

Royal University of Phnom Penh

Master of Education Program

**Students' Perception on the Necessity of Foundation Year
Program in Higher Education: A Case Study of Build Bright University**

**ឧបន្ទុះរបស់និស្សិតលើការចាំបាច់នៃកម្មវិធី
ថ្នាក់បឋមសិក្សាមូលដ្ឋាននៅឧត្តមសិក្សា: ករណីសិក្សានៅសាកលវិទ្យាល័យបៀលប្រាស**

Leng Sarie

December 2008

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Program in Higher Education: A Case Study of Build Bright University**

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A research report submitted in partial fulfillment of the requirements of
the degree of Master of Education

Supervisor: Dr. NITH Bunlay

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មូលនិយមសង្ខេប

ថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ជាឆ្នាំទីមួយនៃការសិក្សាកម្រិតបរិញ្ញាបត្រ ដែលតម្រូវឱ្យនិស្សិតទាំងអស់ចុះឈ្មោះចូលរៀននៅតាមគ្រឹះស្ថានឧត្តមសិក្សារដ្ឋ និង ឯកជននៅក្នុងព្រះរាជាណាចក្រកម្ពុជា ។ និស្សិតដែលបានបញ្ចប់ថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋានត្រូវបានទទួលវិញ្ញាបនបត្រថ្នាក់សិក្សាឆ្នាំមូលដ្ឋានហើយ ពួកគេមានសិទ្ធិអាចបន្តការសិក្សាឆ្នាំទីពីរ នៅតាមគ្រឹះស្ថានឧត្តមសិក្សានានា នៅក្នុងព្រះរាជាណាចក្រកម្ពុជាបាន ។ ក្នុងន័យនេះគណៈកម្មការទទួលស្គាល់គុណភាពអប់រំកម្ពុជា មានភារកិច្ចទទួលខុសត្រូវក្នុងការរៀបចំដំណើរការចុះវាយតម្លៃគុណភាពអប់រំនៅតាមគ្រឹះស្ថានឧត្តមសិក្សាទាំងអស់ ។ ការសិក្សាស្រាវជ្រាវនេះគឺ៖ ចង់ស្វែងយល់ពីប្រវត្តិរបស់និស្សិត ចង់ដឹងពីការឆ្លើយតបអំពីផលប្រយោជន៍ និងការពេញចិត្តដែលពួកគេទទួលបានដើម្បីកំណត់បាននូវសក្តានុពល និង បញ្ហាផ្សេងៗ ហើយផ្តល់ជាអនុសាសន៍មួយចំនួនដើម្បីធ្វើឱ្យការអនុវត្តការធ្វើផែនការ និង នយោបាយសម្រាប់កម្មវិធីថ្នាក់សិក្សាឆ្នាំមូលដ្ឋាន មានភាពល្អប្រសើរឡើងនាពេលអនាគត ។ ការសិក្សាស្រាវជ្រាវនេះត្រូវបានធ្វើឡើងនៅសាកលវិទ្យាល័យបៀលប្រាយនៅទីក្រុងភ្នំពេញនៃព្រះរាជាណាចក្រកម្ពុជា ។ ចំពោះទិន្នន័យបឋមនៃការសិក្សានេះទទួលបានមកពីការធ្វើការស្ទង់មតិរបស់និស្សិត ដែលកំពុងសិក្សានៅសាកលវិទ្យាល័យបៀលប្រាយ ។ ចំណែកវិធីសាស្ត្រនៃការប្រមូលទិន្នន័យវិញ្ញាបនបត្រត្រូវបានធ្វើតាមរយៈ ការអង្កេត ការធ្វើបទសម្ភាសជាមួយអ្នកពាក់ព័ន្ធ និង ពិភាក្សាតាមក្រុម ។

លទ្ធផលសំខាន់ៗដែលទទួលបានពីការសិក្សាស្រាវជ្រាវនេះបានបង្ហាញឱ្យឃើញថា និស្សិតភាគច្រើនបានចុះឈ្មោះចូលរៀនភ្លាមៗបន្ទាប់ពីពួកគេបញ្ចប់ការសិក្សានៅវិទ្យាល័យ ហេតុដូច្នេះហើយទើបពួកគេមើលឃើញថា កម្មវិធីថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋានហាក់ដូចគ្នាទៅនឹងកម្មវិធីសិក្សានៅវិទ្យាល័យ ដោយពុំមានអ្វីប្លែកឬចំណេះដឹងថ្មីៗដែលពួកគេបានរំពឹងទុក ។ យោងតាមការសិក្សានេះ បានបង្ហាញឱ្យឃើញថា ជំនាញដែលនិស្សិតជ្រើសរើសក្នុងការសិក្សារបស់ពួកគេគឺ ជំនាញ Business Administration មានអត្រាភាគរយខ្ពស់ជាងគេប្រសិនបើពួកគេសិក្សាតែមួយមហាវិទ្យាល័យប៉ុន្តែមុខជំនាញអក្សរសាស្ត្រអង់គ្លេសមានអត្រាភាគរយបន្ទាប់ ប្រសិនបើពួកគេសិក្សាពីរមហាវិទ្យាល័យនៅពេលតែមួយ ។ និស្សិតភាគច្រើនបានបង្ហាញនូវភាពពេញចិត្តចំពោះគុណភាព និង សមត្ថភាពរបស់សាស្ត្រាចារ្យ ប៉ុន្តែពួកគេក៏បានបញ្ជាក់ដែរថា ការគ្រប់គ្រងទូទៅ ការទំនាក់ទំនង ការគ្រប់គ្រង ថ្នាក់រៀន និង វិន័យរបស់សាលានៅមានកំរិតនៅឡើយ ។ ម្យ៉ាងវិញទៀត សៀវភៅសិក្សាក៏ពុំទាន់មានបទដ្ឋានរួមនៅឡើយ ព្រោះសៀវភៅសិក្សាទាំងនោះរៀបចំដោយសាស្ត្រាចារ្យម្នាក់ៗទៅតាម ឯកសារដែលខ្លួនមាន ។

សាកលវិទ្យាល័យហ្វ្រែនឡែនស្តុនស្តុន និង ផលប្រយោជន៍សំខាន់ៗ តាមរយៈភាព
 ល្បីល្បាញ របស់ខ្លួនដោយមាន ទីតាំងល្អ និង មានតំលៃសមរម្យ ។ កត្តាទាំងអស់នេះហើយជា
 មូលហេតុដ៏សំខាន់នៃការជ្រើសរើសទីកន្លែងសិក្សារបស់ពួកគេ ។ ទោះបីយ៉ាងនេះក្តីសាកលវិទ្យាល័យ
 ហ្វ្រែនឡែនស្តុន ប្រឈមមុខនូវបញ្ហាជាច្រើនផងដែរដូចជា៖ ការពេញចិត្តរបស់និស្សិត ការគ្រប់គ្រង
 របស់សាកលវិទ្យាល័យ សមត្ថភាពរបស់និស្សិត និង បរិយាកាសអប់រំនៅមានកំរិតនៅឡើយ ។
 បញ្ហាកំណត់ទាំងអស់ដូចបានរៀបរាប់ខាងលើនេះ ធ្វើឱ្យទស្សនៈរបស់និស្សិតភាគច្រើនពុំចង់ឱ្យមាន
 កម្មវិធីសិក្សាឆ្នាំមូលដ្ឋានបន្តទៀតទេ ។ ដោយសារមានបញ្ហាទាំងឡាយដែលបានឆ្លុះបញ្ចាំងយ៉ាងច្បាស់
 នេះហើយ ទើបមានអនុសាសន៍មួយចំនួនបានលើកឡើងដើម្បីជួយឱ្យការអនុវត្តកម្មវិធីសិក្សាឆ្នាំមូល
 ដ្ឋានបានល្អប្រសើរនាពេលអនាគត ។ ក្រសួងអប់រំ យុវជន និងកីឡា គួរតែពិនិត្យនូវ គោលនយោបាយ
 និងផែនការរបស់ខ្លួនឡើងវិញ ហើយគណៈកម្មការទទួលស្គាល់គុណភាពអប់រំកម្ពុជា (ACC) ត្រូវធ្វើការ
 ត្រួតពិនិត្យឱ្យបានជាប្រចាំ ចំពោះការ អនុវត្តកម្មវិធីថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាននៅតាមគ្រឹះស្ថានឧត្តមសិក្សា
 នានាគួរតែតម្រូវឱ្យមានកម្មវិធីជាបទដ្ឋានជាតិ បន្ថែមពីនេះទៀតធានាគោលការណ៍គុណភាពគាំទ្រ
 ដល់ការរៀបចំឱ្យមានកម្មវិធីបទដ្ឋានជាតិមួយសម្រាប់ថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ហើយជាចុងក្រោយ
 សាកលវិទ្យាល័យហ្វ្រែនឡែនស្តុន គួរតែមានការកែទម្រង់ ការគ្រប់គ្រង និង រដ្ឋបាលរបស់ខ្លួនឱ្យបាន
 ល្អប្រសើរ កម្មវិធីសិក្សាត្រូវតែមានការពិភាក្សាឡើងវិញដោយផ្ដោតលើជំនាញបច្ចេកទេស និង ចំណេះ
 ដឹងថ្មីៗជៀសវាងអ្វីដែល និស្សិតបានសិក្សារួចហើយពីវិទ្យាល័យ ។

ពាក្យគន្លឹះ

កម្មវិធីថ្នាក់ឆ្នាំសិក្សាមូលដ្ឋាន ឧត្តមសិក្សា សាកលវិទ្យាល័យហ្វ្រែនឡែនស្តុន និង គណៈកម្មការទទួល
 ស្គាល់គុណភាពអប់រំកម្ពុជា (ACC)

Abstract

The Foundation Year Program (FYP) is the first academic course of Bachelor Degree Program required all the freshmen to be enrolled at either public or private universities in Cambodia. The students are awarded a completion certificate to be an evident for applying admission in the second year. In this sense, the Accreditation Committee of Cambodia (ACC) is responsible for accreditation and quality assurance of all the universities. The study was employed to examine the profile of the students; to gain feedbacks in terms of benefits gained and satisfaction; to identify potentials and constraints; and to suggest recommendations in order to improve the future FYP application of the Higher Education in terms of policy and planning process. The study was conducted at Build Bright University, Phnom Penh, Cambodia. The primary data was basically obtained from a survey. The primary data collection methods were applied including observation, key informants interview, focus group discussion.

The main findings showed that majority of freshmen enrolled as soon as their high school completion so the subjects of the FYP seemed to be repeated rather than advanced knowledge on the same areas. Regarding the selection of field of study by respondents counted business administration as the highest percentage if they did only one university but English literature (of the second course) was the highest if they enrolled two universities at the same time. The respondents were highly optimistic with their lecturers in terms of capacity and quality however they felt that school management in terms of communication, class management and internal regulation were in a very limited condition. In particular, textbooks were not standardized and they were prepared by individual lecturers where are not met even the regional standard.

The university had its potentials and advantages from its well-known branch, good location and reasonable price. These were also the main reasons of the respondents' selection. In the meantime, the university faced several problems and constraints namely: limited satisfaction of respondents, limited management of university, limited capacity and profile of respondents and enabling environment of higher education in Cambodia. The limitation led majority of respondents wish not to

continue the Program. Reflecting the problems and constraints, a series of recommendation were suggested in order to improve the future application of the Foundation Year Program (FYP). The recommendation were mainly given to the Ministry of Education, Youth and Sport in terms of policy and planning, Accreditation Committee of Cambodia (ACC) for enforcement of existing policy, in particular standardized curriculum, the World Bank for further support in standardized curriculum, the Build Bright in terms of management and administration. Also, the standardized curriculum should be focused more on technical skills and advanced knowledge rather than repetition of higher school.

Keywords:

Foundation Year Program (FYP), Higher Education, Build Bright University and Accreditation Committee of Cambodia (ACC).

TO WHOM IT MAY CONCERN

Name of program: Master of Education Program

Name of candidate: **Leng Sarie**

Title of research report:

**Students' Perception on the Necessity of Foundation Year
Program in Higher Education: A Case Study of Build Bright University**

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 material has not been used for any other degree. I played the following part in the preparation of the thesis:

Supervisor: **Dr. NITH Bunlay**

Date: 27 December 2008

Royal University of Phnom Penh

TO WHOM IT MAY CONCERN

This is to certify that the research report that I, **Leng Sarie**, hereby present entitled “**Students’ Perception on the Necessity of Foundation Year Program in Higher Education: A Case Study of Build Bright University**” 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 requirements of any other qualification in whole or in part, at this or any other university or equivalent institution.

