

10 June, 2023

Dr. Taniguchi and master's students, Souksamay Inthavongsa and Say Sokunpharoth presented their research at the 24th spring conference of the Japan Society for International Development (JASID) held in Akita city on June 10, 2023.



### **Kyoko Taniguchi**

#### **A Study on Continuous Measurement of Academic Achievement in Developing Countries Based on Test Theory: A Case of Malawi, Ghana, and Uganda**

##### **Abstract**

In most low-income countries, acquiring basic academic achievement is a significant issue. In many cases, academic achievement was measured by a test. However, in existing tests, question items still need to be developed to measure curriculum attainment, and only a few questions are opened. By drawing data from Malawi, Ghana, and Uganda, this study aimed to develop tests to measure comparative and continuous curriculum attainment and to analyze it. In developing tests, firstly, the common curriculum was developed by analyzing the national curriculum of English and mathematics in each country. Then, question items were created referring to textbooks and tests in each country. Finally, tests were constructed by selecting developed question items. Because of the different achievement levels in the three countries, tests were developed in two types: Test A for Malawi and Uganda and Test B for Ghana. The sample was 900 grade 5 and 636 grade 6 students in 12 primary schools in Malawi, 919 grade 5 and 981 grade 6

students in 23 primary schools in Ghana, and 1049 grade 5 and 966 grade 6 students in 18 primary schools in Uganda. Data was collected in Malawi from October to November 2021, Ghana from January to February 2022, and Uganda from June to July 2022. In the analysis, classical test theory and item response theory were used. By checking item difficulties and item discriminations in all question items, they were appropriate values. In English achievement, the mean difference between grades 5 and 6 was 0.476 in Malawi, 0.373 in Ghana, and 0.768 in Uganda. In mathematics achievement, the mean difference between grades 5 and 6 was 1.092 in Malawi, 0.534 in Ghana, and 1.066 in Uganda. The differences were significant in Malawi and Uganda. The results contribute to discussing developing tests to measure curriculum attainment.

