

Appendix B: Statistical tables

Figure B1: Teacher dataset structure and reporting settings

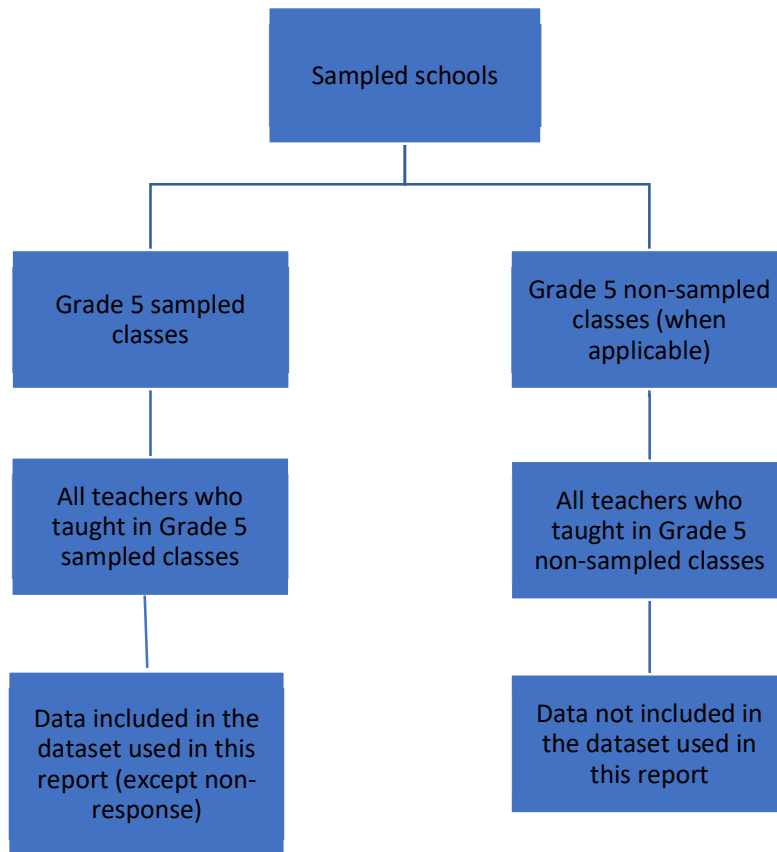


Table B1: Teacher participation rates

Country	Number of participating Grade 5 classes	Number of participating Grade 5 classes without teacher questionnaire	Number of participating Grade 5 classes with available teacher questionnaire	Number of teacher questionnaires in participating Grade 5 classes	Number of teacher questionnaires in non-participating Grade 5 classes	Total number of teacher questionnaires
Cambodia	177	2	175	179	201	380
Lao PDR	233	3	230	282	0	282
Malaysia	160	0	160	1517	1928	3445
Myanmar	201	7	194	398	34	432
Philippines	173	28	145	538	615	1153
Viet Nam	150	3	147	325	507	832
Total	1094	43	1051	3239	3285	6524

Table B2: Distribution of teachers in participating Grade 5 classes with available teacher questionnaires (Table B1 – column 4)

Number of teachers in participating classes	Number of participating classes with available teacher questionnaires					
	Cambodia	Lao PDR	Malaysia	Myanmar	Philippines	Viet Nam
1	171	192	3	88	51	64
2	4	26	1	53	15	25
3		10	1	27	14	29
4		2	2	12	12	21
5			5	12	12	8
6			13	1	14	
7			11		11	
8			19		11	
9			20	1	1	
10			23			
11			19		1	
12			16		2	
13			15			
14			7		1	
15			3			
16						
17						
18			1			
19						
20						
21						
22			1			
Total	175	230	160	194	145	147

Table B3: Percentage of Grade 5 children by teacher demographics

Country	Female teacher		Teacher below age 35		Teacher with less than 5 years' experience	
	%	S.E.	%	S.E.	%	S.E.
Cambodia	41.4	4.1	54.6	4.1	30.5	4.0
Lao PDR	44.2	3.2	42.4	3.3	12.4	2.3
Malaysia	63.4	1.6	20.9	1.4	10.6	1.0
Myanmar	78.0	2.4	60.5	3.3	48.6	3.3
Philippines	76.5	2.2	34.5	2.5	26.4	3.0
Viet Nam	69.8	3.5	30.1	2.9	11.7	1.9

Note: S.E. = standard error.