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Signed by:.....

Date: 27 December 2008

Countersigned by the Chief Supervisor

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Date: 27 December 2008

Royal University of Phnom Penh

Masters of Education Program

Title of research report: Students' Perception on the Necessity of Foundation Year Program in Higher Education: A Case Study of Build Bright University

Research report submitted by Leng Sarie

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LIST OF ABBRIVIATIONS

ACC	Accreditation Committee of Cambodia
ADB	Asian Development Bank
ASEAN	Association of South East Asian Nation
BBU	Build Bright University
BOT	Build, Operation and Transfer
CFYC	Curriculum of Foundation Year Courses
Dept	Department
DHE	Department of Higher Education
ESP	Education Strategic Plan
FYP	Foundation Year Program
FYC	Foundation Year Courses
FYCC	Foundation Year Course Certificates
FYD	Foundation Year Department
HEIs	Higher Education Institutions
Info	Information
MoEYS	Ministry of Education, Youth and Sport
MUA	Ministry of University Affairs
NGOs	Non-government Organizations
NWS	Non-working sophomore
Obs	Observation
R&D	Research and Development
SEAMEO	South East Asian Ministers of Education Organization
SPSS	Statistical Package for Social Science
SWOT	Strength, Weakness, Opportunity, and Threat
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
WS	Working sophomore
WAI	Weighted Average Index
WB	World Bank

Chapter 1

INTRODUCTION

1.1 Background of the Study

A traditional education in Cambodia was accessible at the *Wat* (Buddhist temples) which dominated by male pupils. The formal education was initially introduced by the French colonial by the 1917 law, including a basic primary and secondary education system modelled loosely on that of France. Gained by the independence in 1953, Cambodia established its first universal education system in which complemented by so-called development of a network of vocational colleges namely the School of Health (1953), Buddhist University (1954), the Royal School of Administration (1956), the College of Education (1959), the National School of Commerce (1958) and the National Institute of Judicial, Political and Economic Studies (1961).

During the Khmer Rouge period (1975-1979) education was abolished, systematically destroying teaching materials, textbooks and publishing houses. Schools and universities were closed and their buildings put to other uses. During this period a large number of qualified teachers, researchers and technicians either fled the country or died. The victorious revolution ousted Pol Pot in 1979 and completely reconstructed the entire education system. Pre-school, primary and secondary schools were first to reappear, followed by non-formal education for adults and a network of colleges and universities. The Cambodian education system is profoundly decentralized, with three levels of government – central, provincial and district – responsible for its own management. The Ministry of Education, Youth and Sports (MoEYS) is responsible for establishing national policies and guidelines (Rockefeller Foundation, 2005).

According to the U.S. Library of Congress (2008), the state higher education institutions in Cambodia includes the Royal University of Fine Arts (reopened 1980), the Institute of Technology of Cambodia (1981, formerly the Higher Technical Institute of Khmer-Soviet Friendship), the Royal University of Agriculture

(1984, formerly the Institute of Agricultural Engineering), the Royal University of Phnom Penh (1980), by merging the Ecole Nationale Supérieure (1980) with the Institute of Foreign Languages (1981), and the Vedic Maharshi Royal University in Prey Veng Province (1993). In 1995 the Royal School of Administration was re-established under the control of the Council of Ministers. Cambodia still has a low participation rate in higher education, with just 1.2 percent of the population enrolled, compared with an average of 20.7 percent in all the ASEAN countries.

The higher education sub-sector is carrying on to offer and to enhance the accessibility to higher education while at the same time safeguarding quality to ensure that Cambodia's economic, social and market needs are met in the areas of intellectual development and human resource provision. In this sense, the Ministry of Education, Youth and Sport (MoEYS) formulates strategy for higher education by expanding and strengthening a growing public/private partnership to achieve equitable access and improved quality in the management and delivery of higher education (MoEYS, 2007). The main role of private higher education is to contribute the country development and poverty alleviation through high-cost effective to the entire Cambodian students through out the country with multi-disciplinary fields of studies. This is an emerging contribution in producing qualified Cambodians for employment market alignment with the government policy stated in the Rectangular Strategy. The private higher education also plays its pivotal role in building capacity and human resources in Cambodia in order to supply huge demands of human capital in Cambodia reflecting to the current economic growth and prosperity.

1.2 Problem Statement

The higher education has emerged into its mature and interested both government of Cambodia and private sectors for the investment. The rapid spring-up has been challenged and issued if the development could go to the right direction. The bottlenecks and constraints have been raised whether the higher education in Cambodia can provide students with a standardized quality (regional or international) to ensure the employment for graduates. In this sense, the higher education in Cambodia has faced 4 main problems resulting to a limited quality provided which

could hardly even meet with regional standard. This failure leads to a less possibility to obtain employment as soon as their graduation.

Majority of students, through observation, completed from high schools are not qualified enough for higher education. The basic knowledge in particular, mathematics, physics and chemistry are not well equipped so they challenged with diversified courses during the freshmen. At the same time, most of the students are able to attend private universities without entrance exam. Additionally, some schools allow students to enroll courses even they do not complete high school as the reason that they have worked for many years which are equivalent for their admission requirement. The easy admission and poor background of students might affect the higher education development. However, it is a new phenomenon where there is no current study.

The courses provided in the Foundation Year Programme (FYP) is very broad and not fit to the specific field of their course enrolled which students are needed to continue in the next academic year. Also, the courses are repeated from high schools which bring them bored and less interested in the instruction. At the same time, the Foundation Year Program (FYP) includes so many subjects which students are not able to catch in a short period of time. In this regard, it is reflected to the benefits gained by the students. The program has its unique objectives and goals to make certain and enhance academic quality (World Bank, 2006). Yet, the interest, perception, and satisfaction of the students might be a root cause to lessen the result of its main goals. In some cases, universities do not provide courses required by the programme due to insufficient instructors and they prefer not to recruit external lecturers.

As a general view, private universities become a commercial activity which is not oriented into educational purpose. A good design of Foundation Year Program and low tuition fee paid by the students might increase accessibility but bring into limited quality due to poor management, poor administration, inexperienced instructors, and lack of educational and teaching materials. The research-based study is still not comprehensively applied through thesis and dissertation. In particular, Research and Development (R&D) exist in a limited scope at the universities which allow students

to prepare their research study before their graduation but only exit examination without strict regulation (Chet, 2006).

1.3 Research Questions

- What are the educational and professional backgrounds of freshmen before enrolling at Build Bright University?
- What do freshmen learn from the Foundation Year Programme?
- Are students satisfied with the courses offered in Foundation Year Program at Build Bright University?
- What are the potentials, problems, and constraints of the Foundation Year Program application?

1.4 Objective of the Study

- To study the profiles of the students who experienced in courses in the Foundation Year Program (FYP) provided by the Build Bright University;
- To obtain feedback from students focusing on benefit gained and satisfaction from the Foundation Year Program;
- To identify potentials and constraints derived from the Foundation Year Program applied by Build Bright University;
- To make recommendations to policy makers and decision-makers to improve the Foundation Year Program and applications.

1.5 Rationale of the Study

This is worthy exploring the basic knowledge and lesson learnt from the Foundation Year Program (FYP) application in Cambodia. The main reason lied behind the study was due to the fact that there was no such comprehensive research study on the Foundation Year Program (FYP) yet since it has been a new issue in Cambodia. The courses offered are still in doubt whether it would be a good start for freshmen or a repetition of courses from high schools. Also, its potentials, problems and constraints were needed to precisely indentify in order to improve the future FYP application.

First, the Ministry of Education, Youth and Sport (MoEYS) has currently paid more and more attention on higher education by establishment of Accreditation Committee of Cambodia (ACC) which is a special secretariat-general for quality control in higher education. This surely shows that the result would be completely pivotal for the MoEYS for its strategy reform and policy development for current application improvement.

Second, the findings will be reflected to the efforts of the World Bank project for Cambodian growth through higher education development. The result of this study would be a significant sense which the World Bank would love to see for the future curriculum development in the higher education sector.

Third, the result will be very important for Build Bright University to improving the current problems and constraints in terms of university administration and management, facilities and other important components which are significant for quality improvement by the university.

1.6 Scope, Limitation and Difficulty of Study

The study was conducted at the Build Bright University based in Phnom Penh, Cambodia. A number of students (100), who experienced in the Foundation Year Program (FYP) provided by the Build Bright University. The study was conducted with a very small sample size since there was no financial support as well as a very limited time period (1 Semester). The data collection was very challenged as it was in a vacation where most of students did not come to school. It was not easy to request for interview, especially, female students who were shy to share what they faced. The respondents were not covered by all the fields of study provided by the Build Bright University, once they were randomly selected around the university campus.

Chapter 2

LITERATURE REVIEW

2.1 Definitions and Concepts of Higher Education

In the 1990s, the reform of higher education became an emergence of interests from several key donors, such as UNESCO, the World Bank and the Asian Development Bank. All interests from those institutions remarked the similar issues and challenges such as the requirement for reform of academic Programs to achieve the social and market needs; the urgent need for faculty and staff development matched with pay increases for qualified lecturers and staff; and the reform of financial and managerial structures in higher education institutions (Chet, 2006). The Rectangular Strategy of the Royal Government of Cambodia also put the education into one of the most prioritized sector. In this light, higher education is very significant in response to the economic and political shift. Cambodia has undertaken momentous transformations in its tertiary education system, including changing the pattern of financing and governance, growing institutional differentiation, creating evaluation and accreditation mechanisms, curriculum reform, and technological innovations.

A definition provided by the Wikipedia (2008), higher education is education provided by universities, vocational universities, community colleges, liberal arts colleges, technical colleges, and other collegial institutions that award academic degrees, such as career colleges. In the meantime, another interesting definition by the UNESCO-APAID (2006), higher education is one area where people aspire to advance themselves. In this aspect, higher education is a very crucial for all the young students who graduate from higher education. With higher education degree obtained they will be competent and intelligent which are very important for their future career.

As pointed out by Crowley (2008), the role of higher education, in both theoretical and policy terms lacks sufficient empirical knowledge of what is happening within universities and to the students who spend a considerable part of their prime years in these institutions. While it is clear that there has been a considerable growth in higher education whether measured by the number of students or amounts spent, it is unclear just how meaningful this large growth is. Some studies have found it exceedingly difficult to get a good grip on two critical output measures – how to measure quality in higher education and how to determine the value added by higher education over and beyond the student's innate abilities. Yet, even if the above argument is accepted, the policy implications are not clear.

Economically, the private sector is that part of the economy which is both run for private profit and is not controlled by the state (Wikipedia, 2008). At present time, the private sector plays a very important role in joining with the state in order to develop the country. In some cases, the government is not able to handle on it because it is very costly. The private sector has capital which can support the government to invest in some sort of development projects. The Build, Operate and Transfer (BOT) are one of the most popular for the government which joined venture with the business companies. For the private university, the government is very appreciating to allow their existence. Since the government lacks budget to invest in the university therefore private universities now become a very popular in joining to provide higher education in many countries in the world. In this study, a definition of higher education is formulated in order to be more convenient for the whole study. The private university is an area owned by the individual not by the state where people seek to advance themselves after high school.

2.2 Significance of Higher Education

Most attention to the value of higher education demonstrates on the economic returns to different levels of educational attainment for individuals. Many studies have uniformly shown that higher levels obtained are associated with greater individual earnings. At the same time, the different aspects of individual earnings, they typically find that measured achievement has a clear impact on earnings after allowing for differences in the quantity of universities attended, the experience of workers, and

other factors (Hanushek, et al, 2007). According to Bolton (2008), higher education is emergingly important for women. There are two issues for consideration for this importance. The significance of higher education is that it allowed women access to a wider variety of occupations which were more befitting of skills women were not previously recognized as having, but not only that; it meant narrowing the gap towards equality between the sexes. It gave them recognition of intelligence, and gave them a status in society far grander than ever before. But it also meant they were encroaching, even trespassing, on the male sphere, which was the major opposition for higher education. Moreover, Taylor (1977) explained that women were consciously contained within certain job categories in order that male jobs would not be threatened. Additionally, Butler (1977) expounds a reason why women desired higher education, and there is no doubt she can...

