



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

**ការចូលរួមរបស់ឪពុកម្តាយក្នុងការអប់រំ
នៅក្នុងបឋមសិក្សានៅកម្ពុជា
Parental Involvement in Primary Education in Cambodia:
A Case Study in a Private School**

A Research Report
In Partial Fulfillment of the Requirement for the Degree of Master of Education in
Educational Management and Planning

Tan Sophondarith

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Examination committee: Mr. SEN VICHETH
Mr. UN LEANG

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មូលនិយមសង្ខេប

ក្នុងការសិក្សាស្រាវជ្រាវលើប្រធានបទស្តីពី ការចូលរួមរបស់ឪពុកម្តាយក្នុងការសិក្សារបស់កូន ដែលបានធ្វើការសិក្សាលើសាលារៀនឯកជនមួយស្ថិតនៅរាជធានីភ្នំពេញនៃព្រះរាជាណាចក្រកម្ពុជា។ ការសិក្សាស្រាវជ្រាវនេះធ្វើឡើងក្នុងគោលបំណងចង់ដឹងអំពីកំរិតនៃការចូលរួមរបស់ឪពុកម្តាយក្នុងការសិក្សារបស់កូនដោយផ្អែកលើ ការចូលរួមតាមលក្ខណៈសិក្សាធិការ និងការចូលរួមតាមលក្ខណៈជីវិតរស់នៅទូទៅ។ លើសពីនេះ ការសិក្សាស្រាវជ្រាវនេះចង់ស្វែងយល់បន្ថែមទៅលើកត្តាផ្សេងៗទៀត ដែលសាលាបានអនុវត្តដើម្បីជំរុញទឹកចិត្តឪពុកម្តាយសិស្សក្នុងការចូលរួមបានប្រសើរថែមទៀត ក្នុងការសិក្សារបស់កូន។ តាមរយៈការសិក្សាស្រាវជ្រាវនេះ សំរង់មតិរបស់ឪពុកម្តាយចំនួន៣០រូប ការសំភាសន៍ជាមួយអ្នកគ្រូបឋមសិក្សាចំនួន៣រូប ព្រមទាំងរៀបចំនូវក្រុមពិភាក្សាមួយដែលមានការចូលរួមពីសំណាក់ឪពុកម្តាយ៣រូប អ្នកគ្រូបឋមសិក្សា៣រូប បណ្ណារក្ស១រូប និងថ្នាក់ដឹកនាំសាលាចំនួន២រូបទៀត។ ជាលទ្ធផលបញ្ជាក់ឲ្យឃើញ ការចូលរួមរបស់ឪពុកម្តាយតាមលក្ខណៈជីវិតរស់នៅទូទៅមានចំនួន៩២ភាគរយ គឺច្រើនជាងការចូលរួមរបស់ឪពុកម្តាយតាមលក្ខណៈសិក្សាធិការដែលមានចំនួន៨២ភាគរយ។ ជារួមបង្ហាញថាការចូលរួមរបស់ឪពុកម្តាយមានលក្ខណៈល្អប្រសើរ។ តែទោះជាយ៉ាងណាការសិក្សាស្រាវជ្រាវនេះ ក៏បានបង្ហាញឲ្យឃើញនូវចំណុចប្រឈមមួយចំនួនដែលបណ្តាយឲ្យមានការរាំងស្ទះដល់ការចូលរួមរបស់ឪពុកម្តាយក្នុងការសិក្សារបស់កូន ហើយសកម្មភាពមួយចំនួនសាលាចាំបាច់ត្រូវអនុវត្តឲ្យបានប្រសើរ ដើម្បីជួយជំរុញការចូលរួមនេះឲ្យកាន់តែប្រសើរថែមទៀតពីសំណាក់ឪពុកម្តាយ និងអ្នកពាក់ព័ន្ធទាំងអស់។ ការសិក្សាស្រាវជ្រាវបានចាត់ទុកជាការផ្តាំផ្ញើមួយដ៏សំខាន់ផងដែរ ដើម្បីបង្កើនការចូលរួមរបស់ឪពុកម្តាយក្នុងការអប់រំកូន ក្នុងន័យជួយពង្រឹងត្រពាំងដែលដុះលូតលាស់មកថ្មីៗអោយកាន់តែល្អផ្លូវផងពីមួយជំនាន់ទៅមួយជំនាន់។

ABSTRACT

In this case study in a private school on parental involvement in primary education in Phnom Penh, Cambodia. The study is to find out the level or percentage of Cambodian's parents involvement in primary education and the forms of their involvement related to "academic involvement" and "life participation". And intended to identify what opportunity the school has made in order to get parents engaged in their children's study. Moreover, questionnaire was sent to 30 parent of primary students and interview were conducted to 3 primary teachers as well as group discussion that have 3 parents, 3 teachers, 1 librarian and 2 school management were participated. As the result of the study show that parent are more involve in their children education in term of life participation is 92% more than academic involvement 82%. Generally, result was good but the study was found some barriers to parent to involve in their child's education and some others activities that school need to be focus on and implement it to answer as well as encourage parental involvement in children's education to all parent and all stakeholders. In addition, this research also serves as important recommendations to improve parental involvement in their children's education.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education Program

Name of Candidate: Tan Sophondarith

Title of thesis: "Parental Involvement in Primary Education in Cambodia."

This is to certify that the research carried out for the above titled master's research report was completed by the above named candidate under my direct supervision. This research report material has not been used for any other degree. I played the following part in the preparation of this research report.

Supervisor(s) (Sign):.....

Date:.....

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the research report that I, Tan Sophondarith hereby present entitled "Parental Involvement in Primary Education in Cambodia" for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirement of any other qualification in whole or in part, at this or any other University or equivalent institution.

No reference to, or quotation from, this document may be made without the written approval of the author.

Signed by (the candidate):

Date:.....

Countersigned by Supervisor

Date:.....

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Regarding to the quality of education, parental involvement is important in education sector. Cambodia was completely destroyed by the war and genocidal calamity during 1970-1979. The country had to start again from zero, and the education sector has developed and changes over a long period of time since 7th January 1979 under the difficult situation with shortage of human and material resources. Cambodia also go through many phases in term of changing and developing education system and curriculum. After the war and Genocidal calamity more than three year from 1975-1979 there was not destroyed only human and material also human mind under difficult situation during that time. Many people they focus only how to make their family to have enough food. Most of parent they forget about education because after get back from the war Cambodia was started from zero, so education is a part but the most important is we need to full fill the basic need first.

Regarding to (Education Law of Cambodia 2007 in chapter 7, article 36) there are a lot of roles of parent or guardians need to be follow in order to push them to take care on their child education. Moreover, the involvement of parents in their child's education is the one of the elements that causes children does better in school. According to Parental involvements do not have yet their own universal definition some give the definition that the great participation of parent in school, parent help child with individual in learning, parenting, and after school activities is parental involvement (National Human Services Assembly, 2004).