Table B4: Percentage of Grade 5 children by teachers' highest level of education

Country	ISCED level 7 (master's degree or equivalent) or above		ISCED level 6 (bachelor's degree or equivalent)		ISCED level 5 (short-cycle tertiary)		ISCED level 4 (post-secondary non-tertiary)		ISCED level 3 (upper secondary) or below	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	0.0	0.0	1.2	0.9	35.4	3.6	2.1	1.2	61.3	3.8
Lao PDR	1.0	0.8	2.5	1.0	56.0	3.2	36.5	2.9	4.1	1.2
Malaysia	4.6	0.7	83.6	1.2	9.2	0.9	1.2	0.4	1.5	1.1
Myanmar	0.9	0.6	88.4	1.9	5.3	1.2	2.3	0.9	3.1	0.3
Philippines	21.9	2.3	78.1	2.3	0.0	0.0	0.0	0.0	0.0	0.0
Viet Nam	0.6	0.4	67.9	2.5	26.0	2.4	0.0	0.0	5.5	1.0

Note: S.E. = standard error.

Table B5: Percentage of Grade 5 children attending schools by principals' report of issues hindering school capacity

Country	Shortage or inadequacy of classrooms		Shortage or inadequacy of toilets		Shortage or inadequacy of instructional materials (e.g. textbooks)		Shortage or inadequacy of computers for instruction		A lack of qualified teachers	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	47.9	3.8	42.6	3.9	34.4	3.8	64.1	3.7	41.1	3.8
Lao PDR	62.5	3.3	50.5	3.5	53.7	3.8	25.6	3.2	55.9	3.5
Malaysia	32.9	3.8	24.7	3.1	21.0	3.3	52.6	3.4	28.2	3.6
Myanmar	49.1	3.6	45.9	4.0	49.1	4.0	33.0	3.7	44.1	3.9
Philippines	43.0	4.0	36.8	3.7	60.7	3.6	66.0	3.7	12.4	2.7
Viet Nam	22.6	3.4	24.0	3.6	14.6	2.7	37.9	4.1	13.4	2.9

Note: S.E. = standard error.

Table B6: Percentage of Grade 5 children by teachers' pedagogical training content

Country	Classroom management		Student assessment		ICT		General teaching methods/ pedagogy		Inclusive education/ special needs education		Differentiated instruction	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	83.2	3.3	71.3	4.5	22.2	3.6	87.9	3.1	33.0	3.8	60.9	4.2
Lao PDR	46.1	3.1	66.1	3.3	26.0	3.1	79.2	2.8	38.4	3.5	47.9	3.6
Malaysia	93.7	0.7	93.4	0.6	90.7	0.9	97.7	0.4	29.2	1.4	43.1	2.0
Myanmar	90.1	2.1	95.1	1.5	48.6	3.4	97.9	0.9	47.2	3.7	97.2	1.0
Philippines	92.1	1.7	90.5	2.1	82.7	2.9	91.5	2.0	46.8	3.7	87.0	2.3
Viet Nam	95.1	1.5	99.3	0.6	96.1	0.8	99.5	0.3	79.9	2.6	88.0	2.2

Note: S.E. = standard error.