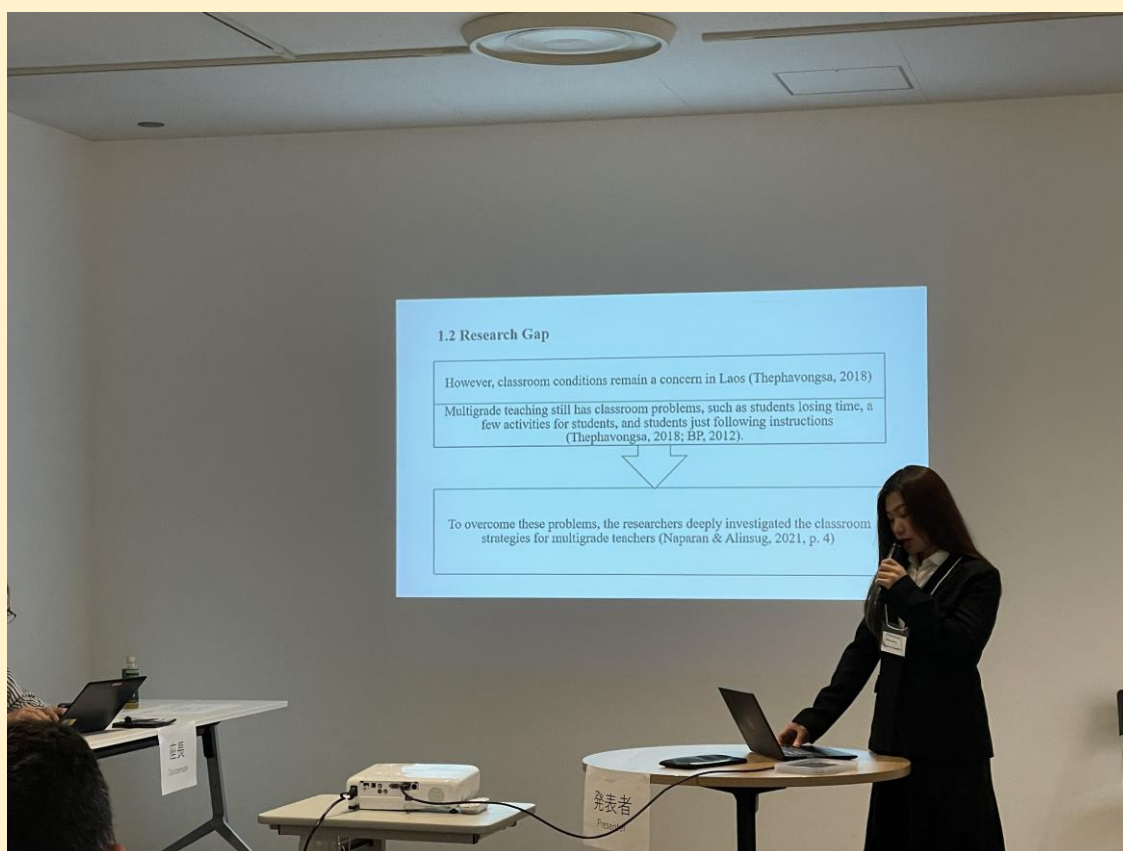
**Souksamay Inthavongsa**

### **Classroom Strategies of Multigrade Teachers in Primary Schools in Lao PDR**

#### **Abstract**

Multigrade teaching is commonly employed in areas with low population density or limited resources. In Laos, multigrade classes increased yearly to 30.5% in 2021. This study examined multigrade teachers' classroom strategies to overcome the difficulty of multigrade teaching in Laos. The research was conducted in 63 primary schools in Samneua district, Houaphanh province, Laos PDR, using mixed methods such as a questionnaire for 100 multigrade teachers, semi-structured interviews with eight teachers, and classroom observation in five classes. The results showed that the classroom strategies of multigrade teachers were identified into five categories: classroom management, differentiated instruction, collaborative learning, teacher flexibility, and peer studying. In classroom management, teachers frequently assess and support students while teaching. In differentiated instruction, teachers successfully supported individual students with slower abilities. In collaborative learning, teachers encouraged students to engage in self-directed learning. Teacher flexibility was demonstrated through the encouragement of social interaction among students. Lastly, in peer studying, teachers grouped students with higher grades together with those with lower grades to support peer learning. However, teachers had difficulties with a lack of multigrade teaching training and communicating with students who were ethnic minorities. Teachers tried to overcome these difficulties by exchanging knowledge with peers from other schools and providing activities tailored to students' abilities through diverse teaching materials. The findings of this study offer insights into the effective classroom strategies utilized by multigrade teachers in primary schools in Laos, contributing to the improvement of multigrade

teaching practices.



**Say Sokunpharoth**

## **Community Participation in School Management Contributing to Promotion Rate: A Case of Kampong Thom Province in Cambodia**

### **Abstract**

After the introduction of School-Based Management in Cambodia in 2018, the role of the community in school management has been more emphasized than before. However, the percentages of schools obtaining funds and other activities from the community are largely different among schools. The study aimed to explore the effects of community participation in school management that contribute to student promotion rates. Field research was conducted in 22 public primary schools in three districts: Kampong Svay, Santouk, and Stung Sen of Kampong Thom province, Cambodia, from January to February 2023. Mixed methods were used to collect data: questionnaires to 103 members of School Management Committees (SMCs) and semi-structured interviews with eight chief and vice-chief of the members. The activities from SMC were classified

into five categories: school planning and budget management, students and school assessment, community role and school governance, staff management, and school accountability. SMCs actively participated in developing school improvement and annual budget plans, but they had difficulties strengthening financial management skills, and developing and maintaining a clear financial management system. On the other hand, SMCs strongly helped collect school-aged children and educate the local people to send them to school on time. In addition, SMCs closely monitored whether the school reorients actions based on their suggestion. Still, they had challenges in raising funds from the local community to build more rooms to facilitate the learning of the students and school building or maintenance work. Nonetheless, SMCs did not manage to hold regular meetings to discuss the issues of teachers. Some activities, such as supporting children to send to schools and better learning environment, directly influenced promotion rates, while some activities, such as school planning and budget management, indirectly affected promotion rates. The findings discuss community participation in school management to support student learning in Cambodia.