According to (Chia-Hui Chiu, and Hwa-Wei Ko., 2005) there are many factors of parent's involvement. The relationship between parental factors and children's reading behaviors and attitudes, children who have a parent involved in their reading are more likely to enjoy reading then the children who do not have a parent involved.. Furthermore, children's motivation, higher self-esteem, improved achievement, better school attendance, reduced dropout rates, and decreased delinquency are some of the outcomes of parental involvement with school in their children's education. Indeed, children have motivation and confidence in study because their parents' care and follow-up with the school, so the children will think that education is very important for their life. So the more parents are involved with their child's education the more successful children's achievements are (Anchorage School District Online., 2009).

Family involvement can be more powerful to produce good results for children and their school results. Moreover, the relationship between the family and the school by formal

or informal communication give children in elementary school more positive benefited (Harvard family research project., 2007).

In addition, Cambodian's parent have their own culture in order to pause their child in learning by sending their child to school and let teacher or school do whatever they can to make their child get high achievement in school. For example: some parent sends their children to school they use to give priority to teacher to teach their children even do some violence to their children. But what they want from teacher how can their children achieving good result in school. This culture showed that some parent in Cambodia they care much about their child education, but they still lack of knowledge to how they can help their child more than this.

As seen above, parental involvement is needed for child education to participate in many activities for the purpose of improving the achievement of child education. Many researchers list numerous benefits of parental involvement with their children's education. That is why parental involvement in their child's education is very important and they also taking part in the school development as well.

1.2 Problem Statement

Numerous researchers have shown that many parents are not involved with their children's education in school (Ramey, & Ramey., 2004). Such passive participation of parents in their children's education have been observed in both developing and developed countries (Jeri, 2009).

Equity and quality of education are concerns to all of us in achieving the goal of Education for All. The effective way is to create school environments that nurture the well-being of every child. The best efforts and hard work of teachers, particularly the participation of parents and community members are essential cannot function well without them towards achieving the goal of Education for All. In term of Declaration of the Southeast Asian Ministers of Education on 26 May 2004 in Bangkok, Thailand and Cambodia agreed to promote and develop our schools throughout the country to become Child Friendly School.

The lack of parental involvement in child education is becoming more and more serious when their child is growing older and enrolls in a higher grade for many reasons. Some parents lack involvement or communication with school; some families lack family members who could help with younger child's education; some parents have no time for their child's education; some children live in disadvantaged family such single parent due to death or divorce, financial hardship and domestic households (Jeri, 2009).

According to my observation, Cambodian children experience no exception from those found in the literature. Their parents, though sending them off to schools, have not made significant efforts to be home teachers. The lack of parental involvement is a serious problem especially in country where the resources at schools are limited. Sometimes parent are have no time of taking care of children by using the wrong way of thinking, most of parent are not well educated they think that they try to do many job or business in order to get more money for their children but they for get to think that if they provide their children with money without taking care of their education is cause problem to their children in the future.

1.3 Purpose of the study

Despite negative annotated description of the parental involvement in the literature, some parents have become more and more active in the education of their children especially those who study in the private schools. The purpose of this study is, therefore, to document some of the experiences of parental involvement in their children's education focusing on one private school. The study is to find out the level or percentage of Cambodian's parents involvement in primary education and the forms of their involvement. The study is also intended to identify what opportunity the school has made in order to get parents engaged in their children's study.

1.4 Research Questions

In order to achieve the purpose of this study, we need to raise some questions:

- 1 What is the pattern of parental involvement in that targeted primary schools?
- 2 What has the school done to promote the parental involvement?
- 3 What can be done more from both parents and schools perspective to encourage closer communication and more active participation from both sides in the business of education?

1.5 Significance of the study

Regarding to this study it will become a useful document that can involve in the developing activities in education sector. Furthermore, the result of this study will produce positive aspect of parental involvement in primary education of any parents and stakeholders who need to be involve in. I strongly believe that this study will encourage parents in Cambodia to look back to their child's education, and they will spend more time of their business and work to support their children in their learning progress. On the other hand, they will promote their good cooperation with schools in order to help their children to perform well in school.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

If we look back to the history of research document that related to the parental involvement in children education is not defined, but it seems that there are many term of words that they used to categorize the level of the way that parents involve in their children education.

2.2 Definition and type of parental Involvement

According to (Tomás, 2007), the perception of Latino parents about the involvement of parent in children education was divided into two categories including “Academic Involvement” and “Life Participation”. For these two kinds of the parental involvement have the characteristic as bellow TRPI (2007, p.8):

Table 1: Parents’ Definitions of Parental Involvement

PARENTS’ DEFINITIONS OF PARENTAL INVOLVEMENT	
Academic Involvement	Life Participation
Attend parent-teacher conferences.	Be aware of child’s life.
Sign homework as required by the teacher.	Be aware of and monitor child.
Know when to expect report cards.	Be aware of child’s peer group and interacting with peers’ parents.
Ask about homework daily.	Teach good morals and respect of others.
Listen to the child read.	Communicate with child.
Visit classroom during open houses.	Be aware of and encourage child’s abilities and career aspirations.
Ask questions about homework.	Provide general encouragement.
Ask friends, siblings, and other family members for homework help for child.	Discuss future planning.
Have high standards for academic performance.	Monitor school attendance.
Purchase materials required for class.	Exercise discipline and provide behavioral cuing
Drive them to tutoring and school activities.	Establish trust with child.

Go to the library with them.	Provide advice on life issues.
Be present when required to pick up report cards at school.	Warn of dangers outside the home, such as illegal drugs.
	Get to know teachers to assess child's safety.
	Volunteer to observe school environment.
	Encourage siblings to look out for each other.

Source: TRPI (2007, p.8)

In addition, the research has found that there are strong connections between positive school climates, family involvement, teaching improvement, and student achievement. And the study also found many benefits of parental involvement for children, parents, school's quality, families, and communities as well, according to (National Human Services Assembly, 2004).

This research also found the National Parent Teacher Association standards for parent/family involvement by Family Strengthening Policy Center (2004, p.6):

- Standard I: Communicating -communication between home and school is regular, two-way, and meaningful.
- Standard II: Parenting-Parenting skills are promoted and supported.
- Standard III: Student Learning-parents play an integral role in assisting student learning.
- Standard IV: Volunteering-Parents are welcome in the school, and their support and assistance are sought.
- Standard V: School Decision Making and Advocacy-Parents are full partners in the decisions that affect children and families.
- Standard VI: Collaborating with Community-Community resources are used to strengthen schools, families, and student learning.

Regarding to the review of literature above there are many good points, but if we compare to (Tomás, 2007) it classified the parental involvement into two parts, academic involvement and life participation. It was clearer than the above concept that divided the parental involvement into six standard levels. Because (Tomás, 2007), I am able to identify all the term of the involvement from parents than the six levels here. For example, in standard I of the above concepts was mentioned about Communicating between home and school is regular, two-way, and meaningful. Talking about communicating there are many ways to apply; it is supposed to be more clarified than that.

If we compare to what are stated in the research of Tomás, 2007 each standard level from Standard I to Standard VI there are including the academic involvement and life

participation. This standard is not so complicated because we just set the level of involvement of parents on their child education in each level.

In order to producing the concept of this research, there are many guide line that is useful for this research for referring to Cambodia context.

