

Table 1: Summary statistics - teacher quality

Variable	Description	Dev7 countries		Vietnam	
		MS	Valid N	MS	Valid N
TCFOCST	Teacher focus	0.4975 (1.0056)	41370	0.1402 (0.8377)	4882
SC35Q02	Professional development in math in last 3 months	40.5068 (40.8546)	39550	49.0086 (45.1706)	4762
TCH_MENT	Teacher mentoring as quality assurance	0.8566 (0.3505)	40734	0.9859 (0.1181)	4882
MTSUP (<i>r</i>)	Mathematics supportive teaching style	0.4778 (0.9613)	25918	0.3685 (0.774)	3247
STUDREL (<i>r</i>)	Teacher student relations	0.3794 (1.0178)	25870	0.0186 (0.8883)	3253
TCHQUAL_DIFF (<i>r</i>)	with different teacher student would work harder	0.5249 (0.4994)	24986	0.363 (0.481)	3231
TCH_INCENTV	teacher appraisal led to gratification	-0.0317 (1.0301)	41394	0.2687 (0.6336)	4882
<i>Quality assurance of mathematics teachers through ...</i>					
TCM_STUASS	test or assessment of student achievement	0.8762 (0.3293)	41110	0.9818 (0.1338)	4882
TCM_PEER	teacher peer review of lectures, methods etc	0.7916 (0.4061)	41095	0.8382 (0.3683)	4882
TCM_OBSER	principal or senior staff observations	0.8015 (0.3989)	41170	0.9785 (0.1451)	4882
TCM_INSPE	observation of classes external inspector	0.5882 (0.4922)	41020	0.8664 (0.3402)	4882

Notes: The variables relate to the questionnaires administered to principals (schools) and students in the rotated booklet. For a more detailed description of variables, please see Table xx. Items marked with (*r*) are taken from the rotated student questionnaire. The variable means of Dev7 and Vietnam are statistically different at the 5% significance level, except PROPQUAL.