

## DEVELOPMENT OF INTERNAL QUALITY ASSURANCE INDICATORS OF FACULTY OF EDUCATION IN CAMBODIA\*

Sokhom Chan<sup>1</sup>

Sirichai Kanjanawasee<sup>2</sup>

**Abstract:** The purpose of the research study was to develop a model of internal quality assurance indicators of faculty of education in Cambodia. The two specific objectives were 1) to construct internal quality assurance indicators of faculty of education in Cambodia and 2) to verify the fit of the model with empirical data. Four experts of higher education and four stakeholders of faculty of education in Cambodia were selected through the purposive sampling technique to determine possible dimensions and indicators of educational quality of faculty of education in Cambodia and 800 teachers, staff, and students of faculty of education in the academic year of 2014-2015 were selected from 20 higher education institutions in Cambodia through the simple random sampling technique to verify the fit of the model. Two types of research instrument were used, the semi-structured interview form and questionnaire. The content analysis and confirmatory factor analysis were conducted for the two objectives. The results revealed that the model was composed of six dimensions and 22 sub-dimensions with 77 indicators and the model fitted the empirical data with a chi-square of 162.120 on 160 degrees of freedom and a p-value of 0.438, a goodness of fit index (GFI) of 0.982, an adjusted goodness of fit index (AGFI) of 0.971, and a standardized root mean square residual (Standardized RMR) of 0.023.

**Keywords:** Indicators of Educational Quality, Internal Quality Assurance, Faculty of Education in Cambodia

### Introduction

The rapid change of the world in the 21st century has brought about challenges to individuals and societies, even education sectors (Schleicher, 2012). On the current trend of globalization, quality in higher education has become the most pressing and contemporary issue for discussion among practitioners, researchers, and stakeholders of higher education because it has been acting as a catalyst for social progress, economic growth, and sustainable development in a country. It can lead to higher earnings and lower unemployment (Card, 1999); lower crime, better health, and

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<sup>1</sup> M.Ed. in Educational Measurement and Evaluation, Faculty of Education, Chulalongkorn University, Thailand  
channsokhom@gmail.com

<sup>2</sup> Ph.D., Professor, Faculty of Education, Chulalongkorn University, Thailand.  
sirichai.k@chula.ac.th

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greater civic participation (Lochner, 2011); and greater job satisfaction, a sense of achievement, and working in higher status jobs (Oreopoulos & Salvanes, 2011).

Recently, the Ministry of Education, Youth, and Sport in Cambodia has been trying to achieve a long-term vision, aiming “to establish and develop human resources of the highest quality and standards of morality so as to develop a knowledge-based society in Cambodia” (MoEYS, 2014, p. 12). However, most higher education institutions have not actively collaborated with the Ministry of Education, Youth, and Sport in order to achieve this radical vision.

They have focused on what they get from students rather than what they have to provide for them. According to Vann (2012), most higher education institutions in Cambodia have served as business firms rather than the real higher education institution. They seem to be selling out academic courses rather than providing in-depth knowledge for their students. Similarly, Chet (2006) assured that the higher education sector in Cambodia had been facing two main challenges that could slow down the process of maintaining and enhancing educational quality including 1) devoting much attention to the short-term benefit and 2) expanding higher education institutions rapidly in the country without a quality assurance system in place.

In response to the global trend and the radical vision, strengthening and enhancing higher education quality is the best choice for Cambodia to survive in the changing world. Hence, higher education institutions should ensure that their students are qualified enough for the support for key communities and society. To achieve this, teachers are really important because the quality of student learning relies heavily on teacher quality (Raudenbush, Eamsukkawat, Di-Ibor, Kamali, & Taoklam, 1993). Darling-Hammond (2006) claims that teachers’ abilities are more significant than other educational resources in ensuring quality of students’ learning. Hence, pre-service teachers should be cautiously trained for the teaching profession. In this sense, the educational institution involved with producing teachers should guarantee that their students are well equipped with content knowledge, pedagogy, professional ethics, and other necessary skills for the teaching career before they serve as in-service teachers.

This will be definitely achieved when the higher education institution creates an effective strategic plan to assemble and channel actual input resources into educational activities and develop a practical guideline for implementing, monitoring, assessing, and improving them. In this sense, the guideline on criteria or standards of quality assurance is very important to ensure higher education quality.

