



**MINISTRY OF EDUCATION, YOUTH AND SPORT
NATIONAL UNIVERSITY OF MANAGEMENT
SCHOOL OF GRADUATE STUDIES**

**THE EFFECTS OF EDUCATIONAL QUALITY MANAGEMENT ON STUDENTS'
PERFORMANCE IN SENIOR HIGH SCHOOL
A CASE STUDY: BELTEI INTERNATIONAL SCHOOL**

CHANN SOVANARATH

**Thesis Submitted in Partial Fulfillment of the Requirement for
The Degree of Master.**

**SPECIALIZATION
MANAGEMENT**

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Supervised by:

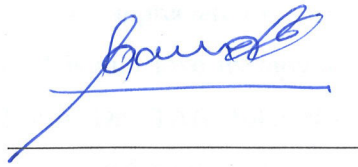
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Phnom Penh

2024

DECLARATION

I declare that this research study is my own work and has not been submitted for a degree at any other Universities. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references given.



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September 28, 2024

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The journey of the research study is quite difficult with many obstacles such as language, available time, and procedure of writing the dissertation. I used to plan to give up but I thought it through and realized, giving up is a choice with regretful outcome while enduring a hardship for a short length of time will yield a fruitful result. This mindset helps me to pursue writing the thesis until I could finish the whole part of the book.

However, without the strongly support from some amazing people, there's no completed thesis here. I deeply appreciate to those who support, truth and keep encourage me. Furthermore, I would love to showing my gratitude to respectful supervisor Associate Professor Dr. TAN SAROEUN who has sacrificed his valuable time to guide, teaches and giving advice since the beginning of topic suggestion, writing report and also conducting the survey. He swiftly responsive to the student's question whenever student faced challenge and uncertainty, and keep notified student on the time frame deadline from university. I would also like to show my appreciation to all respondents that spent their precious time to fulfill the survey and make this dissertation happened.

To sum up, I am deeply thankful to Associate Professor Dr. TAN SAROEUN who help to review on the whole dissertation and advice to edit or modify the incorrect part. And thanks to all involved people, this thesis is not mine alone but everyone that make involvement to make this thesis completed.

ABSTRACT

This research thesis purposefully to better understanding the effects of educational quality management on the students' performance. The research focus on six mostly use in quality management approach such as an educational management, curriculum, teaching and educational staff, feature facilities, student assessment, and collaboration in senior high school while the scope of the research area is restricted. i.e., BELTEI International School, Phnom Penh, Cambodia.

The survey questionnaires on 408 respondents were conducted to collect the primary data for analysis. Then AMOS 21 was using in the process of analysis the data. There are many obstacles to compile this thesis as the researcher is lacking of knowledge on AMOS skill while time frame keep move close to the submission deadline. Throughout the support and advice from supervisor of dissertation, the results are determined.

Finding had indicated the most effectiveness of educational quality management on the students' performance and the relation between each an educational quality management and students' performance. The results show that the students' performance mostly significant influence by educational management, curriculum, teaching and educational staff, student assessment, feature facilities and collaboration. This means that educational quality management has impact on the students' performance.

In short, an educational quality management is important for attract the students to enroll. The recommendation and suggestion were given at the last chapter of the thesis and hopefully it is helpful for the decision maker and management team at the research area (i.e., BELTEI International School, Phnom Penh, Cambodia) to take in consideration. Last but not least, I offer an apology for any errors in this work caused by a lack of knowledge and unintended mistakes.

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LIST OF ABBREVIATIONS

AMOS	: Analysis of a Moment Structures
AVE	: Average Variation Extracted
BIS	: BELTEI International School
CFI	: Comparative Fit Index
CFA	: Confirmatory Factor Analysis
CR	: Composite Reliability
CMIN/DF	: Chi-square Divided by Degrees of Freedom
DV	: Dependent Variable
EQM	: Educational Quality Management
FQT	: Finding the Qualified Teachers
GFI	: Goodness of Fit Index
GOF	: Goodness of Fit
IQ	: Intelligence Quotient
IV	: Independent Variable
MoEYS	: Ministry of Education, Youth and Sport
MBA	: Master of Business Administration
NUM	: National University of Management
RMSEA	: Root Means Square Error of Approximation
SEM	: Structural Equation Modeling
SRS	: Simple Random Sample
STT	: Strengthening Teaching Techniques
SHS	: Senior High School
SQM	: Strategic Quality Management
TLI	: Tucker-Lewis's Index

CHAPTER I

INTRODUCTION

This first chapter will demonstrate the basic of the educational quality management as well as to figure out the factors that effect on the students' performance. This chapter will also point out the readers about the background of study, identify the research problem, make up the research question in respond to the problem of study, establish the study's objective, present the hypothesis, highlight the significance of the study and finally, the outline of the research's scope and limitations.

1.1. Background of Study

Education is the process of teaching or learning in a school, college, or the knowledge that getting from (Cambridge Dictionary). (R Johan & J Harlan, 2024), in education nowadays had stated that education nowadays has become prominent thing as it involves most people to take part in this matter and they added that it cannot be separated from human's life. Both males and females need to be educated. They have the same right to get education as much as they want because there is no limitation for education. Furthermore, education is also education is the most powerful weapon which you can use to change the world (Nelson Mandela, 2003) As the specialized agency of the United Nations in education, UNESCO stands by the conviction that education is a fundamental human right inextricably linked to the realization of other rights. As such, it is a public good for all individuals and the foundation for human fulfilment, peace, sustainable development, gender equality and responsible global citizenship. As a catalyst for development, education is a key contributor to reducing inequality and scaling down poverty; and full access to quality education at all levels is an essential condition for accelerating progress towards the achievement of other sustainable development goals. In other words, sustainable development begins with education. (United Nations, 2015). According to Heng Vanda, head of the Cambodian Higher Education Association, (2023) stated that there is no development and economic growth, because a society which can grow depends on education.

Educational quality management pays important role in education both students' discipline and performance. According to Tempus (2001) stated in the glossary that educational quality management is a set of actions of the general management

function which determines the quality policy, aims and responsibilities and realises them within the framework of quality by planning, control, ensuring and improving the quality and it is the process, supported by policies and systems, used by an institution to maintain and enhance the quality of education experienced by its students and of the research undertaken by its staff. Furthermore, an educational quality management is perceived as being appropriate for the education of children. Taylor & Francis (2014). An educational quality is one that recognizes the rights of all individuals to realize their full potential in terms of cognitive, affective and creative capacities, while contributing to the development of their societies and to harmonious living in difference and diversity, UNESCO, (2020).

In addition to this, Tekkumru-Kisa et al., (2021) also raised that the students' performance is always challenging in education and play the spinal role; operational performance could not entertain goals and objectives.

Educational quality management is essential in education to ensure that students receive the best possible learning experience and outcomes. Quality assurance systems focus on planning, leadership, study program, human resource, feature facility, students' assessment and collaboration to provide consistency and improve results for learners. It also encourages collaboration among school administrators, parents, and students in order to better serve the needs of all learners. Educational quality management can help teachers by providing them with tools to assess student performance, identify areas of improvement and develop strategies for teaching. important practical step for quality management in education. Anurag Gummadi (2023)

Cambodia is the one of developing countries in the Southeast Asia. The Ministry of Education, Youth and Sport (MoEYS), committed to achieving the objectives of Quality Education, Science and Technology by focusing on seven priorities. 1) Teacher qualifications; 2) expanding the scope of schools at all levels; 3) strengthening comprehensive inspections of Schools Based Management (SBM); 4) promoting technical education at upper secondary schools; 5) skills education for the job market; 6) developing comprehensive curricula and textbooks; and 7) being ready for the Southeast Asian Games that Cambodia is hosting in 2023, The Phnom Penh Post (2020). In conclusion, educational quality management is the most

important sector that can ensure other sectors such as industrial development and economic growth go smoothly.

1.2. Statement of Problem

Cambodia's educational sector has experienced rapid growth and high demand in recent decades, with 249 private schools operating daily in Phnom Penh. However, the number of private schools has been temporarily suspended due to concerns about teacher migration and the quality of public schools. The school business market has become narrower, with new competitors entering the market, leading to enrollment decline. Education choice allows students to choose between public, charter, private, online learning, private tutoring, or homeschooling options. However, school competition has had few beneficial effects due to organizational structures that provide few financial incentives. Evidence suggests that house prices are higher in areas with schools with good exam results, suggesting that parents are choosing schools by moving close to them.

There is a potential problem with school choice, as well-educated, richer parents may be better at selecting good schools than poorly-educated and poorer parents. This could lead to segregation based on parental education and household income, leaving poorer children in worse schools. However, school choice might create less segregation than a system of community schooling, where everyone attends local schools.

Quality education in Cambodia involves diverse plans and reforms to achieve efficiency and effectiveness by complying with established standards. This includes evaluating teachers' pedagogies, students' performances, and measures to achieve school effectiveness. It also includes learning resources, technology, programmed enrollment, completed modules, teaching methodology, professional qualifications, co-curricular activities, performance awards, and students' and teachers' perspectives on the institution's operating management.

Despite increased access to education, Cambodia continues to face significant challenges, such as high dropout rates and poor educational outcomes. These problems are often linked to ineffective educational quality management, which includes underqualified teachers, inadequate training, and poor school management practices. The lack of professional development and support for teachers leads to

inconsistent teaching quality, which directly affects student performance, particularly in rural and disadvantaged areas.

BETEI International School is the large private school that moving forward very fast and strong potential in Cambodia, it still has limited in quality management and its effect on student performance. The issues make the school can't reached the goal of 88% to 93% for grade 12 National Examination (Bac II Exam). Based on the above issues the present study on the educational quality management and its effect on student performance at high school level to help the decision makers or plan makers of the school to solve the problems through improving educational quality management is essential for enhancing student performance and ensuring that students acquire the necessary skills and knowledge to succeed in life and contribute to Cambodia's development (UNESCO). In the case, the present study makes attempt to assess an effectiveness of educational quality management practice and to analyze the effects of educational quality management on student performance at High School, BETEI International School through the objective study.

1.3. Research Questions

This study attempted to demonstrate the effects of educational quality management on students' performance in senior high school at BELTEI International School in Phnom Penh, Cambodia. Specifically, it seeks out the answers for the following research questions:

1. How is effectiveness of the educational quality management and students' performance at BELTEI International School?
2. What are the effects of the educational quality management on students' performance at BELTEI International School?
3. How are significant effects of the educational quality management on the student performance at BELTEI International School?

1.4. Research Objectives

This study aims at achieving the following objectives:

1. To assess an effectiveness of educational quality management and students' performance at BELTEI International School.
2. To analyze the effects of educational quality management on students' performance at BELTEI International School.
3. To examine significant effects of educational quality management on

students' performance at BELTEI International School.

4. To provide a conclusion and recommendation of the impact.

1.5. Hypothesis

The research of this study conducts to explore the below hypothesis:

➤ H0₁: There is no positive significant relationship between the educational management and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

➤ H0₂: There is no positive significant relationship between curriculum and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

➤ H0₃: There is no positive significant relationship between the teaching and educational staff and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

➤ H0₄: There is no positive significant relationship between feature facilities and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

➤ H0₅: There is no positive significant relationship between student assessment and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

➤ H0₆: There is no positive significant relationship between collaborations and students' performance in senior high school at BELTEI, Phnom Penh, Cambodia.

1.6. Significant of Study

The significance of studying the effects of educational quality management on student performance in senior high school level is crucial for understanding how effective school management practices influence educational outcomes. Quality management in schools encompasses teacher training, curriculum development, resource allocation, and administrative efficiency. By examining its effectiveness on student performance, educators and policymakers can identify best practices that lead to improved academic achievement, better retention rates, and overall student success. This research study can guide educational reforms and resource allocation to enhance the quality of education in senior high school level.

Additionally, Pimsiri Pootrakul, (2014), a study which the topic of the study is Key Determinants of the Education Quality of Secondary Schools in Bangkok and the present transformational leadership did not have any significant impact on education

quality, this determinant should not be overlooked or neglected. Furthermore, the study on topic “The educational quality management on students’ performance” show the significant to:

- Organization (Managerial/ School business owners)

- To understand more clearly on the important of utilizing the educational quality management approach.

- The outcome of study allows organization to figure out the appropriate approaches which fit with the school business market in Cambodia.

- Managerial/ School business owners make a decision on a large expenditure for strengthening the educational quality management if it compares to other approach applying.

- Public’s benefits

- The result of the study offers as an outline of the educational quality management in Cambodia and promote further exploration for future researchers.

- To serve as a source of reference for upcoming generations in academic purposes, facilitating the understanding of educational quality management.

1.7. Scope and Limitation

The author will focus on some aspects of the educational quality management in this study. The research design is confined to the particular elements of the educational quality management approach and the author has restricted the study on elements of the educational quality management which related to the students’ academic achievement, known as students’ performance as mentioned in this study. Moreover, the study will emphasize the influent of the student behavior on making decision to the study. The limitation of research will be outlined below:

- To identify the educational quality management and students’ academic performance in senior high school (grade 10-12) at campus1 to 5 of BELTEI International School, Phnom Penh, Cambodia.

- To assess an effectiveness of the educational quality management and students’ academic performance in senior high school (grade 10-12) at campus1 to 5 of BELTEI International School, Phnom Penh, Cambodia.

- To analyze the effects of six key elements of the educational quality management on the students’ performance such as educational management,

curriculum, teaching and educational staff, feature facilities, student assessment and collaboration by gathering 408 sample size to use as data analysis procedure AMOS version 23 for testing hypothesis.

➤ To minimize the scope of research study, author focus on the educational quality management in senior high school (grade 10-12) at the research area, i.e., BELTEI International School, Phnom Penh, Cambodia (campus 1-5).

1.8. Layouts of Study

This research thesis is structured into 5 main chapters, including Introduction, Literature Review, Research Methodology, Data Analysis and Discussion, with the final chapter is Conclusion and Recommendation, as outlined below:

Chapter I: Introduction

This first chapter demonstrates the basic of the educational quality management as well as to figure out the factors that effect on the students' performance. This chapter also points out the readers about the background of study, identify the research problem, make up the research question in respond to the problem of study, establish the study's objective, present the hypothesis, highlight the significance of the study, the outline of the research's scope and limitations and finally, the layouts of study.

Chapter II: Literature Review

The second chapter is reviewing the relevant literature with respect to the previous research's work. For this purpose, the chapter is broadly divided into three parts. The first part reviews the conceptual literature relating to the definition of the educational quality management aspects.

In the empirical literature, the study focuses on the effect of the educational quality management elements on students' performance in several countries, and the case of Cambodia along with the need for research have been presented. Lastly, at the end of the chapter, a concluding remark is given.

Chapter III: Research Methodology

In this chapter 3 aims to explain the methods utilized in the present study. For this purpose, in this chapter is divided into seven sections. The first section explains the type of analysis carried out in the study, while in the second, sample size and sampling are presented. Sources of data is given in the third section of this chapter. Next, the section four, five and six includes explanations on the sample design,

statistical tools used in the study, coverage of the study, and procedure of analyzing the data respectively. Finally, a concluding remark is given at the end of this chapter.

Chapter IV: Data Analysis and Discussion

This chapter utilize empirical research to describe the effects of educational quality management on students' performance. The study used a sample size of 408 students and teachers to perform a survey in order to achieve this purpose. To achieve the study purpose, the chapter is divided into three parts. The personal profiles of the respondents are elaborated in the first part of the chapter. The outcomes of analyses on the effects of important components in the study of educational quality management on students' performance are presented in the second part of the chapter. Last of the chapter is noteworthy research finding.

Chapter V: Findings, Conclusion and Recommendation

The aim of this chapter is to provide an overview of the study's conclusions. Additionally, this chapter will also provide the recommendation, scope for the further research in the future and the conclusion. In these cases, this chapter is divided into four sections in the instances. The study's findings will be presented in the first section. The conclusion take place in second section while the third section offers a suggestion or recommendation. The limitations and further research are included in the last section.

