ABSTRACT

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

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The purpose of this study was to develop an instructional leadership model for outcome-based education for private higher education institutions in Cambodia. The model was developed to enhance quality teaching, and subsequently promote student learning.

An exploratory sequential mixed-methods research design (quantitative and qualitative) was used for the study. Five private universities in Cambodia with 211 lecturers and 10 academic administrators participated in the study. A survey was used to collect the quantitative data from the lecturers and an interview was held to collect qualitative data from the academic administrators. For the quantitative data, statistical analysis was carried out to obtain the Mean and Standard Deviation. Multiple regression analysis was utilized to find significant variables. The qualitative data was analyzed using content analysis.

The findings of instructional leadership practices and outcome-based education practices were consistent with the overall framework of the theories. The current practices of instructional leadership significantly correlated with the current practices of outcome-based
education. Four dimensions including: Professional Development, Supervision of Curriculum Development and Instruction, and A Supportive and Collaborative Environment strongly and significantly correlated with all stages of outcome-based education. Moreover, three factors were found to be significant in affecting the instructional leadership practices. These factors included Qualification, Skills, and Experience \((p=.000, B=.301)\), Cooperation, Culture, and Values \((p=.001, B=.235)\), and Funding and Facilities \((p=.012, B=.141)\).

Instructional leadership was found to be moderately practiced by the academic administrators of the five Cambodian private universities. Outcome-based education was not found to be typically practiced by the selected universities. However, the quantitative data derived from the survey gave greater Mean score while the interviews offered in depth of the current practices. A model of instructional leadership for outcome-based education was developed with two parts: instructional leadership and outcome-based education. The new instructional leadership model will hopefully be utilized by lecturers, the academic administrators of the faculty of education, and other faculties of the universities.