To date, the Accreditation Committee of Cambodia has formulated two guidelines to promote, enhance, and assure higher education quality including the criteria for Foundation Year Course Assessment and Minimum Standards for Institutional Accreditation. The first guideline is composed of six dimensions of educational quality: 1) management and good governance, 2) strategic planning, 3) educational programs, 4) quality of academic staff, 5) teaching and learning resources, and 6) student admission (ACC, 2010). The other one consists of nine dimensions of educational quality: 1) mission; 2) governing structure, management, and planning; 3) academic programs; 4) quality of academic staff; 5) students and student services; 6) learning services; 7) physical facilities; 8) financial plan and management; and 9) dissemination of information (ACC, 2011). However, these

external criteria or standards cannot well reflect the characteristics of all types and sizes of higher education institutions, especially the higher education institution with many faculties and departments, and the underlying indicators seem to measure the input, process, and output rather than the outcome and impact of the educational system (Bong, 2014).

Accordingly, constructing specific indicators of educational quality is needed to reflect the condition or characteristics of the input, process, output, outcome, and impact of faculty of education in Cambodia so that pre-service teachers are well prepared for the teaching profession.

### **Research Objectives**

There are two objectives

1. To construct internal quality assurance indicators of faculty of education in Cambodia.
2. To verify the fit of the model of internal quality assurance indicators of faculty of education in Cambodia.

### **Literature Review**

Higher education plays the most important role to provide qualified human resources in order to tackle challenges and constraints of the country and to survive in a more competitive world. Hence, many educational quality assurance bodies and researchers have been trying to determine or develop criteria or standards of quality assurance for the higher education sector.

The European Association for Quality Assurance in Higher Education (2009) has developed internal quality assurance standards for higher education institutions so that they can not only achieve the intended goals but also live up to the international standards of quality. These include 1) quality assurance policies and procedures, 2) academic programs, 3) student assessment, 4) academic staff, 5) student support and teaching and learning resources, 6) information system, and 7) public information.

In response to quality assurance in higher education, the Office of the Higher Education Commissions (B.E. 2553) has revealed nine dimensions of educational quality in a guideline on internal quality assurance of higher education. These include 1) vision, mission, goal, and planning; 2) academic programs and services; 3) student services and information system; 4) research and innovation; 5) society support; 6) arts and culture preservation; 7) leadership and governance; 8) financial management; and 9) internal quality assurance system. Similarly, the Office for National Education Standards and Quality Assessment (B.E. 2554) has established a guideline on external quality assessment, which stresses some dimensions of educational quality including 1) graduate quality, 2) research and innovation, 3) society support, 4) culture preservation, 5) institutional management and development, and 6) internal quality assurance system.

To serve the similar purpose of quality enhancement, the ASEAN University Network (2011) has revealed the revised quality assurance model for a program level in higher education, which consists of 15 criteria: 1) intended learning outcomes, 2) program specification, 3) program structure and content, 4) teaching and learning strategy, 5) academic staff, 6) support staff, 7) students, 8) student advice and support,

9) student assessment, 10) quality assurance of teaching and learning process, 11) staff development, 12) physical facilities and infrastructures, 13) stakeholder feedback, 14) output, and 15) stakeholder satisfaction.