1.9. Chapter Summary

BELTEI International School has demonstrated substantial evidence indicating that its educational quality management is highly effective, ensuring a commendable standard of education for its learners. Management Team diligently strives to uphold the principles of BELTEI, which include quality, efficiency, excellence, morality, and virtue. The educational framework at BELTEI has progressed steadily in alignment with actual circumstances. It is crucial to recognize that both teachers and students play vital roles in enhancing the educational quality at BELTEI. The education provided and serves as a key indicator of its overall well-being. The term "education reform" at BELTEI appears to encapsulate the collective efforts of students, teachers, and the management team, reflecting a commitment to high-quality management within BELTEI International School.

CHAPTER II

LITERATURE REVIEW

Introduction

The aim of this present chapter is to review the relevant literature with respect to the previous research's work. For this purpose, the chapter is broadly divided into three parts. The first part reviews the conceptual literature relating to the definition of the educational quality management aspects, including educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration.

In the empirical literature, the study focuses on the effect of the educational quality management elements on students' performance in several countries, and the case of Cambodia along with the need for research have been presented. Lastly, at the end of the chapter, a concluding remark is given.

2.1. Definition of Key Terms

Education is a discipline which deals with methods of teaching and learning in schools or school-like environments as opposed to various non-formal and informal means of socialization, Ezeanochie, C., & Alamgir, J. (2021).

Management involves coordinating and overseeing the work activities of the others so that their activities are completed efficiently and effectively, Robbins, S. P., Bergman, R., Stagg, I., & Coulter, M. (2014).

Educational Management is cutting across areas of monitoring and supervising teachers, initiating and innovating programs and activities, goal setting, ensuring school discipline, promoting teamwork, and ensuring a positive school climate and culture, Wing On Lee (2023)

Curriculum means a series of courses having a unified purpose and belonging primarily to one major academic field. It will usually include certain required courses and elective courses within established. According to Bobbitt, F. (1918), curriculum is a Latin word for a race-course, or the race itself, - a place of deeds, or a series of deeds. As applied to education, it is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all aspects what adults should be.

Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact, Pumilia-Gnarini, P. M. (Ed.). (2012).

Educational Staff means each certificated teachers, support staff and a principal who are employed by Board to provide the school program, (Merriam-Webster Dictionary).

Feature Facilities are the facilities that directly support the education process to achieve educational goals, e.g. classroom, book, library, and laboratory. Meanwhile, educational infrastructure is the facilities that indirectly support the education process, e.g. a school garden and schoolyard. Ruhjana, N. F., & Aeni, A. N. (2019)

Student Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning, Huba and Freed (2000).

Collaboration is an interorganizational relationship with a common vision to create a common project organization with a commonly defined structure and a new and jointly developed project culture, based on trust and transparency; with the goal to jointly maximize the value for the customer by solving problems mutually through interactive processes, which are planned together, and by sharing responsibilities, risk, and rewards among the key participants, Schöttle, A., Haghsheno, S., & Gehbauer, F. (2014)

Students' Performance is the performance outcomes that indicate the extent to which students have accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university, Steinmayr, R., Meißner, A., Weideinger, A. F., & Wirthwein, L. (2014).

2.2. Educational Quality Management and Students' Performance

There appear to be three levels of application of quality management in education. The first level is to the management processes of a school. Sample school processes include strategic planning, recruiting and staff development, deploying resources, and alignment of what is taught, how it is taught, and how it is assessed. The next level is teaching quality to students. Students are recognized as both customers and

workers in the educational system. Administrators need to involve students in their own education by training them to evaluate the learning process and accept responsibility for their learning. What the learning will look like is no longer pre-decided. Quality management provides a connection between outcomes and the process by which outcomes are achieved. If, as many people realize, the cause of failures in education is a problem in design, quality management may be regarded as an ideal systemic process for managing change in public education, A study done by Goldberg, J. S., & Cole, B. R. (2002). Academic performance refers to the rate at which educational objectives are being achieved by those within the school system. Therefore, students' performance may be seen as the extent to which students are achieving educational goals and objectives. According to a study, Owan, V. J., Nwannunu, B. I., & Chijioke, M. E. (2018), students' performance and graduation rates have been the area of interest, and investigation of factors related to the performance of secondary students has been a topic of much interest to scholars. This may be because the school were established for the students, and their performance can be used to judge the entire school system effectiveness. Strategic Quality Management (SQM) is a three-part process based on staff at different levels making their own unique contributions to quality improvement. Senior management has the strategic view of the organization, middle managers take an operational view of quality, while the workforce is responsible for quality control, Sallis, E. (2014). Other researchers concluded that high school background, personality, family background, academic/ education situation, behavior, performance, and effort expectation influence student performance through students' attitudes, Qingyan, Guo & Azar, Ali & Albattat, Ahmad. (2023).

2.2.1. Educational Management and Students' Performance

Educational Management is a field which is concerned with the operation of educational organizations. It is the process of planning, organizing and directing activities in a school, effectively utilizing human and material resources, in order to accomplish the school's objectives, Soliman, Hanan. (2024). Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing

human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. Educational quality management plays an important role in development of management practices, Prajogo and Sohal (2003), Hoang et al., (2006). The educational quality management is helpful for both individuals and collective behavior to satisfy customers through continuous improvement. Claver, Gasco, Llopis, & Gonzalez, (2001) Educational quality Management major constant imperative “is a concern for standard achievement” Sallis (1993) and Altahayneh (2014) defined that is as a technique that gives the proper direction to an educational organization for the completion of tasks in the perspective of motivating the individuals, satisfying individuals, praising the collective opinions, and obeying the rule and regulations of government.

Debate: The impact of educational management on students’ performance is debated, with some researchers arguing that effective leadership, strategic planning, and teacher support contribute significantly to student outcomes (Leithwood et al., 2020). Others suggest that educational management's influence is indirect, mediated by factors such as school culture and teacher collaboration (Hallinger & Heck, 2018).

Synthesis: Effective educational management is recognized as crucial in creating a conducive learning environment, enhancing teacher motivation, and implementing policies that improve student performance (Bush, 2019). However, its impact is most effective when combined with a clear vision, structured planning, and regular evaluation.

Ha1: Educational management has a positive and significant impact on students’ performance.

2.2.2. Curriculum and Students’ Performance

A curriculum is the combination of instructional practices, learning experiences, and students’ performance assessment that are designed to bring out and evaluate the target learning outcomes of particular course. The curriculum may, therefore be defined in two ways, first is the entire range of experiences, both undirected and directed concerned in unfolding the ability of the individual. The second of curriculum is the series of consciously directed training experiences that the schools use for competing and perfecting the unfoldment, Bobbitt, F. (1918). Curriculum is

the study of any and all educational phenomena. It may draw on any external discipline for methodological help but does not allow the methodology to determine inquiry. Of necessity, it will be methodologically looser and less secure than disciplines with developed “paradigms,” but this is a condition of studying education at this stage and producing knowledge that may have educational value. Egan, K. (1978). Curriculum refers to skills, competencies and knowledge areas that are espoused by the program, and are a reflection of our mission and values, Business College, (2015). Additionally, the curriculum plays a significant role in determining how pupils learn. Developing strong learning outcomes and raising student achievement depends heavily on effective curriculum management, Zulkifli, Z., Ho, P. V. P., Sholeh, M. I., & Sahri, S. (2023).

Debate: There is ongoing debate on whether a standardized or flexible curriculum better supports students’ performance. Proponents of a standardized curriculum argue that it ensures consistency and equity (Wang et al., 2017), while others advocate for a flexible, student-centered curriculum that addresses diverse learning needs (Schleicher, 2019).

Synthesis: A well-structured curriculum aligned with students’ interests and societal needs positively influences students’ performance. Studies suggest that incorporating real-world applications and interdisciplinary approaches enhances engagement and learning outcomes (Dole et al., 2016).

Ha2: Curriculum has a positive and significant impact on students’ performance.

2.2.3. Teaching and Educational Staff and Students’ Performance

Educational staff refer to composition of teachers who conduct instructional activities with students, be the board of government employed or teaching service commission employed. This is with regard to their academic qualifications, adequacy, experience, and staff development. Performance is considered to be a function of ability and motivation, thus: the performance = (ability) (motivation). The performance of education is evaluated based on examinations given and attainments of students in such examinations. Ability in turn depends on education, experience and training and its improvement is a slow and long process. Examinations have been accepted by educationists and other stakeholders as an

important aspect of any education system. Nduruchi, D. M., Amuhaya, I. M., & Wanyonyi, B. E. (2016).

Debate: The effectiveness of traditional versus innovative teaching methods is widely debated. While some argue that direct instruction and rote learning have merits in building foundational knowledge (Hattie, 2018), others advocate for active, student-centered approaches such as problem-based learning and collaborative teaching, which reportedly enhance critical thinking and retention (Prince & Felder, 2017).

Synthesis: Research indicates that a combination of teaching methods tailored to students' needs yields the best results (Murphy et al., 2018). Blended learning, incorporating both traditional and innovative techniques, has been shown to improve student engagement and performance.

Ha3: Teaching and educational Staff have a positive and significant impact on students' performance.

2.2.4. Feature Facilities and Students' Performance

Feature facilities can be defined as those things that enable the teacher to do his/her work very well and helping the learners to learn effectively. The chalkboard/whiteboard for example, facilitates the imparting of information on the learner. Feature facilities also include school building e.g. classrooms, assembly halls, laboratories, workshops, libraries e.t.c. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. Feature facilities are all the things that are needed for effective teaching – learning process to take place. They are designed to enhance the process of learning and teaching. The absence of school facilities implies the non-existence of any set up that may be referred to as school, Lawanson, O. A., & Gede, N. T. (2011). Quality education is a process, where well-qualified teachers use child-centric teaching approaches in a good environment of classrooms and do skillful assessments to facilitate learning for the purpose to reduce disparities, Nabi, M., Farooq, M., & Nazir, H. (2019). Feature facilities are very important for the students and teachers to facilitate their teaching and learning.

Debate: While many studies highlight the importance of adequate physical facilities (such as libraries, laboratories, and well-ventilated classrooms) on student performance (Uline & Tschannen-Moran, 2008), others argue that facilities alone do

not guarantee improved outcomes, suggesting that teacher quality and pedagogical practices are more critical (Barrett et al., 2019).

Synthesis: Physical facilities significantly influence students' performance by providing a conducive environment for learning. Schools with modern infrastructure, access to learning materials, and well-maintained classrooms tend to have higher student engagement and achievement (Heyneman & Lee, 2016).

Ha4: Feature Facilities have a positive and significant impact on students' performance.

2.2.5. Student Assessment and Students' Performance

Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can do with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective. Assessment and evaluation strategies are based on the provincial curriculum expectations and on the achievement level descriptions and categories in the achievement chart. Assessment and evaluation strategies are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning. In addition, teachers will use both their professional judgment and student observations in evaluating specific criteria and achievement. Torah High (2010). Assessment criteria and standards are key clues for students to know what is essential in their study program. Fastré et al., (2009) show that drawing students' attention to the assessment criteria that are relevant for a particular learning task improves their understanding of the criteria and subsequently leads to better test task performance and better self-assessment skills. The following citation of Otter, (1995) emphasizes the importance of being familiar with the relevant assessment criteria, describing and making clear and public what the learner is intended to achieve changes the nature of assessment from a tutor-led system with fuzzy objectives and undisclosed criteria, to a student-led system with greater emphasis on formative development and personal responsibility, Fastré, G. M. J., Van der Klink, M. R., & Van Merriënboer, J. J. (2010).

Debate: There is debate on the effectiveness of formative versus summative assessments in enhancing students' performance. While formative assessments are lauded for providing continuous feedback (Black & Wiliam, 2018), critics argue that

they can be time-consuming and may not accurately measure student progress. Conversely, summative assessments are viewed as providing a comprehensive evaluation, but may not support learning as effectively.

Synthesis: A balanced approach that integrates both formative and summative assessments is most effective for students' performance. Regular feedback and varied assessment techniques help identify learning gaps and guide instructional adjustments (Brookhart, 2017).

Ha5: Student Assessment has a positive and significant impact on students' performance.

2.2.6. Collaboration and Students' Performance

Collaboration is increasingly extolled as an important feature in the management of excellent schools, Tschannen-Moran, M. (2001). Collaboration is a working practice whereby individuals work together for a common purpose to achieve learning performance. Studies have found that management collaboration can improve teachers' quality and subsequently improve students' learning performance. Noting the dearth of literature on the influence of management collaboration on students' performance, Moolenaar, Sleegers (2012) examined the relationship between management collaboration network and students' performance and also the mediating roles of management collective efficacy beliefs. The quality of formal school-level partnerships had an important and significant positive impact on student performance, Rubinstein, S. A. (2014).

Debate: The role of collaboration, whether between teachers, students, or parents, in improving students' performance is debated. Some researchers emphasize the importance of collaborative teaching and learning (Vangrieken et al., 2017), while others argue that collaboration may not always be effective without clear objectives and structured processes (DuFour, 2016).

Synthesis: Collaboration, when well-structured and goal-oriented, has a positive effect on students' performance. Teacher collaboration leads to improved instructional practices, while student collaboration fosters peer learning and problem-solving skills (Kyndt et al., 2016).

Ha6: Collaboration has a positive and significant impact on students' performance.

2.3. Methodology Review

This approach often involves the use of structured questionnaires to gather data from students, teachers, and administrators. The data collected usually focus on perceptions of educational quality, management practices, and students' performance. Common techniques include correlation analysis, regression analysis, and Structural Equation Modeling (SEM) to establish relationships between educational quality management and students' performance (Kuo, T.-H., & Yang, C., 2012 and Fadhil, S., & Ramli, M., 2019)¹.

In-depth case studies are often conducted in specific schools or educational systems. These studies involve interviews, focus groups and observations to gain insights into the management practices in place their perceived impact on students' performance. Thematic analysis or content analysis is commonly used to identify patterns and themes related to the quality of education and academic outcomes², (Maxwell, 2013 and Bush, & Glover, 2014).

Some studies combine both quantitative and qualitative approaches to provide a more comprehensive analysis. This method involves collecting and analyzing both numerical data (through surveys or tests) and qualitative data (through interviews or observations). The quantitative data often inform the qualitative inquiry or vice versa, allowing for triangulation of results and a deeper understanding of how educational quality management influences academic performance. Creswell, & Plano Clark, 2018).

Some studies utilize experimental designs, such as randomized control trials (RCTs) or quasi-experimental designs, to evaluate the impact of specific quality management interventions on student outcomes. These studies often use pre-tests and post-tests, along with ANOVA or ANCOVA, to measure the effectiveness of the intervention, (Shavelson & Towne, 2002) and Slavin, 2008).

Longitudinal studies track students' performance over time to assess the long-term impact of educational quality management. These studies often use standardized tests administered at multiple time points and analyze the data using growth modeling techniques, (Goldstein, 2011 and Tymms & Merrell, 2007).

These methodologies represent a range of approaches used in research on the relationship between educational quality management and student academic performance at the high school level. Each methodology provides different insights

and has its own strengths and limitations, making the choice dependent on the specific research questions and context.

2.4. Discussions and Gaps of the Concepts

2.4.1. Discussion

1. Educational Management:

- **Discussions:** Research indicates that effective educational management at BELTEI International School has contributed to creating a structured and disciplined learning environment. The school's emphasis on administrative efficiency, teacher supervision, and adherence to educational policies positively impacts student performance (Chhay, 2018). However, some studies suggest that while management structures are in place, there may be a need for more adaptive leadership styles that encourage innovation and creativity among teachers (Sok, 2019).

2. Curriculum:

- **Discussions:** The curriculum at BELTEI International High School is designed to meet international standards, incorporating both Cambodian and foreign educational materials. This dual curriculum approach is found to enhance students' language skills and global awareness (Phat, 2020). However, some discussions highlight that the curriculum may be overly rigid, limiting teachers' ability to adapt content to students' diverse learning needs, which can affect engagement and overall performance (Srey, 2017).