2.3 Higher Education System in Cambodia

Higher education institutions are authorized to function and to grant degrees from the Council of Ministers. This authority is granted by a sub-Decree of the Council of Ministers. Higher education institutions in Cambodia are under the jurisdiction of 7 Ministries. The Ministry of Education, Youth and Sport controls the Royal University of Phnom Penh, the Institute of Technology of Cambodia, the Vedic Maharishi University, the Faculty of Law and Economic Sciences, the Faculty of Business and the Faculty of Pedagogy; the Ministry of Agriculture controls the Royal University of Agriculture; the Ministry of Health controls the University of Health Sciences; the Ministry of Culture controls the Royal University of Fine Arts, Ministry of Labor & Vocational Training controls National Institute of Business, Ministry of Economy & Finance controls Economics and Finance Institute, and Ministry of National Defense controls Institute of Health Science of Royal Cambodia Armed Force and Office of the Council of Ministers controls the Royal Academic of Cambodia. The Ministry of Education, Youth and Sport has overall responsibility for establishing national policies and curriculum guidelines. All institutions receive financial support from the government, basically for salaries, but this financial support is quite limited and it does not allow institutions to develop. The degrees are provided due to the categories of the institutions where university

offer bachelor, master and PhD and Diploma, institute offers Diploma of Engineering and faculty offers Diploma, Bachelor License (SEAMEO, 2004).

2.4 Quality Assurance Mechanisms in Cambodian Higher Education

The Accreditation Committee of Cambodia (ACC) was formed by Royal Decree in March 2003 to generate a legal mechanism for administering the accreditation of higher education for all Higher Education Institutions (HEIs). Its main goals are to make certain and enhance academic quality, consistent with international standards, for greater effectiveness and to determine the organizational structure, roles, functions, and duties regarding the administration of the accreditation process. The Decree addresses that all HEIs in Cambodia must obtain accreditation status from the ACC in order to confer degrees, based on the following nine areas as major quality indicators at institutional level – 1) Mission; 2) Governing structure, management and planning; 3) Academic program; 4) Teaching staff; 5) Students and student services; 6) Learning resources; 7) Physical facilities; 8) Financial management and planning; 9) Dissemination of information (World Bank, 2006).

2.5 Cambodian Government Strategy & Policy Reforms on Higher Education

The Royal Government sets three key policy objectives for higher education in the Education Strategic Plan (ESP): (1) increased access and equity of enrollment opportunity to realize the Royal Government of Cambodia's pro-poor policy, (2) Quality assurance and improvement at both institutional and system levels, and (3) strengthened institutional management and development. To meet the needs of the rapid higher education growth, the Department of Higher Education (DHE) within the Ministry of Education, Youth and Sport (MoEYS) has shifted its role as a control agent towards a provider of professional services in monitoring, analysis and policy formulation. As a result, the key roles of DHE are to: (1) develop policy and strategy for the higher education sector; (2) license HEIs for their operations; (3) assist HEIs to develop academic programs and management tools needed to help meet accreditation standards; (4) improve the quality and efficiency of higher education nationwide (World Bank, 2006).

2.6 Introduction to Foundation Year Program (FYP)

Foundation Year Program (FYP) is the first academic courses of Bachelor Degree Program requiring to be enrolled by all freshmen regardless of private or public universities. The Accreditation Committee of Cambodia (ACC) is a mandated institution that administers accreditation and quality assurance of education of bachelor Degree and/or higher degree delivered by Higher Education Institutions (HEIs) in the Kingdom of Cambodia so that higher education in Cambodia will meet international standards. Foundation Year Course (FYC) Program is the first year academic Program of Bachelor Degree, first year students have to complete FYC for one academic year. After having successfully completed the FYC, students will be awarded a FYC certificate which certifies the successful completion of all subjects in the FYC curriculum. With this Foundation Year Course Certificate (FYCC) students are able to enroll to pursue their study of second year in Bachelor Degree Program within the same HEIs they enrolled for the FYC or in other HEIs.

2.6.1 Criteria for Issuing Foundation Year Course Certificates

To be entitled to issuing FYCC to the students who have fulfilled all the conditions and have passed the examinations of the FYC Program, both public and private HEIs shall submit a proposal to ACC for FYC assessment. In addition, each HEI shall fulfill criteria and indicators set forth bellow.

1. Each HEI shall have a Department of Foundation Year Course (DFYC) to be responsible for the implementation process of FYC Program;
2. Each HEI shall have Strategic Plan that reflects its capability in intake at least 500 full-time students or part-time students in an equivalent number;
3. Each HEI shall have a Foundation Year Course (FYC) curriculum with the details of its contents and structure of each subject;
4. Each HEI shall have qualified teaching staff, sufficient in size, with relevant background and experiences to support the institution's FYC Program;
5. Each HEI shall have sufficient physical facilities such as classrooms, laboratories, books and other necessary learning materials to support the

study and research require by both students and teaching staff of the institution's FYC Program;

6. Student admission to FYC Program shall be based on the result of upper secondary education examination or other equivalent degree or/and based on legal framework in place.

2.6.2 Foundation Year Department of Build Bright University

2.6.2.1 Background of the Department

Foundation Year Department of Build Bright University has been established in 2004 in accordance with Preash Reachkret (Royal Decree) No NS/RKT/0303 dated on 31 March 2003. The Program is running under the guidelines and coordination from Accreditation Committee of Cambodia (ACC). With these, students who enrolled for their field of specialization must successfully complete the Foundation Year Course (FYC).

The Program of Foundation Year is split up into two semester - semester one and semester two. In semester one, students are required to study five different courses (three subjects are recommended by ACC and two are oriented subjects which are selected by the university, BBU). And in semester two, students are required to study in their chosen field of specialization.

The Program is running by the Department of Foundation Year, created by BBU under the guideline of ACC to make sure that the quality of education is established.

2.6.2.2 Program Recognition

The Program of Foundation Year is particular run by Build Bright University under the close observation of ACC. To be officially recognized, Foundation Year Department (FYD) has to follow the six indicators set by the ACC. These indicators include the creation of the department, strategic plans of the department, detailed curriculum of the department, the affordability of lecturers, facilities and learning

resources, and criteria of students' registration. In the academic year 2005 – 2006, FYDs of Build Bright University have been provisionally recognized and accredited by ACC to fully run its Foundation Year Program.

2.6.2.3 Careers / Study Opportunities

Students who come from high schools do not have sufficient general knowledge, which could lead them to confusion and wrong decision in choosing the right skill for their later career. So, with Build Bright University, they can develop opportunities of job acquisition, while they are doing a Bachelor course, because here Foundation Year Subjects have been selected carefully and purposely by our Council to meet the demand of the job market in Cambodia. Furthermore, FYP works as a bridge leading the students towards the right path of university option. Therefore, after finishing the Program, they become brighter and more certain to choose what faculty or skill is best for their later life-long career.

2.6.2.4 Degree / Certificate Offered

Build Bright University offers Foundation Year Course Certificate (FYCC) to its students after their one-year-long studies have been successfully completed. With it they are able to find job in private companies, organizations, or governmental institutions in order that they can make some money to support their studies and some daily personal expenses.

2.7 Structure of Accreditation Committee of Cambodia (ACC)

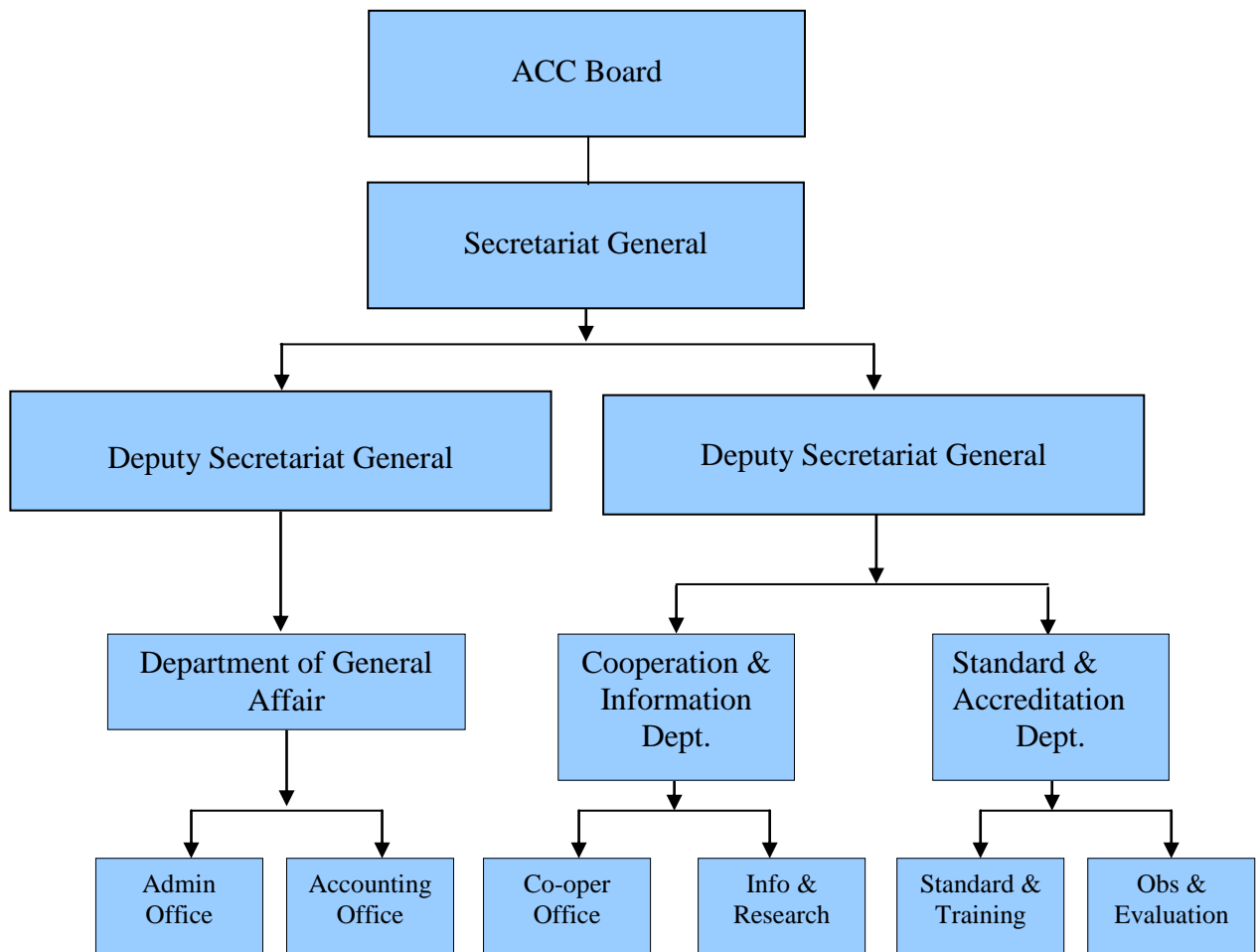


Figure 2.1 Structure of ACC

2.7.1 Secretariat General

Secretariat General of Accreditation Committee of Cambodia (ACC) must perform all the tasks of ACC and its mission to carry out the following tasks:

- To prepare report of ACC and necessary actions for ACC
- To create and improve basic standard quality to its minimum for higher education
- To observe, inspect and evaluate on the management structure and curriculum of the higher education
- To propose to support the accreditation of HEIs to ACC to make decision

- To propose to accept the Foundation Year Course Curriculum of HEIs to ACC to make decision
- To facilitate and cooperate with MoEYS, concerned ministries, institutions, agencies, nation and international organizations , and others concern with HEIs and post HEIs
- To provide recommendations to improve education quality of HEIs and submit to ACC to make decision
- To study the development process and the need of human resources to improve the basic standard quality to its maximum for higher education in Cambodia
- To make sure that there are suitable contributions from other concerned stakeholders which asked for evaluation from ACC
- To public the results found by ACC for their accreditation
- To develop the action plans and report work achievement of the Secretariat General to ACC by the due date.

Secretariat General of Accreditation Committee of Cambodia (ACC) consist of three departments namely Department of General Affair, Department of Standard and Accreditation, and Department of Cooperation and Information. There is one director and two deputy directors in each department with offices as a must. Position and task of each office, the creation and omission of the offices are made by ACC decision which proposed from the Secretariat General.

