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Title: Leadership Behaviour Towards Quality Education in Cambodian Higher Education
A Study of Sustainable Development in a Postcolonial Nation State

Abstract:

Cambodia, a postcolonial nation-state, experienced centuries of colonisation and internal conflicts, significantly impacting its development and educational system. As a result, Cambodia faces difficult challenges to achieving SDG 4 (ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all). In recent decades, the country has demonstrated economic growth, aspiring to become an upper middle-income country by 2030 and a developed country by 2050. Cambodia is committed to improving inclusive and quality high education (HE). While there has been significant progress in expanding access to HE, there is still a need to improve the quality of HE in the country. To address this, strong educational policies and effective leadership are crucial in transforming the HE landscape. This research project aims to explore the ways in which these HE leaders understand their roles in realising the agenda for quality education, and the challenges they face in promoting quality and inclusive education for all. The study employs postcolonial ethnography as a methodology, utilizing non-participant observation and semi-structured interviews for data collection from four groups of HE leaders and lecturers of two Higher Education Institutions in Battambang province, Cambodia.