3. Teaching Method:

- **Discussions:** The use of diverse teaching methods, including student-centered approaches and modern pedagogical techniques, has been credited with improving student engagement and understanding at BELTEI (Chea & Heng, 2018). However, some studies argue that not all teachers consistently apply these methods, often reverting to traditional lecture-based approaches, which may not cater to different learning styles effectively (Sun, 2019).

4. Physical Facilities:

- **Discussions:** BELTEI International High School is recognized for its investment in physical facilities, providing students with access to modern classrooms, laboratories, and libraries (Vann, 2016). These facilities have been linked to improved students' performance by offering an environment conducive to learning. However, there are discussions around whether all branches of the school

maintain the same quality of facilities, which could lead to inconsistencies in student experiences and outcomes.

5. Student Assessment:

- **Discussions:** The school employs a variety of assessment methods, including formative and summative assessments, to monitor student progress (Long, 2017). While this comprehensive assessment strategy is seen as beneficial for tracking students' performance, some discussions point out that the heavy reliance on exams may create pressure and stress among students, potentially impacting their learning experience negatively.

6. Collaboration:

- **Discussions:** Collaborative activities, such as group projects and peer learning, are encouraged at BELTEI, and this approach is found to enhance problem-solving skills and teamwork among students (Dara & Sary, 2018). However, studies suggest that there is room for improvement in fostering more collaboration between teachers, students, and parents to create a more supportive learning environment.

2.4.2. Gaps:

1. **Context-Specific Research:** There is a lack of in-depth studies focusing specifically on how quality management practices are implemented and their direct impact on students' performance at BELTEI. Most existing literature provides a broader perspective on educational quality in Cambodia, but fewer studies offer detailed insights into BELTEI's unique practices and challenges.

2. **Longitudinal Impact:** Few studies have conducted longitudinal assessments to evaluate the long-term impact of quality management initiatives on student performance at BELTEI International High School. Understanding how these practices influence academic outcomes over time could provide valuable insights for sustained improvement.

3. **Comparative Analysis:** There is a gap in comparative studies examining how BELTEI International School's quality management practices and students' performance compare with other international schools in Cambodia. Such comparisons could highlight areas where BELTEI excels or needs improvement relative to its peers.

4. **Integration of Quality Management Factors:** Limited research explores how the different aspects of quality management (educational management,

curriculum, teaching methods, physical facilities, student assessment, and collaboration) interact and collectively influence students' performance at BELTEI International High School. This integrated perspective is crucial for understanding the holistic impact on student outcomes.

5. Stakeholder Perspectives: There is insufficient research capturing the perspectives of students, parents, and teachers on quality management practices at BELTEI International High School. Including these voices could provide a more comprehensive understanding of how quality management initiatives are perceived and their perceived impact on students' performance.

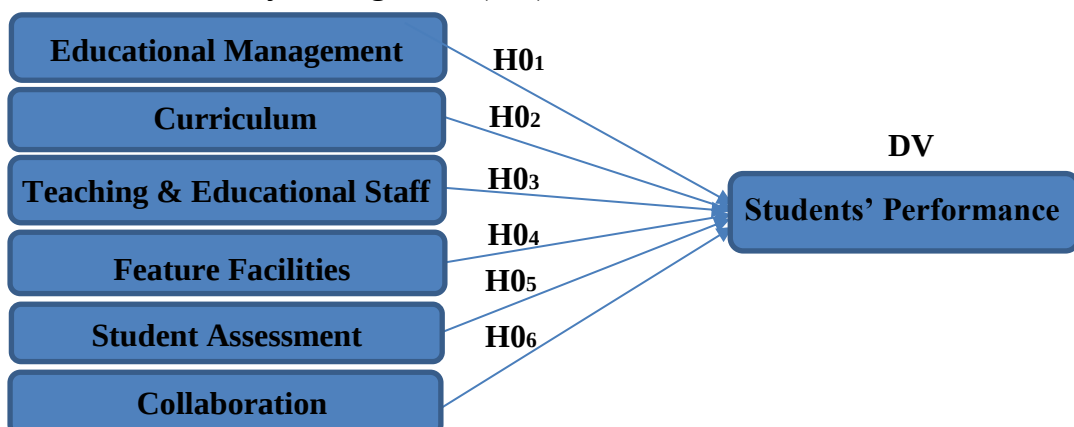
This summary provides a comprehensive overview of the discussions and gaps related to quality management and its impact on students' performance at BELTEI International High School, highlighting areas where further research could provide valuable insights.

2.5. Conceptual Framework (IVs & DV)

The conceptual framework in this study design to explore the relationship between all selected factors including the educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration. The conceptual framework was designed base on the hypothesis with aim to answer to the research objectives of the study. After conducting an exploration of prior study, the purpose of current investigation was to analyze the effect of educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration were used as the independent variable while play a role of dependent variable.

Figure 2.1: Conceptual Framework

Educational Quality Management (IVs)



2.6. Conclusion

The theme of "Quality Management (educational management, curriculum, teaching method, physical facilities, student assessment, and collaboration) and students' performance at BELTEI International School in Cambodia" reveals a complex and multifaceted relationship. This study shows that these elements significantly impact students' performance, but their effectiveness varies depending on how they are implemented and integrated.

Key Findings:

Educational Management is crucial in shaping the school's learning environment and improving student outcomes. While structured and efficient management at BELTEI International School in Senior High School positively influences performance, there's a need for more adaptive leadership to foster creativity and innovation.

Curriculum plays a vital role in enhancing students' performance, with BELTEI's dual curriculum approach contributing to language proficiency and global awareness. However, the rigidity of the curriculum sometimes limits teachers' ability to cater to diverse learning needs, indicating a gap in flexible curriculum design.

Teaching Methods at BELTEI International School are varied, and a mix of traditional and innovative methods has proven effective in engaging students. However, inconsistencies in applying these methods highlight the need for more consistent professional development and pedagogical training for teachers.

Physical Facilities provide a conducive learning environment, and their availability positively impacts student engagement and performance. Nonetheless, variations in facility quality across different branches suggest a need for standardization to ensure all students benefit equally.

Student Assessment practices at BELTEI International School in Senior High School are comprehensive, but the emphasis on exams can create stress, potentially affecting performance. A balanced approach incorporating both formative and summative assessments would better support student learning.

Collaboration between students, teachers, and parents is identified as a positive factor in enhancing students' performance. However, there is room for more structured and effective collaboration practices, especially involving parents and the broader school community.

The debate surrounding quality management practices at BELTEI International School in Senior High School revolves around the balance between structure and flexibility, traditional versus modern teaching methods, and standardized versus individualized approaches. The synthesis suggests that integrating these elements holistically, tailored to the specific context of BELTEI, and would yield the most effective outcomes for students' performance.

The discussions highlighted the strengths of BELTEI's quality management practices, such as their international curriculum, modern facilities, and diverse teaching methods. However, gaps exist in areas like curriculum flexibility, teacher autonomy, standardized facility quality, and stakeholder involvement. Additionally, there's a lack of longitudinal studies and comparative analyses with other schools, which could provide deeper insights into the long-term effectiveness of BELTEI's quality management practices.

Quality management at BELTEI International High School in Senior High School has a significant impact on students' performance, but achieving the optimal balance requires addressing the identified gaps and integrating practices that encourage adaptability, collaboration, and comprehensive assessment. This comprehensive understanding can help guide strategic improvements in quality management, ensuring that BELTEI continues to provide high-quality education that meets the evolving needs of its students.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

This chapter aims to explain the methods utilized in the present study. For this purpose, in this chapter is divided into seven sections. The first section explains the type of analysis carried out in the study, while in the second, sample size and sampling are presented, and four sections, Sample size and Sampling, types and sources of data, and statistical tools are presented. Sources of data is given in the third section of this chapter. Next, the section four, five and six includes explanations on the sample design, statistical tools used in the study, coverage of the study, and procedure of analyzing the data respectively. Finally, a concluding remark is given at the end of this chapter.

3.1. Types of Analysis

Once the data were collected in this study is both quantitative and qualitative analysis. Focus on the primary data, the educational quality management on student performance at BELTEI International School in Phnom Penh (case study) has been analyzed as a quantitative manner. The analysis the problems and interpretations of IQ the educational quality management has been analyzed as a qualitative. That being so, this study has utilized in both qualitative and quantitative methods of analysis.

3.2. Sample Size and Sampling

In research, "sample size" refers to the number of participants in a study that is sufficient to represent the population, Arya, R., Antonisamy, B., & Kumar, S. (2012). Additionally, he asserts that estimates are more accurate the greater the sample size. Bryman (2012), however, recommended that when doing research, researchers should define the minimum size of sample as expected or necessary because they are working with restricted resources. The sample size is the total number of respondents included in the study in order to guarantee that the overall sample fairly represents the whole population. Subgroups of this number are often created using factors such as area, gender, and age. Selecting an appropriate sample size is a critical step in any statistical investigation. An insufficient sample size will lead to unreliable conclusions and an inaccurate representation of the research group's

demographics. Even while bigger samples are more representative and have lower error margins, an overly large sample size may cause bias.

To employ this study, the sample size has been calculated on the basis of the following Taro Yamane's formula (1967):

$$n = \frac{n}{1+N(e^2)}$$
 Where, n=Sample Size, N=Total population Size and e = Margin of Error. The reliability of the sample size is 95% and error 5%, Z=1.96.

Meanwhile, the population of the research was conducted with 317 students and 91 teachers, assume that 408 samples from the entire population. The outcome of calculation for the samples was utilized which is confident level at 95% and the sample selection in this study was convenient method sampling. According to Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012), convenience sampling is a kind of non-probability or nonrandom sampling in which members of the target population. Additionally, when conducting a qualitative study, convenience sampling is frequently utilized in education and social sciences where researchers have ready access to existing target populations.

In short, Convenience Sampling is a non-probability sampling technique commonly used in both quantitative and qualitative research. Due to requiring little effort, cost, time investment, and its simple operation, many researchers tend to prefer this sampling technique, Golzar, Jawad & Tajik, Omid & Noor, Shagofah. (2022).

The whole population which collected from each campus and Sample Size in the table 3.1 as below:

Table 3.1: Population in each Campus and Sample Size

Campus	Population		Sample Size	
	Teacher	Student	Teacher	Student
BELTEI 1	18	90	13.92	18.64
BELTEI 2	26	279	20.11	57.80
BELTEI 3	24	268	18.56	55.52

BELTEI 4	19	291	14.69	60.29
BELTEI 5	30	602	23.21	124.72
Total	117	1530	91	316.97

From the result of formula above, the minimum sample size that we need to collect is 408 samples from the whole population (teachers and student). The result of calculation for the sample was use confident level at 95%. Bases on Sekaran (2013) wrote: the sample size larger than 30 and less than 500 are appropriate for most research. For the broken sample into sub-sample (male/females, juniors/seniors, etc.), a minimum sample size of 30 for each category is necessary. Furthermore, in multivariate research (including multiple regression analyses), the sample size should be several times (preferably 10 times or more) as large as the number of variables in the study.

3.3. Sources of Data

This research study is focused on both primary and secondary data. Primary data is the information that researchers gather first hand, Rabianski, J. S. (2003), he added that the secondary data is the information from secondary sources, i.e., not directly compiled by the analyst; may include published or unpublished work based on research that relies on primary sources of any material other than primary sources used to prepared a written work. To identify and analyze the existing problems and prospects of educational quality management at 5 campuses of BELTEI International School in Phnom Penh, Cambodia, secondary data has been utilized. By the way, the aim of analyzing the educational quality management in senior high school from grade 10 to 12 both students and teachers are employed. The primary data was collected via a survey and all those has been considered for more analysis. The secondary data, both published and unpublished has been collected from different sources for using in this study. The published sources such as education in Cambodia, the politics of education in developing counties and educational system in Cambodia and unpublished sources are External Evaluation in High School in Cambodia and using for necessary referent information. Besides those sources of secondary data are Education in South-East Asea and Education System in

Cambodia and Strategic Evaluation Report. They are also used for more information in this study.

3.4. Procedure of Data Collecting (sub-dimension)

Primary data for the purpose of this study has been collected from the sample respondents, both students and teachers via direct personal interview and self-administrative methods by using a structured questionnaire. The questionnaire includes questions on several aspects relating to the theme of the study such as the personal profile: age, gender, campus, education, position, academic and experience and the hypothesis management: educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration. Before conducting the questionnaire collection of the primary data from the sample respondents, the draft of the questionnaires had been pre-tested and necessary modifications have been carried out. Additionally, the required seven pieces of information have been gathered from secondary sources using a structured style. The finalized questionnaire design is as the following questions of the variables in the table 3.2 below:

Table: 3.2 Questions on Variables

Criteria I	Sub dimension	Citation
Educational management	1. Strategic plan	Academic Journals (AJ) 2022
	2. Vision, mission and some regulation	
	3. Principal policy, technical learning and teaching methods	
	4. Teachers' achievement	
	5. Facilities and administration	
	6. An attitude of management team	
Criteria II	Sub dimension	
Curriculum	1. Curriculum	
	2. Curriculum is consistent to the Ministry	

	3. prepared for knowledge, attitude, and skills	Academic Journals (AJ) 2022
	4. Students' learning theory and practicing the real work	
	4. Curriculum includes application software skills	
	6. Curriculum offers students twelve extra programs	
Criteria III	Sub dimension	
Teaching and Educational Staff	1. A clear course syllabus	
	2. Orient the student learning outcomes	
	3. follow many methods in teaching against the course plan	
	4. Student learning outcomes, teaching methods	
	5. Deliver the curriculum adequately	
Criteria IV	Sub dimension	Citation
Feature and Facilities	1. School buildings	European Internal Quality Assurance (2020)
	2. Teaching facilities	
	3. Enough laboratories	
	4. Computer facilities and up-to-date	
	5. Internet operates well	
	6. A library set with relevant books arranged orderly	
	7. Environmental health and safety	
Criteria V	Sub dimension	
Student Assessment	1. Operated entrance test	
	2. Conducting students' assessment	
	3. The assessment methods cover the course objectives	
	4. All exam assessments	
	5. The student assessment methods	

Criteria VI	Sub dimension	European Internal Quality Assurance (2020)
Collaboration	1. The parents/ guardians of students	
	2. With outside partners	
	3. Networks with public, private and NGOs sectors	
	4. To the real workplace of partners and historical sites	
	5. Student invited to listen to the guest speakers	
	6. Often disseminated the market demands	

3.5. Statistical Tools

This study was utilizing closed-end question and different types of scale for design the questionnaires of survey relies on the variables. According to (Tranmer & Elliot, 2008), a multiple linear regression analysis is used to predict the values of a dependent variable, given a set of explanatory variables. This study uses to multiple regression analysis to run the predictors of educational quality management such as educational management, curriculum, feature facilities, student assessment and collaboration on students' performance (dependent variable) and students' performance, structured as the follow:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where X represents the six independent variables and Y defined as dependent variable.

Y = Students' Performance

X₁ = Educational Management

X₂ = Study Program

X₃ = Curriculum

X₄ = Feature Facilities

X₅ = Students' Assessment

X₆ = Collaboration

β₀ = Y-intercept (Value of Y when all X_i = 0)

β_{1,2,3,4&5} = Slope coefficients of each independent variable

ε = Random Error

3.5.1. Structure Equation Modeling

SEM is a confirmatory technique that uses Confirmatory Factor Analysis (CFA) to evaluate latent concept measurement models. Before modeling the interrelationships of all latent constructs in a structural model, researchers must conduct CFA for each one. Prior to evaluating Validity and Reliability, it is imperative to analyze one-dimensionality. Here are the typical fit indices which consist as below:

- Chi-square divided by degrees of freedom (CMIN/DF*).
- Root means square error of approximation (RMSEA*).
- Goodness of fit Index (GFI*).
- Comparative fit index (CFI*).
- Tucker-Lewis's index (TLI *).