2.7.2 Department of General Affair

This department has to carry out the following tasks:

- To insure the efficiency and sustainability of administration process of the Secretariat General
- Responsible for preparing conferences, workshops, and other events
- To prepare annual budget (income and expenditure)
- Keeping the inventory and monetary
- To provide material, equipments, and other expenses for the operation of Secretariat General

- To propose for the decision-making of all expenses
- To work closely with the Office of the Council of Ministers, Ministry of Economic and Finance and other concerned Institutions
- keeping related document and evaluations of each HEI
- To develop action plans and report its achievements and
- Carry out other tasks of the Secretariat General.

2.7.3 Department of Cooperation & Information

This department has to carry out the following tasks:

- To establish and improve basic standard quality to its minimum for higher education criteria
- To prepare and improve guidelines for HEIs to achieve basic standard quality to its minimum which have been set
- To insure that there are suitable contributions from other concerned stakeholders and the result of each HEI which have asked for evaluation from ACC
- To check proposal from FYP agreement for bachelor students
- To observe, inspect and evaluate on the quality and curriculum of HEI
- To check proposal of HEI for its accreditation and propose to ACC to make decision
- To check proposal of HEI for its grade and propose to ACC to make decision
- To develop action plans and report its achievements and
- Carry out other tasks of the Secretariat General.

2.7.4 Department of Standard & Accreditation

This department has to carry out the following tasks:

- To cooperate with ministries, institutions, national and international organizations, and other countries to strengthen and improve standard and accreditation in HEIs

- To research and develop on human resources to establish and develop the accreditation policy in HEIs
- To public the results found by ACC for their tasks and accreditation
- To develop action plans and report its achievements and
- Carry out other tasks of the Secretariat General.

Chapter 3

RESEARCH METHODOLOGY

3.1 Type of Study

Based on the purpose of the study, an exploratory research type was used. The research design was a survey using to collect data for the assessment on the Foundation Year Program applied by Build Bright University-the main campus in Phnom Penh, Cambodia. The research was primarily quantitative method but is substantiated by qualitative information. The exploratory type was applied by using a survey design to understand the educational and professional background before enrolling the first year. It was the fact-findings in exploring the satisfaction and perceptions from students, lecturers, and officers from university itself, governmental and non-governmental institutions to get feedback on the existing system. Finally, problems and constraints were identified in order to provide recommendations and suggestions to improve future planning and application.

3.2 Selection of the Study Area

The criteria for selecting the study area were as follows:

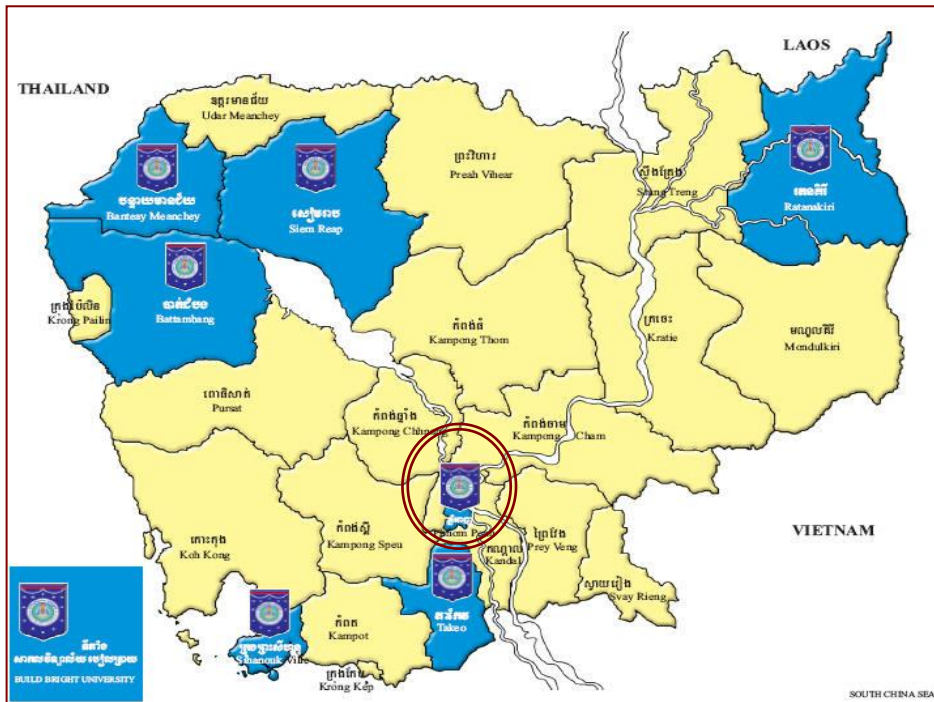
- The university's Foundation Year Program was fully accredited by the Accreditation Committee of Cambodia (ACC) on August 31, 2007.
- The main objective of this university is to promote the quality of higher education in Cambodia by adoption to both the national and international standard;
- Respondents were easy to access for interviews as the researcher is a lecturer at Build Bright University.

The main campus of Build Bright University called Tonle Basac Building: Grey building, Samdech Sothearos blvd., near Samdech Hun Sen Park, Phnom Penh,

Cambodia will be selected for the study. The study area is the third and biggest campus which is developed on the most public concentrated area along the Tonle Basac River in Khan Chamkarmon. The university's head office has then moved to this campus. Today, the three campuses have over 12,000 students enrolled in different courses among six Faculties: Business Management, Tourism & Hospitality, Science & Technology, Education & Languages, Law & Social Sciences, and Foundation year.

Historically, the Build Bright University was formerly known as the Faculty of Management and Law. It was officially and fully recognized and licensed as an undergraduate provider by the Ministry of Education, Youth, and Sport of Cambodia under sub-Decree No. 45 ANK-PK, dated on 25th July 2000. In 2002 the name was changed to Build Bright University and it is officially and fully recognized and licensed as an undergraduate and postgraduate provider by the Ministry of Education, Youth, and Sport under sub-Decree No. 58 ANK-PK, dated on 13 June 2002 on the criteria to establish university. The Ministry officially recognized this change as Build Bright University with abbreviation of BBU. It is under the control of the Ministry of Education, Youth, and Sport of Cambodia.

The university consists of 12 departments namely (1) Faculty of Business Management; (2) Faculty of Tourism and Hospitality; (3) Faculty of Science and Technology; (4) Faculty of Engineering & Architecture; (5) Faculty of Education and Languages; (6) Faculty of Law and Social Sciences; (7) Department of Foundation Year; (8) Department of Quality Assurance; (9) Department of R & D; (10) Department of Student Affairs; (11) Department of Academic Affairs and (12) Department of MIS. The university is located in Phnom Penh, Siem Reap, Sihaknoug Ville, Rattanakiri, Takeo, and Battambang. The location study area of this research is shown on Map 3.1.



3.1: Map of BBU

3.3 Sampling Design

Based on the selection criteria of study area stated in Section 3.2, the main campus of Build Bright University called Tonle Basac Building was purposively selected as the study area.

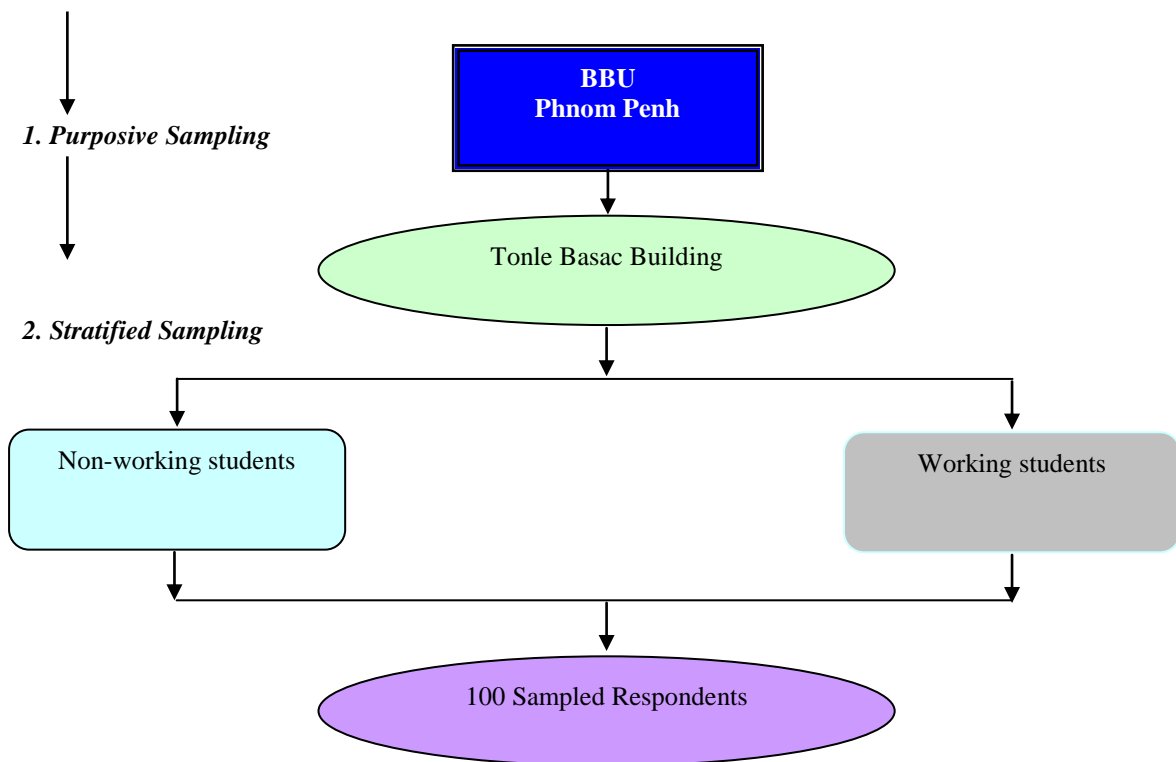


Figure 3.1: Sampling Procedures and Methods

This was due to the selection of the non-working sophomore (NWS) and working sophomore (WS). The selection of the students who experienced in the FYP at the main campus of Tonle Basac building was the most suitable respondents to give accurate information since they used to complete the foundation year. Finally, a total of 100 sampled respondents were recruited for the study due to the facts of time and financial constraints.

3.4 Data Collection Sources and Methods

3.4.1 Secondary Data

All the required information of the secondary data were collected from various sources such as libraries, the higher education office, World Bank (WB), Asian Development Bank (ADB), NGOs, statistical year book, population census and baseline survey done by the Ministry of Planning and other line agencies.

3.4.2 Primary Data

Primary data was collected at the main campus of Build Bright University called Tonle Basac Building. The data collection was used by several techniques including standardized questionnaire, interviews, key informants, observations and consultative meetings.

- **Field observation**

This was applied to observe the surrounding areas, distance and location of the university as well as buildings, facilities, library and students' work after class. Basically, this was applied to understand conditions and situation of the university and basic infrastructure.

- **Standardized questionnaire**

The standardized questionnaire was used for interviewing the sophomores. It was conducted to find out about their socio-economic conditions and characteristics,

educational and professional background, benefits gained perception and satisfaction of foundation year Program, in relation to quality of education and curriculum, problems and constraints faced.

- **Focus-group Discussion**

A focus-group discussion was conducted among the students to discuss the quality of education and curriculum, in particular, foundation year Program. Also, they had chance to interact with the researcher by sharing their benefits from the Program, satisfaction and perception. Finally, problems and constraints were importantly raised up and identified during the discussion.

- **Key informants interview**

Interviews were directly conducted with the government and university officers, instructors, an officer from Accreditation Committee of Cambodia and an officer from Higher Education Association. The interview was technically discussed about policy, planning, the curriculum, in particular, foundation year Program and other issue related to higher education.

3.5 Data Analysis

Both qualitative and quantitative analyses were used in data analysis process. The Statistical Package for Social Science (SPSS) software was used for data processing and analysis.

3.5.1 Quantitative Analysis

- a) **Descriptive analysis**

Descriptive statistics analysis including frequency, percentages, means and cross-tabulation were applied basically to analyze various indicators. Different kinds of graphic presentation were used for data presentation and illustrations.

b) Analytical statistics

The research study was used some kinds of techniques for analyzing data, specific types of techniques are mentioned below:

- **Weighted Average Index (WAI)**

WAI techniques was used for rating the degree of satisfaction on the existing foundation year Program, curriculum, quality of teacher, library and facilities, For the degree of satisfaction, it was considered with 3 scales consisting of Good, Moderate and Poor.

The WAIs is illustrated below.