(Maria, Jennifer, Bruce& et al. 2009) has conducted the research on parental involvement and children's school achievement sown that there are relationship between the involvement in education of parents and the academic outcomes of students. There are several ways in order to make higher on children's academic achievement such as parents have good management and well practice on learning at home, reading together with their children, children's school-related behaviors are controllable, good manage on their study time of their children, home environment, motivation to learn, and more involve with children's doing homework. Moreover, study also found that parents' emotional tone is related to children interaction regarding school issues just like parents' encouraging style and supportive from parental involvement. In the other hand, the negative children's school outcomes are related to pressure from parents regarding with some activities like commands, punishment, or coercive interactions.

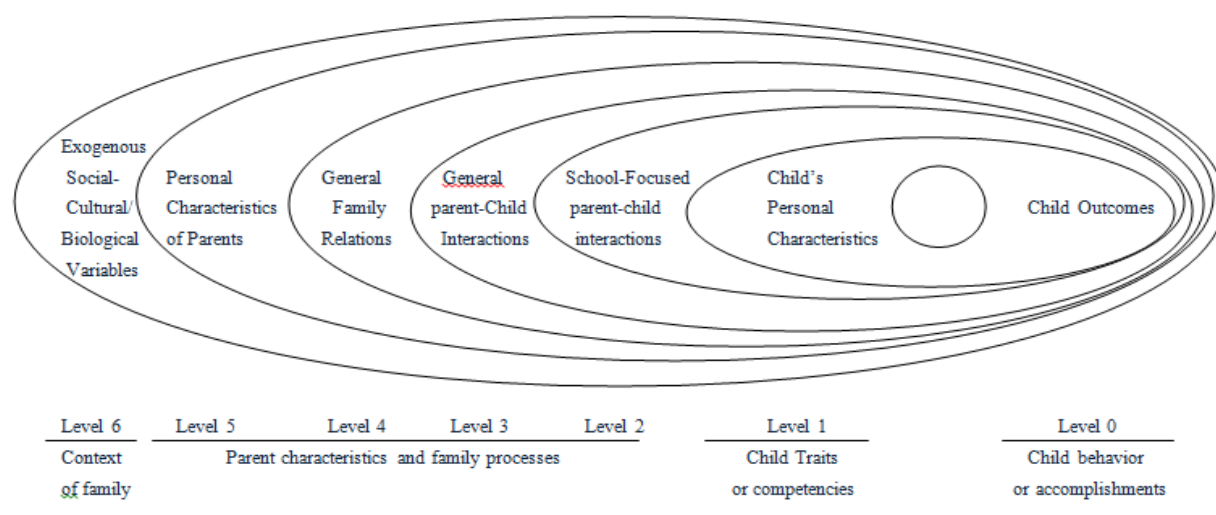
Parental involvement in children's education in this study is the activity of parents or legal guardians to become involved in children's education. In terms of education, legal guardians can be simply various persons to be responsible for the education of children (Shantina, 2008). Moreover, parental involvement in children's education is defined as parents' tasks such as concerning about their children's education at home and school in order to encourage their children in school's attendance and performance (Paul, 2000; Desforges & Abouchaar, 2003; Teresa, 2003; Jayson, 2007; Ashley, 2008).

In addition, the family-school relationships have the model was not related with mothers' and father' involvement, by Maria, Jennifer, Bruce& et al. (2009, p.39) found:

2.3 The family-school relationships model

Figure 1: The family-School Relationships Model

The family-School Relationships Model



Source: Maria, Jennifer, Bruce & et al. (2009, p.39)

2.4 Parental involvement in children's education

Parental involvement in children's education is defined as parents' tasks such as concerning about their children's education at home and school in order to encourage their children in school's attendance and performance. Regarding to (Desforges & Abouchaar, 2003; Teresa, 2003; Jayson, 2007). Parental involvement activity or legal guardians in children's education become involved in children's education. In terms of education, legal guardians can be simply various persons to be responsible for the education of children (Shantina, 2008).

2.5 Parent-child interactions affect students' schooling and motivation

According to Education Encyclopedia on Parental Involvement in education, Wen S. Grolnick and her colleagues, in articles published in 1994 and 1997, conceptualized three dimensions of parental involvement based on how parent-child interactions affect students 'schooling and motivation. These three dimensions are one Behavioral Involvement which refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Another is Personal Involvement which includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. And the last one is Cognitive/intellectual involvement referring to behaviors that promote children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according to this theory, affects student achievement because these interactions affect student's motivation, their sense of competence, and the belief that they have control over their success in school.

2.6 Benefit of Parental involvement

Even though (Brow, 2000) did not categorize the involvement into types like what Grolnick and her colleagues had done, he similarly stated the importance of such involvement that when parents are involved in their children's education, both children and parents tend to benefit their children's education frequently as this involvement: uplifts children's self-esteem, enhances children's academic achievement, makes parent-child relationships more intimate, assists parents develop positive attitudes towards school and a higher-level understanding of the schooling process.

As in Education Encyclopedia on Parental Involvement in Education, the significance of having parents and family members bolster students 'efforts in school is well known and well documented. Researches display a good connection between parental involvement and student achievement. In addition, when schools and teachers interact well, this makes parents become involved, and studies present that they can enhance their children achievement at school. Concern that schools may not be reaching out to all families and that they may not be aware of how families from different cultures perceive schools and school staff have raised questions about the consequences of parental involvement for some students. However, it appears that when schools reach out, understand the needs of all families, and create parental involvement, children tend to experience success in school.

It is sometimes not easy for employed mothers to feel involved in the daily school day of their children. But there are a number of ways for parents to get involved in education. As parents, our children's education is very important. When parents are involved in their child's education the children's percentage of academic success increases. Related to *Southwest Educational Development Laboratory* demonstrated that when parents are involved, children will obtain better grades, come up at school on a regular basis with less absenteeism, able to improve social skills, pass from high school and enroll college.

In the same framework as what have been claimed above, a research finding by (Cotton and Wikelund, 2001) importantly displays that parent involvement in children's learning is positively regarding achievement. Moreover, the research shows that the more seriously parents are involved in their children's learning; the beneficial are the achievement output. This holds true for all types of parent involvement in children's studies and for all types and ages of learners.

2.7 The important of parental involvement

Parent involvement is very important for students, first parents must understand that educating students at school is the duty of teachers but outside school is the duty of parents and relevant authorities. Second, the class patron and parents have the obligation to educate

students and their children to become good students, and to be a well behaved man. (Ministry of Education Youth and Sports, 2002). Third, to keep school function well, the community has to , though about “Parents’ association” or “school supporting Committees”, raise money to cover not only the recurrent expenses, but also to sponsor all sport and art activities (Ministry of Education Youth and Sports, 1999) When there is no cooperation or sharing information between school and parents, parents especially family itself will lose the benefit not school.

Community especially parents and schools are the organism of the whole society that needs to depend on each other. This study is very important for the school and for the whole country if all the parents understand this importance role in our society in order to increase parent’s involvement in school in any way. The research on parent’s involvement show that the more actively parents is involved in their children’s learning; the more beneficial are the achievement effects. Parents ‘involvement confer positive effects on students ‘achievement is also the most beneficial with respect to these other students ‘outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. Parent involvement is effective in fostering achievement and affective gains at all levels, and schools are encouraged to engage and maintain this involvement throughout the middle school. Parents and school are partner, so these are the role and potential of parent involvement in enhancing school-family relation.