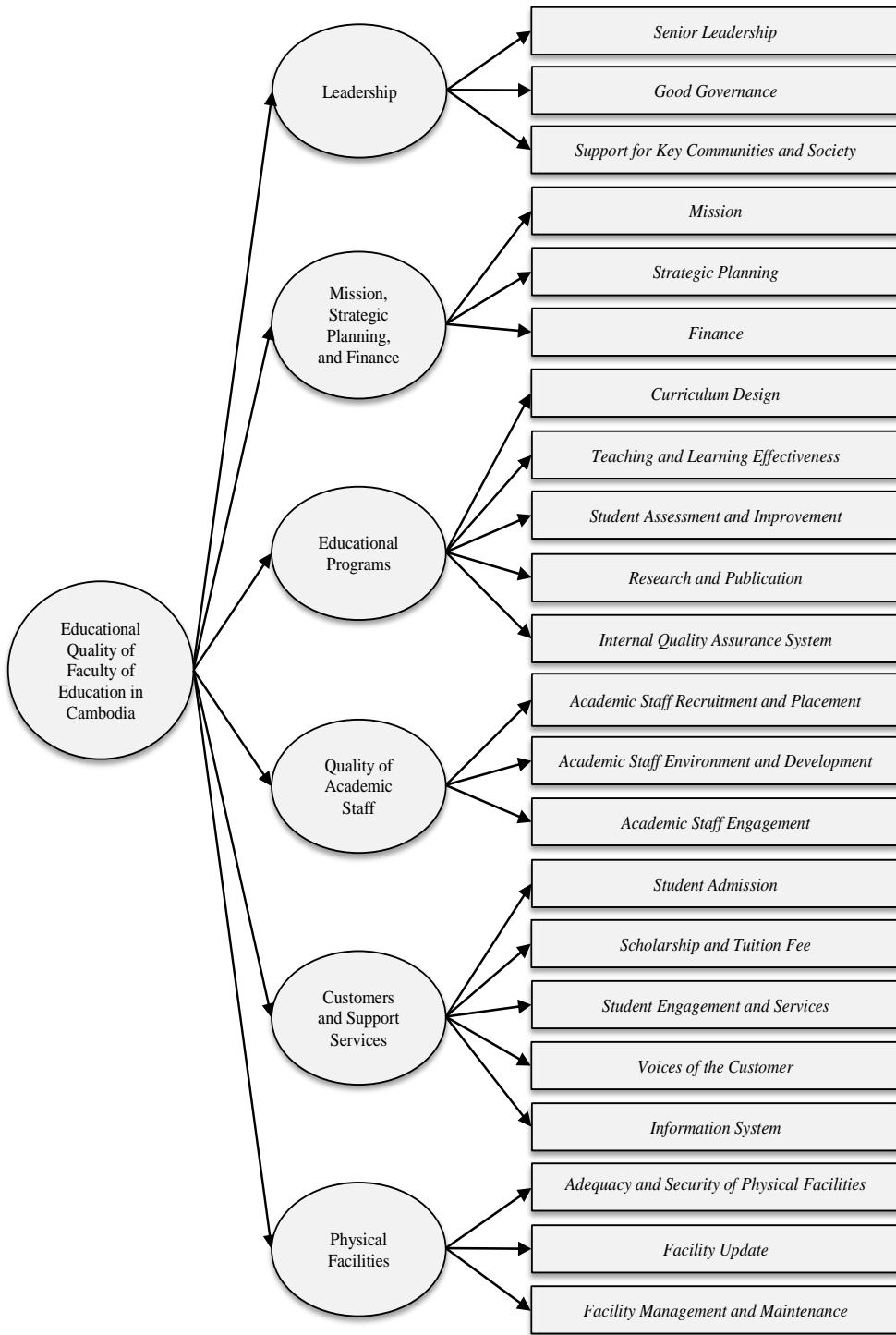
In response to quality assurance in higher education, the Accreditation Committee of Cambodia (2011) has established nine dimensions of educational quality for institutional accreditation including 1) mission; 2) governing structure, management, and planning; 3) educational programs; 4) quality of academic staff; 5) students and student services; 6) learning services; 7) physical facilities; 8) financial plan and management; and (9) dissemination of information.

Similar to the previously-mentioned educational quality assurance bodies, the Baldrige Performance Excellence Program (2013) has established and applied education criteria for performance excellence so that business schools, colleges, and universities can reach their stated goals, improve results, and become more competitive. These criteria include 1) leadership; 2) strategic planning; 3) customer focus; 4) measurement, analysis, and knowledge management; 5) workforce focus; 6) operations focus; and 7) results.

A research study on development of internal quality assurance system for specific education of the Royal Thai Navy by Jiraro (2004) released eight dimensions of quality including 1) quality of students and alumnus, 2) learning, 3) learning support, 4) research and innovation, 5) professional services for each unit of the Royal Thai Navy and key communities, 6) culture support and preservation, 7) management, and 8) internal quality assurance system. Another research study aiming to develop assessment standards, indicators, and criteria for short courses for medical officers of the Thai Royal Navy by Ngamsert and Tangdhanakanond (2009) released three main factors with 13 specifications: 1) the input (quality of academic staff, quality of students enrolled in the program, quality of senior leaders of the program, quality of curriculum, quality of teaching and learning resources); 2) the process (quality of program management, quality of teaching and learning process, and quality of measurement and evaluation of teaching and learning); and 3) the output (characteristics of graduates, characteristics of expected navy, satisfaction of students in the program, satisfaction of senior leaders, and specific characteristics of each program). Vann (2012) conducted a research study aiming to determine dimensions of higher education quality through different stakeholders' views. The results showed that six dimensions of educational quality were categorized including 1) curriculum, 2) quality of academic staff, 3) teaching and learning resources, 4) leadership and good governance, 5) employment opportunities, and 6) infrastructure and location.

### **Conceptual Framework**

The above guidelines of quality assurance and previous research studies related to dimensions of higher education quality were synthesized in order to set a research conceptual framework. As a result, the conceptual framework was composed of six dimensions and 22 sub-dimensions of educational quality: leadership (3 sub-dimensions); mission, strategic planning, and finance (3 sub-dimensions); educational programs (5 sub-dimensions); quality of academic staff (3 sub-dimensions); customers and support services (5 sub-dimensions); and physical facilities (3 sub-dimensions). More information is shown in Figure 1.