Table B7: Percentage of Grade 5 children by teachers' confidence in using various teaching approaches

Country	Group work		Discovery learning		Problem-solving		Role-playing		Research work		Lecturing	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	96.1	1.6	77.4	3.8	83.5	2.6	71.4	3.5	80.2	3.1	59.1	4.2
Lao PDR	93.5	1.7	94.4	1.7	83.3	2.3	79.2	2.8	86.4	2.2	84.5	2.4
Malaysia	97.8	0.5	82.6	1.3	94.8	0.6	92.6	0.8	67.7	1.5	84.8	2.3
Myanmar	96.9	1.3	91.4	2.0	89.1	2.3	86.8	2.4	55.9	3.3	86.7	1.1
Philippines	95.6	1.2	88.6	1.7	85.9	2.1	89.1	1.7	49.2	3.4	95.9	1.0
Viet Nam	99.2	0.5	98.0	0.7	96.8	1.1	90.3	1.8	80.7	2.3	99.6	0.4

Country	Laboratory activities		Collaborative teaching		ICT-supported activities		Multi-age teaching		Differentiated instruction	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	63.9	4.0	88.0	2.3	41.4	4.5	64.0	3.6	76.0	3.1
Lao PDR	59.3	3.0	93.2	1.9	53.6	3.3	68.2	3.4	73.5	3.4
Malaysia	71.5	1.4	95.0	0.7	89.2	1.0	75.5	1.4	62.2	1.9
Myanmar	49.0	3.8	95.2	1.7	57.0	3.3	68.3	2.9	95.9	1.5
Philippines	67.4	2.8	92.2	1.8	76.0	2.3	67.9	3.1	88.6	2.1
Viet Nam	66.9	3.4	97.1	0.9	93.1	2.2	89.6	2.4	93.0	2.0

Note: S.E. = standard error.

Table B8: Regression coefficient for the effect of teacher(s) characteristics on children learning performance in reading and writing

Country	Teachers' classroom average years of experience – less than 5 vs 5 or more		Teachers' classroom average highest level of education – less than post-secondary vs post-secondary or above		One specialist teacher for a non-language subject reference vs one generalist or language specialist teacher (as defined in Area 3)		One specialist teacher for a non-language subject reference vs more than one teacher present (as defined in Area 3)	
	Coeff.	S.E.	Coeff.	S.E.	Coeff.	S.E.	Coeff.	S.E.
Cambodia reading	0.3	2.6	5.5	2.2	3.5	27.1	7.7	85.9
Cambodia writing	1.7	3.0	5.4	2.6	4.6	32.2	9.7	62.9
Lao PDR reading	3.2	3.6	-7.1	7.1	-2.3	34.1	1.8	41.0
Lao PDR writing	6.6	4.5	-7.3	10.7	-1.3	49.8	3.0	64.6
Malaysia reading	6.3	2.5	-3.7	4.3	4.1	42.9	1.8	26.5
Malaysia writing	4.0	2.1	-3.3	3.9	3.1	31.2	1.2	19.5
Myanmar reading	-5.1	1.7	7.9	1.9	-0.3	21.0	0.4	29.8
Myanmar writing	-3.8	2.0	-0.3	1.7	-0.2	25.5	-0.2	31.2
Philippines reading	-1.8	2.7	n.a	n.a	2.8	26.8	2.8	28.9
Philippines writing	-0.6	3.6	n.a	n.a	2.1	33.1	2.6	33.6
Viet Nam reading	-4.3	3.3	1.0	4.1	-0.6	39.7	2.9	43.1
Viet Nam writing	-1.7	2.4	-0.2	3.5	1.1	29.2	4.4	34.4

Note: Significant differences ($p < 0.05$) indicated in bold; linear regression modelling reading and writing student scores and individual variable as covariate; S.E. = standard error.

Table B9: Percentage of Grade 5 children by proportion of low-performing readers in the classroom

Country	Less than 10%		10% to 50%		More than 50% to less than 75%		75% and more	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	22.5	3.3	67.6	3.8	7.6	1.9	2.2	1.1
Lao PDR	31.7	2.9	49.2	3.2	15.8	2.2	3.3	1.0
Malaysia	33.6	3.3	50.5	3.2	8.7	2.0	7.1	2.1
Myanmar	30.4	3.0	56.3	3.3	9.8	2.4	3.5	1.4
Philippines	29.5	3.1	56.2	4.0	12.1	2.5	2.2	1.1
Viet Nam	24.2	3.2	63.3	3.8	6.3	2.0	6.2	1.9

Note: S.E. = standard error.