(i) Index of perception on Satisfaction and Perceptions

Poor	Moderate	Good
(0.33)	(0.66)	(1.0)

3.5.2 Qualitative Analysis:

A qualitative analysis was used to substantive data particularly on curriculum, foundation year Program, problems and constraints analysis. It was very helpful to get more understanding of existing situation, and performances of the students. Techniques used included Strength and Weakness Analysis, statement analysis from the document to analyze the interrelationship of several factors related to the schools. The framework of the research design is presented in Figure 3.2.

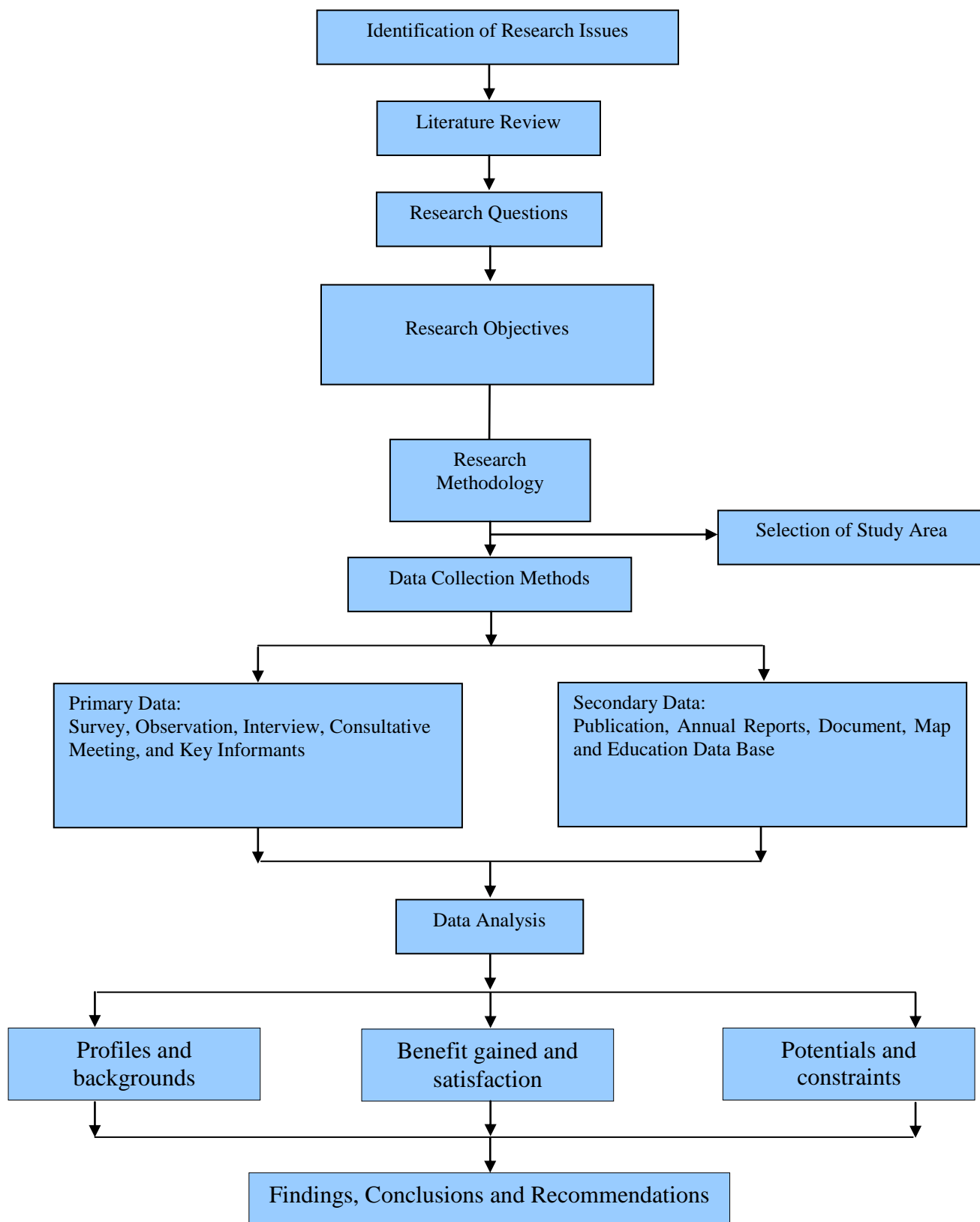


Figure 3.2: Outline of Research Design

Chapter 4

FINDINGS

4.1. Profiles of Respondents

4.1.1 Sex of Respondents

Table 4.1 shows that a total number of the respondents were 100 students including (21%) female and (79%) male .The male students were more freely to share information than female students during the interview.

Table 4.1: Sex of Respondents

Sex	Number	Percentage
Female	21	21
Male	79	79
Total	100	100

Source: Field Survey, 2008

4.1.2 Age of Respondents

The respondents were categorized into 4 different age groups as shown in Table 4.2. Out of the total respondents, the age group of 21 – 23 was the highest (65%) followed by 24 – 26 (17%), 20 – below (15%), and 27 – above (3%) respectively. An average age of respondent interview was 22 years old.

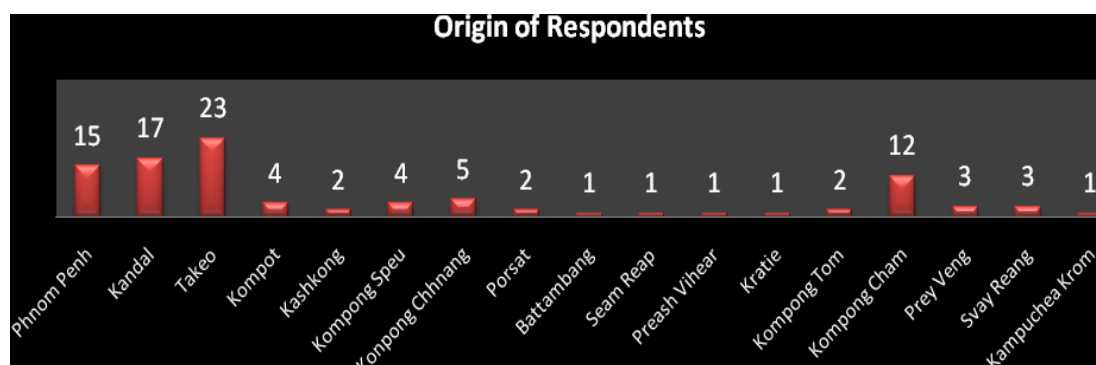
Table 4.2: Age of Respondents

Age	Number	Percentage
20 - Below	15	15
21 - 23	65	65
24 - 26	17	17
27 - Above	3	3
Average	22.39	

Source: Field Survey, 2008

4.1.3 Origin of Respondents

Students who were currently enrolling at the BBU originated from diversified parts of Cambodia. Figure 4.1 clearly shows the percentages of the student origin in details.



Source: Field Survey, 2008

Figure 4.1: Origin of Respondents

4.1.4 Previous Employment before Enrollment

Table 4.3 shows that almost all of the respondents were students (80%) who freshly completed high school and started bachelor at BBU.

Table 4.3: Previous Employment

Previous Job	Frequency	Percentage
Student	80	80
NGOs Staff	4	4
Government Staff	3	3
Company Staff	11	11
Unemployment	2	2
Total	100	100

Source: Field Survey, 2008

Interestingly, there were some respondents worked before they started their bachelors. According to the consultative meeting with students from different courses, those who started working before their enrollment at BBU due to their lack of finance. As a result, there were 11 percent worked for a company, 4 percent for NGOs. Moreover, the government officials (3%) who were currently working also wished to continue their higher education. It was noticed that 2 percent (2%) of respondents took a few year break before they enrolled. Similar reason was due to lack of financial support from their family. In the meantime, their knowledge and skills were insufficient to seek employment.

4.1.5 Current Employment

The respondents basically gained from a university were theories and concepts. Therefore, it is worthy if the students can link theory to practical or professional experience. In this regard, the students can apply what they obtained from a university where they attended for their jobs. The employment for students during enrollment is not easy to find for interview where Table 4.4 definitely shows that there were very few respondents (15%) employed while they were enrolling. The discussion in the consultative meeting could be consensus that it was actually willing to get employment while they were enrolling but it was a hard issue. This might be due to their skills and knowledge is very limited. Also, the universities could not provide them as employment opportunity and internship service with relevant companies or institutions.

Table 4.4: Current Employment

Current Employment	Frequency	Percentage
Yes	15	15
No	85	85
Total	100	100

Source: Field Survey, 2008

4.1.6 Last Degree Attainment

According to the interview with vice head of Foundation Year Program of the Build Bright University, the main requirement of bachelor at the university is a high school certificate. However, the equivalence such vocational training diploma is eligible for

admission. Table 4.5 identifies that almost all the respondents held high school certificate before their enrollment at the BBU.

Table 4.5: Last Degree Attainment

Degree Attainment	Frequency	Percentage
High School	99	99
Vocational Training	01	01
Total	100	100

Source: Field Survey, 2008

4.2 Enrollment and Performance of Respondents

4.2.1 Reasons for Enrollment at BBU

There were several reasons leading students in their enrollment at the BBU. Table 4.6 indicated the main reasons for enrollment were due to reasonable price (30%), good location (28%) and following peer (14%). Besides, the respondents also enrolled at the BBU with the following reasons: easy enrollment, good instructors, good quality, availability of scholarship, international standard, and nearby respondents' home.

Table 4.6: Reasons for Enrollment

Reasons	Frequency (N=280)	Percentage (%)
Good Quality	18	6
Reasonable price	83	30
Scholarship	8	3
Easy enrollment	21	8
International standard	6	2
Follow Peer	38	14
Good instructors	21	8
Nearby home	6	2
Good location	79	28

Source: Field Survey, 2008

4.2.2 Academic Year of Respondents

Out of the total, 38 percents of respondents enrolled in the academic year 2005 – 2006 and 33 percent in 2004 – 2005. For academic year 2003 – 2004 and academic year 2006 – 2007 shared a similar percentage.

Table 4.7: Academic Year of Enrolment

Academic Year	Frequency	Percentage
2003 – 2004	11	11
2004 – 2005	33	33
2005 – 2006	38	38
2006 – 2007	18	18
Total	100	100

Source: Field Survey, 2008

4.2.3 Course Taken by Respondents

4.2.3.1. First Prioritized Course Taken by Respondents

The first prioritized course selected by the respondents was according to their preference, future employment expectation and talent. Nearly half of respondents (43%) selected Business Administration as the first prioritized course. The consultative meeting revealed that students thought that it was easy to find job if they studies Business Administration including accounting, marketing and finance. The Information Technology (20%) and Tourism (18%) shared similar proportion of the selection by respondents. The figures shows a rapid growth of foreign investment and tourism industry development which respondents wished to take part or put into services as soon as they graduated. Other two courses of English literature (8%) and engineering (4%) were not popular for students to take at the BBU. The students preferred to take those courses at other universities such as Institute of Technology of Cambodia and Foreign Language Institute where they expected higher quality (Table 4.8).

Table 4.8: Course Taken by Respondents

1 st Course	Frequency	Percentage
Business Administration	43	43
Tourism	18	18
Information Technology	20	20
English Literature	8	8
Engineering	4	4
Total	100	100

Source: Field Survey, 2008

4.2.3.2 Second Prioritized Course Taken by Respondents

Table 4.9 gives the details of respondents' preference if they were studied two universities at the same time. In the case, they studied two universities at the same time; English literature was the first prioritized course for them. The students felt that it was not easy to find job if their English proficiency was poor even if they had good skill already. The investment and non-governmental organizations use English as the main communicative means in terms of speaking and writing. This requires a high knowledge of English proficiency. The Information Technology and Tourism were still the best courses for them regardless of first or second priority. In contrast, law and agriculture were not much popular even for the second priority.

Table 4.9: Course Taken by Respondents

2 nd Course	Frequency	Percentage
Tourism	2	17
Information Technology	3	25
English Literature	5	42
Law	1	8
Agriculture	1	8
Total	12	100

Source: Field Survey, 2008

4.2.4 Numbers of University Attended

Table 4.10 shows that majority (88%) of the respondents attended only one university where only 12 percent attended two universities at the same time.

Table 4.10: University Attended by Respondents

Number of University	Frequency	Percentage
Only one university	88	88
Two universities	12	12
Total	100	100

Source: Field Survey, 2008

4.2.5 Knowledge and Skills Used

Table 4.11 shows that less than half (43%) of the respondents used skills gained from Foundation Year Program (FYP) for their employment in terms of non-income and income generation. The knowledge and skills used are significant and required for students to obtain practical experience or extra income while they were enrolling university. The higher percentage of respondents who did not use knowledge and skills learnt for several reasons. The discussion among the students discovered that the Foundation Year Program is very broad and duplicated with high school course. Also, the main goal of course is just a basic for students before going to professional education.