**Figure 1: Conceptual Framework of The Study**

## **Research Methodology**

### *Procedure*

This research study aimed to develop a model of internal quality assurance indicators of faculty of education in Cambodia. To develop this model, three main phases were launched as follows:

Phase 1: The researcher explored effective methods of indicator construction and important guidelines and previous research studies in order to identify dimensions, sub-dimensions, and indicators of higher education quality.

Phase 2: The researcher conducted semi-structured interviews with four experts of higher education and four stakeholders of faculty of education in Cambodia so as to determine possible dimensions and indicators of faculty of education in Cambodia.

Phase 3: The researcher constructed indicators of educational quality of faculty of education in Cambodia based on the synthesis of the literature review and interview results to gather information about the appropriateness of these indicators with the context of faculty of education in Cambodia.

### *Sample Size*

The sample of this research study fell into two groups. The first group consisted of eight participants including four experts of higher education and four stakeholders of faculty of education in Cambodia, selected through the purposive sampling technique (Creswell, 2012). The second group included 100 teachers, 52 staff members, and 648 students of faculty of education in Cambodia in the academic year of 2014-2015, selected from 20 higher education institutions in Cambodia through the simple random sampling technique. The number of 800 respondents was identified based on the number of indicators used in the questionnaire. Normally, the sample size should be at least 5 times as large as the number of variables to be analyzed; but to be more acceptable, it should be at least 10 times as large as the number of variables or indicators being used in the research (Hair, Black, Babin, & Anderson, 2010).

### *Research Instruments*

Two types of research instruments were used for this research study, the semi-structured interview of open-ended questions and the questionnaire of 5-point Likert scale.

The semi-structure interview was composed of three open-ended questions, used with four experts of higher education and four stakeholders of faculty of education in Cambodia in order to determine possible dimensions and indicators of educational quality of faculty of education in Cambodia. This instrument was checked to see its objectivity by asking five teachers of higher education who were not included into the sample size to answer the open-ended questions.

The questionnaire was constructed based on the literature review and the results of semi-structured interviews and used with the 800 respondents of faculty of education in Cambodia so as to gather information on the appropriateness of indicators of educational quality with the context of faculty of education in Cambodia. This instrument was checked by five experts of higher education in Cambodia to see its content validity. The item-objective congruence (IOC) was applied to check the content validity. Theoretically, the IOC index is acceptable when

80% or more of the experts agree that the item can measure the factor or dimension as it states (Kanjanaewasee, B.E. 2556; Rovinelli & Hambleton, 1977). The IOC index of this research instrument ranged from 0.80 to 1.00, which meant that all the indicators of educational quality were able to be underlying variables in each sub-dimension of educational quality of faculty of education in Cambodia.

## Research Findings

### *Construction Results of Internal Quality Assurance Indicators of Faculty of Education in Cambodia*

Based on the responses of the experts of higher education in Cambodia, ten dimensions and 55 indicators of educational quality of faculty of education emerged including 1) mission and strategic planning, 2) management and good governance, 3) curriculum design, 4) quality of academic staff, 5) teaching and learning and research, 6) student admission and services, 7) learning resources, 8) physical facilities, 9) finance, and 10) internal quality assurance system. Similarly, the same dimensions were concluded from the stakeholders' responses; but only 50 indicators were concluded from these interviewees. More information is shown in Table 1.

**Table 1: Dimensions and Indicators Derived from Semi-Structure Interviews**

Dimension	Number of Indicators	
	From Experts	From Stakeholders
1. Mission and Strategic Planning	5	5
2. Management and Good Governance	6	6
3. Curriculum Design	6	6
4. Quality of Academic Staff	6	4
5. Teaching and Learning and Research	8	8
6. Student Admission and Services	5	4
7. Learning Resources	6	4
8. Physical Facilities	4	4
9. Finance	5	5
10. Internal Quality Assurance	4	4

With the two results and literature review, 77 indicators were constructed for the 22 sub-dimensions of the six dimensions of educational quality of faculty of education in Cambodia. More information is shown in Table 2.

(See Table 2 on the next page)

### *Result of Confirmatory Factor Analysis of Model of Internal Quality Assurance Indicators of Faculty of Education in Cambodia*

According to Table 3, the model of internal quality assurance indicators of faculty of education in Cambodia fitted the empirical data with a chi-square of 162.120 on 160 degrees of freedom and a p-value of 0.438, a goodness of fit index (GFI) of 0.982, an adjusted goodness of fit index (AGFI) of 0.971, and a standardized root mean square residual (Standardized RMR) of 0.023.