As the result of review of literature above, I will use the model of Tomás, 2007, that divided the parental involvement into two categories including “Academic Involvement” and “Life Participation” because there was stated clear pattern of parental involvement in each category more detail than the others by just follow each item in each category and easy identify the clearly regarding to the area of parent were involve in their child education with separately among academic involvement and life participation.

CHAPTER 3

RESEARCH METHODOLOGY

This research was conducted with one of private school in Phnom Penh in primary level as a case study. Due to time and resource constraint which impose a limit to the study to be done and financial problem that helped decide that the research cannot be conducted in other school. Interviewer and questionnaire were consider to be primary data were used to complement the secondary data, and laterally.

Additionally, the justification for why it was purposive for the research to select the students in primary level for the study because it is the basic level of education. The study aims at identifying the relevantly prevailing parental involvements for them if there are any.

3.1 Sampling

This study was combining the quantitative research and qualitative research because in order to analyzed and provided the acceptable result of this research the data only could not lead to the good result we need to use some critical thinking because of the topic. This research was conducted in a private school is located in Sangkhat Tek Laak I, Khan Toul Kork, Phnom Penh, Cambodia. For selecting sample, we select 30 parents of students of 435 parents by using random selected of student from grad 1 to grad 6.

3.2 Instrumentation

For this study we used the instrumentation as follow:

- Questionnaire with parents whom have their children are studying in primary level in this school. In addition, the pre-testing questionnaire those pre test the questionnaire were conducted with the sample but the same target population of 10 copies were requiring to be sure that the questionnaire are short cleared and consisted to whom answered those questions and questionnaire was sent to 30 parent of primary students randomly .
- Interviewed with 3 primary teachers in primary level in this school.
- And using group discussion with 3 parents, 3 teachers, 1 librarian and 2 school managements were participated. This activity wanted to know deeply on the perception of parental involvement in child education.

Moreover, the questionnaire and interview listed was prepared by my own by using the concept of (Tomás, 2007), the perception of Latino parents about the involvement of parent in children education was divided in to two categories including “Academic Involvement” and “Life Participation”.

3.3 Data Collection

The questionnaire were distributed to individual parents are acknowledged and participating in this survey received from teachers and returned back with date required.

For the interview was conducted in the school area during time available according to particular situation of all teachers and school principal with well appointment. The interview's time is not limited. And before conduct the interview, every participation had been given an opportunity to ask any question before starting their survey. Moreover, we used taking note during interview.

3.4 Data Analysis

The data collected was computerized in the way of explain or analysis the data of this study. Moreover, there are many variables were used to analysis such as parents and the school done to get such a categories of parental involvement .

3.5 Limitation

All participations had their own responsibilities with their job or business. However, only participation those were willing to volunteer to answered the question in questionnaire or interview form were able to get answers. This study worked with only one of the private school in Cambodia so it was not mean that it represented to Cambodia. But it can be a sample studied of one particular school in Cambodia.

The study, as earlier mentioned in the section of scope and limitation. The reasons for using this research approach also derived from the facts that the study attempted to collect intensive data about the instances of involvement phenomenon from both primary and secondary sources and the researcher seeks to observe what happen or exist in this private school in explainable manner and to identify the involvement phenomenon with existing studies.

3.6 Ethical Consideration

Any research were consider on ethical during the conducting the research. As well as in this research I also considered about ethical issue during collecting data and other activities. Went I conducted the interviewed and performing group discussion I asked for permission in advance from the interviewee as well as participates in the group discussion and let them provide me with the time that they are convenient. Furthermore, I always explained the purpose of ours study in advance with information form and consent form. Moreover, I gave time to them asked any question related to my study on this topic to make them feel confident on what information that they had provided to me. Especially, I also ask for approval from the school principal for using his school to study on my topic in advance.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Involvement of Parent in their children education

After the questionnaire was collated by the teachers of each class back from parent, interview with teachers, group discussion and observation the result shows that parent in particular school most of them involve in their child's education. According to the result, the discussed is needed

4.1.1 Academic Involvement and Life Participation

Before we have discuss on that result, first we need to see how parent they involve in their children education in term of academic involvement as belloein the Figure bellow:

According the data collection we found that parent in particular school are involve 82% of academic involvement and there are 18% of academic involvement they never involve with. Related to the academic involvement, the data collection shown that parent in particular school are involve 92% of academic involvement and there are 8% of life participation they never involve with.

As stated in the Figure 2 and Figure 3 above, even parent are more involve in their children education in term of life participation more than academic involvement. Generally, they are all are involve in.

Moreover, the result of interview with teacher was shown the same result if we compare to the result that get from questionnaire above most of parent more involve in their children education. Therefore, one of teacher have state that very few parent are not cooperate with the teacher or school and try to stay away from their children education, But according to commitment of the teacher, they try again and again to contact with those parent, at the end they was accept what the teacher requested them to involve with their children.

4.1.2 Academic involvement are lest involve than life participation from parent

Regarding to Figure 4, Figure 5 and Table 2, parent in particular school they are all involve in their children education. And we have some items that need to be rest it out to have more deeply discussion on its.

Most of parent are active involve in life participation than academic involvement. According to the study shown that most of items that stat in life participation is not related to the time, it mean that not require the exactly time to be involve with. For example: "be aware of child's life" parent they always want their children to have good live in the future and to be aware of their child's life it is not need a specific time to be involve that why in this item regarding to Table 2 100% of parent are involve with that.

But if we look up to the items in term of academic involvement there are many item that require parent to spend more time with their children and some of involvement need to involve with some specific time. For example: “attend parent-teacher conferences”, “visit classroom during open houses” and “go to the library with them” those items are need parent to spend their time for that. Moreover, attend parent-teacher conferences in one semester school conducted only one time it mean that 2 time per year, so if they are not have time during that time it mean that they will not be able to involve with that. For this case, the result of interview with teacher also say the same what we get from the questionnaire

Figure 4: Percentage of parental involvement in term of academic involvement compare to life participation