* Parameters/Values of particular interest

It's important to note that these fit indices are not independent of each other and should be considered together to assess model fit. Additionally, the choice of fit indices can vary depending on the research question and the specific model being tested.

3.5.2. Validity and Reliability

Measurement Model Validity and Reliability Assessment. The degree of a measurement model's dependability in estimating the intended hidden construct is known as reliability. One way to assess the reliability of a measurement model is to use the following criteria. A measure of measurement consistency called as the following:

a. internal reliability: indicates how well the measuring items stand up when evaluating the pertinent construct. For this degree of reliability to be attained, the Cronbach's Alpha value (ascertained using SPSS) must exceed 0.7.

b. Composite Reliability (CR): An indicator of the internal consistency and dependability of a latent component. To obtain composite reliability for a build, computed reliability (CR) > 0.6 is required. (The CR is calculated using the given formula).

c. Average variation Extracted (AVE): This measure indicates the average percentage of variation explained by the measuring items for a latent construct. An AVE > 0.5 is required for every build (AVE is calculated using the given formula in Chapter IV).

3.6. Coverage of Study

The topic of this research study aimed to figure out the effects of educational quality management on the students' performance. In a strongly data collection, the present study analyzes the educational quality management on students' performance in senior high school has been taken into account of some indicators and items. The educational quality management is considered as an independent variable and associated with 35 items and 6 indicators such as educational management, curriculum, teaching and educational staff, feature and facilities, student assessment and collaboration. Furthermore, the students' performance has been used as the dependent variable in which 7 items. The 42 questions are utilized for the variables in this study and answer to research objectives.

3.7. Conclusion

Last but not least, the comprehensive explanation discussed the approach clearly above used in this research. In summary, the study included both primary and secondary data, and in addition to quantitative, qualitative analysis and multiple regressions were utilized in this present study. Lastly, tables and graphs have been used to display the study's findings.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

Introduction

The purpose of this chapter is to present about the effects of educational quality management on the students' performance at BELTEI International School at senior high school from grade 10-12 in Phnom Penh to analyze the educational quality management on the basis of data availability. The indicators such as educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration in the quality of management approach has been considered. Furthermore, to examine the educational quality management at senior high school, Director of School Board's need and feedback, curriculum design and renovation, research output, quality of support services and facilities, and the Director of School Board's feedback mechanisms. To ensure that the educational quality management at senior high school effects on the student performance or not, and other measurement performed such as school policy, qualified teachers, existing program, extra program, schedule, curriculums, teaching and learning and so on. Once again, the present study has divided into five sections; the first section presented about personal profile like age, gender, campus, education, position and academic experience. A detailed statistical analysis has been made in the second section to know that the educational quality management at senior high school in grade 10-12 at BELTEI International School in Phnom Penh. The third, to analyze about the students' performance. Further a detailed measurement has been analyzed in the fourth section to clarify about the effects of educational quality management on students' performance. Finally, the last section provides a concluding remark 5.7.

Reliability The research instrument is designed by based on research problems and statistical tools. Moreover, scales of data, such as nominal scale, interval, scale are determined for the respondents by using 5 rating scales. The nominal scale calculated for identifying respondents. As for the interval scale using to calculate mean and regression. After data gathered before analysis, Cronbach alpha is calculated for items' reliability ($> .70$).

4.1 Primary Data Analysis

To analyze the educational quality management at private school in Phnom Penh at study area, the study has collected the primary data from 317 students and 91

teachers via a field survey. As the explanation in the methodology area, the sample of the students and teachers were randomly gets from five different campuses of BELTEI International School such as campus 1, campus 2, campus 3, campus 4 and campus 5. The aim of analysis, the present section was divided into two parts, in the first part talked about a detailed profile such as age, gender, campus, education, position and academic experience of the sample respondent has been presented. In the second part, such as the first section, the effect of educational quality management in senior high school; while the second section is the effect of students' performance are analyzed. Lastly, the conclusion has been remarked.

4.2. Personal Profiles

The questions of the questionnaire in section I were represented the general information as age, gender, campus, education, position and academic experience from all respondents who involved to answer.

4.2.1. Age Categorization

The **Table and figure 4.1** present the categories of ages which respondent in the survey. The author added age into our data collection to examine as if there is any different about impacting on the educational quality management.

Table 4.1: Age Categorization

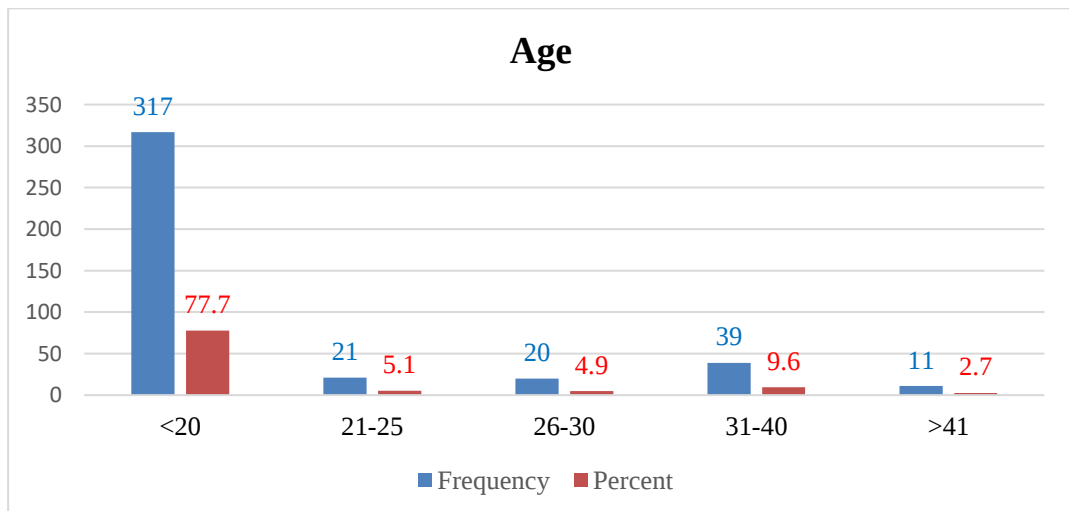
		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20	317	77.7	77.7	77.7
	21-25	21	5.1	5.1	82.8
	26-30	20	4.9	4.9	87.7
	31-40	39	9.6	9.6	97.3
	>41	11	2.7	2.7	100.0
	Total	408	100.0	100.0	

Table 4.2: Respondents of personal profile

Variables		Respondents	
		Frequency	Percent
Gender	Male	188	46.1
	Female	220	53.9
	Total	408	100

Campus	Campus 1	33	8.1
	Campus 2	78	19.1
	Campus 3	75	18.4
	Campus 4	75	18.4
	Campus 5	147	36.0
	Total	408	100
Education	High School	317	77.7
	Bachelor	75	18.4
	Masters	15	3.7
	PhD	1	0.2
	Total	408	100
Position	Student	317	77.7
	Teacher	91	22.3
	Total	408	100
Experience	Below five years	21	5.1
	Five to nine years	45	11.0
	Ten years	9	2.2
	Over ten years	16	3.9
	Total	91	22.2

Figure 4.1: Respondent of Age Categorization

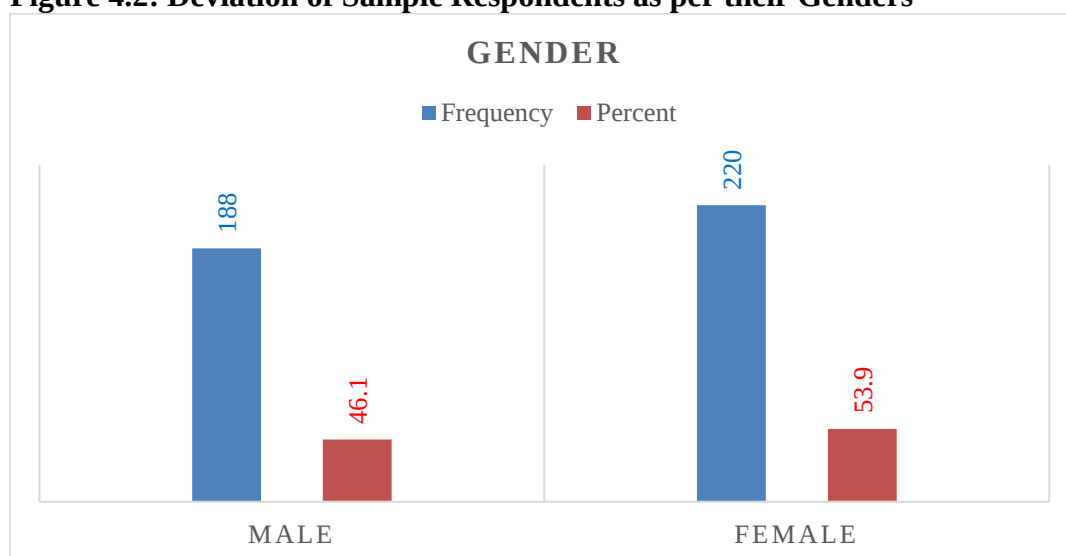


Among 408 sample respondents, the highest, 77.7 percent was in the age-group of < 20, followed by 9.6 percent in the age-group of 31-40. The other percentage sample respondents, 5.1 percent belonged to 21-25 age-group and 4.9 percent belonged to 26-30 age group. The lowest age-groups such as equal and over > 41 had the representation of 2.7 percent, thus, among the sample respondents' majority were < 20 as shown in Figure 4.1 above.

4.2.2. Gender

The **Figure 4.2** display that the deviation of male and female respondent in a survey of gender. In order to determine if male and female perceptions of educational quality management (which includes educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration) differ, we consider gender in our data gathering process.

Figure 4.2: Deviation of Sample Respondents as per their Genders

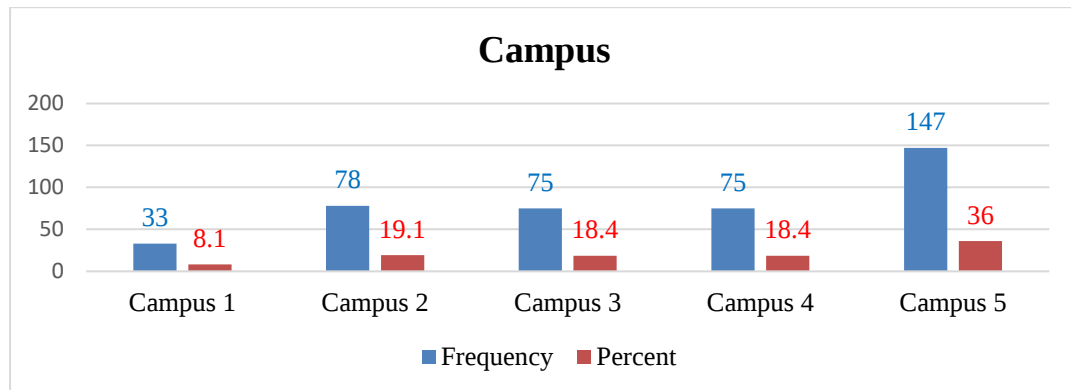


As can be seen. among 408 selected respondents, the percentage of female respondents was found to be slightly higher than their counterparts. While the representation of female respondents in the survey was 53.9 percent, it was 46.1 percent for male respondents as shown in Figure 4.2. above.

4.2.3. Campus

The **Figure 4.3** showed that the distribution of campuses which are respondent in the survey. The author added campuses into our data collection to examine as if there is any different about effecting on the educational quality management including educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration.

Figure 4.3: Distribution of Sample Respondents as per their Campuses

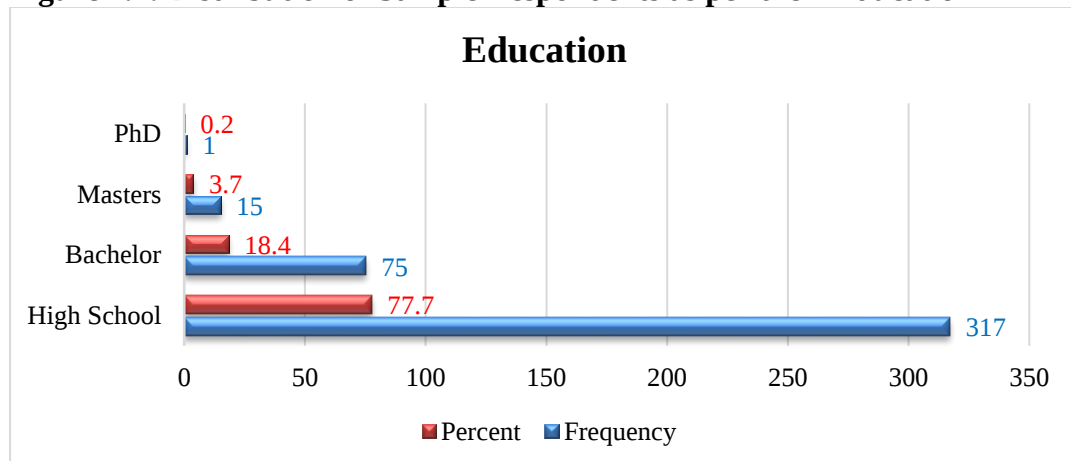


Rely on the campuses, among 408 sample respondents, the highest, 36.00 percent was in the campus 5, followed by 19.1 percent in the campus 2. The other percentage sample respondents, 18.4 percent in the campus 3 and 4. The lowest percentage is campus 1 that had the representation of 8.1 percent, Thus, among the sample respondents' majority were campus as shown in Figure 4.3 above.

4.2.4. Education

The **Table 4-4** revealed that the respondents of academic qualification level. In response to the perception of educational quality management, the academic qualification level is significant. As a result, the survey is required to look into the educational background of the respondents. The survey's result below displays the respondent's degree of academic qualification.

Figure 4.4: Distribution of Sample Respondents as per their Education

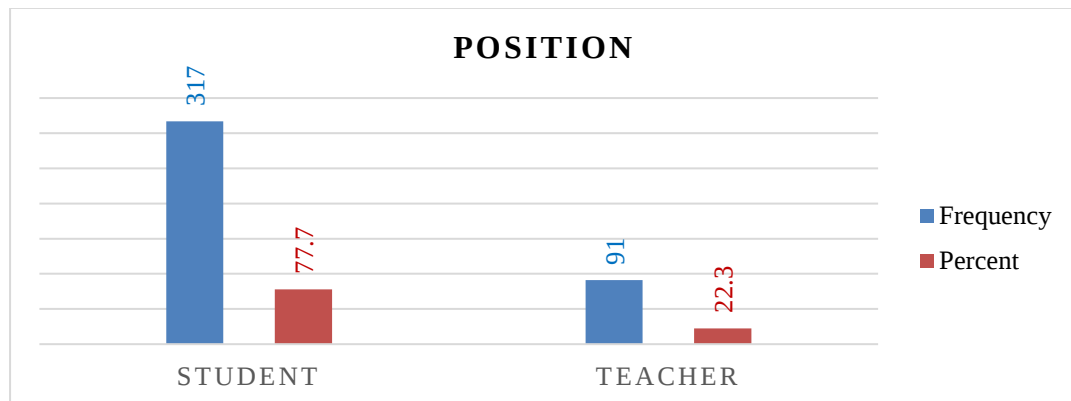


In term of education, it revealed from the personal profile of sample respondents that the highest percentage, 77.7 percent respondents qualified high school followed by 18.4 percent involved in Bachelor Degree. The other percentage sample respondents, 3.7 in Master Degree. The remaining 0.2 percent undertook PhD as shown in Figure 4.4 above.

4.2.5. Position

The **Figure 4-5** showed about the respondents of position in the survey. In order to determine positional perceptions of educational quality management (which includes educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration) differ, we consider position in our data collection.