Table 4.11: Skill Used for work

Skill Use	Frequency	Percentage
Yes	43	43
No	57	57
Total	100	100

Source: Field Survey, 2008

4.3. Foundation Year Courses

4.3.1 Favorite Courses

According to the Deputy Director of the Foundation Year Program (FYP) in Build Bright University the students require to complete 2 semesters for the Program (equivalent to 30 credits). First semester, students needed to take the Khmer literature, economics, public administration, basic computer and English. Second semester, students might study different courses due to the specific field of study (Figure 4.2).

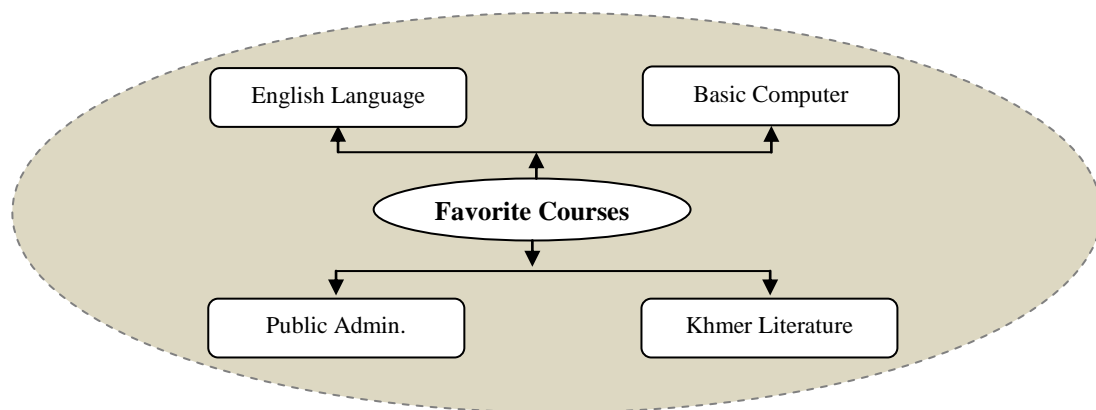


Figure 4.2: Favorite Courses

4.3.2 Unfavorite Courses

The others courses provided are history, sociology, mathematics, philosophy, geography and environment, and these courses were not much interested to respondents. English literature, basic computer, public administration and Khmer literature were the most favorite courses since they were relevant to professional skills which students were keen to learn. History, geography and philosophy were not much interested to respondents even if they were very relevant to the fields of their study since they felt that the contents of the courses were not much different from what they already studied at high schools. Mathematics was the most unfavorite course by most of students. But the basic knowledge of their mathematics was very poor before their enrollment to university (Figure 4.3).

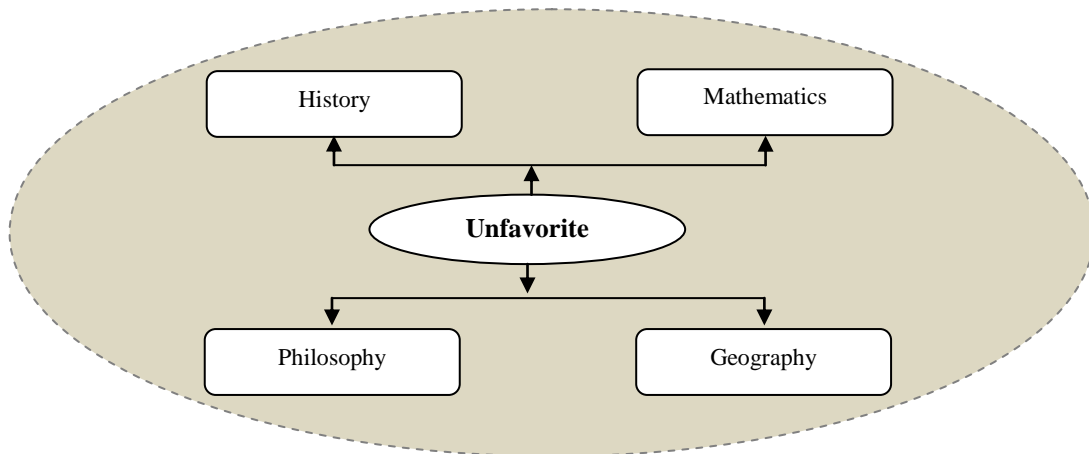


Figure 4.3: Unfavorite Courses

4.3.3 Reasons of Favorite Courses

Table 4.12 shows the reasons why students like the courses offered in the Foundation Year Program. The main reasons why respondents like the courses were of easy to learn (43%), fit to future work (26%), fit to future course study (17%), and fit to current work (14%).

Table 4.12: Reasons of Favorite Courses

Reasons	Frequency (N=150)	Percentage (%)
Easy to learn	64	43
Fit to current work	21	14
Fit to future work	40	26
Fit to future course study	25	17

Source: Field Survey, 2008

4.3.4 Reasons of Unfavorite Courses

Table 4.13 shows that the main reasons of majority of respondents (75%) were due to difficulty to learn. Those courses might basically require some calculation.

Table 4.13: Reasons of Unfavorite Courses

Reasons	Frequency (N=115)	Percentage (%)
Difficult to learn	82	75
Not fit to current work	14	13
Not fit to future work	19	12

Source: Field Survey, 2008

4.4 Documentation and Research

Each course in the Foundation Year Program (FYP) is specifically designed by individual instructor. The instructors have developed the courses based on documents in foreign language, in particular, English and French. In this sense, if students have knowledge in English and French are advantaged for their further study and research. Table 4.14 gives details of language of documents discovered by respondents. English and Khmer are medium language which respondents use for their research and documents. They shared similar percentage among the two.

Table 4.14: Documentation

Language	Frequency (N=194)	Percentage (%)
Khmer	98	51
English	96	49

Source: Field Survey, 2008

4.5 Availability of FYP Textbooks

The textbooks of Foundation Year Course (FYC) were available in the following institutions and places as shown in Table 4.15.

Table 4.15: Availability of FYP Textbooks

Institutions	Frequency (N=193)	Percentage (%)
BBU	102	53
Other Universities	12	5
Book store	61	21
ADB	2	1
Others	16	8

Source: Field Survey, 2008

4.6 Education Standard

Majority of respondents (78%) collectively agreed that the Foundation Year Program was still in the national level where they were difficult to transfer their study to other accredited universities even in the neighboring countries. However, the university claimed to be accredited but it was impossible to transfer their credits to other regional universities. This was due to the fact that the quality of education was still evaluated as the national level. Interestingly, there were dozens of percentage of respondents stated that the courses provided in Build Bright University as regional and international standards (Table 4.16).

Table 4.16: Education Standard

Working Ability	Frequency (N=194)	Percentage
National	78	78
Regional	12	12
International	10	10
Total	100	100

Source: Field Survey, 2008

The discussion shows the agreement of those students came up as the reasons that most of instructors graduated from foreign recognized universities of the industrial and developed countries like the United States of America, the United Kingdom, Australia, France and Japan. There was no doubt that the courses were designed with

the alignment of regional and international standards. The instructors produced their own courses basically from the international curriculum where they earned during their studies. However, the Deputy Director of Foundation Year Department of Build Bright University agreed that the courses provided were still at the national level. Currently, BBU was committed to move from national to the regional standard at the first stage within the next few years. Additionally, the international standard is a long-term ambition of the university which was expected to be fulfilled in the next 10 years.

4.7 Continuation of FYP

Figure 4.4 reflects to the suggestion of respondent on whether the First Year Program should be continuing or not. The reflection was concluded by the respondents might refer to the contents of courses, quality of teaching and curriculum development. The course was developed by individual instructors with their available documents. But the curriculum development is required highly efforts through discussion and consultation to get consensus among a group of experts. The consensus could improve the quality of course content. Also, the respondents feel unnecessary to continue the course also reflect to the knowledge and skills earned after the completion of the Program. The courses were still broad which could not give specific skills expected by most of them. Also, the instructors did not give them more assignment and real practice rather than theoretical instruction.

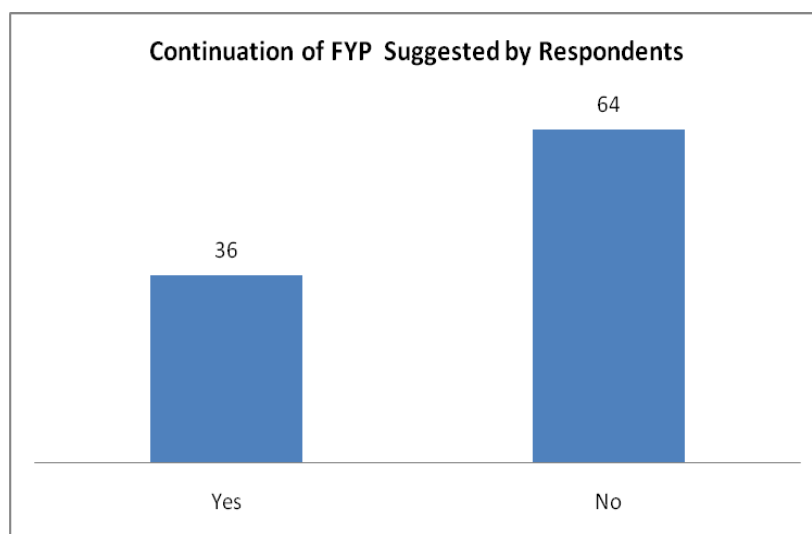


Figure 4.4: Continuation of FYP Suggested by Respondents

It is actually the Program that was a very well-designed by efforts of the Ministry of Education, Youth and Sport (MoEYS) under technical support of ACC and financial support from the World Bank. The implementation of the programme was still limited so this could not fully follow the standard of the Program. This might be a question of low tuition fee paid by students, insufficiency of human resources and school management. The tuition fee charged by university was marketing oriented rather than quality-orientated. So the payment for instructors could not be able to fully motivate them to put more time on course preparation and research. Also, the capacity of instructors of some specific courses (geography, philosophy and history) was limited. The Program required for advanced knowledge continuing from previous study at high school but the current courses provided seemed to be repeated. The management of the university was still in limited in terms of staffing and communication with parents. The university did not recruit the right persons for the right positions. Additionally, the university was likely not to have good communication with parents in terms of student attendance.

4.8 Perception and Satisfaction with FYP

The assessment on perceptions and satisfaction of students with the Foundation Year Program (FYP) focused on curriculum, lecturers and school administration and management of the Build Bright University. The assessment was applied by Weight Average Index (WAI), Good, Moderate and Poor.

Table 4.17 shows the feedback from the respondents on textbook assessment and learning courses of the Foundation Year Program were good (0.79 and 0.71), the length of time per day was evaluated as moderate (0.64), and period of time study year was poor (.31). Each session seemed to be too short and could not finish the planned lessons by instructors. Sometimes they were required to be rushed without clear explanation. The other serious criticism was on period of study per day and per year might be a reason of so many public holidays happened in Cambodia so the students would have to scramble in a short time. So this might affect the quality of higher education. Midterm and final examination was assumed as moderate who was not so strict. Sometimes, cheating was allowed during the exam which badly affected the quality of education.

Table 4.17: Perception on and Satisfaction with FYP

Assessment	Build Bright University	
	WAI	OA
1. Assessment on Curriculum		
Textbooks	.79	G
Courses	.71	G
Time (Per year)	.31	P
Period (per day)	.64	M
Examination (mid-and final)	.61	M
2. Assessment on School Administration and Management		
Communication (university and parents)	.52	M
Class management	.63	M
University Management	.47	M
University facilities	.59	M
Library and Learning Center	.68	M
Computer Labs	.67	M
3. Assessment on Lecturers		
Capacity of lecturers	.73	G
Competence of lecturers	.71	G
Quality of lecturers	.61	M
Explanation of lecturers	.75	G

Source: Field Survey, 2008

Note:

G = Good, M = Moderate, P = Poor, WAI = Weight Average Index, OA = Overall Assessment

Good	Moderate	Poor
0.67-1.00	0.34-0.66	0.01-0.33

Similarly, other universities in Cambodia, the facilities, library and learning centers and computer labs were the main issues. Those equipments and materials were very expensive and they could not update due to the change of new technology and edition as other universities. The communication (university and parents), class management, facilities, library and learning centers and computer lab were all moderately assessed. However, it would be common if compared to other universities in Cambodia. The library was not standard which available mostly old books were and there were very poor Journal Articles and research papers. In addition, the computers were not parallel to the numbers of students. In particular, the internet was very slow in speed so it was hard for students to download the document on the web. Moreover, the internal regulation was not good enough to bring a good class environment. Most students came to talk rather than to learn. The lecturers could not change the environment since the assessment and complaints of students were important for school in terms of recruitment. The lecturer had to use leisure-fair to maintain their career at university.