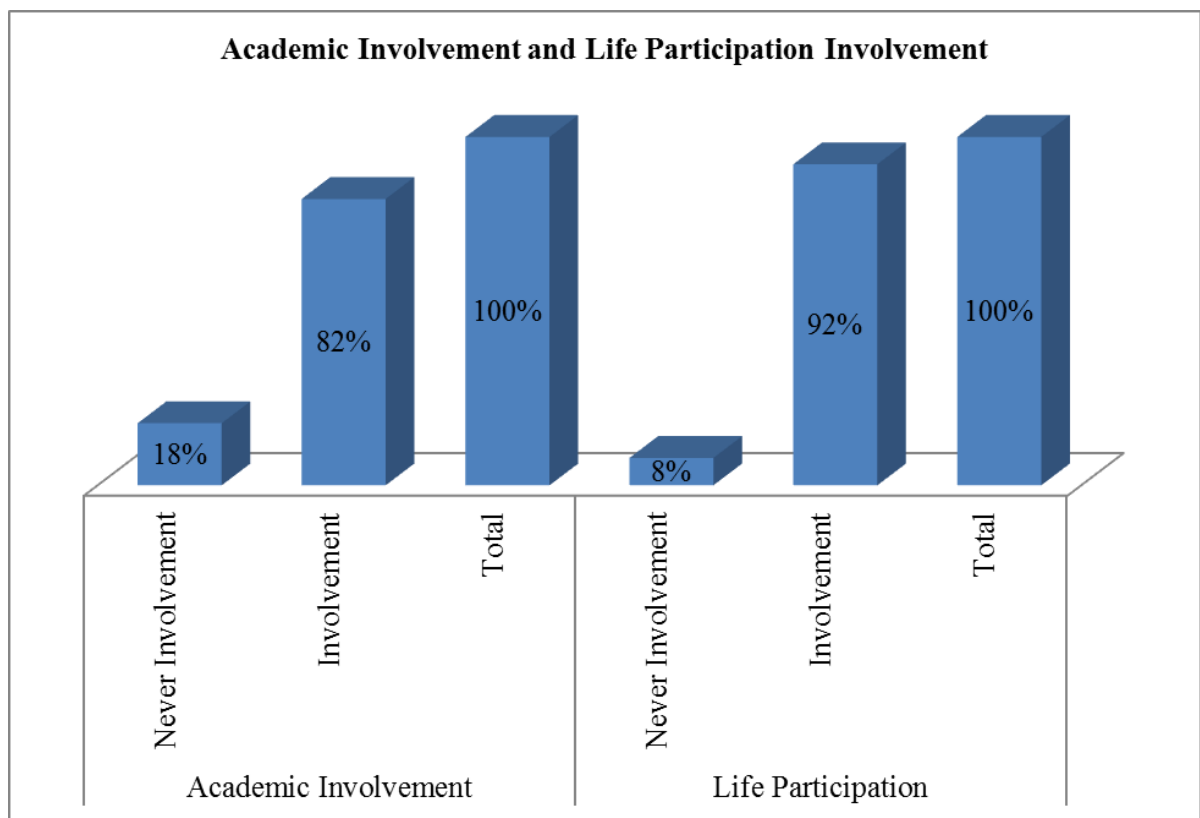
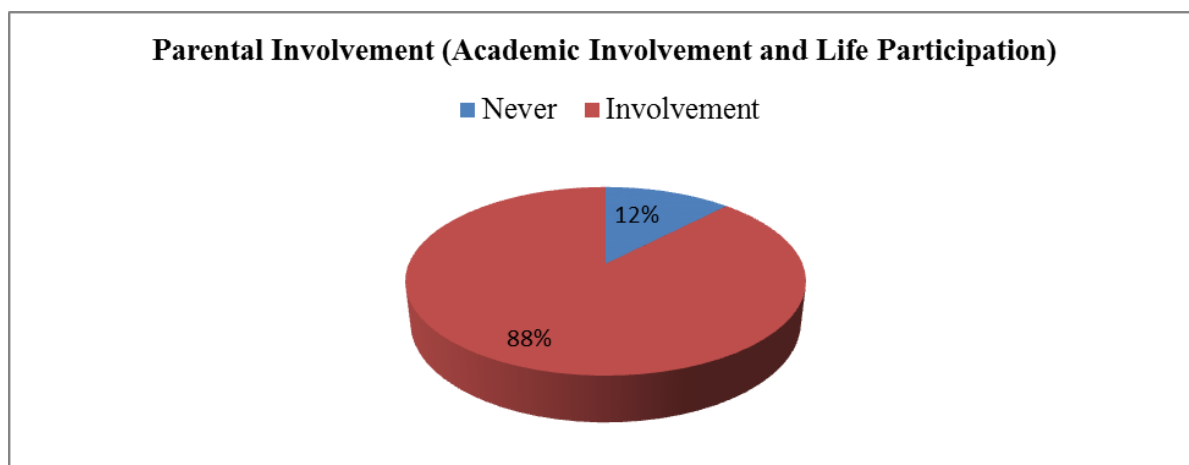


Figure 5: Percentage of parental involvement in term of academic involvement and Life Participation



After, the questionnaire was collated back from parent.

Table 2: Detail in percentages of academic involvement and life participation

Academic Involvement	Percentage of Involvement				
	1	2	3	4	Total
Attend parent-teacher conferences.	23%	50%	3%	23%	77%
Sign homework as required by the teacher.	0%	13%	30%	57%	100%
Know when to expect report cards.	0%	19%	29%	52%	100%
Ask about homework daily.	0%	20%	37%	43%	100%
Listen to the child read.	3%	33%	33%	30%	97%
Visit classroom during open houses.	57%	27%	7%	10%	43%
Ask questions about homework.	0%	10%	47%	43%	100%
Ask friends, siblings, and other family members for homework help for child.	50%	39%	7%	4%	50%
Have high standards for academic performance.	0%	13%	53%	33%	100%
Purchase materials required for class.	3%	3%	27%	67%	97%

Drive them to tutoring and school activities.	6%	39%	32%	23%	94%
Go to the library with them.	66%	22%	6%	6%	34%
Be present when required to pick up report cards at school.	23%	29%	23%	26%	77%
Life Participation	Percentage of Involvement				
	1	2	3	4	Total
Be aware of child's life.	0%	3%	37%	60%	100%
Be aware of and monitor child.	0%	17%	43%	40%	100%
Be aware of child's peer group.	0%	48%	21%	31%	100%
Be aware of interacting with peers' parents	46%	32%	4%	18%	54%
Teach good morals and respect of others.	0%	10%	37%	53%	100%
Communicate with child.	0%	10%	48%	41%	100%
Be aware of and encourage child's abilities and career aspirations.	3%	13%	47%	37%	97%
Provide general encouragement.	3%	10%	45%	41%	97%
Discuss future planning.	21%	24%	34%	21%	79%
Monitor school attendance.	0%	17%	43%	40%	100%
Exercise discipline and provide behavioral cuing	0%	18%	25%	57%	100%
Establish trust with child.	3%	17%	48%	31%	97%
Provide advice on life issues.	7%	17%	38%	38%	93%
Warn of dangers outside the home, such as illegal drugs.	13%	3%	27%	57%	87%

Get to know teachers to assess child's safety.	17%	33%	23%	27%	83%
Volunteer to observe school environment.	22%	52%	15%	11%	78%
Encourage siblings to look out for each other.	0%	10%	50%	40%	100%

4.2 The result of group discussion

4.2.1 The way of school have been done to promote parental involvement

Beside of doing the questionnaire with parent and making interview with teacher, I also had create one group discussion and get participate from parent, teacher, librarian and school management. Best on this group discussion we get a lot of information from all participations. Indeed, the group discussion provided me many activity activities that promote parent to involve in their children education as the following

- Seminar and events for parent
- Affective communication via phone call
- Parent-teacher conference
- Problem solving and giving feedback to parent
- Provided English weekend classes for parents
- School policy and regulation announcement
- Student's progress form (Communication)
- Student contest (which need parents to participate in)
- School band (to perform in social activities)
- Health and Hygiene program (for children)
- School development survey (for parents)

Those activities are important for school to promote parent to involve in their children education, but those activities still not enough to encourage parent to involve effectively with their children education. There are many others activities that school need to be established.