**Table 2: Dimensions, Sub-Dimensions, and the Number of Indicators of Educational Quality of Faculty of Education in Cambodia**

Dimension	Sub-Dimension	Number of Indicators
1. Leadership	1.1 Senior leadership	2
	1.2 Good governance	4
	1.3 Support for key communities and society	3
2. Mission, Strategic Planning, and Finance	2.1 Mission	3
	2.2 Strategic planning	4
	2.3 Finance	5
3. Educational Programs	3.1 Curriculum design	8
	3.2 Teaching and learning effectiveness	8
	3.3 Student assessment and improvement	3
	3.4 Research and publication	5
	3.5 Internal quality assurance system	4
4. Quality of Academic Staff	4.1 Academic staff recruitment and placement	3
	4.2 Academic staff environment and development	3
	4.3 Academic staff engagement	3
5. Customers and Support Services	5.1 Student admission	2
	5.2 Scholarship and tuition fee	2
	5.3 Student engagement and services	4
	5.4 Voices of the customer	3
	5.5 Information system	3
6. Physical Facilities	6.1 Adequacy and security of physical facilities	1
	6.2 Facility Update	1
	6.3 Facility Management and maintenance	3

The results indicated that the six dimensions were important to ensure educational quality of faculty of education in Cambodia because their factor loadings were statistically significant at the .01 level with the range from 0.578 to 0.939. The dimension with the highest factor loading was quality of academic staff (QAS), followed by educational programs (EDU.PRO); customers and support services (CSS); mission, strategic planning, and finance (MSPF); physical facilities (PH.FA); and leadership (LEAD.SHI) with the lowest factor loading. These dimensions shared covariance with educational quality of faculty of education in Cambodia (EQFEC) at the level of 88.10%, 82.10%, 76.10%, 47.00%, 35.80%, 33.40%, respectively.

The results also showed that the 22 sub-dimensions were also important to ensure educational quality in the six dimensions because their factor loadings were statistically significant at the .01 level with the range from 0.557 to 0.755. The highest factor loading fell on finance (FIN), followed by academic staff environment and development (ASED) and research and publication (RP), and the lowest factor loading came to facility management and maintenance (FMM).



Considering the interrelationship among the six dimensions and educational quality of faculty of education in Cambodia, they were positively correlated with each other with the correlation coefficient ranging from 0.346 to 0.939. More information is shown in Table 3.

**Table 3: Result of Confirmatory Factor Analysis of The Model of Internal Quality Assurance Indicators of Faculty of Education in Cambodia**

Variable	Factor Loading		t	R <sup>2</sup>	Factor Score
	b (SE)	$\beta$			
<b>FIRST ORDER CFA</b>					
<b>Leadership (LEAD.SHI)</b>					
SL	0.312	0.585	<--->	0.343	0.697
GG	0.269(0.029)	0.646	9.147**	0.417	1.085
SKCS	0.321(0.030)	0.669	10.797**	0.447	1.131
<b>Mission, strategic planning, and finance (MSPF)</b>					
MIS	0.292	0.621		0.386	0.717
SP	0.282(0.018)	0.642	15.463**	0.412	0.741
FIN	0.309(0.025)	0.755	12.378**	0.570	1.335
<b>Educational programs (EDU.PRO)</b>					
CD	0.210	0.590	<--->	0.348	0.152
TLE	0.260(0.015)	0.730	17.635**	0.532	0.591
SAI	0.333(0.022)	0.728	15.231**	0.530	0.517
RP	0.293(0.019)	0.734	15.723**	0.539	0.433
IQAS	0.308(0.021)	0.714	14.834**	0.510	0.607
<b>Quality of academic staff (QAS)</b>					
ASRP	0.320	0.701	<--->	0.492	0.467
ASED	0.333(0.018)	0.741	18.116**	0.548	0.554
ASE	0.317(0.018)	0.698	17.189**	0.488	0.403
<b>Customers and support services (CSS)</b>					
SA	0.346	0.669	<--->	0.447	0.463
STF	0.321(0.023)	0.625	14.176**	0.391	0.285
SES	0.289(0.019)	0.696	15.476**	0.484	0.457
VC	0.280(0.020)	0.606	13.684**	0.367	0.320
IS	0.278(0.020)	0.620	13.604**	0.385	0.357
<b>Physical facilities (PH.FA)</b>					
ASF	0.417	0.659	<--->	0.434	0.688
FU	0.390(0.043)	0.594	9.102**	0.352	0.373
FMM	0.320(0.036)	0.557	8.805**	0.310	0.356
<b>SECOND ORDER CFA</b>					
<b>Educational quality of faculty of education in Cambodia (EQFEC)</b>					
LEA.SHI	0.578(0.056)	0.578	10.330**	0.334	
MSPF	0.686(0.055)	0.686	12.455**	0.470	
EDU.PRO	0.906(0.057)	0.906	15.938**	0.821	
QAS	0.939(0.048)	0.939	19.560**	0.881	
CSS	0.872(0.050)	0.872	17.316**	0.760	