The capacity, competence, and explanation of lecturers were the main asset on the Build Bright University. Majority of lecturers were already qualified enough even if a very minor percentage of them did not complete pedagogy. They were fundamentally evaluated as good and the quality can start from them. Yet, the quality produce by them was only moderately assessed (0.61) by lectures at the Build Bright University. To produce a qualified education was not completely dependent the lectures but also management of the university. The internal regulation in the university was not yet good enough to ensure the quality of the university. The less restriction on students' attendance, limited facilities, lack of partnerships for internship, exchange program (both internal and external countries), and insufficiency of updated textbooks and documents (in particular Journal Articles and

other research papers) could not provide good quality of education even if the high human resources were in place.

4.9 Problem Analysis related to Foundation Year Program (FYP)

4.9.1 Problem Analysis

The current Foundation Year Program (FYP) has been applied with both advantages and disadvantages. In this sense, the problems and constraints are critically required to identify based on the finding in Chapter 4 and qualitative analysis from key informants and group discussions. The current Foundation Year Program (FYP) employed by the Build Bright University have faced 4 main specific problems and constraints: (1) Limited satisfaction of Students with FYP; (2) Management of University; (3) Limited Capacity and Profile of Students and (4) Enabling Environment of Higher Education. The limited capacity and profile of students and limited management of university constituted the low satisfaction of students with Foundation Year Program (FYP). At the same time, the enabling environment of higher education highly affected the management of Build Bright University. All the mentioned-factors were driven less respondents' perception to wish the Program to be continued if the future application will not be improved.

The main causes leading to dissatisfaction were owing to the facts that the courses were too comprehensive and included too many lessons with a short period of time. In particular, the courses were not standardized as the national curriculum whereas the individual lecturers who developed the curriculum based on the existing documents and some translation from foreign books. Additionally, the respondents preferred to take the easier courses rather than the relevant courses. This might not be achieved the goals of orientations for the second year at the university which the Foundation Year Program could be their basic courses.

The capacity and profiles of students before enrollment is also very significant because it is reflected to the study outcome and satisfaction from the courses. This research showed that the respondents were not only poor in general knowledge - mathematics, but also poor proficiency of English language. The university

enrollment are basically required some analytical knowledge with mathematics. Also, most of the documents and textbooks are written in English, so respondents might not be able to do their further research and study if they are poor at English. Another problem was that respondents selected the courses due to the employment opportunity but not their knowledge and skills owned. This was also an issue leading into less interest and attention on the course provided.

The issue of universities is not only referred to Build Bright University, but also to all HEIs in Cambodia. Many questions have been raised if a private university could provide a good quality of education with very low tuition fee and easy admission. Furthermore, the university under the study area did not have sufficient facilities including library, computer lab and other facilities and enough research and development. In particular, the internal regulation was not strict enough to make students to work hard at university. Specifically, the examination was still not strict enough to ensure the quality of the students. This could be the main reason why students did not take care about their study. As they thought that private university did not pay much attention on internal regulation but payment for the admission fee, so they have a very bad perception on the management of the university.

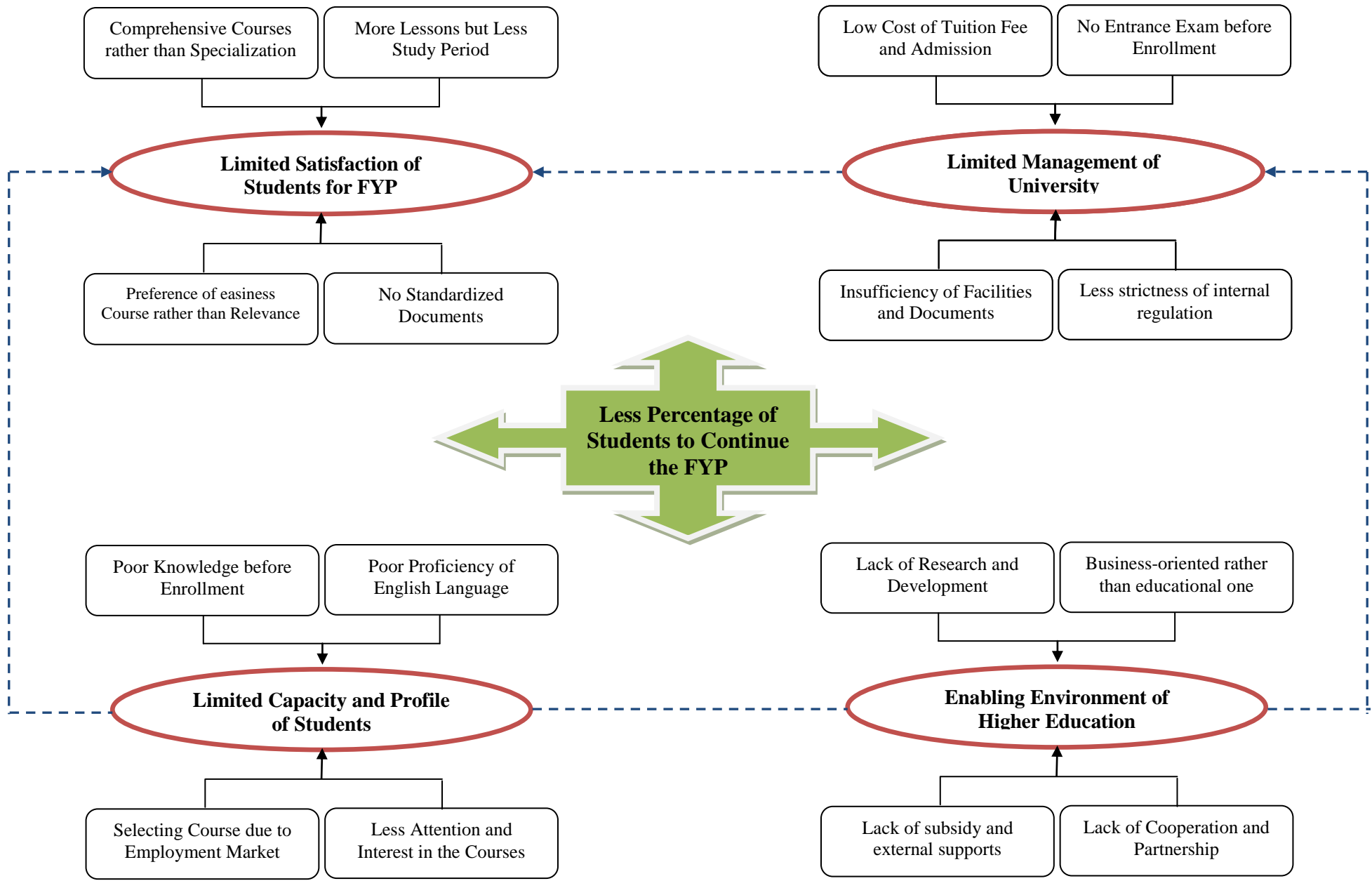


Figure 4.5: Problem Analysis related on Foundation Year Programme at BBU

4.9.2 Strength and Weakness Analysis related to Foundation Year Program

Strength	Weakness
FOUNDATION YEAR PROGRAM	
<ul style="list-style-type: none"> • Provide general knowledge to students before starting professional skills. • Clear policy and guideline developed and directly managed by the Accreditation Committee of Cambodia. • Harmonize courses offered during the Foundation Year Program by all the universities. 	<ul style="list-style-type: none"> • Most of courses provided are very comprehensive and duplicated from high school. • Textbooks of each course in the Foundation Year Program have not been standardized yet. • Too many subjects and lessons with many public holidays.
MANAGEMENT AT THE BUILD BRIGHT	
<ul style="list-style-type: none"> • Build Bright University is one of the biggest private universities recognized by the Accreditation Committee of Cambodia. • Cooperate with both national and international universities and partnership for quality improvement. 	<ul style="list-style-type: none"> • Quality is still limited as in the national level. • Cooperation does not sustain in a long period of time, no much cooperation for employment, internship and exchange Program

<ul style="list-style-type: none"> • Well-structure with clear responsibility and roles. • Equip with libraries, computer labs and other educational materials. 	<p>for student.</p> <ul style="list-style-type: none"> • Does not recruit the right persons in the right place, in particular, administrative department. • Facilities and services provided do not meet the regional standard. • Internal regulation is not so strict for students. • Admission is easy and there is no entrance examination. • Prioritize the assessment by students on instructors.
<p>INSTRUCTORS AT BUILD BRIGHT</p>	
<ul style="list-style-type: none"> • Competence and capable to provide students with skills and knowledge. • High experience with the course teaching. • Prepared course based on the international documents. 	<ul style="list-style-type: none"> • Does not pay much attention and restriction on the students' performance. • Teacher-centered and not clear approach set. • The teaching material is prepared by individual and not consensus.

STUDENTS AT BUILD BRIGHT UNIVERSITY

- Come to class regular as the schedule provided.
- Collectively and friendly among the classmate and school mates.

- Do not pay much attention and interest in lectures.
- Does not gather for research and extra study but going out.
- Poor background with some course like mathematics...etc.

Chapter 5

DISCUSSION

The rapid growth of Higher Education Institutions (HEIs) in Cambodia has brought pros and cons for the young generation toward the country development. A critical question has been raised that "Does higher education provide good quality of education in terms of employment after the graduation?" Since the freshmen had different educational and professional background, the Foundation Year Program (FYP) has been initiated and applied to all of the universities through out the country. The existence of Accreditation Committee of Cambodia (ACC) is very significant in order to maintain and control quality of both private and public universities. Moreover, Accreditation Committee of Cambodia (ACC) is working closely to support the Foundation Year Program (FYP) development. The Program main aims is to make certain and enhance academic quality, consistent with international standards, for greater effectiveness and to determine the organizational structure, roles, functions, and duties regarding the administration of accreditation process.

According to the ACC, the Foundation Year Program is very well-designed initiative to support freshmen at the earliest stage of their enrollment at the university and to help them choose the right skill for their study in the future. However the result from the assessment of this research study, the Program seemed not be successful which more than half of the respondents did not wish the program to be continued. This might be owing to the issues of the implementation of the Program by the university itself. The curriculum is not nation-wide standard whereas individual lecturers prepared their lessons based on the existing documents and some translation from foreign textbooks, so they seemed to be mixed up and complicated. The subjects are likely to be repeated from the senior high schools. The less advance of each offered subject has brought the students bored and less interested in the courses. In addition, the skill such as computer and English language offered, were not sufficient for students which computer labs, other facilities and textbooks were a trouble-some. Furthermore, the Program has included many long lessons which could not be finished in a short period of time.

The courses were also broad that could not give specific knowledge and skills expected after the completion of the Program. Anyway, students preferred to take the easier courses rather than relevant courses. This is due to the limitation of capacity and profile of the students before enrolling. They were not only poor in general knowledge, but also poor in analytical knowledge based on mathematics and proficiency of English language. *Without a clear orientation, instruction and understanding the concept of the Foundation Year Program (FYP) and based on the study have shown high percentage of the respondents felt that it is unnecessary to continue the Program.*

According to the existing policy of the Foundation Year Program, it is already good with the effort of MoEYS under technical support of ACC and financial support of the World Bank. Its main goals are to make certain and enhance academic quality, consistent with international standards, for greater effectiveness and to determine the organizational structure, roles, functions, and duties regarding the administration of accreditation process. *The Foundation Year Program is very necessary indeed and it cannot be absent from the Higher Education Institutions in Cambodia.* It is the best guideline to help support freshmen in choosing the right skill for their study in the future at university. However, it is still needed to be reformed some points, in particular, to standardize the curriculum. To become a regional or international standardized quality, the curriculum must be well-developed and aligned with the international curriculum through consultation and discussion by all relevant agencies and institutions, but not individual instructor. Also, the Accreditation Committee of Cambodia should enhance its control and supervision on the quality of education and the application of FYP at all universities. The permission of opening a university should ensure its long existence as well as guarantee the quality of education for students. This might be applied by increasing the field visit to all universities regularly at least once in a semester.