Moreover, the school activities above have been done by school but the school still not clear objective for some activities yet. For example: like school development survey most of question are designed not focus more about parental involvement and develop quality of school programs. In contras most of questionnaires of the school surveys are asking about the school environment and customer services and the rest some related to the school program.

4.2.2 Activities to promote parental involvement that school need to be established

Despite of what the particular school has been done, the group discussion was had some suggestion to the school in order to promote parental involvement in children education as bellow:

- Parent-child interactions affect students' schooling and motivation
- Program to guide parent to be able involve in academic involvement
- Program to guide parent to be able involve life participation
- Problem solving and giving feedback to parent program
- Provided English weekend classes for parents
- School policy and regulation announcement to parents and students in advance
- Communication by using student's progress form
- Student contest of student capacity which need parents to participate in
- School development survey for parents

4.2.3 Perception of parent in their children education

As the result of group discussion, parents they think that there are a lot of benefit to their childrens, schools and themselves as follow:

- Make children believe in their studies
- Built trust between parents and schools
- Decrease misunderstandings between parents and schools
- Build close relationship between schools, parents, and children
- Decrease some negative behaviors of children
- Opportunity to build trust in children
- Be good role models for children, initiatives, activities, and speech
- Strengthening the feeling spirit and welfare
- Good grades for children
- Promote the studies of children more effective
- Be aware of the different ways to encourage children
- The awareness of the lacks of teachers, schools, and parents
- Know clearly about the objectives and expectation of schools and parents for children education
- Know the different behavior of children at school and at home
- Know clearly about the children's progress
- Children are happy
- Parents understand more about the quality of education and vision of schools

- The effectiveness of giving and getting information
- Children become good children, good students, and good friends
- Intelligence, spirits, and physical development
- Know clearly about the weakness and strengths of children and techniques guide children emotionally and physically
- Know about the children's favorite and be easy to guide them

Although, parents they know that there are a lot of benefit from their involvement. But sometimes they agree that they miss to involve with their children because of some barriers.

4.3 Barrier of parental involvement

After my studies, there are many things that both parents and schools have done a lot of things related to promote parental involvement in student's learning. So in this chapter will show many findings and discussions on those issues.

The obstacle to parental involvement is because of teacher's attitude. But teacher's attitude does not happen with teachers in primary school level because some studies shown that comparing to middle school teachers elementary school teachers more strongly believed that parental involvement is important for students and provide more opportunities and help parents to be involved in their children's education. Low levels of parental involvement at some schools may be the result of the staff's perception of parents or the degree to which they feel parental involvement is important for their students (Epstein and Dauber, 1991). In this case, there are a few teachers who have their own perception that parents must involve in their children's education without passing, showing or guiding them. So most of the teachers who think in this way, they may not pay attention to the parents or have good relationship with parents in order to help or puss them to help school in term of involving in their children's education. In order to solve this problem, for my perception, schools need to pay more attention and have clear job requirements for recruiting teachers in term of background check, attitude, knowledge, psychology of education, and communication etc.

Although families want their children to succeed in school, not all families have the same resources or opportunities to be involved in their children's education. Families in which all caregivers work full-time, where there are multiple children, or where the family members are not well educated face significant barriers to participation in their children's education. It is important for school-to-home and home-to-school communications with families; providing communications to families in a language and at a reading level that all families can understand; ensuring adequate representation of the entire community of parents on school advisory committees, and distributing information provided at workshops to the

families who could not attend. Some reasons that schools have to make parents understand about the benefit of parental involvement because when parents understand about the importance of their involvement, it is necessary and permissible for them to do with on behalf of their children; the extent to which parents believe that they can have a positive influence on their children's education; and parents' perceptions that their children and school want them to be involved (Michigan Department of Education, 2001)

In context of Cambodian's parent, it is not so easy to separate between academic involvement and life participation. It is so complicated when using those term of words. Most parents do not have high level of education background. For academic involvement, as my observation parents have applied but it does not mean that all parents have done all the way through but for life participation seems to be lack of involvement from parents because many Cambodian parents including teachers do not clearly understand about life participation even they already did some of the elements in those parts. Why can I say like this? If we say about the academic involvement, most of activities are done by school policy or regulation which pushes to all parents to do so. And life participation depends on the characteristic of family's living. As my observation, Cambodian people are careless about emotional challenges but they mostly think about physical challenges.

Most students at all levels – elementary, middle, and high school – want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life (Michigan Department of Education, 2001). According to my observation, parents mostly bring their children to school regularly; therefore, the important thing does not just only bring them to school but also communicate with the school closely, and follow up their child's progress in order to encourage them to feel that their studies are important to their future, and they feel warm at school,. Furthermore, parents should be willing to attend school's events. It is very beneficial to see what their children have done in school. Actually, children need their parents to be next to and see them while they are doing something, but in Cambodia most of parents have their children study in private schools; they have acceptable or good income and they are highly educated; it does not mean that they all know how to involve in their child's education in the right way. Most of them really want to involve, but they don't know exactly how to involve and some of them are involving in ineffective way. For example, parents want to follow up their children's homework, but the difficult thing is that they don't know how to explain to their children how to do it in the proper way.

CHAPTER 5

CONCLUSION

5.1 Conclusion

Moreover, there are many barriers too for parents in the particular school such as: (1) parents lack of time to be with their children because of family condition and needed, (2) parents don't know how can they involve in an effective way, (3) parents lack of knowledge or have low educated, (4) schools difficult to communicate with parents, (5) some parents were not aware of the importance of communications since they thought that education of their children are the responsibility of the school alone, (6) schools expected parents to know the objectives and significances of parental involvement in term of parents they still do not clearly understand about it, (7) schools still have limited guide line for parents to monitor or help their children in term of academic involvement.

There are many things need to be solved, but in general parents have good involvement in their children education according to the particular schools of the study. As the result, parents involve 88% of all parental involvement (academic involvement and life participation). And if look at to the school, have been done a lot of thing to promote parents to involve in their children education, even some activities are not effective yet. But at least according to this study we get a lot of good points to be the school need to be established in order to promote the parental involvement. In addition, this research also serves as important recommendations to improve parental involvement in their children's education.

5.2 Recommendations

Parents need to be considering more on their children and try to spend more and more times with them. Every parents need to be their children to become good citizenship for the future, get good job in society, etc. by try to earning money buy spend a lot of time with their business then their children. But if they care about their children they should give their children with time to be with them more and more in order to motivate them, to guide them, to encourage them, and to help them in study etc.

Moreover, school and teacher need to be having more commitment to promote parent to involve in their children education by create activities that can be make them interest and attend with that activity so we will have time to communicate with them and let them know more and more about the benefit of this involvement. And school and teacher need to be passion with parent who are try to keep themselves far from the school to be nearer from time to time.