**Table 3: Result of Confirmatory Factor Analysis of The Model of Internal Quality Assurance Indicators of Faculty of Education in Cambodia**

Variable	Factor Loading		t	R <sup>2</sup>	Factor Score		
	b (SE)	$\beta$					
PH.FA	0.599(0.056)	0.599	10.634**	0.358			
Chi-square = 162.120	df = 160		P = 0.438				
GFI = 0.982	AGFI = 0.971		RMR = 0.023				
Correlation matrix of latent variables							
	LEA.SHI	MSPF	EDU.PRO	QAS	CSS	PH.FA	EQFEC
LEA.SHI	1.000						
MSPF	0.396	1.000					
EDU.PRO	0.524	0.621	1.000				
QAS	0.543	0.644	0.850	1.000			
CSS	0.504	0.598	0.790	0.818	1.000		
PH.FA	0.346	0.410	0.542	0.562	0.522	1.000	
EQFEC	0.578	0.686	0.906	0.939	0.872	0.599	1.000

Note: \*\*p<.01, <---> Constrained parameter

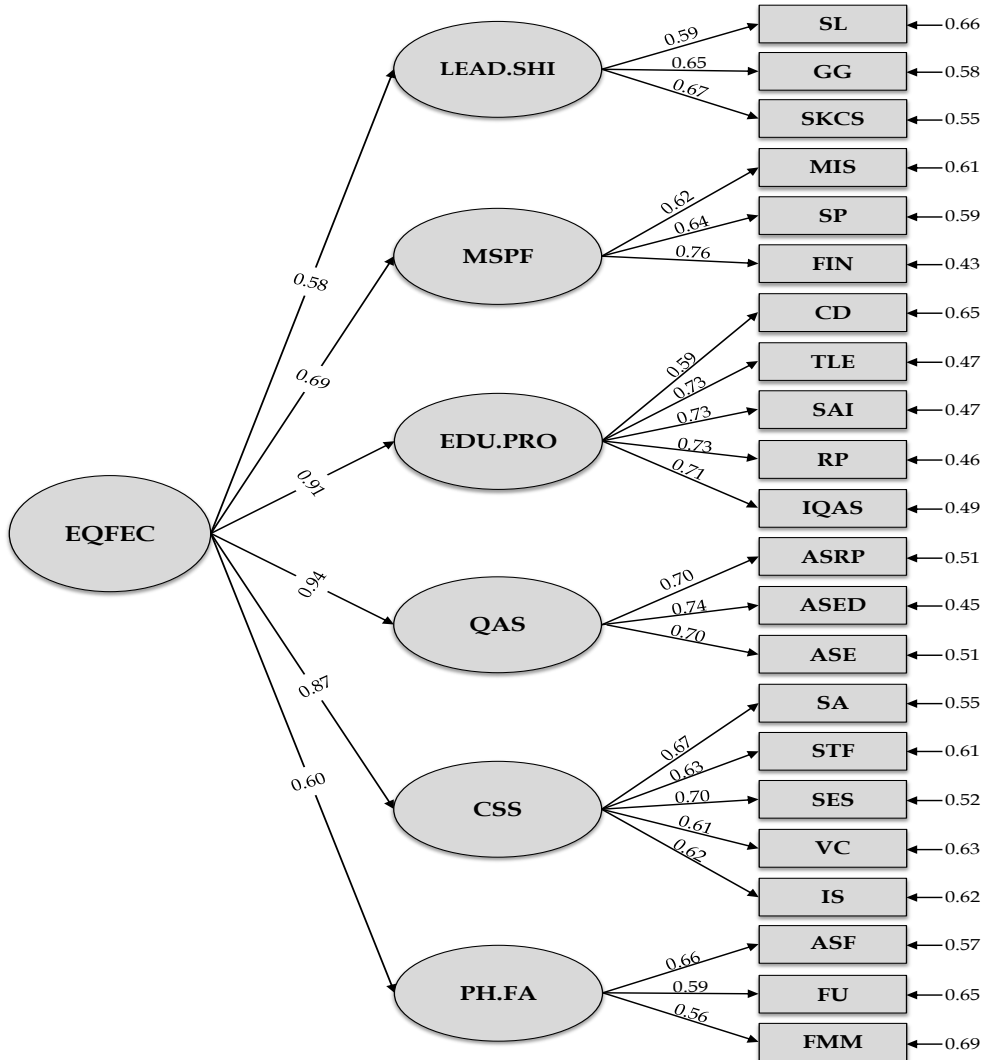
(See Figure 2 on the next page)