Figure 4.5: Distribution of Sample Respondents as per their Position

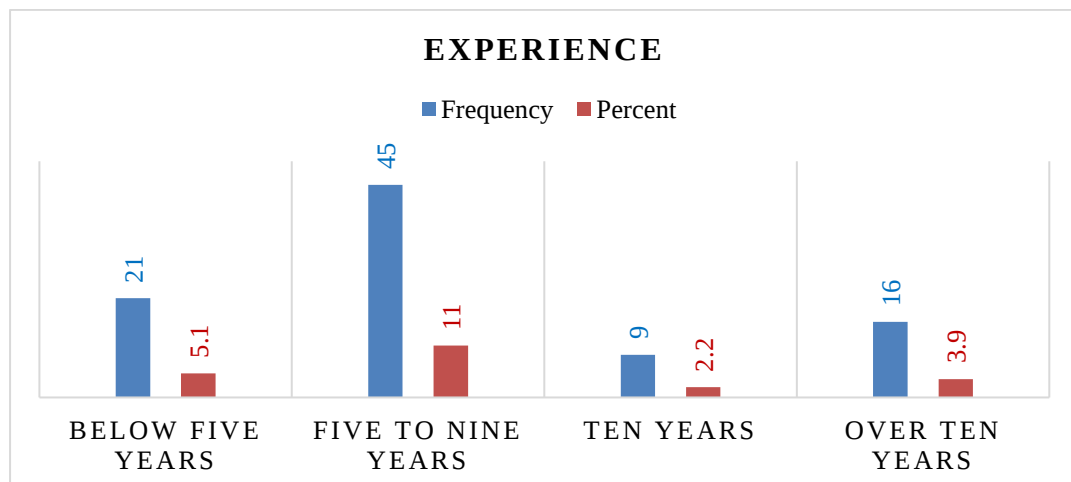


As revealed from the profile of sample respondents, the highest percentage, 77.7 percent of respondents were high school students, followed by 22.3 percent involved in teachers as shown in Figure 4.5 above.

4.2.6. Academic Experience

The **Table 4.6** demonstrated the respondents of academic experience background. The academic experience is important in response to the academic experience of educational quality management. Therefore, it is necessary for the survey to inquire about the respondents' educational backgrounds. The degree of academic experience had by the respondent is displayed in the survey result below.

Figure 4.6: Distribution of Sample Respondents as per their Academic Experience



Based on 408 sample respondents, the longest academic experience, 11.00 percent was in the group of five to nine years, followed by 25.1 percent in the group of below five years. The other percentage sample respondents, 3.9 percent belonged to group of over ten years. The short academic experience such as ten years had the representation of 2.2 percent, thus, among the sample respondents' majority take academic experience over ten years as shown in Figure 4.6 above.

Table 4.3: Assessing an Effectiveness of Educational Quality Management.

Variables	N	$\bar{x}$	SD	Interpretation
Educational Management	408	3.65	0.68	Agree
Curriculum	408	3.74	0.67	Agree
Teaching and Educational Staff	408	3.80	0.63	Agree
Feature facilities	408	3.46	0.86	Agree
Student Assessment	408	3.75	0.65	Agree
Collaborations	408	3.70	0.71	Agree
Performance	408	3.66	0.73	Agree

❖ Weighted Arithmetic Mean

1. Strongly Disagree 1-1.80, 2. Disagree 1.81-2.60, 3. Neutral 2.61-3.40, 4. Agree 3.41-4.20, 5. Strongly Agree 4.21-5.00.

4.3. Assessing Measurement Model

Once again, the following completion of the CFA process for each measurement model, the researchers have to calculate the specific measures that demonstrate the construct's validity and reliability and compile the results into a table. As previously stated, before modeling the structural model, the measurement models' validity, reliability, and one-dimensionality must be assessed. The format that the author would like to recommend for reporting the CFA results is as follows:

One-dimensionality, the item-deletion process for low factor-loading items, this need was achieved. The new model is run until the fitness indexes reach the necessary level, and the item elimination procedure is repeated. Furthermore, every factor-loading has a positive value. Every procedure has been shown. There is positive factor loading for every item. The model measurement was evaluated using

AMOS 21 for 408 sample size prior to the multiple regression which applied by SEM in order to validate the model that applies in this present study as follows:

1. To verify the well-fitting model (CFA)
2. To assess the reliability of the construct's strength (C.R.) and extracted the average variance (AVE).

4.3.1 Confirmatory Factor Analysis

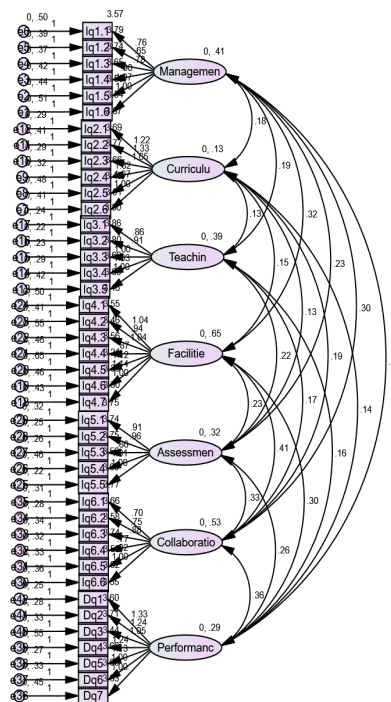
Table 4.4: Meaning and the Rule of Index

Category	Index	Meaning	Index Value	Citation
Absolute fit measure normed/relative Chi-Square)	CMIN/Df	Determine the discrepancy between the fitted and sample covariance matrix by minimizing the sample size impact on the model	< 3	Kline, 1998 Homburg/ Giering, 1966
CFI (comparative fit index)	CFI	NFI revised form wherein Discrepancy between the hypothesized model and data is computed by considering the sample size	> 0.95	Fan et al., 1999 Hoburg/ Baumgartner, 1998, S.363
TLI (Tucker Lewis index)	TLI	Modified NFI model enabling model examination with smaller sample size	>0.90	Brown, 2006
Root mean square of approximation	RMSEA	Define model efficiency to fit population covariance matrix with unknown but optimal chosen parameters	<0.60	Browne & Cudeck, 1993; Hu & Bentler, 1999; Kline, 2016

4.3.2. First Goodness of Fit Calculation (GOF)

The result of CFA shown that the model of the equation is reasonable (Leonardo Miljiko, 2020) Chi-square (χ^2) = 2403.907, df= 799, at $p = 0.000 < .001$, CMIN/DF = 3.009 < 3, CFI = .842 > .95, TLI = .829 > .95, RMR= .151 < .05 RMSEA= .077 < .08. To make better of GOF indices, the Standardized Residual Covariance is applied by checking Modification Indices for covariance that is suggested linkage between errors that higher value in the same latent variable.

Figure 4.7: The Result of first GOF Analysis



Author's Calculation

If the Fitness Index (CMIN/Df, RMR, CFI, TLI, RMSEA) is still not achieved (on standardized index) after low factor loading items have been removed, look at the Modification Indices (MI). High value of MI (above 15) indicates there are redundant items in the model (The MI indicate a pair of items which is redundant in the model). To solve the redundant items, the researcher could choose one of the following.

Table 4.5: The Result of Modification Index

	M.I.	Par. Change	Comment
Teaching <--> Facilities	24.299	.065	

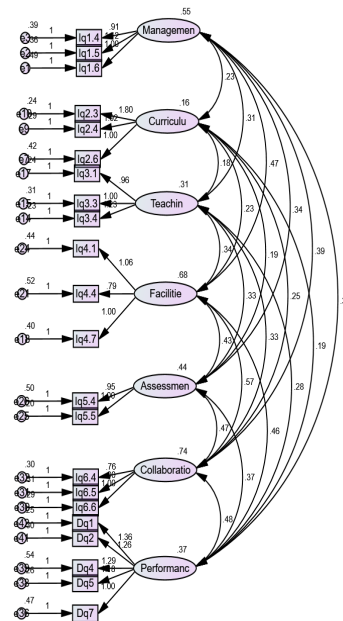
e39 <--> Facilities	61.028	.178	MI > 20 indicated items are Redundant
e36 <--> e37	22.386	.104	
e16 <--> e17	30.277	.077	
e19 <--> e20	35.128	.199	
e15 <--> e16	39.861	.092	
e11 <--> e12	45.358	.135	

Author's Calculation

4.3.3. Second Goodness of Fit Calculation (GOF)

The result of CFA shown that the model of the equation is reasonable, acceptable and excellence (Leonardo Miljiko, 2020) Chi-square (χ^2) = 286.016, df= 146 at p = 0.000 < .001, CMIN/DF = 1.959. < 3, CFI = .965 > .95, TLI = .955 > .95, RMR= .030 < .05, RMSEA= .053 < .08. To make better of GOF indices, the Standardized Residual Covariance is applied by checking Modification Indices for covariance that is suggested linkage between errors that higher value in the same latent variable.

Figure 4.8: The Result of Second GOF Analysis



Author's Calculation

Table 4.6: The Result of Comparing of the both GOF

GOF Index	1 st GOF	2 nd GOF	Index	Citation
Chi-Square (χ^2)	2403.907	416.771	Significant	Byrne, 1989

CMIN/ df & p-value	799 *** (.000) >3)	2.12<3	Acceptable	Tabachnick & Fidell, 2007
CFI	.842 <.95	.952 >.95	Excellent fit model	West et al.,2012
TLI	.829 <.95	.939 >.90	Acceptable model fit	Hu & Bentler, 1999 Brown, 2016
NFI	.781 > .90	.914 >.90	Excellent model fit	Bentler & Bonett, 1980
RMR	.151 < .05	.034 < .05	Excellent model fit	Diamantopoulos & Siguaw, 2000
RMSEA	.077 > .06	.058 < .06	Excellent model fit	Hu & Bentler, 1999

Author's Calculation

4.4. To Assess the Validity and Reliability for a Measurement Model

Reliability is the degree of a measurement model's dependability in gauging the desired hidden construct. The following criteria might be used to evaluate a measurement model's dependability:

a. Internal Reliability: This measure of measurement consistency shows how well the measuring items hold up when assessing the relevant construct. Reaching this level of dependability requires that the Cronbach's Alpha value (as determined by SPSS) be more than 0.7.

b. Composite Reliability (CR): This measure of a latent construct's dependability and internal consistency. Computed reliability (CR) > 0.6 is needed to get composite reliability for a build. (The provided formula is used to compute CR).

c. Average Variance Extracted (AVE) – For a latent construct, the Average Variance Extracted shows the average proportion of variance explained by the measuring items. For each build, an AVE > 0.5 is necessary (AVE is computed using the provided formula).

$$AVE = \frac{\sum K^2}{n}$$

K= factor loading of every item and n = number of items in a model.

$$CR = \frac{(\sum K)^2}{[\sum (K)^2 + (\sum 1 - K^2)]}$$

K= factor loading of every item and n = number of items in a model.

Table 4.7: The Result of Reliability

Construct	Items	Factor Loading	AVE >0.50	CR >0.60	α >0.70
Management	Iq1.4	0.738	0.577	0.803	0.841
	Iq1.5	0.811			
	Iq1.6	0.727			
Curriculum	Iq2.3	0.833	0.550	0.780	0.885
	Iq2.4	0.822			
	Iq2.6	0.531			
Teaching	Iq3.1	0.737	0.572	0.800	0.863
	Iq3.3	0.707			
	Iq3.4	0.820			
Facilities	Iq4.1	0.795	0.570	0.798	0.904
	Iq4.4	0.670			
	Iq4.7	0.794			
Assessment	Iq5.4	0.665	0.564	0.719	0.865
	Iq5.5	0.827			
Collaboration	Iq6.4	0.768	0.655	0.851	0.896
	Iq6.5	0.813			
	Iq6.6	0.846			
Performance	Dq1	0.856	0.608	0.885	0.909
	Dq2	0.817			
	Dq4	0.730			
	Dq5	0.816			
	Dq7	0.666			

Author's Calculation

Table 4.8: The Result of Correlation Matrix

Variables	SP	PC	TM	INF	SA	CO
SP	1	0.731**	0.729**	0.786**	0.801**	0.853**
PC		1	0.709**	0.673**	0.650**	0.731**
TM			1	0.640**	0.718**	0.656**
INF				1	0.670**	0.734**
SA					1	0.766**
CO						1

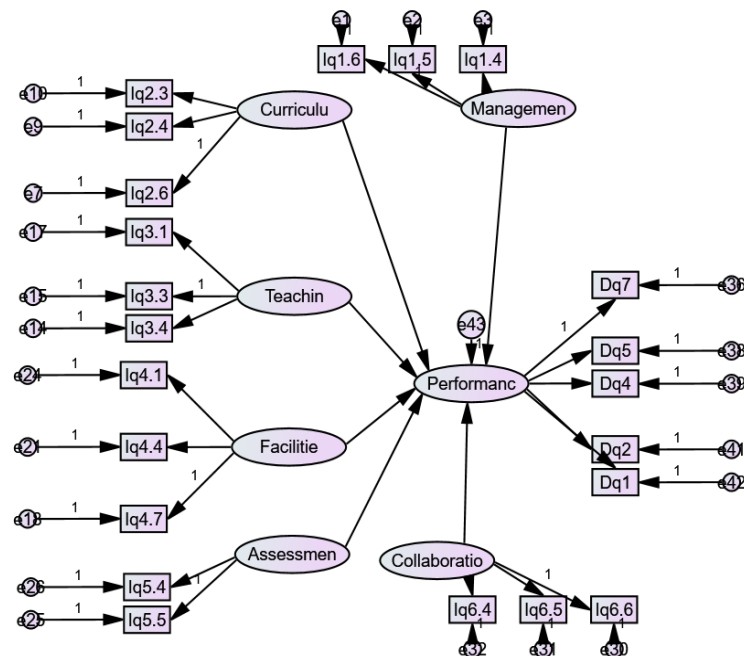
The Pearson correlation matrix for each variable is displayed in the following table. It assesses how two or more variables are related (Black, 2016). The degree and direction of the association between two variables are shown by the correlation coefficient, which is a number between -1 and +1. When the correlation coefficient is zero, it indicates that there is no relationship at all between the two variables. A correlation value of +1 or -1, according to Black (2016), indicates that two variables are perfectly associated, moving in opposite directions (-1) or in perfect sync (+1).

The Table shows that there was a positive correlation between the seven variables at the 0.01 level, with the lowest coefficient being 0.640 and the highest being 0.853.

4.5. SEM Regression

The Following of a reliability statistical analysis, the equation model was determined to be appropriate for multiple regression. The dependent variable in this study is the students' performance, which is measured using the indicators of the independent variable—educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration—as indicated in table 4.6.

Figure 4.9: The Result of SEM Regression Analysis



Author's Calculation

Table 4.9: The Result of SEM Regression

Variables			B	C.R.	P-value	Interpretation
Management	--->	Performance	.082	3.131	.002	Rejected
Curriculum	--->	Performance	.100	2.242	.025	Rejected
Teaching	--->	Performance	.135	3.985	.000	Rejected
Facilities	--->	Performance	.237	7.066	.000	Rejected
Assessment	--->	Performance	.243	5.540	.000	Rejected

Variables			B	C.R.	P-value	Interpretation
Collaboration	--->	Performance	.278	7.838	.000	Rejected

Author's Calculation

Referring to the statistical regression analysis path between educational quality management and the students' performance at SHS-BIS in table 5.6. shown it is revealed from the corresponding regression coefficient and its 'C.R.' and 'p' value. The regression coefficient of management is 0.082 where the 'C.R.' and 'p' value are 3.131 and 0.002. The SEM regression results indicate that the dependent variables, i.e., students' performance had been significantly influenced by independent variable, management and the level of significance was less than five percent (5%). Hence, based on the above results, the null hypothesis "Ho1: management has no significant on students' performance at SHS-BIS, Phnom Penh, Cambodia" is rejected. In other words, it can be concluded that management has a significant influence on students' performance at SHS-BIS, Phnom Penh, Cambodia.