Table B10: Percentage of Grade 5 children by proportion of students in the classroom often speaking the language of instruction at home

Country	Less than 40%		40% to less than 90%		90% or more	
	%	S.E.	%	S.E.	%	S.E.
Cambodia	0.0	0.0	19.7	3.1	80.3	3.1
Lao PDR	29.4	2.7	44.3	3.4	26.4	3.2
Malaysia	9.4	2.0	39.2	3.3	51.4	3.4
Myanmar	20.5	2.7	15.7	2.7	63.9	2.7
Philippines	99.2	0.7	0.8	0.7	0.0	0.0
Viet Nam	7.8	1.8	7.7	2.3	84.5	2.7

Note: S.E. = standard error.

Table B11: Percentage of Grade 5 children by class size

Country	Fewer than 25 students		25 to 40 students		More than 40 students	
	%	S.E.	%	S.E.	%	S.E.
Cambodia	25.2	2.5	51.9	3.9	22.9	3.2
Lao PDR	65.6	2.6	27.9	3.0	6.5	2.1
Malaysia	31.3	3.3	62.5	3.8	6.2	2.1
Myanmar	44.4	3.1	26.8	3.4	28.8	2.8
Philippines	14.1	2.6	47.3	3.8	38.6	3.4
Viet Nam	18.9	2.0	64.0	2.8	17.1	2.0

Note: S.E. = standard error.

Table B12: Percentage of Grade 5 children by access to teaching and learning materials in the classroom

Country	Wall chart		Power outlets		Dictionary		Class set of textbooks		Classroom library		Bookshelves	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	93.1	1.8	62.3	3.5	60.9	4.0	94.8	2.1	34.1	4.2	35.5	3.7
Lao PDR	69.2	2.7	56.1	2.8	25.8	2.8	95.0	1.6	55.7	3.1	52.8	3.2
Malaysia	86.8	1.1	82.7	1.5	58.6	2.0	62.1	1.8	77.6	1.7	80.7	1.7
Myanmar	90.5	1.9	49.5	3.3	62.1	3.4	95.6	1.5	57.6	3.6	43.4	3.6
Philippines	95.1	1.3	90.5	2.0	83.6	2.2	94.0	1.4	85.5	2.2	90.2	1.8
Viet Nam	97.3	0.9	99.1	0.5	54.0	3.5	98.2	0.8	75.9	3.3	61.6	3.7

Country	Lockable cabinet		Teacher desk		Desks for all students		Television/monitor		Overhead projector		Computer	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	35.1	4.1	98.9	0.9	96.8	1.4	2.7	1.0	1.4	0.8	14.0	2.9
Lao PDR	41.5	3.2	96.0	1.3	95.7	1.3	4.4	1.5	3.4	1.3	17.1	2.5
Malaysia	37.7	2.3	97.8	0.5	95.9	0.7	15.2	2.0	17.7	1.7	19.0	1.5
Myanmar	54.7	3.6	97.4	0.9	86.0	2.5	21.9	2.9	5.0	1.4	8.0	1.6
Philippines	50.8	3.4	97.7	0.9	90.4	1.8	45.4	3.4	28.8	2.9	36.5	3.3
Viet Nam	78.1	3.3	99.4	0.5	99.1	0.5	27.8	2.7	31.9	2.3	39.0	3.4

Country	Interactive whiteboard	
	%	S.E.
Cambodia	1.6	0.9
Lao PDR	2.0	0.8
Malaysia	44.2	1.8
Myanmar	7.7	1.7
Philippines	13.9	2.1
Viet Nam	22.9	2.8

Note: S.E. = standard error.

