (2013).

- UNICEF. (2013). **Defining Quality in Education (1<sup>st</sup> Ed). (p.3-6 & p.14.34).** Retrieved from <http://www.unicef.org/education/files/QualityEducation.PDF>
- Whitaker, Heimann, MacDonald, Martindale, Shinn, & Townsend, C.(1973). **Cambodia: A country study.** Washington, DC: U.S. Government Printing Office.
- Wood, R. (2014, June 18-July 1). **Struggling for a degree of credibility in education.** Phnom Penh Post, p. 4. Retrieved from <http://www.phnompenhpost.com/>



GRAD VRU



APPENDIX

GRAD VRU

## Appendix

### Questionnaire

#### Part I: General Information

**Introductions:** Please check (✓) the correct item about your personal information.

1. You are

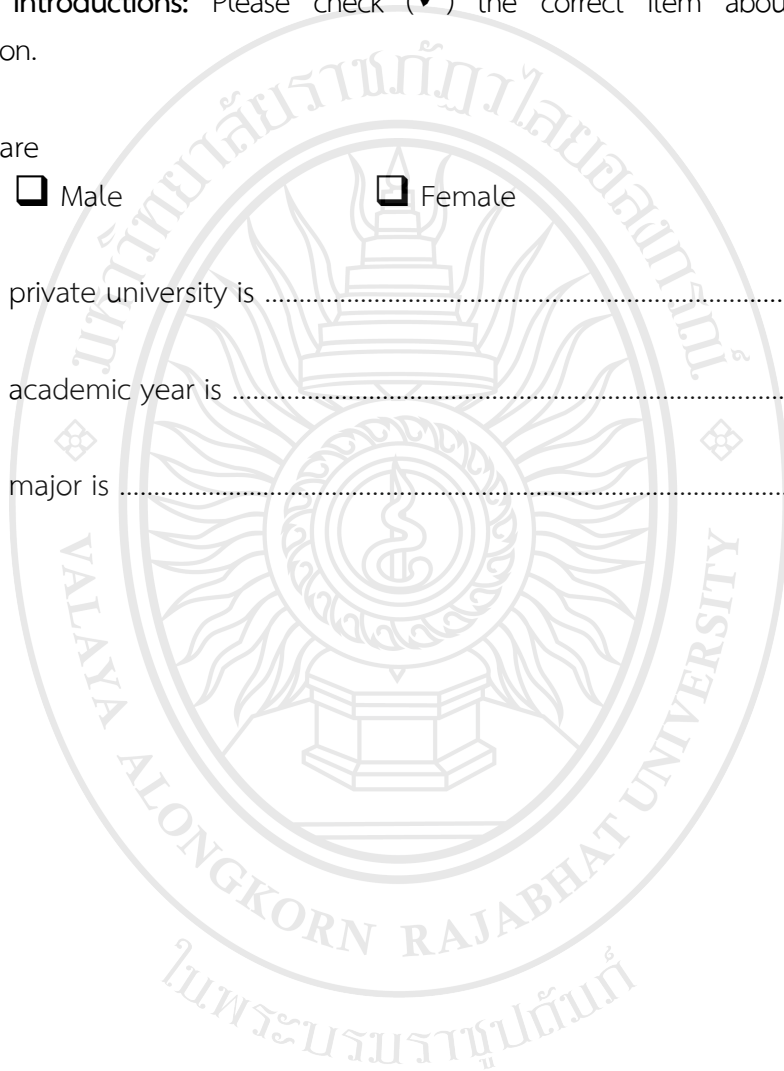
Male

Female

2. Your private university is .....

3. Your academic year is .....

4. Your major is .....



GRAD VRU



## Part II: Questionnaire (For Students)

**Directions:** The researcher is going to research on topic: “Factors related to the Instructional Quality at Private Universities in Battambang Province, Cambodia”, the purpose of this study is to find out the factors related to the instructional quality in private higher education in Battambang province, Cambodia.