Referring to the statistical regression analysis path between educational quality management and the students' performance at SHS-BIS in table 5.6. shown it is revealed from the corresponding regression coefficient and its 'C.R.' and 'p' value. The regression coefficient of curriculum is 0.100 where the 'C.R.' and 'p' value are 2.242 and .025. The SEM regression results indicate that the dependent variables, i.e., students' performance had been significantly influenced by independent variable, curriculum and the level of significance was less than five percent (5%). Hence, based on the above results, the null hypothesis "Ho2: curriculum has no significant on students' performance at SHS-BIS, Phnom Penh, Cambodia" is rejected. In other words, it can be concluded that curriculum has insignificant influence on students' performance at SHS-BIS, Phnom Penh, Cambodia. With reference to table 4.9, the statistical regression analysis path between educational quality management and the students' performance at SHS-BIS is displayed. It can be seen from the relevant regression coefficient and its 'C.R.' and 'p' values. The teaching regression coefficient is .135, with 3.985 and .000 for the "t" and "p" values. The findings of the SEM regression show that the independent variable, teaching, had substantial impact on the dependent variables, or the students' performance, with insignificance level of less than five percent (5%). Therefore, the null hypothesis

"Ho3: Participation has no significant impact on students' performance at SHS-BIS, Phnom Penh, Cambodia" is rejected. In other word, it concluded that participation has influenced on the students' performance at SHS-BIS. The statistical regression analysis path between educational quality management and the students' performance at SHS-BIS is shown in table 5.6. The appropriate regression coefficient and its 'C.R.' and 'p' values demonstrate this. Regression coefficient for participation is 0.237, with "C.R." and "p" values of 7.066 and .000, respectively. With a significance level of less than five percent (5%), the results of the SEM regression demonstrate that the independent variable, facilities, had a significant influence on the dependent variables, or the students' performance. In other word, the null hypothesis "Ho4: facilities have no significant impact on students' performance at SHS-BIS, Phnom Penh, Cambodia" is rejected. Hence, it is concluded that the study determined that students' performance has been impacted by facilities.

Table 4.9 displays the statistical regression analysis path between the educational quality management of SHS-BIS students' performance. This is shown by the proper regression coefficient and its 'C.R.' and 'p' values. The regression coefficient of delegation is 0.243, and the corresponding "C.R." and "p" values are 5.540 and .000, respectively. The findings of the SEM regression shown that assessment, the independent variable, significantly influenced the dependent variables, which were the students' performance, at a significance level of less than five percent (5%). The null hypothesis "Ho5: assessment has no significant impact on students' performance at SHS-BIS, Phnom Penh, Cambodia" is rejected. Stated differently, the study found that assessment has a detrimental effect on students' performance. The last of the table 4.9 revealed that the statistical regression analysis path between educational quality management and the students' performance at SHS-BIS. The appropriate regression coefficient and its 'C.R.' and 'p' values demonstrate this. Regression coefficient for participation is 0.278, with "C.R." and "p" values of 7.838 and .000, respectively. With a significance level of less than five percent (5%), the results of the SEM regression demonstrate that the independent variable, collaboration, had a significant influence on the dependent variables, or the students' performance. In other word, the null hypothesis "Ho6: collaboration has no significant impact on students' performance at SHS-BIS, Phnom Penh, Cambodia"

is rejected. Hence, it is concluded that the study determined that students' performance has been impacted by collaboration.

4.6. Conclusion Remarks

The analysis conducted in this chapter yielded a noteworthy significant outcome in the senior high school located in Phnom Penh, Cambodia.

First, it discusses the effects of educational quality management on students' performance. On the basis of the availability of data, indicators of educational quality management, including educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration.

In addition, the analysis revealed the data which gathered from various campuses of BELTEI International School, Phnom Penh, Cambodia. Furthermore, the research that measures the influence of six independent variables, such as educational quality management, such as educational management, curriculum, teaching and educational staff, feature facilities, student assessment and collaboration had significant impact on students' performance.

To sum up, it can be concluded that the educational quality management had been influenced on the students' performance of the senior high school (grade 10-12) of BELTEI International School, Phnom Penh, Cambodia.

CHAPTER V

FINDINGS, CONCLUSION AND RECOMMENDATION

The aim of this chapter is to provide an overview of the study's conclusions. Additionally, this chapter will also provide the recommendation, scope for the further research in the future and the conclusion. In these cases, this chapter is divided into four sections in the instances. The study's findings will be presented in the first section. The conclusion take place in second section while the third section offers a suggestion or recommendation. The limitations and further research are included in the last section.

5.1. Findings

The thesis was conducted the survey of this study involved with 408 respondents, and the data was analyzed consuming AMOS to explore the effects of educational quality management on students' performance as well as the study's objective. The findings were presented in tables, providing a clear and convenient overview of the results in terms of numbers and percentages. According to the survey results in the table 5.2, teaching and educational staff received the highest mean score of 3.76 in the reliability test, followed by curriculum, student assessment, collaborations, educational management, and feature facilities with the mean scores of 3.73, 3.70, 3.66, 3.64, and 3.44 respectively. All of these variables, including teaching and educational staff, curriculum, student assessment, collaborations, educational management, and feature facilities, demonstrated a tendency to "agree," indicating an effect on students' performance.

The data of regression analysis presented in table 5.6 demonstrates that there is a significant relationship between educational management, curriculum, teaching and educational staff, features and facilities, student assessment, and collaborations (independent variables) and students' performance (dependent variable). The findings indicate that students' performance is notably influenced by educational management, curriculum, teaching and educational staff, features facilities, student assessment, and collaborations. The p-values for educational management, curriculum, teaching and educational staff, features and facilities, student assessment, and collaborations with the values of 0.002, 0.025, and $0.000 < 0.05$ respectively. These results suggest that the regression analysis is indeed significant. Therefore, it can be inferred that factors such as educational management,

curriculum, teaching and educational staff, features and facilities, student assessment, and collaborations play a crucial role in enhancing students' academic performance.

In short, the purpose of the thesis aims to improve the understanding of the effects of educational quality management on students' performance. The results of the study may offer some helpful advice to school business owner in Cambodia, especially those at the research area, i.e., BELTEI International School, Phnom Penh, Cambodia.

5.2. Conclusion

The study conducted a survey with 408 respondents to explore the effects of educational quality management on students' performance. The results showed that teaching and educational staff had the highest reliability score, followed by curriculum, student assessment, collaborations, educational management, and feature facilities. These variables all showed a tendency to affect students' performance. The regression analysis revealed a significant relationship between these variables and students' performance. The results showed that these factors significantly influence students' performance. The study aims to improve understanding of educational quality management and offer helpful advice to school business owners in Cambodia, particularly at BELTEI International School in Phnom Penh. The results may offer valuable insights for school business owners in the research area.

5.3. Recommendation and Suggestions

As can be seen from the findings' conclusion, the following advice has been taken into consideration as information for the BELTEI management team's decision- or plan-makers to organize the action plan based on the findings:

The outcome of the regression analysis indicates that the educational management has a big impact on students' performance. In order to satisfy students who enroll for more classes than they had intended to, the BELTEI management team should keep up with its work on educational management for applying frequently. Furthermore, students may enroll in or consider studying alternative classes due to they believe that enrollment at BELTEI International School, they will get a good quality of education in Phnom Penh, Cambodia as well as in the world. By doing so,

BELTEI Management Team will help the school/ campuses to increase the number of students and school profits.

Referring to the curriculum on students' performance is evident in regression analysis. The BELTEI Management Team should carefully consider the option of consistently providing a diverse range of study programs to students or allowing them to explore courses on a trial basis. This approach would enable students to familiarize themselves with new subjects and only pay the school fees if they are satisfied with the courses. Additionally, this approach would alleviate any concerns students may have about wasting money on unsatisfactory educational experiences. It is worth noting that the curriculum also serves as a marketing strategy, as it motivates students to invest in their education, ultimately influencing their academic performance.

The variable of teaching and educational staff is also strongly influent on students' performance. Hence, BELTEI Management Team should keep up teaching techniques and educational staff and also continue doing the task as the following: Finding the qualified teachers (FQT), school as well as management team have to choose qualified teachers to teach the students because the students have to absorb the knowledge from the teachers and challenge to other in the world. If the teachers are adequate of competency, the students will be well in learning and they will never change school to study.

Strengthening Teaching Techniques (STT), the teachers have to continue strengthening the teaching techniques to apply the knowledge to the students and make them easy to absorb the knowledge while teaching/ studying.

Conducting a job straining (CJS), the job training is very important event to the teachers and BELTEI Management Team also conduct it every year for sharing the teaching techniques to each other, so Management Team of BELTEI should continue this event to the teachers constantly.

Applying the extra programs existing (EPE) the extra program is also very importance for BELTEI International School because the students and the guardians of students are interesting in it. The extra programs are 1. Know How Improvement Program, 2. Mental Improvement Program, 3. Field Trip Program, 4. TV Program, 5. Writing Contest Program, 6. Mathematic Contest Program, 7. Debate Program, 8. Talent Contest Program and 9. Sport. So, the Management Team of school should

check teachers applying or not and ask them to apply to the classrooms for the subjects on the point.

Internal Rules Implementation (IIR), internal rule is very important in each school and BELTEI as well. The students can perform well in the academic performance because of internal rule, so the school has to keep up complying with the existing internal rule consistently.

In addition to this, the impact of the feature facilities on students' academic performance is clearly shown in regression analysis. The BELTEI Management Team ought to give great thought to the possibility of continuously maintaining a clean school or classroom environment in order to encourage students to take an enrollment or transfer from other schools. To ensure that students who enroll for more classes than they expected feel satisfied, school board or management team should continue working on features that facilitate frequent application. Additionally, this variable would allay any worries students could have regarding the amenities in school buildings in relation to their education studies. Not to mention, the feature amenities act as a marketing ploy by encouraging students to make decision to study.

Furthermore, the regression analysis of the student assessment indicated that has a big impact on students' academic performance. Student assessment mainly attracts students through the evaluating their ability and achievement of their study. To assess students' ability and students' achievement is a motivation strategy to encourage students feel satisfied and confident about the education they receive from school or their teachers. BELTEI school board and management team should consider on the assessment the students' ability on the subjects (i.e., mathematics, physics, chemistry and so on ...) if they consider to utilize student assessment approach in senior high school, they will be able to collect more students and increase school revenue.

Final variable, the results of the regression analysis showed that students' academic performance is significantly impacted by collaboration. The BELTEI management team should continue collaborating with organizations in the public and private sectors to give students the opportunity to take real study courses or field trips, as this is one way to draw in new students who enroll for more classes than they had planned. Additionally, because they think the school is the best, students could enroll

in or think about studying different classes. The BELTEI Management Team will assist the school in increasing enrollment and revenue by accomplishing this.

Last but not least, the information of the outcomes has been provided for the school board and all management team take an action plan or setting the expectation for the guidelines in course syllabus and schedule for the students and teachers of teaching and studying getting better and better and more and more student enrollment as well as increase school revenue.

5.4. Limitation of Study and Future Research

On the basis of the limitations of the present study as mentioned in chapter one, the scope for further research is presented below:

1. To understand the educational quality management and students' academic performance in senior high school from campus 1 to campus 5 of BELTEI International School, Phnom Penh, Cambodia. The only 340 students have been selected as a sample size. The study could have provided better results, had the size of the sample would have been larger.

2. To analyze the impact of the educational quality management on students' academic performance, independent variables such as educational quality management, curriculum, teaching and educational staff, feature facilities, student assessment, collaboration have been taken into account. The study could have provided better results, had the independent variables would have been more.

3. Future researchers may consider to take into account other areas including BELTEI, campus 6, 7, 8, 9 and until the last campus to assess the educational quality management of BELTEI in Phnom Penh, Cambodia. Thus, the limitations of the present study have provided the insights for further research in this field.

On the whole, the present study has made an attempt to analyze data by using more sample size, and assess the impact of the educational quality management on students' academic performance by using more independent variables of other BELTEI International School in Phnom Penh, Cambodia.

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APPENDICES

APPENDIX I: Research Questionnaires

Thank you for accepting and participating in responding the questionnaires on the topic “**The effects of educational quality management on students’ performance in senior high school. A Case study on BELTEI International School**”. Please respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

សូមថ្លែងអំណរគុណសម្រាប់ការចូលរួមសហការនិងយល់ព្រមឆ្លើយតបទៅនឹងសំណួរស្តីពីការគ្រប់គ្រងគុណភាពអប់រំលើការសិក្សារបស់សិស្សានុសិស្សវិទ្យាល័យ នៅសាលាប៊ែលទីអ៊ិនធើរណេស្កូល។ សូមមេត្តាឆ្លើយដោយស្មោះត្រង់ពីព្រោះទិន្នន័យនៅក្នុងនេះដែលនឹងត្រូវយកមកវិភាគទាល់តែជាប្រភេទទិន្នន័យដែលគួរឱ្យទុកចិត្តបាន ។

I. Instruction: Please tick where applicable

1. Age: 1. < 20 ☐, 2. 21-25 ☐, 3. 26-30 ☐,
 4. 31-40 ☐, 5. > 41 ☐
2. Gender: 1. Male ☐, 2. Female ☐
3. Campus: 1. Campus 1 ☐, 2. Campus 2 ☐, 3. Campus 3 ☐,
 4. Campus 4 ☐, 5. Campus 5 ☐
4. Education: 1. Graduate ☐, 2. Masters ☐, 3. PhD ☐
5. Academic experience: 1. Below five years ☐, 2. Five to nine years ☐,
 3. Ten years ☐, 4. Over ten years ☐
6. Position: 1. Campus Director (CD) ☐, 2. Dep-Campus Director (DK) ☐,
 3. Dep-Campus Director (DE) ☐, 4. Teacher ☐ 5. Student ☐

In the following sections use the rating scale below. Please circle the rank number which you think that it is most appropriate rating.

សូមអញ្ជើញគូសរង្វង់លេខណាមួយដែលជាចំណាត់ថ្នាក់សម្រាប់លោកអ្នកគិតថាវាសមរម្យសម្រាប់ស្ថានភាពនៃគុណភាពនៅគ្រឹះស្ថានសិក្សាអ្នក ។

II. Rating Scales

(5) = Strongly Agree or Satisfaction, យល់ស្របខ្លាំង ឬ ពេញចិត្តខ្លាំង (4) = Agree, or Satisfaction យល់ស្រប ឬ ពេញចិត្ត (3) = Neutral ធម្មតា ឬ នៅកណ្តាល

(2)=Disagree or dissatisfaction មិនយល់ស្រប ឬ មិនពេញចិត្ត

(1) = Strongly Disagree or dissatisfaction មិនយល់ស្របខ្លាំង ឬ មិនពេញចិត្តខ្លាំង

	Educational Management (Administrati-on and Supervision) at your school ការគ្រប់គ្រងរដ្ឋបាលអប់រំ នៅសាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
1.1	The school has defined vision, mission and action and operational plan which is followed by school's strategic plan. សាលារៀនបានកំណត់ ចក្ខុវិស័យ បេសកកម្ម ផែនការសកម្មភាពនិងផែនការ ប្រតិបត្តិច្បាស់លាស់បន្តចេញពីផែនការយុទ្ធសាស្ត្ររបស់ សាលា ។	1	2	3	4	5
1.2	The school has widely disseminated, including Vision, Mission and some regulation to teachers. សាលារៀនបានផ្សព្វផ្សាយ ចក្ខុវិស័យ បេសកកម្មនៃ ផែនការយុទ្ធសាស្ត្ររបស់ខ្លួននិងបទបញ្ជាផ្ទៃក្នុងសម្រាប់ ជូនដល់គ្រូបង្រៀនយ៉ាងទូលំទូលាយ។	1	2	3	4	5
1.3	The school arranged both ordinary or extraordinary meetings for promoting the principle policies , strengthening technical learning and teaching methods , curriculum and so on. សាលារៀនបានរៀបចំកិច្ចប្រជុំទាំងសមញ្ញនិងវិសមញ្ញ ស្តីពី ការផ្សព្វផ្សាយគោលនយោបាយ ពង្រឹងបច្ចេកទេសរៀននិង បង្រៀន កម្មវិធីសិក្សា ជាដើម។	1	2	3	4	5

1.4	The school disseminated the promotion policies and implement for the affective teachers' achievement. សាលារៀនបានផ្សព្វផ្សាយគោលការណ៍លើកទឹកចិត្ត និង អនុវត្តសម្រាប់គ្រូដែលមានស្នាដៃ ។	1	2	3	4	5
1.5	The school helps the teachers in solving the problem such as major consulting such as room , facilities, administration, and other relevant their teaching. សាលារៀនបានជួយផ្តល់ ប្រឹក្សាយោបល់និងសម្របសម្រួលដល់គ្រូបង្រៀន នូវបញ្ហា នានាដូចជា៖ បន្ទប់បង្រៀន រដ្ឋបាលសិក្សា បច្ចេកទេស បង្រៀន ការប្រឡង សម្ភារៈឧបទេស និងបញ្ហាផ្សេងៗ ដែលទាក់ទងនឹងការបង្រៀន។	1	2	3	4	5
1.6	An attitude of Campus Director (CD), Dep-Campus Director (DK), G. Ed officers, and head of technical teachers act in polite ways toward the teachers. អាកប្បកិរិយានាយកសាខា នាយករងសាខា ការិយាល័យចំណេះទូទៅនិងគ្រូប្រធានបច្ចេកទេសដែលបាន សំដែងមកលើគ្រូបង្រៀនប្រព្រឹត្តទៅសមរម្យ។	1	2	3	4	5

(If you have any comment, please Note question number.