5.4 Further research

Moreover, we can try to access with parent are not involve with their children education and go deeply with them in order to find out in each case of why they are afraid of that or not involve in that kind of involvement. Further research is needed to access to parent of children in other school and study more deeply not only primary but secondary too to overcoming barriers to parental involvement and encouraging parents to get involved because little research on parental involvement has been conducted for those erase. So it would be interesting to compare data from many school locations and level of students. And the important factors will provide educators, researchers, practitioners, policy makers and parents with necessary data for building family, school and community programs liked with effective programs of parental involvement that increase students' learning outcomes with positive result in order to perform well in their communities.

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Appendices

Appendix A: Information Sheet

INFORMATION FOR PARTICIPANTS – Focus Group Discussion
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PROGRAM: Master of Education
Research Title: Parental Involvement in Primary Education in Cambodia: A Case: Study in a Private School
Supervisor: Dr Chhinh Sitha
Research Student: Tan Sophondarith
855-16-721-616
tansophondarith@gmail.com

The aim of this study is to explore master students' perception of their development as novice researchers and identify factors that have assisted or blocked their development as beginning researchers. It consists of two phases- Phase 1 is Questionnaire for Parents, Phase 2 is Focus Group Discussions.

The focus group discussion involves ten parents meeting with the researcher to discuss their perception toward the research as the beginning researchers and the experiences of conducting their initial research. The discussion group is expected to take no more than 60 minutes or more deepen on the real situation and will be audio recorded for transcription and analysis.

The researcher stresses that taking part in the discussion group is voluntary. Due to the nature of a discussion group confidentiality cannot be assured but there will be no identifying names used in the final research report or any other papers produced from this research.

If you have any questions concerning this study, please contact either Mr. Tan Sophondarith through the detail listed above. If you have any questions regarding the ethical conduct of the research project, please contact Dr Chhinh Sitha phone number: 012-722-297, Email: sithachhinh@hotmail.com

Appendix C

(Letter for asking for approval from school director)

Memo

Date:/...../.....

From : Tan Sophondarith, a researcher of Master of Education program,
RUPP (Cohort III).

To : School Director

Object : To ask for approval of conducting research on parental involvement in primary
education.

Dear School Director,

I would to like to ask for approval of my conducted research on parental involvement in children education at primary school. This research focuses mainly on types of parental involvement, barriers to parental involvement, parents' perceptions on parental involvement in children's education at home and at school.

This research study will have benefit to students and other educators as well as parents to be involved in their children's education in order to develop the parental involvement in children's education. Additional to this, the result of this study will inform the administrator, teachers and parents of a primary level about the benefits of parental involvement in general. On the basis of this data the school, parents can develop new strategies to increase their involvement of the benefits of their own. Moreover, this study will be essential for other researchers to conduct the research to improve students' achievement through bridging the gap between home and school at a primary school.

Yours sincerely,

Tan Sophondarith,
RUPP researcher, M. Ed, Cohort III
Tel: 016 721616,
E-mail: tansophondarith@gmail.com

Seen and Approved
School Director

.....

Appendix D

Royal University of Phnom Penh

(Letter from School director to parents to find the approval)

Memo

Date:/...../.....

From : School director

To : Parents

Object : Ask for approval from parents.

Dear parents,

I would like to inform you that you have been invited to participate in answering questionnaire to help a university student in the research of parental involvement in children education at the primary school.

If you are interested in providing important answers, please sign and return the attached “Consent Form” to me through your child. And if you need further information about this research study, please find it in the attached “Information Form.”

Yours sincerely,

School Director

Appendix E

Royal University of Phnom Penh

(Letter from the School director to parents, teachers and school management to find the approval to participate in focus group discussion)

Memo

Date:/...../.....

From : School director/ vice school director

To : Parents, Teachers and School Management

Object : Ask for approval from teachers.

Dear teacher,

I would to like to inform you that you are invited to participate in focus group discussion and help a university student in the research of parental involvement in children education at primary school.

If you are interested in focus group discussion, please sign and return the attached “Consent Form” to me. And if you need further information about this research study, please find it in the attached “Information Form.”

Yours sincerely,

School Director

Appendix F: Questionnaire

Parent of student name: Grade:

1. What parent has been done for those pints bellow to involve in their children's education?

2. Please (✓) in the box which is your choice

4 = Always 3 = sometimes 2 = occasionally 1 = never N/A = Not applicable

A. Academic Involvement	1	2	3	4	N/A
Attend parent-teacher conferences					
Sign homework as required by the teacher					
Know when to expect report cards					
Ask about homework daily					
Listen to the child read					
Visit classroom during open houses					
Ask friends, siblings, and other family member for homework help for child					
Have high standards for academic performance					
Purchase materials required for class.					
Drive them to tutoring and school activities.					
Go to the library with them.					
Be present when required to pick up report cards at school.					

B. Life Participation	1	2	3	4	5
Be aware of child's life.					
Be aware of and monitor child.					
Be aware of child's peer group and interacting with peers' parents.					
Teach good morals and respect of others.					
Communicate with child.					
Be aware of and encourage child's abilities and career aspirations.					
Provide general encouragement.					
Discuss future planning.					

សម្រាប់មតិរបស់ឪពុកម្តាយសិស្ស

សម្រាប់ការសិក្សាស្រាវជ្រាវបញ្ចប់ថ្នាក់អនុបណ្ឌិតផ្នែកអប់រំលើប្រទេស

“ការចូលរួមរបស់ឪពុកម្តាយ

ក្នុងការសិក្សារបស់កុមារនៅសាលារៀនឯកជនកម្រិតបឋមសិក្សា”

ខ្ញុំបាទ សូមថ្លែងអំណរគុណទុកជាមុននូវការចូលរួមសហការគាំទ្រលើកស្ទួយ និងការអភិវឌ្ឍវិស័យអប់រំតាមរយៈការចូលរួមជួយបំពេញព័ត៌មានខាងក្រោម។

ឪពុកម្តាយរបស់សិស្សឈ្មោះ: ថ្នាក់ទី
.....

សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់ ជាមួយនឹងជម្រើសរបស់អ្នក
4 = យ៉ាងទៀងទាត់ 3 = ញឹកញាប់ 2 = ម្តងម្កាល 1 = មិនដែល N/A = គ្មានព័ត៌មាន

តើឪពុកម្តាយកំពុងតែបានចូលរួមក្នុងការសិក្សារបស់កូនយ៉ាងណាដែរ?