## Conclusion

The purpose of the research study was to develop a model of internal quality assurance indicators of faculty of education in Cambodia. Two specific objectives were set to achieve the purpose including 1) constructing indicators of educational quality of faculty of education in Cambodia and 2) verifying the fit of the model of these indicators.

The semi-structure interviews and literature review were the key elements to construct the model of internal quality assurance indicators of faculty of education in Cambodia. As a result, a model of six dimensions and 22 sub-dimensions with 77 indicators was developed. According to the confirmatory factor analysis, this was a suitable model for educational quality of faculty of education in Cambodia.

The results also indicated that all the dimensions and sub-dimensions were beneficial to attain and maintain educational quality of faculty of education in Cambodia. The dimension of crucial importance was quality of academic staff, followed by educational programs and customers and support services. Among the three dimensions, academic staff environment and development, teaching and learning effectiveness, student assessment and improvement, and research and publication were equally significant to ensure educational quality in each dimension. The next equally important sub-dimensions of the three dimensions were internal quality assurance system, academic staff recruitment and placement, academic staff engagement, and student engagement and services. The other dimensions and sub-dimensions were able to be parts of the model but less important than the previously-mentioned ones in ensuring educational quality of faculty of education in Cambodia. However, finance was the most important sub-dimension that would definitely ensure educational quality of faculty of education in Cambodia though its dimension was not considered as important as the above three dimensions.



**Figure 2: The Model of Internal Quality Assurance Indicators of Faculty of Education in Cambodia**

Note: SL=senior leadership, GG=good governance, SKCS=support for key communities and society, MIS=mission, SP=strategic planning, FIN=finance, CD=curriculum design, TLE=teaching and learning effectiveness, SAI=student assessment and improvement, RP=research and publication, IQAS=internal quality assurance system, ASRP=academic staff recruitment and development, ASED=academic staff environment and development, ASE=academic staff engagement, SA=student admission, STF=scholarship and tuition fee, SES=student engagement and services, VC=voices of the customer, IS=information system, ASPF=adequacy and security of facilities, FU=facility update, FMM=facility management and maintenance.

## Discussion

The purpose of the study aimed to develop a model of internal quality assurance indicators of faculty of education in Cambodia.

Based on the literature review and interview results, 77 indicators were constructed for educational quality of faculty of education in Cambodia. The majority of these indicators were the same to those of other criteria or standards of quality assurance of higher education used by national and international quality assurance bodies in that the characteristics of faculty of education were nearly the same to those of other higher education institutions. However, five indicators were included into the model in order to reflect the specific characteristics of faculty of education in Cambodia. These characteristics were 1) the content of the curriculum relevant to technology, pedagogy, relevant content knowledge, educational measurement and evaluation, educational research methodology, and other necessary skills for the 21st century learning outcomes; 2) training courses on pedagogy and other necessary skills for the teaching profession for the outsiders who would like to become professional teachers; 3) teaching practicums; 4) specific qualification of teachers of faculty of education; and 5) specific criteria for selecting students for the teaching profession.

According to the confirmatory factor analysis results, the model of six dimensions and 22 sub-dimensions with 77 indicators was a good model for ensuring educational quality of faculty of education in Cambodia because the respondents agreed that all the indicators were suitable for the faculty of education in Cambodia. These findings were in line with the criteria or standards used by national and international educational quality assurance bodies and some previous research studies.

The 1st dimension (leadership) involved senior leadership, good governance, and support for key communities. Faculty seniors play the important role to set vision and value for the faculty and deploy them effectively to stakeholders. Faculty seniors and administration staff should be carefully selected because their qualifications will bring about effective management or good governance. In addition to internal management and development, the faculty should support and develop key communities and society so as to ensure the sustainability of faculty's educational provisions and development. These findings were in line with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), Accreditation Committee of Cambodia (2011), Office for National Education Standards and Quality Assessment (B.E. 2554), and Office of the Higher Education Commissions (B.E. 2553) and previous research studies conducted by Vann (2012), Ngamsert and Tangdhanakanond (2009), and Jiraro (2004).