បើសិនជាមានការផ្តល់យោបល់ខាងក្រោមនេះ សូមដាក់លេខរៀងសំណួរខាងលើ ជាមុន)

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	Curriculum of your school កម្មវិធីសម្រាប់រៀននិងបង្រៀននៅសាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
2.1	The school's curriculum is prepared by according with the Ministry of Youth and sport's curriculum. កម្មវិធីសិក្សារបស់សាលារៀនបានរៀបចំឡើងស្របតាម កម្មវិធីសិក្សារបស់ក្រសួងអប់រំយុវជននិងកីឡា។	1	2	3	4	5
2.2	The school's curriculum is consistent to the Ministry of Youth and sport's curriculum. កម្មវិធីសិក្សាក៏ដូចជាមុខវិជ្ជាសិក្សាតាមធនាសាររបស់ សាលារៀនបន្តិចទៅនិងកម្មវិធីសិក្សារបស់ក្រសួង អប់រំយុវជន និងកីឡា។	1	2	3	4	5
2.3	The school's curriculum is prepared for knowledge, attitude, and skills orientation. កម្មវិធីសិក្សាត្រូវរៀបចំឡើងតម្រង់ទិសទៅរកចំណេះដឹង (Knowledge) ជំនាញ (Skills) និងអកប្បកិរិយា/ ឥរិយាបថ (Attitude) ដើម្បីពង្រឹងពុទ្ធិរបស់សិស្សានុ សិស្ស។	1	2	3	4	5
2.4	The school's curriculum offers students' learning theory and practicing the real work. កម្មវិធីសិក្សាត្រូវរៀបចំឡើងឲ្យសិស្សានុសិស្សរៀន ទ្រឹស្តី ផងនិងអនុវត្តភាពជាក់ស្តែងផងដើម្បីបង្កើនសមត្ថភាព សិស្សានុសិស្ស។	1	2	3	4	5
2.5	The school's curriculum includes application software skills for the students to practice their skilled theory.	1	2	3	4	5

	សាលារៀនរៀបចំកម្មវិធីសិក្សាមានបញ្ចូលកម្មវិធីកំពូលទ័រ (Soft ware) ឬបន្ទប់ពិសោធន៍ សម្រាប់សិស្សានុសិស្ស អនុវត្តទ្រឹស្តីតាមតាមមុខវិជ្ជានីមួយៗ។					
2.6	The school's curriculum offers students twelve extra programs including know how improvement, mental improvement, field trip program, TV program, writing contest, mathematics contest, debate, talent contest and sport. កម្មវិធីសិក្សាសិក្សាបន្ថែម រួមមានសិក្សាតាមប្រព័ន្ធអេឡិចត្រូនិចបង្កើនចំណេះដឹងទូទៅទស្សនកិច្ចសិក្សាប្រកួតប្រជែង និងយាយសាធារណៈ ប្រកួតប្រជែងដៃកដេញដោលប្រកួតប្រជែងសំណេរ ប្រកួតប្រជែងគណិតវិទ្យា ប្រកួតប្រជែងអំណានអប់រំប្រកួតប្រជែងទេពកោសល្យសិក្សាតាមទូរទស្សន៍ កីឡា និងការអប់រំស្តេច (កម្មវិធីរ៉ូបូទិក)។	1	2	3	4	5

(If you have any comment, please note question number បើសិនជាមានការផ្តល់យោបល់ ខាងក្រោមនេះ សូមដាក់លេខរៀងសំណួរខាងលើ ជាមុន)

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	Teaching and Educational Staff at your School ការបង្រៀន និងបុគ្គលិកអប់រំនៅសាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
3.1	The teachers prepared the clear course syllabus to orient the student learning outcomes, such as learning objectives or student learning outcomes, course content, course outlines, teaching methods (software, pictures, or laboratory), assessment methods and reference book. លោកគ្រូ អ្នកគ្រូបានរៀបចំ ផែនការបង្រៀនដូច ជា៖ គោលបំណងនិងលទ្ធផលនៃការសិក្សាមាតិកាមុខវិជ្ជា ទិសដៅមុខវិជ្ជា វិធីសាស្ត្របង្រៀន (ជំនាញទន់រូបភាព ឬបន្ទីពិសោធន៍) វិធីសាស្ត្រវាយតម្លៃនិង ឯកសារយោង។	1	2	3	4	5
3.2	The teachers showed the clear course syllabus to orient the student learning outcomes. នៅពេលចាប់ផ្តើមធម្មាសលោកគ្រូ អ្នកគ្រូ បានផ្សព្វផ្សាយផែនការបង្រៀនច្បាស់លាស់ដល់សិស្សានុសិស្សដូចជា៖ ជំពូកមេរៀន លទ្ធផលការសិក្សា វិធីសាស្ត្របង្រៀន និង វិធីសាស្ត្រវាយតម្លៃការសិក្សា ។	1	2	3	4	5
3.3	The teachers have followed many methods in teaching against the course plan which had shown early. លោកគ្រូអ្នកគ្រូ បានអនុវត្តវិធីសាស្ត្របង្រៀនដោយដើរតាមផែនការបង្រៀន ដែលលោកគ្រូអ្នកគ្រូមាននិងបានបង្ហាញសិស្សាពីដើមធម្មាស។	1	2	3	4	5

	Feature Facilities at your school សម្ភារៈរូបវន្ត នៅសាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
4.1	The school buildings are beautifully maintained. អាគារសិក្សាមានការរៀបចំនិងថែទាំបានស្អាតល្អ។	1	2	3	4	5
4.2	The school has the teaching facilities (mini hall, small course rooms) are adequate. សាលារៀនមានសាលសហសិក្សាបន្ទប់តូចសម្រាប់រៀនតាមមុខវិទ្យា គ្រប់គ្រាន់ដើម្បី បម្រើគុណភាពរៀន និងបង្រៀន។	1	2	3	4	5
4.3	The school has enough laboratories or taking a field trip for theory, practice. សាលាមានបន្ទប់ ពិសោធន៍ គ្រប់គ្រាន់សម្រាប់សិស្ស អនុវត្តទ្រឹស្តីក្នុងថ្នាក់ ឬ ហ្វឹកហាត់ផ្ទាល់តាមរយៈការធ្វើទស្សនកិច្ចសិក្សាខាងក្រៅ ។	1	2	3	4	5
4.4	The school has enough Computer facilities and up-to-date. សាលាមានបន្ទប់ហ្វឹកហាត់ជំនាញតាម កម្មវិធី កុំព្យូទ័រ (Software) សម្រាប់សិស្សានុសិស្សអនុវត្តទ្រឹស្តីដែលបានរៀនក្នុងថ្នាក់ ។	1	2	3	4	5
4.5	Internet operates well on school ground. សេវាអ៊ីនធើណែតមានដំណើរការល្អ ល្បឿនលឿន គ្របដណ្តប់បរិវេណសាលាទាំងមូល សម្រាប់ លោកគ្រូ អ្នកគ្រូ និងសិស្សានុសិស្សស្រាវជ្រាវ ។	1	2	3	4	5

4.6	The school has a library set with relevant books arranged orderly and up-to-date (e-book). សាលាមានបណ្ណាល័យប្រកប ដោយសៀវភៅ គ្រប់មុខវិជ្ជា គ្រប់គ្រាន់ និងទាន់សម័យដូចជាមានសៀវភៅតាម e-book ជាដើម។	1	2	3	4	5
4.7	Environmental health and safety standards meet requirements in all aspects. សាលាមាន បរិយាកាសល្អ ជាសុខភាព និងស្តង់ដារសុវត្ថិភាពសម្រាប់បំពេញតម្រូវការសិស្សគ្រប់ទិដ្ឋភាពទាំងអស់ក្នុងការសិក្សា ។	1	2	3	4	5

(If you have any comment, please note question number. បើសិនជាមានការផ្តល់យោបល់ ខាងក្រោមនេះ សូមដាក់លេខសំណួរខាងលើ ជាមុន)

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	Student Assessment at your school ការវាយតម្លៃការសិក្សារបស់សិស្សនៅសាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
5.1	The school has operated entrance test for students' selection. សាលាបាន ធ្វើតេស្តបេក្ខជន ច្បាស់លាស់ ក្នុងការចូលរៀន។	1	2	3	4	5
5.2	Teachers have conducted students' assessment for formative, and summative tests strictly. លោកគ្រូ អ្នកគ្រូបានវាយតម្លៃ (តេស្ត) សិស្សានុសិស្ស សម្រាប់ អភិវឌ្ឍការសិក្សានិង ប្រឡង បញ្ចប់ការសិក្សាយ៉ាងហ្មតចត់ ។	1	2	3	4	5

5.3	The assessment methods cover the course objectives of the curriculum. វិធីសាស្ត្រ វាយតម្លៃ ការសិក្សារបស់សិស្ស (quiz ,homework , presentation and/ or writing test for 1 st semester and 2 nd semester exams) គ្របដណ្តប់ កម្មវត្ថុនៃមុខវិជ្ជា (Course Objectives) ដែលលោកគ្រូ អ្នកគ្រូ បានកំណត់។	1	2	3	4	5
5.4	All exam assessments (Monthly test, 1 st Semester, 2 nd Semester exams) in the class are conducted with transparency. ការវាយតម្លៃការសិក្សារបស់សិស្សានុសិស្សគ្រប់សម័យ ប្រឡង (Monthly test, 1 st Semester, 2 nd Semester exams) ក្នុងថ្នាក់រៀនប្រព្រឹត្តទៅដោយ តម្លា ភាព យុត្តិធម៌ (មិនលួចចម្លងសំណៅ ចម្លងគ្នា) ។	1	2	3	4	5
5.5	The student assessment methods are always consistent with the student learning outcomes and teaching methods. វិធីសាស្ត្រវាយតម្លៃការសិក្សារបស់សិស្សធ្វើឡើងបន្ស៊ីគ្នា ជាមួយលទ្ធផលនៃការសិក្សារបស់សិស្សនិងវិធីសាស្ត្រ បង្រៀនរបស់គ្រូ ។	1	2	3	4	5

(If you have any comment, please note question number. បើសិនជាមានការផ្តល់យោបល់ ខាងក្រោមនេះ សូមដាក់លេខសំណួរខាងលើ ជាមុន)

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	Collaborations with your school កិច្ចសហប្រតិបត្តិការជាមួយដៃគូរបស់សាលារៀន	Strongly Unsatisfaction	Unsatisfaction	Neutral	Satisfaction	Strongly Satisfaction
6.1	The school has cooperated widely with the parents/ guardians of students and the Ministry of Youth and sport. សាលារៀនមានកិច្ចសហប្រតិបត្តិការជាមួយអ្នកអាណាព្យាបាលសិស្សានុសិស្ស និងក្រសួងអប់រំយុវជន និងកីឡា យ៉ាងទូលំទូលាយ។	1	2	3	4	5
6.2	The school has widely disseminated about the collaborations with outside partners to the students. សាលារៀនបានផ្សព្វផ្សាយកិច្ចសហការជាមួយក្រុមហ៊ុន សហគ្រាសខាងក្រៅជូនដល់សិស្សានុសិស្សយ៉ាងទូលំទូលាយ ។	1	2	3	4	5
6.3	The school has compiled and disseminated networks with public, private and NGOs sectors (phone number, e-mail) for study and research. សាលារៀន បានចងក្រង និង ផ្សព្វផ្សាយ បណ្តាញទំនាក់ទំនង(លេខទូរស័ព្ទ អ៊ីម៉ែល) ជាមួយ វិស័យឯកជននិងអង្គការក្រៅរដ្ឋាភិបាលសម្រាប់ឲ្យសិស្ស ចុះហ្វឹកហាត់ការសិក្សា និងស្រាវជ្រាវ។	1	2	3	4	5
6.4	The students often outreach the internship at the real workplace of partners and historical sites. សិស្ស ជាញឹកញយមានចុះទស្សនៈកិច្ចសិក្សាដល់ទី	1	2	3	4	5

	Students' Performance at your Senior High School ការលើកកម្ពស់ការសិក្សារបស់សិស្សានុសិស្សវិទ្យាល័យ	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The school's management has developed and good strategic plan implementation. សាលារៀនមានការអភិវឌ្ឍផ្នែកគ្រប់គ្រងនិងអនុវត្តតាមផែនការច្បាស់លាស់សម្រាប់បម្រើគុណភាពការសិក្សារបស់សិស្សានុសិស្ស។	1	2	3	4	5
2	The school's curriculum is oriented to educational quality enhancement and the students are available for the National Exam from 88% to 93%. កម្មវិធីរៀននិងបង្រៀនរបស់សាលាមានការតម្រង់ទិសដើម្បីឲ្យសិស្សានុសិស្សប្រឡងជាប់ចាប់ពី៨៨% ទៅ ៩៣%។	1	2	3	4	5
3	Good qualified school's staff provides good services, and enhancing the effective student learning outcome លោកគ្រូ អ្នកគ្រូរបស់សាលា មានគុណវុឌ្ឍិល្អ ផ្តល់សេវាល្អ និងលើកកម្ពស់គុណភាពដល់លទ្ធផលនៃការសិក្សារបស់សិស្សានុសិស្ស។	1	2	3	4	5
4	Infrastructure and facilities are sufficiently served on students' performance. សាលារៀនមានអគារសិក្សា បន្ទប់ពិសោធន៍ កុំព្យូទ័រ អ៊ីនធឺណិត និងសម្ភារៈបង្រៀនផ្សេងៗគ្រប់គ្រាន់ ក្នុងការបម្រើដល់ការសិក្សា សំដៅលើកកម្ពស់សមត្ថភាពសិស្សក្នុងការសិក្សាសាស្ត្រ។	1	2	3	4	5
5	Students' assessment at school has been consistent with the student learning	1	2	3	4	5

	outcomes, teaching methods to help enhancement to BII National Exam. ការវាយតម្លៃការសិក្សារបស់សិស្សប្រព្រឹត្តទៅសមស្របទៅនឹងលទ្ធផលការសិក្សារបស់សិស្ស និងវិធីសាស្ត្របង្រៀនពិតជាជួយលើកស្ទួយសមត្ថភាពសិស្សក្នុងការតម្រង់ទិសឱ្យទទួលបានលទ្ធផលល្អក្នុងការប្រឡងថ្នាក់ជាតិ។					
6	The School has cooperated with many private sectors and historical sites for the students' study and research, field trip, guest speaker to practice their classes' theories. សាលាមានកិច្ចសហការជាមួយ ក្រុមហ៊ុន សហគ្រាស និងកន្លែងប្រវត្តិសាស្ត្រនានា ជាច្រើនសម្រាប់សិស្សចុះសិក្សាស្រាវជ្រាវ អនុវត្ត សំដៅលើកស្ទួយ សមត្ថភាពសិស្ស។	1	2	3	4	5
7	The students' performance needs enough budget plans for action plan, operational plan for operation. ការអនុវត្តគុណភាពរៀននិងបង្រៀនត្រូវការចាំបាច់មានគម្រោងថវិកាគ្រប់គ្រាន់សម្រាប់ផែនការសកម្មភាពនិងផែនការប្រតិបត្តិក្នុងការអនុវត្តដំណើរការគុណភាព។	1	2	3	4	5