ក, ការចូលរួមផ្នែកសិក្សាធិការ	1	2	3	4	N/A
ចូលរួមជំនួបរវាងអាណាព្យាបាល និងគ្រូ					
ចុះហត្ថលេខាលើកិច្ចការផ្ទះរបស់កូនតាមការកំណត់របស់គ្រូ					
ដឹងពីពេលវេលានៃការទទួលបានរបាយការណ៍សិក្សារបស់កូន					
សួរនាំកូនពីកិច្ចការសាលាប្រចាំថ្ងៃរបស់កូនជាប្រចាំ					
ចូលរួមស្តាប់នៅពេលដែលកូនអាន					
ទស្សនៈកិច្ចថ្នាក់រៀនកូននៅក្នុងថ្ងៃបើកទស្សនកិច្ចរបស់សាលា					
ស្នើសុំមិត្តភក្តិ បងប្អូនបង្កើត ឬ សមាជិកគ្រួសារជួយដល់កិច្ចការសាលារបស់កូន					
បានកំណត់វិធីសាស្ត្រណែនាំកូនច្បាស់លាស់ចំពោះការសិក្សា					
ទិញសម្ភារសិក្សាសម្រាប់កូនដែលតម្រូវដោយសាលា					
បង្រៀនកូនមួយទល់នឹងមួយ និងចូលរួមសកម្មភាពនានារបស់សាលា					
ចូលបណ្តាលយជាមួយកូន					
មានវត្តមាននៅពេលដែលត្រូវទទួលបានរបាយការណ៍សិក្សារបស់កូន					

ខ, ការចូលរួមសម្រាប់ជីវិតរស់នៅទូទៅ	1	2	3	4	N/A
យល់ដឹងពីការរស់នៅរបស់កូន					
យល់ដឹងពីការតាមដាន និងឃ្នាំមើលសកម្មភាពរបស់កូន					
យល់ដឹងពីកូនក្នុងលក្ខណៈមានក្រុមមិត្តភក្តិ និងយល់ដឹងពីការទំនាក់ទំនងជាមួយមិត្តភក្តិ និងយល់ដឹងពីការទំនាក់ទំនងជាមួយមិត្តភក្តិ និងយល់ដឹងពីការទំនាក់ទំនងជាមួយមិត្តភក្តិ					
ណែនាំកូនពីសុដីវធម៌ និងការគោរពអ្នកដទៃ					
ប្រាស្រ័យទាក់ទងជាមួយកូន					
យល់ដឹងពីការលើកទឹកចិត្ត ចំពោះសមត្ថភាពកូន និងការតម្រង់ទិសសម្រាប់អាជីពទៅថ្ងៃខាងមុខ					
ចូលរួមក្នុងការផ្តល់ក្តីសង្ឃឹមដល់កូន					
មានការពិភាក្សាគម្រោងការជាមុនជាមួយកូន					
តាមដានវត្តមានកូននៅសាលា					
បង្ហាត់បង្ហាញកូនអំពីវិន័យ និង អាកប្បកិរិយាល្អជាគំរូ					
បង្កើតភាពជឿជាក់ដល់កូន					
ផ្តល់ដំបូន្មានដល់កូនទាក់ទងនឹងបញ្ហាជីវិត					
ពិភាក្សាអំពីសកម្មភាពខាងក្រៅផ្ទះដែលអាចនាំឲ្យមានគ្រោះ ថ្នាក់ ដូចជាអំពើល្មើសច្បាប់ និងសារធាតុញៀន					
ទទួលបានព័ត៌មានពីគ្រូដើម្បីចូលរួមការពារសុវត្ថិភាពកូន					
ស្ម័គ្រចិត្តចូលរួមពិនិត្យមើលបរិយាកាសសាលារៀន					
លើកទឹកចិត្តឲ្យកូនចេះជួយមើលគ្នាទៅវិញទៅមក					
<p data-bbox="226 1288 1471 1433">គ, តើឪពុកម្តាយមានការលំបាកអ្វីខ្លះទាក់ទងនឹងការចូលរួមក្នុងការសិក្សារបស់កូន និងមានសំណូមពរអ្វីខ្លះចំពោះសាលារៀនដើម្បីជួយឲ្យការចូលរួមរបស់ខ្លួនក្នុងការសិក្សារបស់កូនកាន់តែមានប្រសិទ្ធិភាព?</p> <ul style="list-style-type: none"> <li data-bbox="226 1444 1471 1489">• <li data-bbox="226 1489 1471 1534">• <li data-bbox="226 1534 1471 1579">• <li data-bbox="226 1579 1471 1624">• <li data-bbox="226 1624 1471 1668">• <li data-bbox="226 1668 1471 1713">• <li data-bbox="226 1713 1471 1758">• <li data-bbox="226 1758 1471 1803">• <li data-bbox="226 1803 1471 1848">• <li data-bbox="226 1848 1471 1892">• 					

សូមអរគុណ!

Appendix G: Interview Question

- 1 What factors that school has been encourage parent to involve in their child's education?
And what are barriers to promote parental involvement in this school?
- 2 What factors that cause parent to involve in their child's education? And what are
barriers?
- 3 What about your perception on parental involvement in this school?

Appendix H: Focus Group Discursion Question

- 1 What are advantages of parental involvement on children's education?
- 2 What are the negative impacts if parent are not active in their child's education? And what are the resolutions for those negative impacts?
- 3 What school should do to promote parent to involve in their child's education to be more effectively?

Appendix I: Result from survey on parental involvement with parent

Note: 4 = Always 3 = sometimes 2 = occasionally 1 = never N/A = Not applicable

Academic Involvement	1	2	3	4
Attend parent-teacher conferences.	7	15	1	7
Sign homework as required by the teacher.		4	9	17
Know when to expect report cards.		6	9	16
Ask about homework daily.		6	11	13
Listen to the child read.	1	10	10	9
Visit classroom during open houses.	17	8	2	3
Ask questions about homework.		3	14	13
Ask friends, siblings, and other family members for homework help for child.	14	11	2	1
Have high standards for academic performance.		4	16	10
Purchase materials required for class.	1	1	8	20
Drive them to tutoring and school activities.	2	12	10	7
Go to the library with them.	21	7	2	2
Be present when required to pick up report cards at school.	7	9	7	8
Life Participation	1	2	3	4
Be aware of child's life.		1	11	18
Be aware of and monitor child.		5	13	12
Be aware of child's peer group.		14	6	9
Be aware of interacting with peers' parents	13	9	1	5
Teach good morals and respect of others.		3	11	16
Communicate with child.		3	14	12
Be aware of and encourage child's abilities and career aspirations.	1	4	14	11
Provide general encouragement.	1	3	13	12
Discuss future planning.	6	7	10	6
Monitor school attendance.		5	13	12
Exercise discipline and provide behavioral cuing		5	7	16
Establish trust with child.	1	5	14	9
Provide advice on life issues.	2	5	11	11
Warn of dangers outside the home, such as illegal drugs.	4	1	8	17
Get to know teachers to assess child's safety.	5	10	7	8
Volunteer to observe school environment.	6	14	4	3
Encourage siblings to look out for each other.		3	15	12

Life Participation	1	2	3	4
Be aware of child's life.		1	11	18
Be aware of and monitor child.		5	13	12
Be aware of child's peer group.		14	6	9
Be aware of interacting with peers' parents	13	9	1	5
Teach good morals and respect of others.		3	11	16
Communicate with child.		3	14	12
Be aware of and encourage child's abilities and career aspirations.	1	4	14	11
Provide general encouragement.	1	3	13	12
Discuss future planning.	6	7	10	6
Monitor school attendance.		5	13	12
Exercise discipline and provide behavioral cuing		5	7	16
Establish trust with child.	1	5	14	9
Provide advice on life issues.	2	5	11	11
Warn of dangers outside the home, such as illegal drugs.	4	1	8	17
Get to know teachers to assess child's safety.	5	10	7	8
Volunteer to observe school environment.	6	14	4	3
Encourage siblings to look out for each other.		3	15	12