Table B13: Percentage of Grade 5 children by teachers' reporting of teacher attitudes

Country	Teacher positive attitude		Teachers' feeling of belonging		High teacher morale		Teacher enthusiasm		Teacher pride	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	54.9	3.9	47.1	4.1	60.6	3.9	61.6	3.8	66.8	3.7
Lao PDR	75.4	2.9	61.7	3.3	69.5	3.4	67.7	3.5	91.0	1.6
Malaysia	95.2	1.7	94.5	1.7	91.1	2.2	90.9	2.1	94.7	1.7
Myanmar	48.5	4.0	41.8	3.8	42.5	3.6	47.8	3.7	55.9	4.2
Philippines	83.0	3.1	89.5	2.4	87.5	2.4	83.5	2.8	90.9	2.4
Viet Nam	79.5	3.3	80.8	3.1	79.2	3.3	81.5	3.2	80.9	3.3

Note: S.E. = standard error.

Table B14: Percentage of Grade 5 children whose school principals report evaluation practice

Country	Observations by the principal or senior staff		Observations by inspectors or other persons external to the school		Assessments of student achievement		Observation by other teachers (peer reviews)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	96.9	1.1	60.7	3.7	90.0	2.4	75.8	3.2
Lao PDR	93.5	1.6	79.4	2.8	95.7	1.3	88.8	2.2
Malaysia	100.0	0.0	60.1	5.0	83.3	3.3	88.2	2.0
Myanmar	96.0	1.5	74.5	3.6	97.4	1.3	56.9	3.6
Philippines	100.0	0.0	62.1	4.4	100.0	0.0	68.1	3.3
Viet Nam	99.9	0.1	68.8	3.5	100.0	0.0	94.9	1.8

Note: S.E. = standard error.

Table B15: Percentage of Grade 5 children by number and type of teachers available for language lessons

Country	One non-language specialist teacher		One generalist or language specialist teacher		More than one generalist or specialist (language or non-language) teacher	
	%	S.E.	%	S.E.	%	S.E.
Cambodia	30.9	3.5	68.3	3.6	0.8	0.8
Lao PDR	10.0	2.0	73.5	3.0	16.5	2.2
Malaysia	9.0	0.8	5.3	0.6	85.7	1.1
Myanmar	24.7	2.5	56.2	2.7	19.0	2.5
Philippines	21.2	2.1	33.1	3.1	45.7	3.6
Viet Nam	14.8	1.9	49.7	3.0	35.4	3.8

Note: S.E. = standard error.

Table B16: Percentage of Grade 5 children by number and type of teachers available for mathematics lessons

Country	One non-mathematics specialist teacher		One generalist or mathematics specialist teacher		More than one generalist or specialist (mathematics or non-mathematics) teacher	
	%	S.E.	%	S.E.	%	S.E.
Cambodia	23.0	3.7	76.2	3.8	0.8	0.8
Lao PDR	8.0	1.9	75.5	2.8	16.5	2.2
Malaysia	3.7	0.6	10.6	0.7	85.7	1.1
Myanmar	24.2	2.6	56.8	2.9	19.0	2.5
Philippines	20.8	2.1	33.6	3.1	45.7	3.6
Viet Nam	23.7	2.7	40.8	2.7	35.4	3.8

Note: S.E. = standard error.

Table B17: Percentage of Grade 5 children in language lessons by the level of training the teacher had received to teach reading

Country	Pre-service training only		In-service training only		Both pre- and in-service training		No training	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	24.9	3.5	14.5	3.2	41.3	4.4	19.3	3.9
Lao PDR	14.2	2.7	28.8	3.6	20.7	3.2	36.3	3.6
Malaysia	27.1	2.7	19.0	2.6	41.2	2.7	12.8	1.9
Myanmar	32.0	3.6	39.6	4.2	16.8	3.3	11.5	2.8
Philippines	2.4	1.1	45.1	4.7	33.6	4.7	18.9	4.3
Viet Nam	32.9	4.4	10.1	3.0	56.0	5.0	1.1	1.1

Note: S.E. = standard error.