Please check ✓ in the rating box (1, 2, 3, 4, 5), your opinion levels which best describe your opinions in this statement. The criteria for rating your opinions are as follow;

- 5 = strongly agree  
 4 = agree  
 3 = uncertain  
 2 = disagree  
 1 = strongly disagree

Items	1	2	3	4	5	Comments
<b>Private University</b>						
<b>1. University Administration</b>						
1.1 Instructional quality is important for private university to continue running educational business						
1.2 Good administration of private university provide an effective instructional quality						
1.3 The university’s environment can influence instructional quality						
1.4 Instructional quality help private university to compete						
<b>2. University’s Social Context and Physical Environment</b>						
2.1 Family and friends support students’ learning effectively to achieve instructional quality						
2.2 Current society can influence quality of teaching and learning						
2.3 Physical environment is important to provide instructional quality						

Items	1	2	3	4	5	Comments
<b>3. Curriculum</b>						
3.1 Good curriculum can support to achieve goals of teaching quality						
3.2 Curriculum is important to help instructional quality						
3.3 Curriculum development can influence teaching quality and learning stability						
3.4 Curriculum designing is a key role playing for teacher to achieve instructional quality						
<b>4. University Policies and Regulation</b>						
4.1 Regulation and policies are important to monitor goal-oriented teaching quality						
4.2 Policies and regulation can measure quality of teaching and learning						
4.3 Policies and regulation can help teacher to approach instructional quality goal						
<b>5. Educational Resources</b>						
5.1 Educational resources can support teacher to achieve teaching quality effectively						
5.2 Educational resources are good for students to achieve teaching quality smoothly						
5.3 Educational resources are important to support students to achieve instructional quality						

Items	1	2	3	4	5	Comments
<b>Teacher Factors</b>						
<b>1. Teachers' Knowledge</b>						
1.1 Pedagogical knowledge support instructional quality						
1.2 Content knowledge provides quality of learning and teaching						
1.3 Teachers' knowledge in current situation is important for instructional quality						
1.4 Low teachers' knowledge cannot provide instructional quality						
<b>2. Teachers' Experiences</b>						
2.1 Teachers' experience can develop instructional quality						
2.2 Teachers' experiences can support instructional quality						
2.3 Without good teaching experiences cannot provides instructional quality						
2.4 Teaching experiences is important to achieve instructional quality improvement						
<b>3 Teachers' Dispositions</b>						
3.1 Professional ethics influence instructional quality						
3.2 Effectiveness of dispositions, a good classroom management, is important to affect teaching quality						
3.3 A confidential teacher can achieve an instructional quality						
3.4 The belief of teaching philosophy can provide instructional quality						

Items	1	2	3	4	5	Comments
<b>4. Teachers' Instructional Process</b>						
4.1 Instructional planning monitor the outcome of instructional quality						
4.2 Instructional process support teacher to assess instructional quality						
4.3 Student center in teaching mythology can develop the instructional quality						
4.4 Lesson plan is important to lead students to get instructional quality						
4.5 Teacher center in teaching can support instructional quality achievement						
<b>Instructional Quality</b>						
<b>1. Students' Achievements in Knowledge</b>						
1.1 Science processing skills was provided by instructional quality						
1.2 Experience, test scores, and regular licensure are associated with student achievement						
1.3 Students' achievement in knowledge is important for instructional quality						
1.4 Instructional quality provide knowledge achievement						
<b>2. Desirable Students' Characteristics</b>						
2.1 Good student characteristic is important for instructional quality achievement						
2.2 Personality trailing provide social challenges, better developed self-concept						

Items	1	2	3	4	5	Comments
2.3 Effective teaching performance shape good behavior and characteristics to students						
2.4 Well-organized student is important for instructional quality						



GRAD VRU



## CURRICULUM-VITAE

Name	Borey Bun
Date of Birth	11 July 1989
Place of Birth	Prey Veng, Cambodia
Current Address	Pathum Thani, Thailand
Educational Background	
2012	Bachelor of Education in Teaching English, University of Management and Economics, Battambang, Cambodia
	Bachelor of Business Administration in Marketing Management, University of Management and Economics, Battambang, Cambodia
2014	Master of Business Administration in General Management, University of Management and Economics, Battambang, Cambodia
Work Experiences	
2008-2013	President Assistant of Management, University of Management and Economics, Battambang, Cambodia
2013-2015	Office Assistant of Valaya Alorngkorn Rajabhat University Under The Royal Patronage
2015-2016	Instructor of Private Universities in Cambodia
2016- Present	Valaya Alorngkorn Rajabhat University Under The Royal Patronage

GRAD VRU