

Assessing the Curriculum Implementation Effectiveness at General and Technical High Schools in Cambodia

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Abstract

Recently the curriculum developers and policy makers have expressed alarm about the implementation effectiveness of technical education curriculum at the secondary education level in Cambodia. While most agree that the imbalance between theories and practices deserves attention for some supporting subjects of each trade contextualizing the labor market need. Skills mismatches are paid high attention for technical education development. This cross-sectional study design employs the importance-performance analysis (IPA) approach for 213 participants as year two students to assess the curriculum implementation effectiveness. The paper identifies some subjects that work well, some that need immediate actions, and some that require improvement or correction among five trades, namely electronics, electricity, animal husbandry, agronomy, and accounting and management. This assessment of curriculum implementation effectiveness points out the limitations of curriculum contents and suggests the need for a holistic approach in curriculum development participated by industry representatives, technical education teachers, curriculum experts, and policy makers.