Table B18: Percentage of Grade 5 children by activities regularly used by reading teachers

Country	Identify the main idea within texts		Retrieve information from texts		Provide definitions of unfamiliar words in texts		Summarize what has been read		Analyse the structure and form of texts		Evaluate the mood and tone of texts	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	92.2	2.1	85.5	3.0	97.5	1.2	81.8	3.3	77.5	3.3	82.4	3.0
Lao PDR	91.0	2.1	90.4	2.2	88.9	2.1	94.9	1.8	76.5	2.9	83.7	2.5
Malaysia	88.4	1.8	87.1	1.8	86.0	2.2	76.5	2.1	79.9	2.3	78.0	2.1
Myanmar	94.7	1.5	88.6	2.3	95.2	1.5	86.2	2.8	72.1	3.9	75.0	3.3
Philippines	91.9	2.2	89.9	2.5	95.1	1.8	77.8	4.0	89.6	2.8	86.4	2.8
Viet Nam	99.5	0.5	99.5	0.5	99.0	0.7	98.9	0.8	98.2	1.0	98.4	0.9

Country	Evaluate the ideas in texts		Reflect on how texts relate to the students' own world	
	%	S.E.	%	S.E.
Cambodia	92.0	2.1	88.3	2.8
Lao PDR	90.0	1.8	74.2	2.8
Malaysia	84.0	2.0	77.2	2.4
Myanmar	90.8	1.9	82.9	2.7
Philippines	92.3	2.3	87.5	2.8
Viet Nam	97.5	1.3	97.7	0.7

Note: S.E. = standard error.

Table B19: Percentage of Grade 5 children in a mathematics lessons by the level of training the teacher had received to teach mathematics

Country	Pre-service training only		In-service training only		Both pre- and in-service training		No training	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	21.6	3.4	12.4	2.7	44.9	4.5	21.2	4.0
Lao PDR	13.0	2.2	33.3	2.9	18.1	2.6	35.6	3.0
Malaysia	18.0	3.4	19.6	2.9	55.6	3.7	6.7	2.1
Myanmar	34.9	4.2	38.7	4.4	17.5	3.6	8.9	2.5
Philippines	6.2	2.2	38.5	4.7	38.1	4.9	17.2	4.1
Viet Nam	32.3	4.5	9.2	2.6	57.9	4.6	0.6	0.6

Note: S.E. = standard error.

Table B20: Percentage of Grade 5 children by activities regularly used by mathematics teachers

Country	Listening to teacher explaining mathematical content to the class		Memorising rules, procedures and facts		Answering mathematical questions in front of the whole class		Answering mathematical questions on paper (writing answers in a book or on worksheet)		Answering mathematical questions in small groups (with their peers)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	100.0	0.0	95.7	1.1	93.3	2.2	97.7	1.3	88.4	2.6
Lao PDR	98.4	1.0	93.7	1.8	97.4	1.0	99.0	0.6	96.2	1.1
Malaysia	95.1	1.9	94.4	1.9	96.4	1.3	96.1	1.5	93.0	2.2
Myanmar	95.8	1.8	90.0	2.6	90.8	2.6	91.3	2.3	88.0	2.7
Philippines	97.0	1.7	95.5	2.0	96.2	1.8	97.6	1.5	91.4	3.0
Viet Nam	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0

Country	Explaining their answers to mathematical questions		Relating what they are learning in mathematics to their daily lives		Taking a written test or quiz		Using computer-based mathematical learning resources		Undertaking extended mathematical investigations	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Cambodia	97.1	1.3	92.2	2.0	81.4	3.0	3.4	1.9	75.7	3.7
Lao PDR	95.7	1.4	93.0	1.5	67.1	3.3	9.4	2.4	79.1	2.5
Malaysia	95.4	1.5	94.0	2.0	64.8	3.8	39.0	3.9	45.8	4.0
Myanmar	96.2	1.3	90.9	2.2	38.9	4.4	1.0	0.8	21.7	3.5
Philippines	93.8	2.7	95.8	1.6	95.5	2.0	43.6	5.3	45.6	5.6
Viet Nam	99.5	0.5	100.0	0.0	74.9	3.8	41.7	4.2	37.4	4.4

Note: S.E. = standard error.