

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	obsavtion 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.