The World Bank is one of the most important actors in supporting financial assistance to the Foundation Year Program initiative, and should consider about its further support on the standardized curriculum development. The standardized curriculum development is very important to harmonize the quality of education applied by all the universities both private and state universities. In the mean time,

the university should reform some system such as administration and management. The recruitment should be put the right person in the right place. Also, the university should care more about quality rather than benefits. More importantly, the internal regulations should be restructured or reformed. The lecturers should pay more attention on the instruction rather than trying to attract students for good assessment. In particular, well-prepared lessons should be used in order to achieve to the right direction of the course objectives. Furthermore, the student-center should be all applied by all the lecturers and more work should be given to the students. As mentioned, this requires more cooperation from students and instructors. Additionally, students should be discipline, obey university regulations, and they should pay more attention on their study, research, and extra study after class. Furthermore, the courses provided to students should be expanded new skills and with advanced knowledge but not repetition. Also, period of study should be added in order to give them enough time to study and well understanding the entire lesson. As it is a professional course so practice in terms of internship, exchange Program and other employment exhibition should be existed. Also, the practice must be always aligned with theories leant.

The Foundation Year Program development is a combined effort from all the key shareholders including the policy maker and planner - government, private sectors (universities), researcher, practitioners (development organization), lecturers and students. The first thing is that it required developing a standardized curriculum as a nation-wide and then putting it into action on both public and private universities through out the country. Without a well-designed curriculum, the Foundation Year Program can not be a bridge for students to continue their second year at the university. The update of the curriculum might be additional and more knowledge with advanced skills, so students might not be bored as well as less interested.

Chapter 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Based on the findings of this study (Chapter 4), it can conclude that the Foundation Year Program is a very well-designed initiative to support freshmen at the earliest stage of their enrollment at the university. It is very essential for students to review some lessons from high schools and learn some basic professional skills (English, Public Administration and Basic Computer). The review and basic skills provided in the Foundation Year Program can help the students to continue their second year successfully. This Program might be applied to adopt the students into learning environment at the Higher Education Institutions. The degree offered from the Foundation Year Program might allow students to transfer from one university to another without any barrier.

However, the implementation of the Program has come up with a majority of respondents who felt that the Program brought them bored and less interest in the course provided. The review seemed to be repeated and not new or provided advanced knowledge. In the same time, the basic skills do not fully provide them with specific skills, in particular, computer and English. The students still required to have extra classes at the other centers or institutions. These were due to the fact that insufficiency of computer facilities and short period of time in instruction if compared to scope of the whole course. Those failures led a higher percentage of respondents in their decision with expectation of wishing not to continuation of the Program. The well-designed Program can be employed unless a standardized curriculum taken in place to harmonize the application throughout the country. The limited capacity of university management in terms of regulation restriction and poor communication among parents cannot ensure with good quality of education even if the qualified instructors are there.

The main reasons of the students in selection for the Build Bright University are due to reasonable price, good location, good instructors, and following their friend. The

finding shows clearly that most of them had very poor background in mathematics and other calculation courses. This is the main disadvantage of them and they would challenge when they start the professional course which requires for analytical knowledge (based on mathematics and statistics). The course selection of the field of study might reflect to their background and employment opportunities. That is why majority of them preferred to take Business Administration, Information Technology and English Language. Those fields of study required less calculation and other analytical knowledge. In general, the Accreditation Committee of Cambodia, the Build Bright University, Instructors and Students faced different problems and difficulties. The main problems related to the Foundation Year Program are limited the satisfaction of students, limited management of university, limited capacity and profile of students and enabling environment of higher education.

6.2 Recommendations

Based on the findings and conclusions of this study, a set of recommendations are suggested to improve the performance of the Ministry of Education, Youth and Sports (MoEYS) as well as the mandate of the Accreditation Committee of Cambodia (ACC), the World Bank, the Build Bright University (BBU), Instructors and Students.

First, the existing policy is already good. However, it is still needed to be reformed some points, in particular, to standardize the curriculum. To become a regional or international standardized quality, the curriculum must be well-developed and aligned with the international curriculum through consultation and discussion by all relevant agencies and institutions, but not individual instructors. Also, the Accreditation Committee of Cambodia should enhance its control and supervision on the quality of education and the application of FYP at all the universities. The permission of opening a university should ensure its long existence as well as guarantee the quality of education for students. This might be applied by increasing the field visit to all the universities regularly at least once in a semester.

Second, the World Bank is one of the most important actors in supporting financial assistance to the Foundation Year Program Initiative. In this stage, World Bank

should think about its further support on the standardized curriculum development. The standardized curriculum development is very important to harmonize the quality of education applied by all the universities both private and state universities.

Third, the university should reform some system such as administration and management. The recruitment should be due to the right person in the right place. Also, the university should care more about quality rather than benefits. In this regards, the international regulations should be restructured or reformed.

Moreover, the lecturers should pay more attention on the instruction rather than trying to attract for good assessment by students. In particular, well-prepared lessons should be used in order to achieve to the right direction of the course objectives. Furthermore, the student-center should be all applied by all the lecturers by giving more work to students. As mentioned, this requires for cooperation from students and instructors. Additionally, students should be discipline, obey university regulations, and they should pay more attention on their study, research, and extra study after class.

Last, but not least the courses provided to students should be expanded new skills or with advanced knowledge and not repetition. Also, period of study should be added in order to give them enough time to study and well understanding the entire lesson. As it is a professional course so practice in terms of internship, exchange Program and other employment exhibition should be existed. Also, the practice must be always aligned with theories leant.

6.2.1 Recommendation on Further Research

Based on findings of the study the following topics are recommended for future research:

- Favorite and unfavorite Courses of Foundation Year Program
- Effectiveness of Foundation Year Program Application

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Appendix 1

Questionnaire Number:.....

Questionnaires Survey

Students' Perception on the Necessity of Foundation Year Program (FYP) in Higher Education: A Case Study of Build Bright University (BBU)

By

Leng Sarie

Graduate Student

Respondents: Students experienced in Foundation Year Program at BBU

Information of Respondent:

Name of Respondent..... Family Status.....

Address.....

.....

Tel:.....

Name of Interview.....

Date of Interview.....

Remark.....

.....

Graduate Program in Education

Royal University of Phnom Penh

Phnom Penh, Cambodia

June 2008

I. Profile of Respondents

1.1 Demographic Information

1	Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male
2	Age of Respondents		
3	Origin of province		
4	Other.....		

(a) What was your previous job?

- Student
 NGOs staff
 Government staff
 Company Staff
 Other

(b) Are you still working at the above-mentioned work?

- Yes
 No, if not why?.....

1.2 University Enrollment

(a) What is your last degree?

- High School
 Associate
 Bachelor
 Vocational Training
 Equivalent

 Other.....

(b) Reasons for the enrollment at the Build Bright University:

- Good quality
 Reasonable price
 Scholarship
 Easy enrollment
 International standard
 Follow peers
 Good instructors
 Big library
 Job-oriented
 Good location
 Near by
 Other.....

(c) When did you do your first enrollment?.....year

(d) How many universities are you enrolling?.....if more than one why?.....and what are they and majors?.....

(e) Are you working while you are studying?

- Yes
 No, if yes, where?.....

and why are you working?.....

(f) Do you use skill learned from school for your job?

Yes No, if yes, what?.....

and no why?.....

II. Benefit gained and satisfaction with FYP

2.1 Benefit gained:

a) How many subjects did you take in your first year?

(Multiple Answer)

Course Work	Tick	Remark
Khmer Literature	<input type="checkbox"/>	
Mathematics	<input type="checkbox"/>	
History	<input type="checkbox"/>	
Philosophy	<input type="checkbox"/>	
Fine Art	<input type="checkbox"/>	
Music	<input type="checkbox"/>	
Archeology	<input type="checkbox"/>	
Religious study	<input type="checkbox"/>	
English	<input type="checkbox"/>	
French	<input type="checkbox"/>	
Other language	<input type="checkbox"/>	
Physics	<input type="checkbox"/>	
Environmental science	<input type="checkbox"/>	
Geography	<input type="checkbox"/>	
Geology	<input type="checkbox"/>	
Chemistry	<input type="checkbox"/>	
Basic computer	<input type="checkbox"/>	
Sociology	<input type="checkbox"/>	
Social Studies	<input type="checkbox"/>	

Administration	<input type="checkbox"/>	
Economics	<input type="checkbox"/>	
Public Health	<input type="checkbox"/>	
Law	<input type="checkbox"/>	
Demographical Studies	<input type="checkbox"/>	
Other		

b) What subjects do you like the most?and why?

- Easy to learn Fit to my current job
 Fit to my future job Fit to my further course study

Other comments:.....

c) What subjects do you dislike?and why?

- Difficult to learn Not fit to my current job
 Not fit to my future job Not fit to my further course study

Other comments:.....

d) What are the benefits gained?

- Get general knowledge Get basic knowledge of the course
involve
 Get basic English Get basic computer
 Other

e) Do you think you are qualified enough to work after Foundation Year Program completion?

- Yes No

If yes, why?.....
.....

If not, why?
.....

h) Do you want to have Foundation Year Program?

Yes

No

If yes, why?.....

.....

If not, why?

.....

III. Potential and constraints

3.1 What are the potentials of FYP enrollment?

.....
.....
.....

3.2 What are the problems and constrains face in FYP?

.....
.....
.....

3.3 What do you suggest to improve FYP for the future application?

.....
.....
.....

Appendix 2

Questions Checklist

I. Government Officer: (ACC)

- a) Could you give a brief description of your main duties and responsibilities related to FYP?
- b) What are the main concepts and objectives of FYP?
- c) What are advantages and disadvantages of FYP?
- d) Do you think the Program runs well?
- e) Do you think the Program fits to the country's development?
- f) What are the achievements of FYP so far?
- g) How each university integrates into their Program?
- h) Which universities implement this Program well? Private or public?
- i) Do you think FYP is best for freshmen?
- j) Are you satisfied with FYP? Why? And why not?
- k) Do you think student can work after completion FYP? Why? And why not?
- l) What are the problems and constrain faced by FYP application?
- m) Could you give some suggestions and recommendations to improve the FYP for the future application?

II. University Officer: (Build Bright University)

- a) Could you give a brief history about your university?
- b) How many students can the university accommodate? And how many students enrolled in the FYP this year?
- c) When was the implementation of FYP?
- d) How many subjects are required in FYP?
- e) How do you employ lecturers? How is the quality of lecturers? Are they trained with pedagogy? And what are their degrees?
- f) Do you have enough lecturers for all subjects? What subjects are lacking of lecturers?
- g) Do you know what methods the lecturers use for their teaching? Student-center? Teacher-center? And which one is more effective?
- h) Are the existing facilities and accessories sufficient? Why?

- i) Does the library have enough textbooks for the student to read?
- j) Does the university have any cooperation with other universities and organizations?
- k) What are your perceptions on FYP?
- l) What are the main problems and constraints facing FYP? And how do deal with it?
- m) What are your suggestions and recommendations to improve the FYP for the future application?

III. Lecturers: (Build Bright University)

- a) How long have you been teaching at this university? In what year? What degree did you graduate?
- b) What subjects are you teaching?
- c) Did you receive any training on pedagogy? If yes, where and when?
- d) What do you think about FYP?
- e) How many students are in your class?
- f) What percentage the students attend in the class room regularly?
- g) What methods do you use for your teaching? Student-center? Teacher-center? And which one is the most effective?
- h) Do you think the university has enough facilities and equipments?
- i) Does the library have enough textbooks for the student to read?
- j) What are the main problems facing in your teaching?
- k) Do you think FYP is standardized?
- l) What are your suggestions to improve FYP in the future?

III. Group discussion: (Students at Build Bright University)

- a) Could you give a short description about your current studies?
- b) What problems facing your study in the first year?
- c) What subjects do you like and dislike? Why?
- d) Are you satisfied with FYP?
- e) What did you mainly learn from FYP?
- f) Do you think FYP is useful for your job and future study?
- g) What are your suggestions on FYP?

Appendix 3

Photos of Field Work Activities



Researcher Interviewing the Lecturer at Build Bright University



Field Assistant Interviewing the Student at Build Bright University



Researcher Conducting Key Informant with Deputy Chief of FYP at Build Bright University



Group Discussion with Students at Build Bright University