

Long run effects of teachers in Vietnam

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Background/Context: How persistent are teacher effects on student outcomes? There are now a large number of studies estimating the effect of teachers on student outcomes in the United States, but still relatively few papers in developing countries. To our knowledge none in developing countries look at longer run outcomes after students have left the school.

Purpose/Objective/Research Question: In this paper estimate the effect of having a good teacher in Grade 5 on student test scores five years later.

Setting: We use data from the Young Lives project, comprising twenty purposively selected sites chosen to represent national diversity, but with a pro-poor bias.

Population/Participants/Subjects: The data includes 176 teachers in 56 schools, linked to the later test scores of 741 of their students.

Research Design: We carry out a two-step procedure, following Chetty et al. (2014), first estimating teacher value-added, and then linking these teacher effectiveness estimates to longitudinal data tracking students from their classrooms five years on.

Data Collection and Analysis: We use lagged dependent variable ordinary least squares models to estimate both the stage 1 teacher value-added effects and the stage 2 effects of teachers on student outcomes.

Findings/Results: First, we find substantial variation in teacher effectiveness even within schools, in line with estimates from similar low-income contexts (variation is on average larger in poorer countries). Second, good teachers have long-lasting effects – five years later their students perform 0.1 standard deviations better in mathematics and 0.08 standard deviations better in reading.

Full Paper:

<https://www.dropbox.com/s/85f1ky7t1vn4cum/Long%20run%20effects%20of%20teachers%20in%20Vietnam.pdf?dl=0>