(If you have any comment, please note question number. បើសិនជាមានការផ្តល់យោបល់ខាងក្រោមនេះ សូមដាក់លេខសំណួរខាងលើ ជាមុន)

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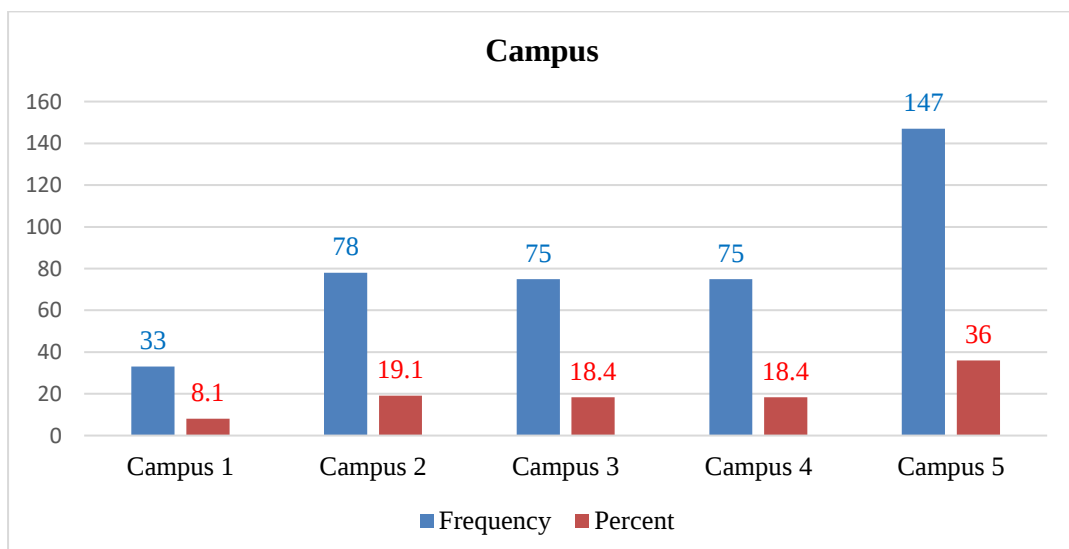
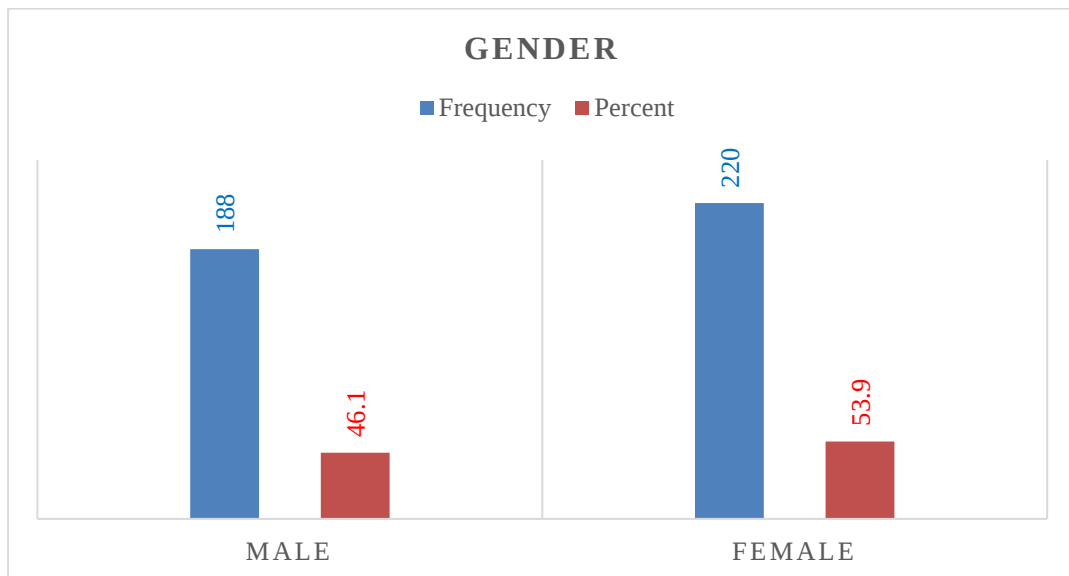
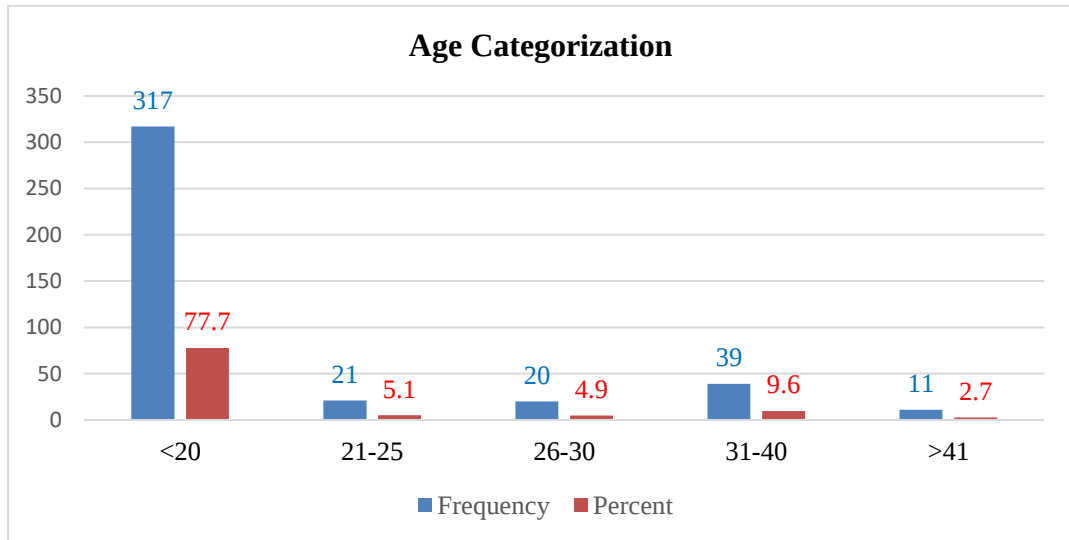
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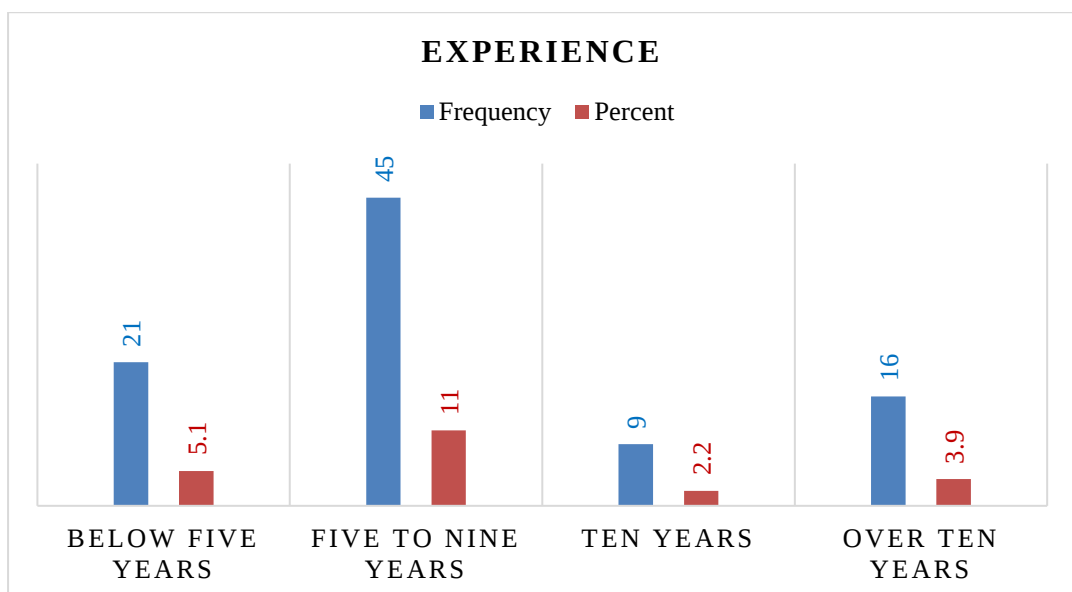
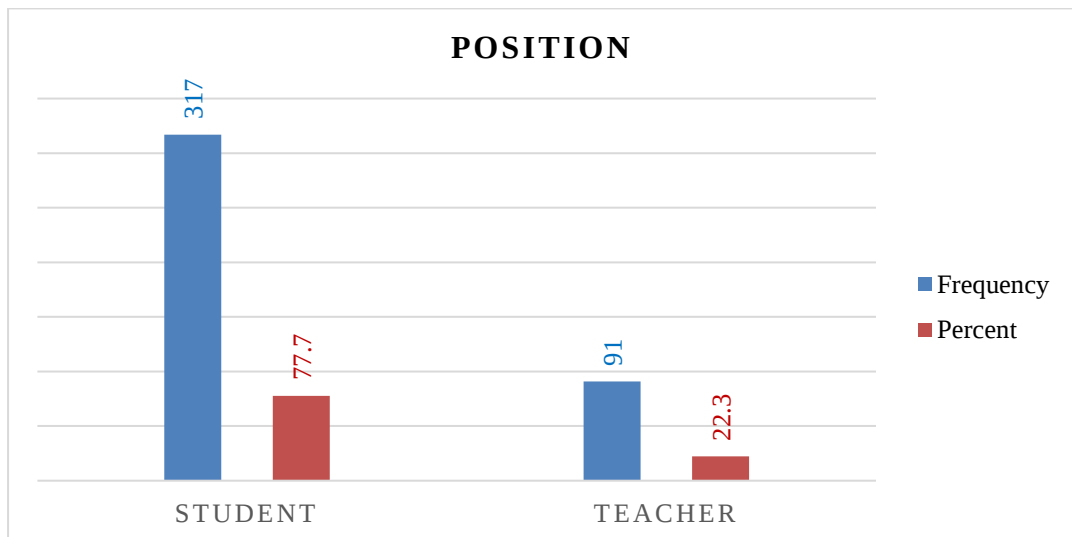
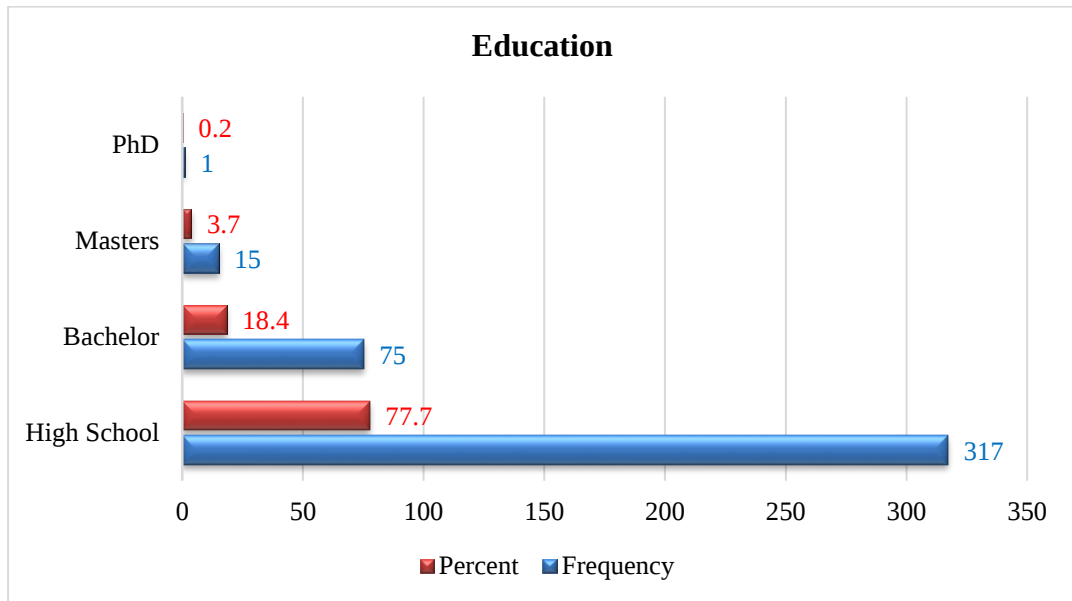
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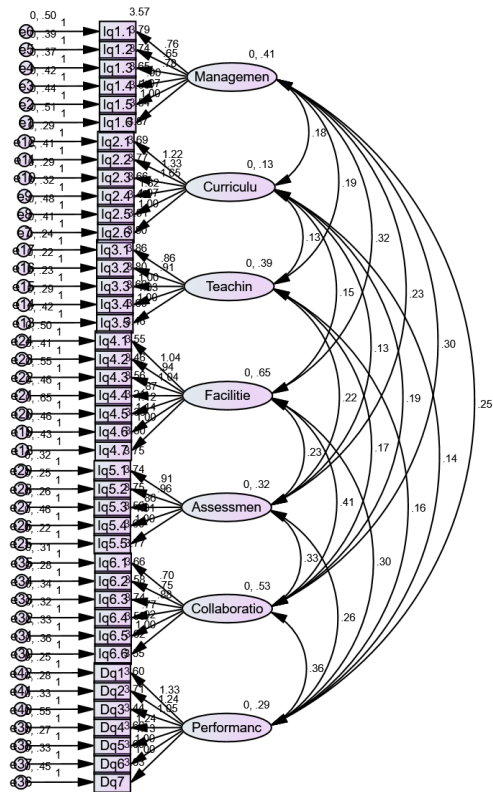
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APPENDIX II: Charts

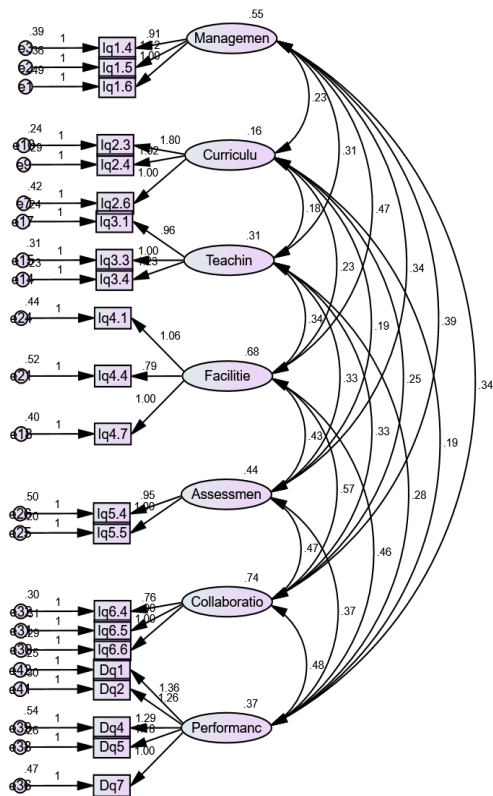




The Result of first GOF Analysis



The Result of Second GOF Analysis



The Result of SEM Regression Analysis