The 2nd dimension (mission, strategic planning, and finance) was concerned with mission, strategic planning, and finance. The faculty's mission plays the most important role in leading all educational activities towards the stated vision and the needs of faculty development, social development, and regional and global trends. Strategic planning ensures the accomplishment of faculty's vision and mission. The faculty's strategic plan will be achieved when enough financial support is managed and allocated effectively for all educational and development activities. These findings were in agreement with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), Accreditation

Committee of Cambodia (2011), Office for National Education Standards and Quality Assessment (B.E. 2554), and Office of the Higher Education Commissions (B.E. 2553).

The 3rd dimension (educational programs) was related to curriculum design, teaching and learning effectiveness, student assessment and improvement, research and publication, and internal quality assurance system. The curriculum of faculty of education should be specific for the teaching profession. To achieve the intended learning outcomes, learning resources and effective mechanisms for teaching and learning are required for teaching and learning activities. Assessing and improving student achievement are important for the faculty to see if their students achieve the intended learning outcomes. Quality research in the faculty plays a most important role in reflecting the effectiveness of teaching and learning. Educational programs in the faculty can ensure quality when they are usually monitored and assessed in order to find out possible challenges and constraints and effective solutions to them. These findings were consistent with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), ASEAN University Network (2011), Accreditation Committee of Cambodia (2011), Office for National Education Standards and Quality Assessment (B.E. 2554), Office of the Higher Education Commissions (B.E. 2553), and European Association for Quality Assurance in Higher Education (2009) and previous research studies conducted by Vann (2012), Ngamsert and Tangdhanakanond (2009), and Jiraro (2004).

The 4th dimension (quality of academic staff) was relevant to recruitment and placement, environment and development, and engagement of teachers of faculty of education in Cambodia. To ensure educational quality, qualified teachers should be hired and placed to teach students based on their skills and experiences. However, assessing their current capacity needs and developing them is more important to ensure educational quality. These findings were in line with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), ASEAN University Network (2011), Accreditation Committee of Cambodia (2011), Office for National Education Standards and Quality Assessment (B.E. 2554), Office of the Higher Education Commissions (B.E. 2553), and European Association for Quality Assurance in Higher Education (2009) and previous research studies conducted by Vann (2012), Ngamsert and Tangdhanakanond (2009), and Jiraro (2004).

The 5th dimension (customers and support services) involved student admission, scholarship and tuition fee, student engagement and services, voices of the customer, and information system. Students who come to faculty of education should be carefully selected for the teaching profession. Scholarship and tuition are attractive to most students so the faculty should be careful with these. Student engagement and services are really important for students to improve their capacity and behaviors during their college lives. Constructive feedback from all staff, students, alumni, and other stakeholders are really important for faculty development. Information system plays the most important role in sending messages and storing all documents of the faculty. These findings were in consistency with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), ASEAN University Network (2011), Accreditation Committee of Cambodia (2011), Office of

the Higher Education Commissions (B.E. 2553), and European Association for Quality Assurance in Higher Education (2009) and previous research studies conducted by Vann (2012), Ngamsert and Tangdhanakanond (2009), and Jiraro (2004).

The last dimension (physical facilities) focused on adequacy and security facilities, facility update, and facility management and maintenance. Faculty and educational processes will run smoothly when enough facilities are offered in the faculty. Hence, a plan to update or expand physical facilities is needed. These findings were in agreement with the criteria or standards of quality assurance suggested by Baldrige Performance Excellence Program (2013), ASEAN University Network (2011), Accreditation Committee of Cambodia (2011), and European Association for Quality Assurance in Higher Education (2009) and previous research studies conducted by Vann (2012), Ngamsert and Tangdhanakanond (2009), and (Jiraro, 2004).

However, quality of academic staff was considered the most important among the six dimensions. This might be because the majority of respondents were students who were closely connected with teachers during the teaching and learning process. Actually, student quality depends directly on teacher quality (Raudenbush et al., 1993). This leads to the fact that a teacher's ability is more important than other educational resources in assuring quality of students' learning (Darling-Hammond, 2006). Leadership was of the least importance of the model for ensuring educational quality of faculty of education in Cambodia. This might be because all the 800 respondents were not faculty seniors, so they had few ideas about the faculty's leadership.

All in all, the model of internal quality assurance indicators will be definitively important for faculty of education in Cambodia to ensure higher education quality so that their students for the teaching profession will effectively fulfil the needs of key communities and society.

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